

Multidisciplinary Approaches to Literacy in the Digital Age



Nurdan Oncel Taskiran



Handbook of Research on Multidisciplinary Approaches to Literacy in the Digital Age

Nurdan Oncel Taskiran
Istanbul Medipol University, Turkey

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Section 1 **Visual Literacy**

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Film Literacy, Visual Culture, and Film Language	1
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This chapter, in the age when we experience the supremacy of the visual dominance, sustains the assumption that political power has infiltrated the lives of the individual as a subject in visual representations, and that films, which can be a medium where the individual may oppose the domination against the struggle for power, produce both hegemonic discourses and counter rhetoric. Based on this assumption, it aims to explain the content required for film literacy in general terms. For this purpose, the concept of media literacy covering the mass media and the historical development process are summarized, followed by a brief overview of the history of film and the scope of film literacy. Then cinematographic image and film analysis methods are explained, and finally, the results of the content in the context of film literacy are evaluated and suggestions are offered.

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<i>Nursel Bolat, Ondokuz Mayıs University, Turkey</i>	

While the visual means visually based on vision, everything that can be seen with the broadest meaning is defined. In order to understand what is happening in nature, seeing is quite important and is familiar with the idea of seeing the leaps of thoughts in understanding the assets. However, the idea of visualization is taken by the eye as well as their meaning by the brain. It, therefore, includes the process of acquiring a lot of information on the basis of what is seen next to the sight. In the process of brain processing of images taken by the eye, the process of meaningful or related meaning in connection with education is also leading to the concept of visual literacy. The concept of visual literacy leads to visual narrative,

visual culture, and technical narrative in the process of reading this visual culture. In the process of visual communication, the technical elements of the cinema, which are used in the formation of visual elements, are also used to solve the flow of information between the eye and the brain.

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<i>Pat Brereton, Dublin City University, Ireland</i>	

Media literacy has become one of the key qualifications for taking an active part in contemporary society. As media technology becomes more intuitive and media and other social practices intertwine more and more across everyday living, this chapter draws on three contrasting but randomly-chosen popular media texts to tease out how they both situate and address various forms of environmental literacy.

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Understanding, developing, and controlling visual literacy is a major part of architectural education since the role of the architect in society is to have an advanced skill level of visual literacy and transmit the codes and functions in a complex form of communication, which includes visual, perceptive, social, and psychological languages simultaneously. Dominating the discipline discernibly requires a good understanding of the definitions, interpretation of former studies, and an improvement of the self-model of visual communication in design. This study documents ways of developing visual literacy during architectural education and evaluates the models of learning for its improvement. The main objective of this study is to offer intuitions both for educators and students through working the concept of visual literacy in architectural education and architectural language of communication itself.

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<i>Zuhal Akmese, Dicle University, Turkey</i>	

Communication is one of the areas most affected by technological developments. This change in the field of communication affects society in all its dimensions. Today, the media, which has become a force that affects, changes, and transforms social life in a serious way, is one of the most important elements of socialization. Media literacy is an extremely important concept to understand the functioning and policies of media institutions to ensure that individuals are not exposed to the manipulative effects of media production and to be able to analyze media content accurately. This study focuses on how media content is framed by addressing media and media literacy from a holistic perspective and emphasizes the importance of media literacy in analyzing these frameworks. In this context, the concept of media literacy is discussed in detail and how a sample news about media production is constructed in the context of critical media literacy is analyzed by the method of framing analysis.

Chapter 6

Business Literacy Education in the Digital Age 88

Ozlem Geylani, Istanbul Technical University, Turkey

The digital world currently presents many learning tools and knowledge sources about business literacy. Considering today's learners, digital improvements suggest time-saving learning tools and processes for individual or mass learning activities. Since the industrial age and through the knowledge age, we still use and improve network elements in the digital age. Computers, tablets, televisions, cell phones are instantly becoming the distributors of knowledge in or out of spaces. However, learners in the digital age by the freedom of internet connection points may easily reach to videos, podcasts, or especially, to games that are based on individual learning activities. In respect to the aim of this chapter, an overview is targeted about the understanding of business literacy in the digital age, and it also mentions financial literacy as a supporting literature review. The research finally proposes a realization on the dilemma of the abundance of the knowledge in business and financial literacy leaving out the scarcity of digital tools and sources.

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Media Business Literacy in the Digital Age: Changing Industry Trends 105

Inci Tari, Arel University, Turkey

The digital age is changing everything forever. Media is changing in many ways ranging from the way people screen it to the way it is operated as a business. Profitable mainstream media of yesterday is struggling to survive against disruptive innovation brought by new technologies and being challenged by giant technology companies such as Google and Facebook, which are forming a duopoly, especially in terms of digital advertising revenues. These conditions are forcing media managers to be more literate than ever. Although there is a definition for media literacy and business literacy, there is no definition for media business literacy yet. This study will try to make a definition of media business literacy, which should involve stakeholders, markets, products, customers, competitors, financial terminology, and financial statements. After this broad definition, the rest of the chapter will focus on the changing media industry structure providing an insight on some financial and numerical information that needs to be understood by everyone interested in media business.

Chapter 8

Digital Transformation: The Reflection of the Mind to Digitality – Information Literacy, Digital Information, Strategy 130

Neslihan Yilmaz, Istanbul Medipol University, Turkey

This chapter is a research on the effects of the concept of information literacy on the economic, social, economic, and digital epochs. When examining the information, the authors also examined the facts. In defining information, it was discussed within the framework of a national statement. While focusing on how information changes technology, the effects of knowledge on society are also examined. The authors socialized the information by showing the correlations between the types of information and society and units. By socializing, they have used the concept of renewing the process, re-using the process, to provide systematic coordination. The authors saw that the problem of knowledge and the solution phases emerged. In fact, information literacy has a characteristic that affects and supports other types of literacy. In other words, it is possible for an individual to develop other literacy skills with the help of information literacy skills.

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M. Nur Erdem, Ondokuz Mayıs University, Turkey

Developments in communication technologies have given rise to the fact that media will increasingly acquire more space in daily life. This increase in media access area causes the expansion of its effect domain. Studies on the problem of media and its effects have led to the understanding that media are considered as dangerous in the socialization process of children and young people. This tendency has also put academics working in the field of sociology, communication sciences, and pedagogy into a state of control orientation. This field, which is the product these tendencies and called media literacy, has expanded, and new literacy models have emerged depending on the media content. One of these new approaches in media literacy is advertising literacy. Studies done on advertising literacy so far are too little in quantity. However, on the qualitative aspect, these studies have shortcomings that stem from the fact that they overlook media digitization.

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A.Tolga Ilter, Istanbul Technical University, Turkey
Pelin Karacar, Istanbul Medipol University, Turkey

Advancing information and communication technologies (ICT) are reshaping our daily lives. Mobile communication devices, especially the introduction of smartphones, changed the way we communicate both professionally and socially. Mobile technologies are spreading our daily lives with the help of social media applications. Implementation of social networks to the education programs may encourage students to reach information, share their work, get feedback more easily, and produce content that will build up their portfolios and professional identities for their future career. However, in order to achieve such a goal, it is quite important to understand their behavioural patterns on social networks and mobile technology use. In this context, this research tries to explore architecture and interior architecture students' social network patterns under the social media literacy framework.

Chapter 11

- Case Study on Patient Groups on Facebook in Turkey: Through the Lens of Critical Health Literacy 197
Aslıhan Ardiç Çobaner, Mersin University, Turkey
Beste Sultan Gülgün, Ankara University, Turkey

Increasing prevalence of chronic diseases and ageing population necessitate access to accurate health information for better health. The internet and social media affect and transform the communication of health-related information. Online platforms are enabling patients and patient groups to find common ground to discuss their health and diseases. Focusing on disease/patient group sites, this chapter investigates these sites through analyzing their features, inclusion of social and economic determinants of health in their contents, and level of critical health literacy calling for decision and action. Furthermore, these sites and their organization structures are analyzed by netnography. The findings show that disease/patient

sites on Facebook are highly benefitted as an information and experience sharing platform. However, the critical health literacy level of the contents is quite low. Therefore, the role of social media as an improvement area for critical health literacy in health communication is getting more important.

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<i>Yurdagül Meral, İstanbul Medipol University, Turkey</i>	
<i>Duygu Ecem Özbay, İstanbul Medipol University, Turkey</i>	

The internet has a huge impact on everything including by converting traditional trade methods into electronic trade and traditional marketing/advertising methods into electronic advertising and digital marketing methods not only in local trade but international trade as well. The purpose of this study is to increase literacy about electronic advertising, social media, digital marketing, by giving examples of how Turkish local influencers are used in social media to increase sales of international products. As a result, it is seen that the advertising posts made by influencers could reach a large audience in the local market.

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<i>Hüseyin Kazan, İstanbul Aydın Üniversitesi, Turkey</i>	

The fact that technological developments are dominant in all areas of society has increased the number of communication channels and determined their quality. These media, which provide positive results in the context of interaction, provided important opportunities for individuals to interact interactively. The interaction process that started with mail, blog, and chat rooms has become more important with Web 3.0 and has become the most important channel that directs the communication of the society. The use of environments that offer important interactions such as Twitter, Facebook, and Instagram have not always been the right way. The violent language used in these places and the sharing of elements of violence have had negative consequences in society. The main purpose of this study is to present these results and propose solution options. In this context, digital literacy and especially violence literacy are the focuses.

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<i>Mustafa Ozturk, Marmara University, Turkey</i>	

The major aim here is to analyze knowledge literacy in general and religious knowledge literacy in particular. Knowledge literacy can be defined as the ability to find, select, evaluate, and at the same time, effectively use the desired information. Religious literacy in Turkey can be addressed in two categories. The first category is of scientific and intellectual nature, and the second is of popular nature. These two categories recall the distinction between “gentry and commons” (elites and ordinary people) in classical Islamic sources. The scientific and intellectual dimensions of religious literacy manifest itself in the work of scholars in the faculties of theology. However, most of the academic studies of theology community can be considered as insufficient and incompetent in terms of certain qualities such as selecting and criticizing the information and using it effectively to draw conclusions, because of the fact that these

studies are shaped within the frame of existing templates and knowledge that passed through a sectarian interpretation filtering.

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Health Literacy From a Pediatrician's Perspective: Health Literacy 308

Nazan Sarper, Kocaeli University, Turkey

Health literacy describes individual's skills to understand and use the information on health issues, compliance to the prescribed therapeutic regimen, prevention of disease and accidents, filtering the information, and making good judgments to maintain a healthy life. Low school education and fundamental education and poverty are barriers to gain health literacy. If TV broadcasts are used optimally for training in health issues, they may reach many people. The density of the active physicians, nurses and midwives, national health coverage, and training activities of the civil associations for chronic disease contribute to health literacy. Controversy exists about the benefits and risks of social media and mass media to health literacy due to information pollution. Self-diagnosis and marketing of under-the-counter drugs are problems of the digital age. Some projects aiming to improve digital health literacy skills will help people to reach reliable health-related information. Communication skills of healthcare professionals are also important.

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How to Read Cultural Literacy Globally in Digital Age 331

Can Ceylan, İstanbul Medipol University, Turkey

Cultural literacy is what one should need to know to be able to understand, join, and participate properly in a certain culture. This may work temporarily for a short-time contact with a culture against some fatal failures. However, cultural literacy is also what one should and maybe must know not to fall into the blindness of ethnocentrism. Since this blindness is inevitable in any place and any period of time, we, as the people of contemporary times, should be aware of the function of cultural literacy. The function of cultural literacy is based on cultural relativity, which seems to be disappearing under globalization and cultural imperialism.

Chapter 17

Reading the Television Broadcasts on Sports 348

Esennur Sirer, University of Usküdar, Turkey

Sports constitute the locomotive side of the media. Sometimes a success in sport finds its place in various organs of the media; sometimes a derby challenge keeps the media's agenda busy for days. Sport is an important component that attracts people and holds society together. Individuals experience the practices of social life through sport. Sports are also supported by the media because they provide socialization in societies, leaving a wide range of places. One of the most important media organs in which sports are widely located is television. Sports, with the development of television, adapted to television discourse has taken place in our lives. As a product of popular culture, it is spread and formed from television. Television gives the game more drama. Live transfer of the game adds the audience to the game and increases its drama. The audience watches the show prepared for him in his comfortable couch at home with different camera techniques and colorful narration of the presenters.

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Foreword

Literacy, in its simplest form, is a decoding process. Different disciplines of social sciences have played an important role in the upturn and popularity of literacy, and as a result of this versatility, 34 different types of literacy have been introduced. In most cases, it is essential to exceeding certain levels of awareness to become literate. For this reason, different disciplines need to come together to establish very different types of studies. This book takes on such a challenging task; and Prof. Taşkiran, who devotes her academic life to literacy, is a very important academician. “Multidisciplinary Approaches to Literacy in the Digital Age” is the outcome of a concern to disclose the multidimensions of the literacy, and the area fills a huge gap in this area.

This book provides a valuable window on literacies. It consists of four sections: “visual literacy”, “digital media literacy”, “social media literacy”, and “miscellaneous”. The first section allocates to concepts such as “film literacy”, “visual culture”, “film language”, “image creation”, “environmental literacy”, and “visual language. The second section investigates the changing social conditions and literacy through digital media such as changing media industry trends, digital transformations, and transformation of reality. The third section focuses on social media, such as mobile technologies, social media, electronic trade, and cyberbullying. The fourth section examines the interconnectedness of different areas.

The complications in literacy are both challenging and interesting. Professionals are working on them to provide new solutions. Therefore, the “Multidisciplinary Approaches to Literacy in the Digital Age” is a valuable source that provides professionals, scholars, and students, with knowledge on the developments in literacy. This book is a good start in that direction.

Recep Yilmaz

Ondokuz Mayıs University, Turkey

Recep Yilmaz, Ph.D., has been working as associate professor at Ondokuz Mayıs University, Public Relations and Publicity Department since August 15, 2018. He authored nine books (Handbook of Research on Narrative Advertising; Handbook of Research on Transmedia Storytelling and Narrative Strategies; Narrative Advertising Models and Conceptualization in the Social Media Age; Traditional and Digital Advertising in 150 Questions; Handbook Research on Effective Advertising Strategies in the Social Media Age; Advertising in 99 Questions; Keywords in Advertising; Scenarios: How is it written? How are they writing? Leadership and its Contemporary Dimensions), and he has already published numerous papers in several journals, conference proceedings and chapters in edited books. His major is narrative theory and advertising. He also studies on theoretical communication.

Preface

Since 17th century the lexical meaning of literacy has been defined as the ability to read and write; from literate + abstract noun suffix -cy. However, in 20th century, the age of digital technology and social media “literacy” has already gained a metalinguistic meaning completely. Now, it means not only ability to read and write but the capacity of conceiving, comprehending, perceiving of media contents clearly, through some written or visual concepts, terms or applications in the related field. It has become so easy to witness broadening of its meaning in almost any media or sector recently.

THE REASON OF SEMANTIC BROADENING OF THE WORD “LITERACY” THROUGHOUT THE WORLD

The major reason of semantic broadening of the lexical meaning of “literacy” is fundamentally supposed to be originated from technological booms of digital innovations in 19 th century successively and their irrepressible prevalence through the internet contents such as social media, web2, sectoral webs of institutions, communities, companies and the governmental proceedings themselves, etc.

A global welcome of all these innovations in digitality required new terms, new concepts and new applications. Here rises the problem; All these and their instant expansion in related fields cause a huge gap of between the literate -who is aware of what he is reading, watching or listening about (real, constructed, fake or manipulated; what that pic or humour on the screen or in the journal mean literally or politically) and the illiterate. Day by day the gap between is getting a huge dimension so much so that-to simply exemplify, let’s say, an innovation or application or a concept would be ‘out of date’ on the very next day! Therefore, it seems a little bit hard to catch up with them all! Frankly, to be in good terms with new digital innovations and other contents as well as digital natives, the rest, digital immigrants should develop themselves through reading such books dealing with developments or innovations which will make them literate, up-dated, feel self-esteemed and self-confident. This is one of the reasons this book has been compiled up for both.

OBJECTIVE OF THE BOOK

In the 20th century, developing sectors prefer using latest technological innovations naturally; but these contents in written or visual forms contains new terms, applications and concepts provided by technology; new perspectives of understanding and comprehension also brings trouble.

The major aim of the book is to bring together authorized people from different academic disciplines but sharing the same problems as suffering from lack of a guide book (including new technological or social concepts, understandings, approaches, innovations, applications, etc.) for literacy in general.

Secondly, the book aims to identify and reveal these new reading and comprehension elements, technological determinants of new terms and concepts, to increase their meaning and awareness and to maintain the level of social communication in the upper level, and to introduce the social, economic and cultural academic disciplines related to the fields to contribute to the quality of the guide. In this context, competent individuals are all academicians or related sector actors whose competence is approved by the competent institutions. The new theories put forward within the framework of competent and detailed collaborations will make the terms, concepts, applications and contents gained, understandable, perceptible and understandable within and outside the field a good occasion for those familiar or unfamiliar with the field. Thus, it is provided to draw attention to the problem of understanding and comprehending the contents produced by various means in the digital age - terms, concepts and ways of thinking formed by competent actors of the disciplines presented.

Now let's have an overview on the contents of chapters in sequence.

Film Literacy, Visual Culture, and Film Language

In the age of visual dominancy, this chapter sustains the assumption that the political power has infiltrated into the lives of the individual as a subject in visual representations and that the films, which can be a medium where the individual may oppose the domination against the struggle for power, produce both hegemonic discourses and counter rhetoric. Therefore, the author aims to explain the content required for film literacy in general terms. Firstly, the concept of media literacy covering the mass media and the historical development process summarized, followed by a brief overview of the history of film and the scope of film literacy, then cinematographic image and film analysis methods explained, and finally the results of the content in the context of film literacy evaluated and suggestions offered.

A Study in Image Creation Techniques in the Context of Visual Literacy

While the visual means visually based on vision, everything that can be seen with the broadest meaning is defined. Here the author starts to understand what is happening in nature, seeing is quite important and is familiar with the idea of seeing the leaps of thoughts in understanding the assets. However, the idea of visualization is taken by the eye as well as their meaning by the brain. It, therefore, includes the process of acquiring a lot of information on the basis of what is seen next to the sight. In the process of brain processing of images taken by the eye, the process of meaningful or related meaning in connection with education is also leading to the concept of visual literacy. The concept of visual literacy leads to visual narrative, visual culture and technical narrative in the process of reading this visual culture. In the process of visual communication, the technical elements of the cinema, which are used in the formation of visual elements, are also used to solve the flow of information between the eye and the brain. The

author makes analyses to bring forth the relationship between mental process of ‘seeing’ and ‘realizing’ and literacy of technical visuality through a film analysis.

From Media to Environmental Literacy: An Overview – Case Study Readings of *Oblivion* (2013) and *Hacksaw Ridge* (2016)

Media literacy has become one of the key qualifications for taking an active part in contemporary society. As media technology apparently becomes more intuitive and media and other social practices intertwine more and more across everyday living, this chapter draws on three contrasting but randomly chosen popular media texts to tease out how they both situate and address various forms of environmental literacy. In this chapter, the author deeply takes attention to environmental care that is set on screen via three popular television serials. Drawing attention to environmental issues which a large portion of the world population seems to have already ignored, the author tries to underline the roles of script writers, directors as ‘coders’ and the audiences as ‘decoders’ of media contents of our daily lives, as well.

The author claims that films has the capacity to help us tell new stories and provide visions of the ‘human condition’ in an age of global ecological challenges and opportunities. He sees films as creators and above all imaginative interpretations of the present or alternative visions of our planetary future. The chapter tells us how media contents can help in remaking a better, more ecologically sustainable world.

Reconceptualizing Visual Literacy in Architectural Education: Decoding and Encoding the Visual Language of Architecture

This chapter documents ways of developing visual literacy during architectural education and evaluates the models of learning for its improvement. The main objective of the study is to offer intuitions both for educators and students through working the concept of visual literacy in architectural education and architectural language of communication itself. Understanding, developing and controlling visual literacy is a major part of architectural education since the role of the architect in society is to have an advanced skill level of visual literacy and transmit the codes and functions in a complex form of communication which includes visual, perceptive, social and psychological languages simultaneously. The author also remarks the discipline discernibly requires a well understanding of the definitions, interpretation of former studies and improve the self-model of visual communication in design successfully.

Media Literacy and Framing of Media Content

The author underlines the significance of media literacy in the digital age, as a concept to understand the functioning and policies of media institutions to ensure that individuals are not exposed to the manipulative effects of media production and to be able to analyze media content accurately. The chapter focuses on how media content is framed by addressing media and media literacy from a holistic perspective and emphasizes the importance of media literacy in analyzing these frameworks. In this context, the chapter discusses how a piece of sample news about media production is constructed in the context of critical media literacy and analyzes the content through framing analysis. The author also focuses on communicational areas and social stratum affected by technological developments in the digital age. The author claims that the changes in the field of communication affect society in all dimensions and underlines the huge

Preface

impacts of media today, puts forward solutions and makes suggestions leading individuals to be aware of the reconstructions, manipulations and fake contents applied by both digital and conventional media.

Business Literacy Education in the Digital Age

In this chapter, the author describes media business literacy along with its old and new terms or concepts such as stakeholders, markets, products, customers, competitors, financial terminology and financial statements. The chapter focuses on how changing media industry structure in the digital age providing an insight on some financial and numerical information that needs to be understood by everyone interested in media business. The chapter also deals with business literacy more than its educational content. Digital age requires instant changings in everything. Media is, too, changing in many ways ranging from the way people screen it to the way it is operated as a business. Profitable mainstream media of yesterday is struggling to survive against disruptive innovation brought by new technologies and being challenged by giant technology companies such as Google and Facebook which are forming a duopoly especially in terms of digital advertising revenues. The author proposes media managers to be more literate than ever against challenging, manipulating, reconstructing media.

Digital Transformation: The Reflection of Mind to Digitality – Information Literacy, Digital Information, Strategy

This chapter is a research on the effects of the concept of information literacy on the economic, social, economic and digital epochs. When examining the information, we also examined the facts that we have created. In defining information, it was discussed within the framework of a national statement. While focusing on how information changes technology, the effects of knowledge on society are also examined. We socialized the information by showing the correlations between the types of information and society and units. By socializing, we have used the concept of renewing the process, re-using the process, to provide systematic coordination. When we were so interested in knowledge, we saw that the problem of knowledge and the solution phases emerged. In fact, information literacy has a characteristic that affects and supports other types of literacy. In other words, it is possible for an individual to develop other literacy skills with the help of information literacy skills.

An Argumentative Study on Digital Advertising Literacy

The author indicates that developments in communication technologies have given rise to the fact that media increasingly acquires more space in daily life. This increase in media access area causes the expansion of its effect domain. One of the main impact areas is advertising business. Studies on the problem of media and its effects have led to the understanding that media is considered as dangerous in the socialization process of children and young people. Therefore, advertising business is somehow negative for one side but a positive catalyzer of the marketing process on the other. In the digital age, the most efficient way to reach consumers is via virtual environments. Within the technological abundance in the digital age, advertising, with its brilliant faces on the internet, screens or papers or smart phones, mostly consisted of colourful, sparkling, spectacular or humorous details, sarcastic texts, addictive music requires spectators or readers to have a good cultural background in order to perceive the message coded, in other words

to get the message covered. The chapter discusses one of the new approaches in advertising literacy, a new model for consumers which will provide them a good occasion to be a conscious literate on ads.

Mobile Technology and Social Media Literacy: Exploring Architecture and Interior Architecture Students' Practices

The author evaluates Social Media Literacy and Mobile Technology Literacy through the views and habits of Architecture students. Advancing Information and Communication Technologies (ICT) are reshaping daily lives with an increasing pace. Mobile communication devices, especially the introduction of smartphones, changed the way we communicate both professionally and socially. Mobile technologies are spreading our daily lives with the help of social media applications. Implementation of social networks to the education programs may encourage students to reach information, share their work, get feedback more easily as well as producing content that will build up their portfolios and professional identities for their future career. However, in order to achieve such a goal, it is quite important to understand their behavior patterns on social networks and mobile technology usage. In this context, this research tries to explore architecture and interior architecture students' social network patterns under the social media literacy framework.

Case Study on Patient Groups on Facebook in Turkey: Through the Lens of Critical Health Literacy

Increasing prevalence of chronic diseases and ageing population necessitate access to accurate health information for better health. The Internet and social media affect and transform the communication of health-related information. Online platforms are enabling patients and patient groups to find common grounds to discuss their health and diseases. Focusing on disease/patient group sites, this chapter investigates these sites through analyzing their features, inclusion of social and economic determinants of health in their contents, and level of critical health literacy calling for decision and action. Furthermore, these sites and their organization structures are analyzed by netnography. The findings show that disease/patient sites on Facebook are highly benefitted as an information and experience sharing platform. However, the critical health literacy level of the contents is quite low. Therefore, the role of social media as an improvement area for critical health literacy in health communication is getting more important.

Electronic Trading, Electronic Advertising, and Social Media Literacy

The Internet has a huge impact on everything including by converting traditional trade methods into electronic trade and traditional marketing/advertising methods into electronic advertising and digital marketing methods not only in local trade but international trade as well. The purpose of the author in this chapter is to encourage individuals or related people to increase their literacy about electronic advertising, social media, digital marketing, by giving examples how Turkish local influencers are used in social media to increase sales of international products. Consequently, it is observed that advertising posts made by influencers could reach a large audience in the local market.

Cyber Bullying and Violence Literacy in the Context of Digitalization

The fact that technological developments are dominant in all areas of society have increased the number of communication channels and determined their quality. These media, which provide positive results in the context of interaction, provided important opportunities for individuals to interact interactively. The interaction process that started with mail, blog and chat rooms has become more important with web 3.0 and has become the most important channels that direct the communication of the society. The use of virtual environments that offer important interactions such as Twitter, Facebook, and Instagram have not always been the right way. The violent language used in these places and the sharing of elements of violence have had negative consequences in societies. The author investigates these impacts, results and proposes solution options. In this context, digital literacy and especially violence literacy are focused here.

Religious Literacy Culture in the Digital Age

The major aim of the author in this chapter is to analyze the knowledge literacy in general and the religious knowledge literacy. Knowledge literacy can be defined as the ability to find, select, evaluate, and at the same time, effectively use the desired information. Religious literacy in Turkey can be addressed in two categories. The first category is of scientific and intellectual nature, and the second is of popular nature. These two categories recall the distinction between “gentry and commons” (elites and ordinary people) in classical Islamic sources. The scientific and intellectual dimensions of religious literacy manifest itself in the work of scholars in the faculties of theology. However, most of the academic studies of theology community can be considered as insufficient and incompetent in terms of certain qualities such as selecting and criticizing the information and using it effectively to draw conclusions, because these studies are shaped within the frame of existing templates and knowledge that passed through a sectarian interpretation filtering.

Health Literacy From a Pediatrician’s Perspective

Health literacy describes individual’s skills to understand and the use of information about health issues, compliance to the prescribed therapeutic regimen, prevention of disease and accidents, filtering the information and making good judgments to maintain a healthy life. Lack of fundamental education level or low education level accompanied with poverty are major barriers to gain health literacy properly. If television broadcasts are used optimally for training in health issues, it may reach many people. The density of the active physicians, nurses and midwives, national health coverage and training activities of the civil associations for a chronic disease contribute to health literacy. Controversy exists about the benefits and risks of social media and mass media to health literacy due to information pollution. Self-diagnosis and marketing of under-the-counter drugs are problems of the digital age. Some projects aiming to improve digital health literacy skills will help people reach a reliable health-related information. Communication skills of health care professionals are also important on the way for health literacy. The chapter investigates major reasons that social media originates and circulates among patient users or any other mass media tools to broadcast or publish misinformation which is not professional but trusted and circulated., therefore causing serious information pollution.

How to Read Cultural Literacy Globally in the Digital Age

Cultural literacy is not only what one should need to know to be able to understand, join and participate properly in a certain culture. This may work temporarily for a short time contact with a culture against some fatal failures. However, cultural literacy is also what one should and maybe must know not to fall into the blindness of ethnocentrism. Since this blindness is inevitable in any place and any period, the people of contemporary times should be aware of the function of cultural literacy. The function of cultural literacy is based on cultural relativity which seems to be disappearing under globalization and cultural imperialism. The author underlines the cultural, social and political relations between countries via elements of cultural literacy.

Reading Television Broadcasts on Sports

Sports constitute the locomotive side of the media. Sometimes success in sport finds its place in various organs of the media, a derby challenge may keep the media's agenda busy for days. Sport is an important component that attracts people and holds society together. Individuals experience the practices of social life through sport. Sports are also supported by the media because it provides socialization in societies, leaving a wide range of places. One of the most important media organs in which sports are widely located is television. With the development of television, sport is adapted to television discourse to take place in our lives. As a product of popular culture, it is spread and formed from television. Television provides sports games more dramatic lines. Live transfer of the games integrates the audience to the game and increases its dramatics. The audience watch the show prepared for him in his comfortable couch at home with different camera techniques and colorful narration of the presenters. The author provides a different point of view to spectators; within the angle of the camera the chapter sets the scene on for readers.

CONCLUSION

The book you have in your hands has been compiled for you; who is directly related to the disciplines included in the chapters or for those who are eager to be a contemporary literate and would like to learn more about the developments, innovations, approaches, new terminologies, applications that human mind produces in the digital age. This book will enable individuals to keep themselves up dated with the digital era musts and help them feel themselves self-esteemed and self-reliant among friends. This book is for academicians, as well, who would like to aware of the developments or approaches in the neighboring sciences and keep themselves as an up dated intellectual in the related disciplines and encourage them to produce similar articles for solutions or proposals on the digital era literacy issues.

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Nurdan Öncel Taşkıran
İstanbul Medipol University, Turkey

Section 1

Visual Literacy

Chapter 1

Film Literacy, Visual Culture, and Film Language

Fatma Gürses

 <https://orcid.org/0000-0002-9571-7455>

Düzce University, Turkey

ABSTRACT

This chapter, in the age when we experience the supremacy of the visual dominance, sustains the assumption that political power has infiltrated the lives of the individual as a subject in visual representations, and that films, which can be a medium where the individual may oppose the domination against the struggle for power, produce both hegemonic discourses and counter rhetoric. Based on this assumption, it aims to explain the content required for film literacy in general terms. For this purpose, the concept of media literacy covering the mass media and the historical development process are summarized, followed by a brief overview of the history of film and the scope of film literacy. Then cinematographic image and film analysis methods are explained, and finally, the results of the content in the context of film literacy are evaluated and suggestions are offered.

INTRODUCTION

Able to distinguish figures long before they learned how to read, individuals can watch films, but they can perceive them only when they possess the aptitude to understand iconographic and symbolic images appearing in their cultural environment. Therefore, as in the creation stage of the film, the subjective accumulation of the individual is important in the reception stage as well. In this context, studies on cinema try to explain the film within the framework of various approaches. For example, “Eisenstein describes the film as the collision of concepts; Bazin, as the photochemical record of reality; Auteur theorists, as a work of art created by the director. In the sixties, Christian Metz however, while discussing how the texts/films convey meaning through the medium of codes, described the film as a group syntactic relationship that can be characterized as grammar” (İldırar, 2008, pp. 21-22).

A product of the subjective selection, the film can use visual, auditory and written narration techniques to depict the world as a dark, threatening or as a radiant, and tranquil place. The choices made during the

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creation of the film are evident and read through different meaning layers. Hence, films, each a cultural object, create a text that encapsulates many meanings. “Films can teach a lesson to the viewers on how psychological identities’, characters’ relations with each other or with objects, their dynamics such as crises and conflicts, and the ways of solution are shaped, enabling viewers to self-criticize” (Parsa and Olgundeniz, 2017, p. 24-27). On the other hand, the film audience is in various positions in face of these messages. Accordingly, while the viewer is “the subject of the “gaze”, according to Lacanian psychoanalysis, in Althusserian Marxism however, is guided by the ideology” (İldırar, 2008, p. 22). Cinema reflects the changes in the social convention like any other art, but as it contains everything and because of its popular nature, more so than other art forms” (Monaco, 2000, p. 504). From painting to music, covering a wide area where all art forms and different disciplines exist, cinema although regarded to be in the field of dramatic arts, is a field which has a strong narrative are used that includes visual elements as well as sound and music. In movies, just as in the language, there are representations of the struggle between the ruling and ruled, which reflects the truth in an infinite number.

Films, with their unique narrative features such as visual effects, music, colors, signs, and symbols within the social, political, historical, philosophical, artistic context, in addition to being educational and guiding, can be transformed into a realm where the ruling power carries out its propaganda activities as well. That is why film literacy is important because it enables to see what is not shown in the meaning produced. Being able to recognize the visual, auditory, and discursive structures of films requires critical reading. Images encoded and created by visual, audio, and written codes (meaning systems) through the unique language of cinema, in other words the camera angle, lighting, scales and other technical characteristics of the film language, generate the meaning. Through the space and story created beyond time and space, the film takes the spectator to a place where that person can never be present at. Lives depicted in the storylines of films can be experienced as if real. Film analysis is necessary with respect to seeing the meanings behind the world of imagery created. Therefore, film literacy education should be organized in a context that includes the methods of analysis in mention. Concordantly, the analysis method of film readings is often the semiotic analysis.

In this context, motion pictures, unlike the language, regardless of being based on the truth or on fictional elements, bear the traces of the culture lived in, including the meaning created and significations made by the viewers. Therefore, considering that different cultures have different forms of reading, cultural elements on which the storyline is based on should be read with different ways of seeing when engaged in intercultural communication.

MEDIA LITERACY IN THE HISTORICAL PROCESS

In the 1930s, which were the beginning years of media literacy practices, there came the notion of “anti-media education against the manipulative nature of the media” (İnceoğlu, 2006, p. 4) into question. Media education was launched in the United States, one of the first countries to implement media literacy in 1932, at the initiative of the *New York Times*. Various newspapers were sent to 17 thousand schools, 48 thousand teachers took part in the implementation of this program and 350 media outlets supported the program. Moreover, in *Switzerland*, “the cantons passed decisions to take part in media education programs, media education implemented in Lausanne since 1967 was included in the *Pestalozzi* program in Zurich and in the *Media Entry* program in Fribourg” (Topuz, 2006, pp. 2-3). While issues such as monopoly, violence and consumer culture became the main topic of conversation in the 1980s,

the digital literacy based on expanding the ability to use new technologies came to the fore with the use of the Internet at the global level and the advancements in technology (Gül, 2013, pp. 25-26). As media education in Belgium has become official in 1990, the first studies in this subject were initiated in Canada, and in Japan and Latin America, media education began to be discussed (Topuz, 2006, pp. 2-3). All these initiatives paved the way for reconciliation at some key points in media literacy. "In 1993, at the National Leadership Conference on Media Literacy, American educators could not agree on appropriate targets or appropriate teaching techniques for media education, but determined that some concepts should be included in the analysis of media messages basing on models developed by British, Australian and Canadian educators" (Hobbs, 2004, pp. 123-124). The change in media in the 2000s led to the combination of digital and traditional (audiovisual) literacy concepts (Gül, 2013, pp. 25-26).

The European Union also, within the scope of the studies it was carrying out on media literacy, finalized socio-economic goals projected for the future in 1999 with the *e-Europe Initiative* and implemented the *Lisbon Strategy* in March 2000. "In 2007, in the European Commission's communication titled *A European Approach to Media Literacy in Digital Environment*, the role of media literacy was highlighted, and said that citizens would benefit significantly from the opportunities of the information society through media literacy training" (Pekman, 2006, p. 20). European Union continued its comprehensive studies on media literacy education and achieved significant improvements in a short time.

Nowadays, "subject to technological developments, the media has moved away from being bound to written-printed materials, and digitalized. As a result of this rapid flow, written-printed newspapers and books have been replaced by the digital media, while one-on-one relationships have been replaced by remote communication channels" (Aytaş and Kaplan, 2017, p. 292). Therefore, studies on media literacy, which also take the digitalization in the media into consideration, have been carried out.

At this point, discussions about media literacy have led to certain general principles to come into existence. Accordingly, the media literacy courses aim to educate individuals about the correct and effective use of the media. For this purpose, the analysis of media texts from a critical point of view envisages the difference between the media and the reality to be perceived. Thus, it is targeted to educate individuals who possess the consciousness of democracy. Critical perspective on the other hand, can be achieved through knowledge about and acquisitions of other literacy areas (Aytaş and Kaplan, 2017, p. 306). Then again, despite different perspectives of media literacy educators, in societies where the media is widely used, it is also a matter of presupposition that the media texts will be analyzed critically by the reader in daily life practices. Hence, there are concerns related to the fact that different perspectives on media literacy may distant educators, activists and academics from the efforts to work together with each other and hamper the media literacy movement because of the competition that rival interest groups engaged in (Hobbs, 2004, p. 135). Such adversities can be solved by carrying out integrative studies on media literacy within the bodies of institutions. In this context, media literacy, and film literacy, which is complementary to the works being conducted on media literacy that provide more detailed readings on motion pictures, to take part in the education system is required for an active, participatory citizenship.

FILM LITERACY AND ITS HISTORICAL DEVELOPMENT

From Oral/Written Culture to Visual Culture

While Antiquity was under the dominance of oral culture, the Middle Ages became the age when the importance of the writing was realized, the Enlightenment on the other hand, turned out to be the era when the printing press was invented and the writing reached the masses. Carrying the projections of objects onto a surface, *Camera Obscura* was the inspiration for cameras and cinema, the most important means of the visual culture of our days to come in the future. Thus, the world “entered into a fast-elapsing process that could be explained by the idiosyncratic rules of images and the visual culture” (Parsa, 2007). Written language was replaced by the visual language with photographs, cinema and television.

In the first years of the experience of going to the movies, just seeing a movement of some sorts on the screen was exciting enough for the viewers. In the US, going to the movies was performed as a collective activity in movie theaters called *nickelodeon*. Attracting the attention of the spectators from the working class initially, the silent films watched in these theaters did not create any problems for immigrants who had difficulty in speaking English at the beginning (Crowley and Heyer, 2017, pp. 239-240). The use of voice in movies raised the language problem and the cinema expanded its audience in time with the addition of the bourgeois class to the working class. The first half of the 20th century has become the years when works on cinema began in Europe and America. World War I changed the demographic and social structure in America and this was reflected in the film scenarios. Films that included elements of alcohol, crime and sexuality have given wide coverage. For this reason, *Motion Pictures Research Committee*, established from the idea that movies hurt religious values, started a study titled Social Values in Motion Pictures (Yakar, 2013, p. 23). In the 1920s, movie theaters became elegant and grandiose and all social classes began to go to the movies. This negatively affected the art of vaudeville, and by the end of the 1920s, this variety show style disappeared. Most of the vaudeville artists moved on to the radio (Crowley and Heyer, 2017, pp. 239-240).

In the 1930s, films as a new technology became the new means of communication at the same time. The cinema entered a timeframe in which it was used for its ideological and political content (Kejanlioğlu, 2006, p. 173). In the period until the Second World War, the motion pictures’ entertainment and socio-cultural historical transmittivity functions came more to the forefront. In the 1950s and 60s, television became quite effective. Motion pictures entered into a popularity contest against the television. In the 1980s, commercialization experienced in the media also affected the cinema and the era of industrial production style films was entered. The cinema, which emerged at the end of the 19th century, was now more widespread with new technological tools, and was a popular media reaching out to the masses. Therefore, thinking about film literacy and actuating film literacy to be effective has become necessary in terms of apprehending the place of cinema which is situated in an intercultural arena, within the power spheres of states at the global level and understanding different cultures and their hegemonic relationship patterns. In this context, in this part of our study we will try to explain the development of film literacy in the historical process, citizen participation, and how it can be activated for democracy.

Film Literacy From Past to Present

Cinema; by combining painting, music, dance, acting, literature, theater and architecture, has created a richer, more practical and more popular language. In this respect, it is one of the most effective tools that can be used in education as well. When we look at the historical development of film literacy in Europe, we see that, from the first half of the 20th century, cinema has emerged after the years it has gained wide currency as a mass media tool. In the United States, technical equipment was provided for teaching with films, but soon they were removed from the teaching curriculum, with the excuse that it harmed the religion. For the effective use of films in schools, it had to be waited until the first half of the 20th century (Hobbs, 2004, p. 132).

Utilizing films in the training of soldiers in World War I strengthened the idea that cinema can be utilized as a means in public and school education. For this purpose, how to benefit from movies has been deliberated with motion pictures research panels in both America and Europe. As a result of these efforts, companies producing educational films were established, film catalogs, academic publications, teacher's manuals were printed and academic meetings related to the issue were held. The technological infrastructure required for the utilization of films in the classroom was prepared in a short time. In the 1920s, teachers were given courses on the use of films as well. In Germany, the *European Educational Film Association* was established, each school was given a cinematograph and film projector, and film libraries were created. From the 1920s onwards, a minimum of six-week courses were given to teachers on techniques of teaching with films, using the cinematograph and the film projector. In the world after 1920s, studies conducted on shooting a special feature films for teaching a particular subject and how to benefit from full-length motion pictures in literature, language, education, psychology, psychiatry, history, sociology, geography, chemistry, economics, engineering, and nursing have accelerated. In 1921, the *Swiss School and Public Filmmaking Association* was established, and in the first 25 years of its operations, this institution screened 30,000 sessions of films. In 1929, the *School Cinema Association* opened 18 movie theaters in Vienna and from morning until noon, educational films were shown in these theaters. In the 1930s, the US was able to use the teaching with films method in all respects with ease. Similar developments occurred in Europe in the same years. Handbook for teachers, school catalogs were printed, school movie theaters, film libraries and movie rental branches were opened. Films have been produced for teaching many disciplines. In 1936, with the assistance of Dr. Gunther, the *Great Film Guide* was published. In 1937, the *Bern School Films Center* was established in Switzerland (Yakar, 2013, pp. 21-32). As examples of individual initiatives of teachers in benefiting from films in education, a 9th grade science teacher's in the United States, analyzing Jacques Cousteau's two different documentaries frame by frame to his students, and another high-school history teacher's asking his students to analyze the depiction of Asians in the media since from 1910s, can be given. Despite the potential of the banalization of analyses if the qualifications of teachers were inadequate (Hobbs, 2004, p. 132), these practices are important steps towards the development of film literacy.

The increasing popularity of television in the 1950s and 1960s enables teachers and parents to reflect on film literacy. In this context, conferences first under the name of 'screen education' and later 'film studies', with the titles covering 'media studies', 'media education', and 'communication education', are organized under the leadership of UNESCO. The British Film Institute plays a role for the media and film literacy to be in the education system and curriculum in the Great Britain. "In France, Antoine Vallet's total language project, organizations such as the Centre Regional de Documentation Pédagogique (CRDP) in Bordeaux and Center de Liaison de l'Enseignement et des Moyens d'Information (CLEMI),

realize education programs geared for the target audience consisted of children within 9-18 years age group, young people, parents, teachers and library staff” (İnceoğlu, 2006, p. 5).

Developments in pedagogical science in Europe in the 1960s and 1970s and new approaches in aesthetics understanding have led to performing film surveys in schools (Gül, 2013, p. 25). Most of the younger generation teachers were interested in films and directors covering popular culture; have debated the films of Bergman, Renoir, Bunuel, Fellini and the directors of the French New Wave. In this same period in Canada, the media literacy movement was launched within the scope of ‘screen education’ (İnceoğlu, 2006, p. 4). In the late 1970s and in the early 1980s, media education attained an increasingly critical structure. Among the factors causing this change, several phenomena such as the events of 1968, the spread of the consumption culture, developments in the critical ideology, semiotics and the emergence of British Cultural Studies take place. Additionally, the introduction of video, a new tool which could be an alternative to the mass media in the 1980s, has increased the interest in media and film literacy (Gül, 2013, pp. 25-26). Teachers have turned to an education system where they targeted their students to understand the difference between a ‘good’ movie and a ‘bad’ movie. In this period, educators realized that new media technologies, which mostly use the image, constitute one of the fields of study of semiology (İnceoğlu, 2006, 4). Within the framework of all these developments, it is seen that various associations have been established in order to carry out studies for the use of films in education.

In the 16 November 2005 recommendation of the European Parliament and the Council of Europe on the film heritage, “while it was proposed to benefit from the European film heritage in education, supporting and promoting visual education, cinema studies and media literacy at all levels of education is demanded” (Pekman, 2006, p. 20). “In the United States and Europe, teachers who initially utilized films in their classrooms for the purpose of education, faced later with problems such as the type, content, subject, purpose, method or auxiliary element of the film used, comparing the effects of silent and audible films, and comparing the effects of color and black-and-white films” (Yakar, 2013, p. 32). “Film and media literacy in the United States, when compared to the British Film Institute (UK) or the Canadian National Film Board (Canada), has its shortcomings. Also, the lack of decentralized, well-organized and ascertained teacher education has contributed to this adverse situation” (Hobbs, 2004, p. 134).

While these developments in mention related to film literacy in the world were being experienced, film literacy in Turkey found itself a place within the scope of works that are being carried out in media literacy. In this context, before debating how film literacy should eventuate, it is necessary to recall the historical process of the film literacy and cinema in Turkey.

Cinema and Film Literacy in Turkey

Cinema, came to Turkey with the first public film screening in 1896 by Sigmund Weinberg. Weinberg opened its first established movie theater in 1908 with the name *Pathé*. Founded in 1914 by a group of Turks, *Milli Sinema (the National Cinema)* was the first movie theater. Fuat Uzkinay is the first Turkish filmmaker to direct the documentary titled *Demolition of the Monument at San Stefano*. In 1915, Enver Pasha ordered the establishment of a cinema department subordinated to the army. *Merkez Ordu Sinema Dairesi (Central Army Cinema Department)*, which came into operation shooting documentaries, continued its functions under the direction of Fuat Uzkinay. *Mudafaa-i Milliye Cemiyeti (National Defense Society)* came into operation as the first production house. In 1921, the first private film company was established under the name of *Sinema İşleri Şirketi (Cinema Works Company)*, and in 1922, the first private production house started its operations with the foundation of *Kemal Film* (Özgüç, 1990, 7-26).

After the 1950s, the star system was brought to Turkish cinema and new developments took place in the film industry. In *Film ve Öğretim (Film and Education)* magazine, which started to be published since 1950s, significant articles on the role of cinema in education, developments in education with films in overseas countries, and the deficiencies of the Ministry of Education were written. The first major work on the production of educational films realized in Turkey in 1951. At the *Öğrenci Film Merkezi (Student Film Center)* founded with the objective to produce and replicate audiovisual educational tools by the Ministry of National Education, the film strip production was launched in 1960 and movies started to be dubbed in 1962. After the establishment of the radio unit, the center was named as *Film Radyo Grafik Merkezi (Film Radio Graphic Center)*, in 1968 after the launch of the education with television services, *Film-Radyo ve Televizyon Eğitim Merkezi (Film-Radio and Television Education Center)*, and finally following the foundation of *Açık Öğretim Lisesi (Open Education High School)* established for training with distance education method in 1998 *Eğitim Teknolojileri Genel Müdürlüğü (General Directorate of Educational Technologies)*. In its current name, today *Eğitim Materyalleri Üretim Dairesi Başkanlığı (Training Materials Production Department Presidency)*, under the Ministry of National Education, prepares audiovisual materials, various videos and films for various levels of education. Teaching with films method is used especially in schools that prefer education through different teaching methods, and in the teaching of foreign language and history. In collaboration with the Ministry of National Education and the Scientific and Technological Research Council of Turkey (TUBITAK), animation films are being produced on number of different subjects, and studies are being carried out on the use of these films in schools (Yakar, 2013, p. 29).

As can be seen, the development of cinema in Turkey has started later than in the West. Therefore, the use of films for educational purposes coincides with the 2000s when the media literacy studies had begun. For this reason, it is observed that studies on film literacy have been conducted in a limited manner within the scope of studies related to media literacy education. Benefiting from motion pictures in education in Turkey is limited to the screenings made without a scientific perspective. Issues such as the limitation of the budget allocated to education, the inadequacy of the technological infrastructure and the film archives in schools, the lack of applied research, the shortcomings in the teacher education constitute obstacles to the utilization of teaching with films method (Yakar, 2013, p. 21). Therefore, preemptively said structural problems must be solved in Turkey first, and teacher education given in comprehensive content required for the film literacy, should be actualized.

Artistic and documental narration tools that stimulate social cultural memory are important elements of film literacy (Vítor, 2010, p. 11). The media is able to influence, direct or even shape the masses with its capacity to produce and disseminate the imagery by industrial means (Eker and Aslan, 2010, p. 263). One of the mass communication tools, cinema produces films where the relationship between the media and political power is told, albeit small in numbers (Karakoç and Mert, 2013, p. 286). Therefore, the analyses of the forms of representation of these relations and the narration styles of cinema are necessary for film literacy. Today, where films are becoming widespread with new technologies, importance should be given to film literacy studies, and studies on film analysis and film reading methods should be carried out. In this context, in the last part of our study, we will try to find answers to questions about what kind of a literacy and which film analysis method(s) should be present and how the film literacy can be improved.

SOLUTIONS AND RECOMMENDATIONS

Culture is created by education, social environment, society and other communicational elements. Thus, the means of communication have a role in determining the stages of culture. The primary verbal culture, in which text and printing press did not come into existence yet, expressed itself with stories, tales and customs and traditions (Ong, 2017, p. 107). With writing gaining its functionality, these elements are transformed into written texts such as novels, short stories and poems. Written culture has covered the longest period of the human history and individuals have tried to construe what they read in the contexts of their own subjective accumulations. On the other hand, the era of visual culture with the communication technologies developed since the second half of the 20th century, refers to the period in which cultural values and beliefs are represented by indicators, codes and idiosyncratic elements. Widely used in the media, the products of the visual culture appear as conglomerations of images in newspapers, magazines, books, posters, computers, television screens and streets. What is visual besieged us much more than writing and words. Visual culture leads to the creation of popular texts in which the reality is reproduced within the production-consumption relationship. In this context, the link between popular culture and visual culture is related to the reader's/viewer's ability to reproduce reality in a certain visuality and the public's consumption as a passive onlooker (Eker and Aslan, 2010, 253). Transitioning from being passive to an active and participatory citizenship state is possible with the critical, questioning individual. This situation leads literacy in different fields to acquire currency. Visual culture and film literacy being one of them includes arts and education components.

The images created in the art of painting that produce visual culture have infiltrated first into the art of cinema, then to video art and on the other hand today, to all kinds of visual narrative structures that are transmitted by the television device. The images are created in both cinema, television, photography and in the art of painting, as a product of human consciousness (Parsa, 2007). From brand of a clothing company to the subliminal message of a movie, from the content of a music video to bumper sticker slogans, these creations can be expanded in numbers with many examples. All these media productions create interactions between the texts and person-to-person, even if indirectly, through the messages they encode, the language they use and the mechanisms they represent (Eker and Aslan, 2010, p. 258). "No matter how much the human mind resists, it is confronted with these images created, actually with what is shown to it" (Parsa, 2007), in other words with the images reproducing reality. As a reconstruction of everyday life practices and reality, these images take place in the home, on the street, in architectural elements, in traffic signs, in fashion, in advertisements, in what is public, personal or popular, in movies and in a wide range of products created by other mass media. Maintain their sovereignty going beyond time and geography. For example, "While the verbal narratives in Tiananmen Square in 1998 were not recalled, the visual created by the image still maintains its effectiveness" (Parsa, 2007). Hence the image creates significations that impels individuals to mobilize in the transformation of political, social and cultural events. In general terms, culture forms the structure in which this signification is provided, and visual culture is part of this structure.

The analyses of the media, which is the conveyor of the visual culture as the mechanisms that produce the visual of art, and hence the motion pictures' analyses, gravitate towards communication and interaction studies centered models (Eker and Aslan, 2010, p. 255). When we look at the studies conducted on the scientific aspects of arts (especially semiotic), it is observed that detailed explanations are offered on the image. Discussing the visual culture by putting the cinematographic image at the center, is considered as a more correct approach in the fields of both arts and education. For this reason, the use of

cinematographic images of the cinema – a visual and audio communication tool and art – in terms of education, has to be discussed at the theoretical level” (Güngör, 2017, p. 699). Basic elements used by the visual culture, therefore by the cinema, in image creation can be listed as; dots, lines, shapes, forms, tones, colors, saturations, proportions, texture, dimensions, direction, and the third dimension. The dot is both a mathematical and visual sign and is the most important element for visual literacy. Dots transmit images and visual information through the media. Colors, color contrast, depth, perspective are the elements of the visual culture, hence the film language. Words, visual images, visual information presented through media are created with dots. Contemporary visual media imagery like television, video, computer animations are reflected through dots. The combination of dots creates visual integrity. Colors on the other hand, appear through the instrument of light, and stimulate different emotions. For example, while the color red and its hues which are called warm colors are stimulating, so called cold colors such as blue and its shades are relaxing and soothing. In construing of what is the visual, another technique, such as color and dots, is the perspective. Depicting an object large or small can be achieved by the utilization of perspective (Onursoy, 2003, pp. 77-80). These techniques in mention differentiate the creation of the cinematographic image from the written language and are separated from the written language by their movement and reproducibility characteristics. The cinematographic language used by arts and cinema as a means of communication tool has a function in the signification of the world with images representing objective reality (Güngör, 2017, p. 701). While the written language necessitates learning, the moviegoer can receive cinematographic images through visual perception without the need for any sort of a training. In the creation and signification of cinematographic images, in addition to visual conductors consisted of elements such as the form, light, color (Onursoy, 2003, p. 80), the subjective state of the individual is also determinative. First of all, the viewer/reader universally perceives the image with certain characteristics. In order for the reader to construe the image constructed as an encoded culture, she/he requires decoding. Therefore, the indicators need to be construed. In the face of a large number of visual stimuli, the reader can be empowered against the hegemony of the ruling power’s media by reading the image that plays a role in the reconstruction of the society and culture that she/he happens to be at (Güngör, 2017, p.707). In other words, as much as the creator of images, the also reader plays an active role in signification. For this reason, the signification of films as a universe of visual culture should be developed through literacy.

The transmission of meaning in cinema is actualized in the core meaning/connotation plane, and it requires interdisciplinary reading and writing as the image is created in different content. Mental imaging belongs to the common fields of psychology and epistemology; optical imaging to physics; graphical, sculptural and architectural imagery to art history; verbal imaging to literary criticism; perceptual imaging to the common field of physiologists, psychologists and neurologists. Similarly, many different forms of images can be mentioned: “Such as graphic image, painting, sculpture and graphic design arts; optical image mirrors and all kinds of projection images; images perceived with sensory information; images resulting from mental activities such as dreams, remembrances, and imaginary ideas; images created in the mind using words such as metaphors and figurations” (Parsa, 2007). These images are transmitted through visual or written texts and must be analyzed within the framework of their own elements.

Cultures, societies or groups perceive the image with their idiosyncratic characteristics. According to Gestalt Psychology, it is not possible for the individual to reach the synthesis by examining the stimuli one by one, since the whole is not the same as the sum of the parts. In order to perceive an event, it is necessary to construe it in its entirety and in an instant. Therefore, it may be misleading to analyze how it is perceived by fragmenting the whole. In addition, the effect of stimuli on the individual is directly

related to sequences and interactions in time and space (Onursoy, 2003, pp. 83-84). Therefore, when analyzing the content of the film and the mechanisms of visual expression, the student/reader must analyze not only the image of the object but also the discourse as part of the film. Interpretation in the analysis of the film may prevent an accurate analysis with prejudices. Such mental molds can be restrained by proper training and can guide the reader correctly in terms of decoding. Therefore, teaching the cinematographic image can play an important role in ending negative behavior patterns such as hate speech and propensity for violence. On the other hand, with the teaching of cinematographic image, the viewer/student participates intensely in the culture of her/his country and/or universal culture, thereby socializing. For this reason, film literacy has an important function in education as it takes the audiovisual culture engendered by the cinema, literature and the written information into consideration (Güngör, 2017, p. 707). However, one of the most important elements of the provision of this function is the teachers. For this reason, education of teachers in film literacy should have a priority.

Images are a visual culture element as a source of signification, representation and meaning. The viewer to give reaction to the image and the interactive communication created, induce the image to gain a cultural dimension. The fact that image includes the production and reproduction of knowledge on behalf of society causes it to become independent of the technology that produces it. Thus, besides the nature of the image as the narrator and interpreter, its data transferability feature and subject explanation ability lead it to be evaluated as an investigation and data collection method by moving it beyond being a part of art, technology or any other type of creation (Orhon, 2006, p. 129). For this reason, the image is a medium in which the meaning it creates is attempted to be disclosed with many analysis methods.

Studies conducted on the analysis of visual culture are gravitated towards discourse and semiotics-based analyses. From these, the discourse analysis was first emerged on studies conducted by Vladimir Propp that scrutinized Russian fairytales. Drawing attention to the fact that in fairytales, similar themes have been created with different heroes, Propp reached to the conclusion that similar images are repeated in each fairytale as well. In his structural analysis, he identified “31 functions of the actions of 7 people in fairytales. In popular narrative texts - music, theater, cinema, television - they are likewise replicated. In a comparable story, different characters repeat similar things, and correspondingly, directors reiterate similar categories” (Güngör, 2017, p. 706). Therefore, these repetitions are presented to the viewer/reader as reproduced social structures and they facilitate the functioning of hegemonic power mechanisms. For this reason, film literacy studies should use discourse analysis method. Another method of analysis is semiotic analysis. In semiology, cinematographic images often coincide with Peirce’s pictographic indicator (iconic sign) distinction. In other words, the cinematographic image is an indicator where the indicant and indicated are linked with each other. However, for the images expressed by indicators with literal meaning content, the concept of iconic sign should be used. Because, the indicator will be different in connotational images. The indicator has two distinct areas, indicant (physical) and indicated (psychological). While the indicant is the part of the indicator that we perceive, indicated is what the indicator means for us. Although there is only one indicant of the indicator, there could be a large number of indicated (Güngör, 2017, pp. 698-699). In this context, semiotic analysis reveals the meaning created by the cinematographic image and should take place as an important analysis method in film literacy. Another method of analysis is the method that discloses the tension created by ethnographic models in the narrative dimension of the film, that reveals the forms of representation of the meaning created for the one who is the “other”. For example, as in the oppositeness of being a Westerner or Easterner, all types of marginalization that discriminate as we and them, are made visible by ethnographic studies. Ethnographic approaches create a different field of analysis in terms of the ways in which the images are

represented, their issues, intercultural interpretations, significations and in disclosing the meanings they create. Ethnographic models provide the opportunity to see the advantageous position of the creator of the image who plays an intermediary role in conveying the hopes, stories or problems of another culture as well as the researcher (Orhon, 2006, p. 130). On the other hand, it also acts as a guide to make the impasse state of the society represented in the cinematographic image in the hegemonic communication dimension fabricated by the power visible. Therefore, film literacy education should include the analysis of cinematographic image also on the basis of ethnographic approaches.

As much as the methods of analysis, the culture that the individual/citizen happens to be in and her/his accumulation of knowledge is important in the analysis of the cinematographic image which is the reconstruction of reality and which has an intercultural characteristic. The individual/citizen is both the creator of the cinematographic image and also its the reader at the same time. Therefore, as its creator she/he creates the cinematographic image departing from her/his own cultural accumulation in coding and the reader decodes similarly again moving from her/his own accumulations. Therefore, reading the image received differently than the linguistic indicators cannot be taught as the language, but it is determined by the visual perception ability. Cinematographic visual image creates meaning with elements that are nonequivalent in the oral language. "Teaching the visual image as language cannot be the right approach as it would be like learning the language by memorizing the words. For this reason, the reader who comes face to face with the mass media tools, hence with the film in everyday life, will analyze it with his own visual culture experience and gropingly. Even if the student/reader does not possess the knowledge of cinema, she/he will be able to receive the film with what she/he has already learned in the daily life. In short, the student who has a stronger visual intelligence will be able to analyze the film better than others" (Güngör, 2017, pp. 703-704). On the other hand, in our era dominated by the visual, it is not enough for the lone individual to read the image solely with her/his own accumulations and abilities. That is why film literacy is important and essential due to its functions that teaches the methods of analysis to the viewer, in other words, that provides literacy knowledge, at the same time that trains her/him in learning different cultures in the process of signification.

The effect of the image on the individual is not independent of the culture she/he happens to be in, nor from other stimuli. Stimuli are effective on the individual depending on their sequence in time and space, and on their interaction with each other. For this reason, significations vary according to the individual's ways of seeing as well as the culture acquired (Onursoy, 2003, pp. 83-85). The visual created by the film "happens to become one of the variables in questioning the reality of life. Even at the moment when it is defined as unreal, it is as noteworthy and important as the truth" (Orhon, 2006, p. 128). On the other hand, cinematographic language has the aim to convince the reader by means of form and content. Images, symbols, and forms of representation are created by the elements of this language. For this reason, film literacy should inform the students about the elements of cinematographic language, the forms of representation of images, the types of films, their styles, directors, scenarios, posters, etc. Also, students should be informed and educated on the information that will provide the analysis of the images such as the cultural dimension of the image, the literal meaning and connotation relationship, stereotypes subjects. The reader, in this case the student, should be brought to a position where she/he is able to recognize cultural elements. She/he must go through a preliminary study period when the student can read iconized images. Since it is not possible to attain such knowledge in schools, information obtained through the cultural heritage is often used for these sorts of readings. Nonetheless, with appropriate content, student can be helped to gain the required cultural view through film literacy education given systematically. For example, the student should learn that the Eiffel Tower is the

reminder of city of Paris and the combat boot is the military. In other words, the distance between the director and the student must be eliminated. Since the process of reading is as subjective as the process of creation of the film, it is imperative that this information is given to the student in order for her/him to make sense of the iconic images (Güngör, 2017, p. 704-705). By this way, when it comes to making sense of the cinematographic image of the film language created with its idiosyncratic elements, the student/reader could be positioned at a criticizing, questioning active subject status rather than her/his current passive one.

Media, in a manner in which also encompassing the cinema, impacts the social structure in the cultural and intercultural arena. The fantasy world created by the media becomes an intermediary in the alienation and neuroticization of the society. The society, which finds itself in a world of pleasure outside the reality, in fact, at the global level the whole world, is brought to a position where it can be easily manipulated by the power. The communicative practices created by the media get stuck in the middle of the fabricated fiction of the power, causing blindness. Society can be brought to a state where it loses its ability to understand the reality tried to be shown, due to the marginalization of the opposer who no longer can use the same communication field and discourse as itself. "Social closure –exhilaration felt through the fake pleasures of the fiction fabricated by the power–, continues until a fragmentation stemmed from a crisis inherent to the system" (Kejanlioğlu, 2006, p. 194). This situation gains widespread currency through rhetoric, propaganda, manipulation and persuasion created by the cinema. Persuasion has the function of creating and teaching behavioral models. For this reason, film literacy should include subjects such as cinematographic language, literal meaning vs connotation relationships, iconized images, approaches devoted to the social cultural aspects of cinema, images, film types, film styles, directors, scenarios, posters, etc. to sever the hegemony of these elements of persuasion (Güngör, 2017, p. 704). Only in this way will it be possible to expose the dominant ideology and discourse structures of the power and combat against them.

Today, as much as the analyses of films, especially with the technological progress in cinema, together with scientific and artistic developments have revealed the idea of using films in the field of education. Visual literacy has been evaluated in the pedagogical context and the effects of cinema on behavior and knowledge have been started to be investigated (Güngör, 2017, p. 698). Many researchers suggest that films should be utilized in the education and training environments. Films are thought to be a suitable tool for teaching subjects within the scope of the course and for constructing ideas in the minds straightforwardly (Pekdağ and Le Marechal, 2007, p. 78). Film language is a documental resource that represents the society and culture in the processes of communicative and educational development, through collective creativity process. Films can play a reminder role in societies suffering from memory loss through their technological and communicative characteristics (Vitor, 2010, p. 10). For example, a film scenario about a historical situation, fictitious stories or films based on real events such as documentaries or tv series (Birkök, 2008) may be the source of the lesson. In this context, in order to create films to be utilized in education, primarily a scenario should be developed that would include curriculum subjects. In addition, since the film tells the objects and events with semiotic presentations (Pekdağ and Le Marechal, 2007, pp. 64-65), these semiotic elements should be placed in the film according to the determined scenario developed in line with the content of the course. In other words, the coexistence of art and technology in the cinema enables the films to convey extensive knowledge to the student in a much shorter period of time, the communication of complex information with films instead of writing (textbook, etc.) makes them to be comprehended much easier, and consequently all these develop behavioral models in students. Motion pictures, by utilizing a combination of images, motion and sound, allow more information to

be conveyed than written text. In addition, the artistic function of cinema makes it more effective in conveying the real meaning of social phenomena and thoughts. It is not possible to describe a situation or norm written in the textbook with the effect of a movie scene. Moreover, technological developments have been replacing the classical educational tools and the information produced by distinguished scientists can be transmitted via video conferences, through the internet. Significant cultural, legal, political documents, images, sound recordings, film recordings related to the entire history of a country can now be used as educational materials. Therefore, the film tool and its functions are also changing. Motion pictures are able to function as a means of conveyance of the subject in science or social science classes (Birkök, 2008). For this reason, films can also be considered as an educational and teaching tool where age and other demographic characteristics of students are taken into consideration.

On the other hand, developments in the field of education transform the conceptualizations regarding teachers. Rather than being an instructor, the teacher is now in the position of being a guide and a person who makes school a part of life and maintaining lifelong learning has become one of the main goals of education (Önal, 2010, p. 102). Continuing education approaches clearly show that cinema and film studies are necessary to understand the world and time we live in. The analysis of films and media, whether individual or collective, is necessary to understand the time and culture lived in. As much as analyzing the films that reflect the culture that the individual happens to be in, understanding and analyzing the institutional form of cinema, will enable the establishment of a collective memory eventually. Both for teachers and students alike, cinema shall be a means of making sense of the society and culture (Vitor, 2010, p. 12). As can be seen, cinema and films not only can serve as a narration tool for lectures in schools, but together with the film literacy can also provide a critique of the era, culture, different societies, ideological meanings and the hegemonic relationship created by the power.

FUTURE RESEARCH DIRECTIONS

Under the ongoing siege of visuals, the individual today is trying to maintain a daily life in the world of messages that the mass media has been spreading continuously that affect the whole world economically and socially. The industrial production style transforms popular culture products into products of the culture industry with commodity fetishism. Popular culture is made part of the culture industry through mass culture that prepares the ground for its pre-fictionalization. Media and visual culture products take place in the culture industry, whereas cinema and art products enter the market in an environment created by the industrial production. In the century known as the information age, the citizen is raised as an element of industrial production, and by taking into account the effective use of information, as well as the role of communication in industrial production relations, is obliged to maintain a daily life. As texts they encounter every day, films being a product of the visual culture, are now in the position of being a part of their lives. With hegemonic ideological contents, cinema can be transformed into a medium of domination of the ruling power structures that seek to impose their own world views and ideologies to the so-called "others". For this reason, the discourse structures produced by the mass media must be evaluated with a critical perspective by the reader. Therefore, an end product of the visual culture, the social life woven with images, made it a necessity to understand the meaning of the image and the literacy of the transmission methods of this meaning. Additionally, the results of the studies which concluded that films played a significant role related to the development social skills of the students, assurance of the knowledge they acquired to be permanent and enhancement of their academic success, strengthened the

view that film literacy should be effectuated. As a result of technological advances, it has been concluded that film literacy ascertained a more comprehensive view of teaching media literacy, and in education, that film and visual literacy should be used effectively in almost all courses.

Although the film is perceived by the sense of sight, the signification of images, in other words, the process of, “reading” is complex. The image created by the film language is related to what is shown as much as what is not, and this signification process must be analyzed. Film analyses aim to uncover process in mention, the reality represented by what is real, and to do so, need the perspective of many disciplines such as sociology, culture, politics, economy as well as idiosyncratic characteristics of the individual. Film language is instructive with the images it creates, but at the same time, it has the function of reinforcing the power of the dominant ideology. Therefore, in order to analyze these mechanisms of power, visual culture and film literacy education should be developed in the content that enables the individual to observe the subliminal messages transmitted to the conscious or subconscious minds of the masses by the cinema, which can directly or indirectly affect the individual. In this context, film literacy education, such as media literacy covering all mass media tools, should contain a perspective in which media scripts are questioned with a critical perspective where asking questions is in its center. Semiotics and discourse analysis methods incorporating the analyses related to what is seen as much as what is not and ethnographic models, should be included in film literacy to analyze the meaning created by the image in films. These methods of analysis should be within the scope of film literacy. Film literacy education should be structured in a context that allows the use of cinema as a tool in education, as much as it ensures the analysis of the image.

Another important issue is that the influence and significance of teachers should not be ignored in the process of film literacy education. Therefore, teacher education needs to be provided for a more effective literacy. In practice, studies related to the media literacy focus predominantly in youth-oriented programs, while the sufficient care required by the adult and teacher education is not taken (Hobbs, 2004, p. 135). It is possible to think about the same circumstance also in film literacy. “Film literacy provides students and teachers with the opportunity to combine textual, historical, and ideological analyzes to help them move beyond the boundaries of traditional disciplines and subject areas in the analysis of everyday life texts constructed as social objects of knowledge” (Hobbs, 2004, p. 128). Unless comprehensive instructor training on film literacy is provided, it cannot be possible for the student-centered temporary programs to gain functionality. In consequence, for the use of film literacy in classes, studies on teacher literacy education should also be carried out. On the other hand, educational programs prepared based on research and studies in the field of education, propose also producing films which would ensure film literacy and visual literacy to be used in education. The films can be considered as a teaching tool in the lessons with the educational and instructive aspects they possess. Having the function of acting as a reminder of what the social memory has forgotten, movies may be the source of the lesson.

CONCLUSION

Nation states have created the school system in order to develop, to advance, to compete with other nation states on a global level, and to protect their political and cultural assets. Together with the new communication technologies, the transformation in mass media, and the necessity of access to information in order to ensure economic and social developments led to changes in the structure and quality of the national school system structures. Therefore, the process of restructuring in education has been

entered, the necessity of developing rules, ethical values and legal regulations has emerged, and for the training of citizens, literacies covering various fields have started to be debated. Literacy, beyond the process of signification, involves gaining the ability to criticize and analyze. Media and film literacies, which are among these literacies in mention, require an active participant citizen who is able to analyze and criticize the produced texts.

The emergence of fundamental changes in the structure and functioning of national education systems as a result of technological developments and the necessity of criticizing and questioning information in the present day when access to information becomes widespread proves the significance of film literacy. In the context of media literacy and in a different way from it, the contribution of film literacy to the development of democracy cannot be denied. For this reason, it is imperative that the visual culture surrounding the community be construed and critically read in fostering active participant citizens, and it is necessary to give importance to film literacy education both within the frameworks of school and lifelong educations. This study, tried to discuss the development of film literacy as a different literacy independently by itself as much as being a part of media literacy, in its historical process, additionally, how and why film literacy should be implemented. In this context, our study contains the hope to be a source for further studies to be conducted on film literacy in the future.

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KEY TERMS DEFINITIONS

Citizenship: Being part of a country and political institutions.

History: The science that examines the past, place, causal connections of a society, institution or country.

Media Literacy: It is the ability to critical analyze, evaluate, and transmit messages acquired through mass media.

Memory: To be relate between experiences and mental representations of the past.

Oral Culture: It is the voice-based and social memory-based field of culture.

Oral History: It is an interdisciplinary field of study which examines history with daily life and subjectivity of individuals based on their memories.

Semiotics: It is the science that examines the indicator systems and structures and functions in communication.

Written Culture: It is the textual, individualistic, analysis-based area of culture.

Chapter 2

A Study in Image Creation Techniques in the Context of Visual Literacy

Nursel Bolat

Ondokuz Mayıs University, Turkey

ABSTRACT

While the visual means visually based on vision, everything that can be seen with the broadest meaning is defined. In order to understand what is happening in nature, seeing is quite important and is familiar with the idea of seeing the leaps of thoughts in understanding the assets. However, the idea of visualization is taken by the eye as well as their meaning by the brain. It, therefore, includes the process of acquiring a lot of information on the basis of what is seen next to the sight. In the process of brain processing of images taken by the eye, the process of meaningful or related meaning in connection with education is also leading to the concept of visual literacy. The concept of visual literacy leads to visual narrative, visual culture, and technical narrative in the process of reading this visual culture. In the process of visual communication, the technical elements of the cinema, which are used in the formation of visual elements, are also used to solve the flow of information between the eye and the brain.

INTRODUCTION

Visual literacy was first ranked 19th. It was introduced in the second half of the century and has the character of a concept that has attracted great interest in the academic environment over time. Although the concept was initially defined as vision competence, it is suggested in structural studies that visual literacy relates beyond the structure of the eye to the learner's perception strategy, experience and sexual skills (Debes, 1968, pp. 961-964; Yilmaz, 2013, p. 102). Cultural theorist according to W.J.T. Mitchell, "the problem of the Twenty-First Century is the problem of the image". Centuries of culture and, in particular, the dominance of words in western culture have come to an end. The new "pictorial turn" is that paintings no longer exist to entertain and explain, but rather become central to communication and meaning (Felten, 2008, p. 60). We are now faced with a visual spectacle in every field. The roots

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of today's popular entertainment past are also based on the show (Sirer, 2019a, p. 57). Today, photography, cinema, television etc. the rapid change in communication technologies and the digital age have changed the visual environment in the world considerably. The capacity to communicate with the visual language added alongside the spoken language has reached quite high levels. It has gained importance in reading and making sense of visual narrative as well as the necessity of reading and making sense of written words. The basis of visual literacy lies in its reliance on seeing.

All this shows that with the changes in the field of information and new technology, the literacy of print or writing, which includes oral communication, has lost its competence in order to adapt to the age experienced in it and to improve the quality of life. Media literacy, computer literacy, cultural literacy, social literacy, environmental literacy, visual literacy, and visual literacy the concept of literacy, such as was introduced (Kellner, 2001). Visual literacy, which is one of the leading concepts in this process of change, evolves over time towards the use and diversification of visual knowledge. Therefore, the concept of visual literacy and the visual language are also said to have acquired a universal language quality.

21st century, where visual elements such as television, advertising and the internet are at the forefront. Century visualism has ensured that visual literacy in the field of literacy is as important to the creative as it is to the viewer. It is now necessary to learn this language in connection with this process.

Visual Reading and making sense are valued by understanding indicators. Indicators are produced by people to communicate. A thought, an opinion, the existence of a new product is conveyed to another through the indicator. Thinking means using and operating indicators. The existence, sharing and development of thinking depends entirely on indicators. That is, it is thought through indicators and again it is spoken through indicators. The correct perception and interpretation of indicators is also realized by education, experience or social means (Günay, 2008, p. 2). While Özsoy considers visuals as a means of communicating information and thoughts more quickly and effectively than other means of communication (2003, 101), Leppert interprets them as an area of possibilities and possibilities that offer a way of inquiry, research and discovery that is difficult to articulate with words (2002, p. 17). According to gujdebord, visuals are images and navigational objects consumed in a manner detached from real life and from real needs (Barnard, 2002, p. 13). In order to accurately read these visual messages surrounding the individual, regardless of its function, there is a visual text in which these images are transmitted, and it raises the need to be visually literate. Visual literacy, which has the characteristics of thinking, learning and self-expression through visual images, enters into people's lives in harmony with the developing age, while visual elements come to the fore in technological developments, brings with it the concept of visual literacy.

Today, Mass Communication is basically fictionalized to ensure that manufactured goods are pushed into consumption areas (Çakın & Bolat, 2019, p. 181). In this process it pushes people to be more conscious about literacy.

21st century, while media literacy is as basic a concept as reading and writing skills, visual literacy is as important to societies as textual literacy or media literacy as the ability to understand digital, visual and sound that emerged with the century. Visual literacy refers to a group of vision-competence groups. It is to integrate seeing and other sensitive experiences that you have at the same time. These competencies require being visually literate to be able to interpret visible actions, symbols, objects (Duchak, 2014, pp. 41-43). In order to be visually literate, it is necessary to know the meanings or codes that the given images carry. Understanding and decoding these codes allows reading messages sent with images, but also the images are written with these codes.

Visual literacy is the ability to understand and use visual elements such as photography, painting, graphics. It also incorporates the individual's ability to think, learn, and express oneself through visual elements (Braden and Hortin, 1982, p. 41). Ralph Wileman describes visual literacy as "the ability to read, interpret and understand". In this context, visual literacy associated with information presented in pictorial or graphic images is visual thinking, which is characterized as "thinking ability", and this is to convey information in the context of the process of transforming any kind of information into picture, graphic or auxiliary forms (Duchak, 2014, p. 43). All the images that surround people convey a narrative and inform people with their own language of images.

Visual literacy is the ability to accurately interpret visual messages in line with acquired information and at the same time to create visual messages. The main characteristic of visual literacy lies in the basing of everything on the phenomenon of "seeing". Meaning in any functional or artistic text signifies a dynamic interaction with the mental process, both by creating it and by studying it. The construction of meaning is an interminable production under both cultural, social and historical conditions (Parsa, 2008). The creation of the meaning of the images as well as the reading is important for literacy. The creation of the narrative language of the image, in other words, reveals the necessity of applying certain techniques. Just as a written text can be interpreted with letters, words and sentences, it reveals unique texts with shots, scenes and shooting techniques in visual texts.

The study focuses on how visual literacy is technically realized in terms of semantics, after examining the concept of visual literacy through literature review. The writing of the visual text is done in the context of its own specifications for each visual field. The aim of the study is to teach the audience how to read the visual texts correctly, especially in the areas where visual texts are created with moving images such as cinema and television. The importance of this article can be seen in explaining these techniques in order to read visual texts correctly. For this reason, the effects of these adjustments made by technical means on the creation of the writing part of visual literacy are also being evaluated. While the work is done in the form of formal analysis, the narrative text contains an argumentative narrative without any sampling.

VISUAL LITERACY IN IMAGE TECHNIQUES

With the introduction of the concept of media literacy on the agenda, many academics and educators began to do institutional work in this field. Research has shown that there is a lot of time spent by the audience at the beginning of television, especially in developing countries (Parsa & Akmeşe, 2012, p. 1332). Therefore, while studies on educating the viewer in the field of media literacy have intensified, it has become necessary to focus on the visual texts that the viewer is exposed to and should read the image text in the face of such visual material. In the context of visual literacy, the process of writing the image and learning the image techniques that perform this process and transferring it to the audience is revealed as the importance of this work.

The process of creating images corresponds to the act of "writing" visual literacy, as "visual literacy" embodies the actions of reading and writing as required by its conceptual meaning. The definition of visual literacy covers the process of understanding and making sense of the image, while the creative team that creates the image must carry out this process of making sense within the framework of certain rules. This process of Making Sense allows each image to be arranged according to its own technical requirements. Photography, painting, cinema, television, etc. it also adds the ability to explain visual

literacy by demolishing the view that visual reading should only be evaluated in the form of comprehension skills with visual narrative areas that establish their images through visual language with their own technical characteristics.

In the context of visual literacy, the necessity of reading the visual techniques with the placement of the ability to explain the concept of the technical especially draws attention. The features of the narrative language techniques created by the image elements such as camera angles, shooting scales, lighting, editing, visual effects used in the process of making sense of the images should be known by the person who created the narrative. When creating the image language, it must be established within the framework of customary rules that the audience will understand and read. The knowledge that people acquire through social or education during their lives leads them to understand these narratives. Therefore, the necessity of teaching this technical language to the viewer is also revealed within the scope of visual literacy.

Expression Elements in Image Text Editing

The text covers every area where meaning is constructed. It is not possible to limit the text. Instead according to a novel, photography, thought, syllables, film, sculpture etc. many materials serve as texts (Lenski, 1998, p. 76). The main way of the process of studying media texts is through accepting it as a kind of text. This approach reveals the fact that materials with visual content, from cartoons to television programs and movies, are at least as text as those based on written forms of communication (Burton, 1995, p. 38). The texts contain all kinds of content. Each media content, whether written or visual, bears a message. These messages are often placed consciously, transmitting certain information to the reader or viewer. This information is read again by the reader or the viewer.

To increase the effects of communication technologies in everyday life, the emergence of new digital spaces, new forms, attendance, socialization, interactions and relationship networks and as a result is changing the way people think living within the new world (five, 2018, p. 195). All these changes are reflected in the technical structure and narrative forms formed by visual narratives. However, the basic concepts of visual narratives continue from the past to the present.

When people look around, they see images that come into their field of view as whole. In television, the director arranges the things that he / she will take to the frame of the image in order of importance (Gökçe, 1997, p. 145). In this arrangement, it is of the same importance that a director writes the image text as a writer writes his novel. The pen in the hand of the director writing the text is technical materials. When the director begins to write his narrative and text with the camera and the light he has set up, he uses all the materials created from camera angles, shooting scales, camera movements, light, color, editing, etc. in the best and most effective way.

Image Narrative With Framing

Although the specific attributes and definitions set out in the framework are different, the definitions realized in a meaningful way refer to the way frames are organized in news stories and different discourses, in the form of making choices, highlighting, interpreting or leaving out. Entman refers to the lack of clear and obvious conceptual definitions in previous research as a “messy conceptualization”, focusing on the necessity of basing it on the context of the subject rather than the criteria that can be applied in general. Entman, framing is “a certain perception of reality of the identification of a problem of cause and effect interpretation, moral evaluation, and/or by selecting them to support his proposal for

what he described to be treated to make some aspects more important in a communicative text” (1993, p. 51) evaluates the format. According to the visual text to be created accordingly, it means to show the text by the creator in a manner that supports its narrative. That is, by showing what the creative person wants to show, he or she leaves out other items. Framing is an important technical feature in creating image language and meaning.

Monaco considers this situation in the form of “open” and “closed” format. According to this, if the image of the frame is sufficient in itself, he says “closed form”, while if the director wants the presence of the space outside the frame to be noticed at an unconscious level, he calls it “open form” (2001, pp. 178-179). The director also assesses what is out of the frame according to the audience’s interpretation or expectation. While the viewer is watching the image within the frame, it also connects the non-frame images to the event according to itself. In visual literacy, the closed form requires an important reading and writing process, while the open form offers a different angle to visual literacy, mostly in terms of mental thinking and emotional evaluation.

The frame passed from the art of painting to the art of photography, and the boundary used as the frame in the picture was transformed into the frame where the photographic image was bounded by the image limitation set by camera obscura. The photograph is made by placing a visible part of the world into the frame through the image to be taken.

Photo, starting with framing the concept of ongoing film and television encountered in each area, despite the framing, the shape of inserting the image into the text and how to make yourself visible, or in a manner of how the frame affects the way you think of a structure showing complete and sufficient. Therefore, it is very difficult to find a general definition of a theory about framing. In whatever sense it is used, the idea of framing offers a consistent and valid way of defining the power of a communicative and visual text. He also plays an active role in making sense of the images and creating their narrative. It is therefore important in the context of visual literacy, as it is effective in reading the text and creating image language by the director.

The Role of Camera Angles in Visual Editing

In television productions, an important element in creating image size is the camera angles. The main task of the camera during the image capture process is to reflect the object or event that will be taken to the image in the most appropriate way to the reality. In this process of reflection, the camera also performs some major communication functions, such as looking at the subject, getting into the subject it is looking at, and recreating the subject or object it is looking at. Everything shown on the television screen contains a meaning (Sirer, 2019b, p.317). For this reason, in television program Productions and especially in terms of the effects reflected in the image, camera angles are actively involved in the presentation of the images to the audience. Each camera angle causes different emotions in the viewer and affects the viewer and creates a visual narrative language in its own way.

Mitchell writes, “if seeing itself is an experience, then what we are trying to harmonize/equate pictorial representations is not bare reality of any kind, but rather a world clothed and besieged in our systems of representation before ” (2005, p. 49). As mentioned here, although the images are the ones we see with the naked eye when recording, the recorded images, such as cinema, television and photography, are presented by the technical tools of this area dressed in different techniques. This dressing process is done in line with the tastes and tastes of the person who created the image or within the framework of the feeling he wants to express.

In visual editing, the eye-level angle shows the character's point of view, enabling the director to give the story from who's point of view (Bornwell, 2011, p. 71). Because the camera is positioned here at eye level, the captured images do not have any psychological or dramatic effect on the viewer, and the viewer perceives the image that is viewed on the screen as a cross-section from real life.

In upper angle shooting, the object or objects are looked at from the top and the person being looked at gives a vulnerable image due to being low (Bornwell, 2011, p. 72). Shooting at the top angle adds aesthetic, technical and psychological narrative to the subject. Because the camera looks at the image from above, the subject or event below shrinks, becomes weak, becomes crushed, and this creates a sense of superiority in the viewer.

The lower angle is used to give a strong or intimidating feeling in the image, as well as to create a sense of being in a high position due to the camera looking up (Bornwell, 2011, p. 72). Here, the camera shoots below normal eye level, so the subject is seen in an exaggerated way, and strong perspective creates an effect, revealing a sense of power, superiority, authority, and the image dominates the viewer.

In addition, the process of producing meaning with shooting scales also gains importance in visual literacy. The gravity scales used to express the area covered by the subject are basically referring to the human body. In addition, when classifying the shooting scales, the space and objects within the frame are also taken into consideration. The main use of the shooting scales is to create visual effects when taken from the cinematographic aspect. The main function of the shooting scales is to provide a consistent and meaningful continuity of the shooting techniques within and between the scenes, to create an effective visual atmosphere in the audience, to strengthen the dramatic effect of the film and to increase the two-dimensional cinema frame to three dimensions (Tuğan, 2017, p. 220). In order to create a map of the meaning of an image, a television program, or a Motion Picture, shooting scales are important technical support for managing.

The Director divides the script into different plans in order to convey the story before shooting begins. This is used for different purposes in each plan and it is realized within the framework of the knowledge of film language. The shooting scale describes the distance of the camera from the close-up to the general plan to the subject or object. This scale system not only conveys physical boundaries but also in psychological messages to the viewer (Bornwell, 2011, p. 68). The scales that make sense according to the distance of the camera to the subject also change their mental state depending on their proximity and distance to the viewer.

Image Editing and Camera Movements in Visual Narrative

During shooting, the camera may be stationary or it can move horizontally or vertically around its axis. It can also be placed on a vehicle and move at different speeds. The camera can record simple or highly complex events and record them with action-supporting actions. While performing these shots from different distances, it is able to do so either optically or physically (Arijon, 2005, p. 32). Accordingly, the camera can move from its location or by showing a change in position and status. For this reason, the action of the subject is very important and the way of action is determined according to him because he has to follow the action. In this process, the viewer moves along with the camera, replacing the camera from time to time. This puts the viewer in the position of the camera that writes the images. Learning these techniques allows the viewer to know, in a way, what this writing process is based on and what the movement means. The viewer's ability to solve this writing process is a guide in terms of making sense of visual images and making accurate reading.

The continuity obtained by the camera's circumference draws the viewer into the event as concrete and provides a better understanding of the event. The fact that the viewer has caught it with his own eyes identifies with the receiver, and draws the viewer to the center of the event by replacing the viewer's eye and giving it a natural structure (Büker, 2009, p. 94). Thus, when the camera is moving, the real world continues its continuity, leaving events to their natural flow and the use of camera movements in the image is preferred.

The camera uses the screen for a long time, thus slowing down the flow rate due to the dynamism of the scene. In addition, camera movements also provide a change and relaxation in the atmosphere of the scene in which it is used, allowing the impression of stagnation to arise in time. By slowing or accelerating camera movements, the duration of the action is accelerated or slowed down according to real time. Instead of twenty-four frames per second, the camera's shutter speed is reduced to one frame per minute and one frame per hour, creating a different time effect. This method compresses the length of time to a very short time period. In addition, by increasing the camera to above normal speed, more slowed motion is achieved in the object or figure (Demir, 1990, pp. 149-150). The director tries to use camera movements in the most effective way to keep the audience's attention dynamic and focus attention on the screen while transferring events to the screen.

Pan moves the camera fixed on the tripod by 180 degrees horizontally from left to right or right to left (Hart, 2007, p. 77). Directors also take camera movement into account during the filming process. Because motion adds different dimensions to the grammar of attraction. Easing increases the effect to different dimensions, adding intensity to the plan. For example, the effect of a fast pan and a slow pan (horizontal flipping) differ. Slow pan is used to relax the viewer, while fast pan (horizontal rotation) is capable of intimidating or confusing. Camera scrolling also increases depth perception in the image (Bornwell, 2011, p. 74). In the two-dimensional screen, the impression of the third dimension is created by this movement and by adding the element of reality to the image, formatting is created on the perception of the viewer.

Tilt, the steady upward motion of the camera is called the upward tilt and the downward motion is called the downward tilt (Gökçe, 1997, p. 168). For example, a downward rotation is performed by the movement of a player's body to be shown from top to bottom. Different meanings are given to the image by using it for purposes such as arousing curiosity and attracting attention. Scrolling forward and backward, the camera itself follows the subject by moving away or zooming in. Dynamic flow is created by watching the action, scrolling forward or backward forms different visual narratives. In shifting, the background is perceived more clearly than the zoom (Bornwell, 2011, p. 75). This movement can be done by dolly, pedestal or carriage, followed by movement. It also creates the illusion that the subject is moving faster when it is done in the opposite direction of the subject. This camera motion is used to prevent unnecessary enlargement and reduction of the frame.

By placing the cameras on different technical devices, different shooting techniques are used. All these movements are used to make sense of the subject and to create the visual text. Each camera movement creates its own meaning and supports the director of the image to make sense of the image text.

Use of Lighting and Color in Visual Narrative

Light and shadow manipulation created in light-dependent manner and its use and control for communication purposes within the framework of certain purposes are defined by the concept of illumination (Zettl, 1999, p. 17). With lighting, objects are defined, their form and their connection to the environment and objects they are in. Lighting is important in terms of perception of the world and objects, recognition of the structural features of the surfaces. Lighting is handled from a technical point of view, from an aesthetic point of view and from a psychological point of view.

Good lighting is also used to enhance the visual effect and to produce two-dimensional images for cinema and television. Depending on the success of the lighting, the two-dimensional image can be given in three dimensions. At the same time, by providing depth and sound vision to the subject with accurate lighting, a striking visual effect is created depending on the subject (Vardar, 2012, p. 30). With these processes, light and technical effects are added to the image as well as reality and aesthetic elements. Three dimensions increase the sense of reality in connection with Man's natural environment. Daylight, which is a natural light, gives a reality effect that cannot be fully formed by artificial lights in terms of prevalence, intensity and color. Daylight, which creates real perception, increases the persistence of memory, as well as the images can be strengthened and softened with artificial light. Natural light sources also play an active role in aesthetic use. Perception of reality is also important in the context of visual literacy. While it is easier to direct the viewer with close-to-reality images, aesthetic or psychological lighting can reveal different moods in the viewer.

It is created in aesthetic lighting as well as technical lighting with correctly adjusted lighting. Aesthetic lighting as well as technical lighting is important for the purpose of conveying the desired emotions.

"He also creates the impression of spatial depth, expresses exuberant mood and atmosphere, draws, shapes, and sometimes even reproduces some dramatic effects. In short, it does not only make its subject visible, it also imposes meanings on it and performs a number of pictorial functions" (Vardar, 2012, p. 45), Vardar emphasizes on the aesthetic evaluation of light. According to another aesthetic point of view to lighting, the dramatic lighting, which takes place by creating light and dark spaces, increases the dramatic intensity on the stage. In addition, dramatic lighting gives the scene a realistic feature, the subject is supported and a special mood is created (Kılıç, 1994, p. 31). In terms of creating visual narrative and creating visual meaning, the way light is used reinforces the dramatic effect and increases the number of viewers.

The use of illumination in television programs in the context of dramatic purpose is used in three different forms, such as illumination in the form of objective elements, illumination in the form of subjective elements and psychological states. With these forms of illumination, the objects and events in the image are presented in their real structure (Sarıoğlu, 1976, p. 58). Due to the fact that the image is two-dimensional, the third dimension with objective lighting, the sense of depth, light-shadow arrangement is provided and the important points are brought to the fore with indicative lighting. In subjective lighting, light-shadow balances are created that appear pleasing to the eye for aesthetic necessity to the image. Psychological lighting is used to highlight feelings such as joy, fear, sadness and excitement. For example, the element of fear appears in the lighting made from under the eye level.

While the effects that can be achieved with the correct lighting can be achieved with well-prepared lighting techniques, it is important to determine in which circumstances or in what atmosphere the lighting will be used. Therefore, Chiaroscuro lighting, an important type of lighting, provides an illumination with a wide contrast that supports this use. This lighting provides a third dimension and creates depth

in the image, in accordance with the object and space that creates the effect of reality. While bringing realistic meaning to the image, bringing visual elements to balance, gathering attention at a certain point and supporting the expression of the subject (Parramon, 1998, p. 27). Supporting this lighting technique with his words, Parramon draws attention to the aesthetic value of chiaroscuro lighting. Chiaroscuro lighting, as a type of lighting where the contrast is quite strong in lighting, certain parts of the subject are well lit, while other places are gradually darkened so that they are not completely darkened. Transitions between the brightness and darkness areas of objects are smooth. Where the attention of the viewer should be drawn or what subject is asked to focus is done according to the lighting.

According to Kafalı, these functions of light; a) Directing attention: light allows attention to be concentrated at a certain point. The dots that are wanted to be shown in the image are brought to the fore by light. The importance of certain items is lost or destroyed by the process of reducing light, and the light has a hallmark here.

1. Revealing form: perspective, texture or form relationships are revealed by light. The subject to be explained can choose the type, intensity and angle of light and texture, shape and perspective are obtained through the process of directing light in different ways.
2. Introducing the environment and making sense of the environment: the texture of the environment is determined by the light it reflects and this light is used either naturally or artificially. The nature of light is important in the influence of distance and perspective.
3. Editing relationships: Light adds emotion to the image, creating the emotional dimension. The appropriate environment for the emotional atmosphere desired to be created in the image is provided by making light designs correctly. In other words, fear, mystery, joy, sadness, etc. the environments in which emotions are present are created by the conscious use of light (1993, p. 127).

In addition, the lighting given from the side and back makes the shape, exterior structure and geometric lines of the subject evident. The Buddha is important for obtaining overall depth in the image, and also highlights character, emotional values and important clues to the story. It also adds more realistic, more concrete, more recognizable features to the image. To determine depth, shape and distance, the human eye searches for clues according to itself. Light and shadow reflected on an object provide significant effect in the detection of these cues (Brown, 2010, p. 38). Therefore, how light or lighting is reflected on objects is important in terms of reading emotion and visual meaning that it draws attention to certain points, as well as reality. The director highlights the points that they want to embody or that the audience especially wants to see with light in the frame. Within the overall frame, it is not possible to detect every object to the same extent when scanning the image with the viewer's eye, so certain points require special lighting for emphasis.

In addition, sensuality is added to the image with lighting (dark and shadowy lighting gives a sense of sadness; bright lighting gives a sense of happiness), showing the time used (the length of the shadows and the early morning hours are given), showing all the aesthetic elements that need to be included in the image. Lighting is also used to direct attention, clarify form, promote and make sense of the environment, regulate relationships and provide visual continuity (Millerson, 1999, pp. 206-208). In terms of the creation of visual language in the process of image meaning, these different uses of light are important in achieving aesthetic image and special light arrangements are required for this. Light presents this visually by creating a narrative language along with other technical features.

As one of the narrative elements used in the creation of visual text in illumination, it functions as creating and projecting many emotional elements in the visuals. While visual texts gain meaning with lighting, they also convey the emotional texts experienced with them to the audience. These visual texts created for the viewer are again read by the viewer and emotional intensity is experienced with the player.

Color is known as the spectrum of light that occurs in connection with light, located at a certain wavelength that the human eye can see and can be perceived. Objects normally do not have a color, falling on them and objects can not be absorbed by the light reflected in the color creates. The perception of colors can vary according to the amount and type of light falling on objects. Since enough light falls on the object will reflect enough in connection with it, the object gives its original color. If the amount of light is more than necessary, the color of the object deteriorates and makes the object appear too bright. Also known as hot and cold colors can affect individuals ' mood states (Zettl,1999, pp. 54-59).

A subject that requires attention in color harmony is seen as the harmony that exists between hot and cold colors. In terms of visual design, colors and color groups show great effects on people in terms of perception and feeling. Instead, one color creates enthusiasm in a person while another color gives calm. Red gives warm feelings, while Blue is known as the color that creates Cold perception. Although the colors that go towards red are referred to as hot and the colors that go towards blue are called as cold colors, in some cases these generalizations are invalid (Kılıç,1994, p. 54). During the process of image meaning, it is often stated that warm colors stand out from the viewer's perspective and retreat in their cold colors. It is also known that colors are used to create emotional effects in the process of creating visual meaning. The bright red tone, which is used extensively, leads to an aesthetic energy and leads to a state of happiness or an energetic phenomenon. Blue, which is the cold color, is preferred in low energy of serious environments due to the opposite effect of red.

Arnheim emphasizes that the meanings of colors are consensual, so they can differ from culture to culture. Arnheim believes that as research in the field of color increases, understanding the cultural environment will become more effective. It states that the meaning of color will change in relation to its content, and that Red will not have the same meaning on the blood, in the sky, in the tree, or on the face of man. The same color has different meanings in different contexts (Büker, 2009, pp. 77-78). Because it conveys a different narrative in meaning according to the object on which it is situated. The effect of this is that people have become accustomed to perception by placing different meanings on different areas of color.

People perceive the objects they see around them within the framework of some of their characteristics and can distinguish the objects from each other. The objects that human beings perceive are size, color, volume, etc. it gives clues about that object to the person with its physical characteristics. The color element also creates a physical and spiritual effect on people, briefly acquiring a physical perception about the color of the object in front of the person, and being fascinated by its color,resulting in a sense of satisfaction and joy (Kandinski, 1993, p. 49). In reality, the color involved for the image allows the person to perceive objects or events around them in visual ways and be influenced by the images they perceive (Arnheim,1974, p. 333). This has the effect of the ability of color to increase the sense of reality in the image and to give images close to its natural structure.

The function of color is not limited to adding color to the moving image, but also the direct connection of color to the spectacle, event pattern and characters (Büker, 2009, p. 79). With the introduction of color in the visual medium, the desire to show everything in real life as it really is revealed, giving more information than black and white images, reinforcing expressions and bringing them into the compositional functions. When viewed from the point of view of the functions on which color is assumed in

visual meaning, the expression of reality or unreality of the object or event emerges as an important and effective factor. When events, objects or funds are given in colorless form, they lose value in terms of their true impression. Therefore, the use of color in terms of visual meaning appears to use the message shown in the form of a factor that is relevant to real life and effective in creating unreality (Maitland, 1951, p. 351). Black and white images are used to draw attention to events that go wrong or to create a different atmosphere, while color brings people closer to reality by connecting with their surroundings. Black and white colors are effective in creating images and meaning that address human psychology.

It is effective in the writing and expression of visual texts in color and adds meaning to each narrative according to itself. Therefore, the reasons for the meaning and use of colors should be explained to the audience and taught. Reading them without knowing the codes loaded into the colors can cause quite a reverse reading. The teaching of these technical codes also provides correct analysis by the reader as well as the writing side in the context of visual literacy.

Visual Effects for Writing Image Text

With the development of electronic technologies that allow for very powerful plays, images that seem quite ordinary can be transformed into effective scenes. The world of possibilities provided by the computer recreates images (Cereci, 2013, p. 41). From the past to the present, cinema and television have become the stage for the use of visual effects, but with the developing technology, things become easier and open endless horizons for the use of effects as a variety and convenience.

As one of the transition methods used in visual narratives, special effects means visual richness in terms of programs, gives intensity to the message in the image and takes on the task of explaining the message. It is known as changing the image speed, which is most commonly used in special effects. Slowed-down and accelerated movements are used to maintain intensity and guide movements in the display area. When such redirects are used in the process of conveying an actual event, the perception of reality in the viewer is provided stronger. The accelerated motion used in the images adds a comedy element to the image, while the slowed motion can dramatize the event and is used to provide intensity (Edmond, 1994, pp. 72-73). Visual effects are not only created in a computer environment, they are also made in models, real tools or real environments. Visual effects prepared entirely in computer environment cause problems especially in the creation of natural movements and reality as a medium. For this reason, visual effects applications are used outside the computer environment. In addition, visual effects are made in computer environment to create artificial environments that are virtual away from the real world.

A well-trained computer expert is able to make the best use of visual effects technically. However, artistic aspects are more important in making sense of the images. For this reason, creating the aesthetic expression of the visual effects to be used requires a good director and cinematographer. Well-planned visual effects can distract the viewer from the image, giving them a sense of virtual reality, away from the realistic approach.

Special effects as technically produced images, two types of effects are used. These are done in the form of visual effects produced in the photographic process and mechanical or optical effects performed in front of the camera (Bornwell, 2011, p. 122). Both, when used at the right time, in the right place and in the right way, add visual richness and impact to the program.

Visual effects cover many applications, from transition effects to filter use and graphic elements. Switching from one scene to another plays an active role in the viewer's understanding of the image. For this reason, sequences need to be selected appropriately and Inter-scene transitions are cut. Cut is

adjusted according to movement, according to speech, according to the music used. In addition, according to the narrative, many transitions such as chaining (mix) transition, darkening and opening, fluidity and clarification, trapping are used. The series is supported by Aperture, shapes, photos, subtitles and animations as graphic elements. In narratives with visual characteristics, visualization means much more than verbal expression.

Today, due to their ease of use, visual effects are seen as intense in obtaining and making sense of images. Visual effects combine images that are not in reality into real images. Visual effects include scenes such as space or battle scenes, rain, smoke, sound, blood or explosion etc. in the image used in scenes (Yurdigül and Zinderen, 2013, p. 11). Visual effects applications can be seen as old as the history of cinema, but today with the technology, the boundaries are quite wide. Many of the scenes are performed on a computer in a virtual environment, where the viewer is astonished by how these scenes were taken. Today it seems quite difficult to find a visual narrative in which visual effects are not used. Almost all visual narratives are supported with visual effects and written with visual effects for the purpose of creating effects, visual support, zooming in on reality and attracting viewers. The fact that visual effects are written away from reality and reality again reveals the necessity of teaching this technique in order to ensure correct reading.

Fiction in the Process of Generating Visual Meaning

The development of visual narrative technologies the introduction of cinema and television from behind into the broadcasting life locks people in the head of these visual fields. The fact that people watch the images on these screens without taking their eyes apart is an expression of how they are directed against their own will. The created reality draws people towards itself. One of the ways to accomplish this process is fiction. Fiction activates people's orientation response by maintaining attention across the screen, meaning that it creates a sort of hypnotizing effect on people across the screen. While television fascinates people, it also draws them in that direction thanks to fiction (Sirer, 2018, p. 105). At the same time, the visuals connected with this fiction are reconstructed with their own technical features of fiction and visual texts are written with meaning. The writing process performed in written texts with letters is achieved by combining images in fiction. These visual texts are carefully recorded in the minds of people who lock onto this screen.

It is called fiction to bring the two plans together in a certain order to form the rhythm and structure of the film. In fiction, the chosen plans and their sequences shape the time-space of the image, while directing the viewer's attention. The way fiction and images are combined can create surprise, excitement or fascination (Bornwell, 2011, p. 170). The cut and combine allows the viewer to immerse himself in the flow of the program in addition to the rhythm of the program.

It is not enough that the shots in the image and coming after each other are limited by the relationship between time and space, but they must also have an essence. Arnheim states that the storyboard is formed by the succession of still images, and basically the film is formed by the editing of these frames. The visual effect created through different fictionalized images does not appear to be different from the succession of stationary frames Used in the formation of moving film (Erdikmen, 2013, p. 42). While the camera records the actual images in small frames, the editing reconstructs them again meaningfully and fluidly, combining them. In this process of merging, he re-establishes a narrative sentence within his own time and space.

Just as films and screenplays show a certain order and integrity, they display the same characteristics in visual parts. Neither the arbitrariness nor the irregularity of the way the pieces – the story pieces and the footage – are put together are acknowledged in both productions. The fiction stage therefore makes it important to place within a certain framework of order and logic (Uysal, 2012, p. 33). Although movement is important in programs with particularly dramatic elements that the viewer sees on the screen, accurate and regular unconnected movements reduce interest. For this reason, each scene of the images on the screen is combined with the next scene as a word, resulting in meaningful sentences.

Meaning in each language is created by using certain combinations, order and punctuation rather than words in its own right, and this process is realized by editing in filmmaking. With the viewer having quite a lot of knowledge in film language, he doesn't question much about what he sees on screen. The best fiction is therefore unnoticed fiction, with script providing narrative continuity, while fiction being active in audiovisual continuity (Edgar - Hant, 2012, p. 130). Therefore, the director and the editor do not want to notice the cuts or combinations made in the program they have prepared, because the audience does not feel the cut, the audience feel more comfortable with the program to get itself into the flow of the program allows.

Fiction also plays an important role in making sense of images, creating dramatic structures and creating a new narrative style. An image that has no meaning alone, when combined with other images, reveals a meaningful narrative. Therefore, fiction creates a wealth of image language and the juxtaposition of complementary images creates a very rich language of expression. Fomenting excitement with fiction captures symptoms in the image with the formation of certain thoughts in the audience. In the absence of camera movement in speech scenes where the players remain stationary, the variety and variability of the images is provided by fiction (Kars, 2003, p. 135). With this editing, the movement brought to the program allows the viewer to watch the image and not break from the intensity of emotion. Not only is the speed of fiction sufficient to increase the viewer's feelings of excitement, but its effect is seen as intense when used in conjunction with other techniques. Well-thought-out and well-edited fiction has an effect on increasing the audience's interest in the program. Fiction also enables the creation of the text of the image, as well as the shots and plans, to combine these shots and plans with a certain narrative language. As the final stage of the image text, the Buddha delivers the text to the viewer in its entirety. This is a signification presented in the final text to the viewer's perception and understanding.

SOLUTIONS AND RECOMMENDATIONS

In the images prepared with technical narrative tools, especially the camera tends to believe and understand what the viewer shows. However, the camera hides some things, leaves out some things and does this in particular. Sometimes more meaning can be used for narrative transmission, which is hidden by adjusting the image bounded by the frame of the camera. Besides, the image writing tool is not only a camera. With other technical narrative tools, the director establishes his own visual narrative language depending on what the viewer wants to see. While the viewer thinks he has seen the truth, he can actually see the narrative the director has edited for him. Therefore, the audience learns the meaning and how the technical tools are used in order to read the images correctly, and this will be a reference in the context of visual literacy.

FUTURE RESEARCH DIRECTIONS

In the process of technical literacy assessment, reality function can adopt a style that encourages the illusion of reality in formal analysis. The technical narrative elements such as camera angles, framing, light can be seen as clear as possible. However, the existence of elements inside and outside the frame-work prevents this reality.

In the context of visual literacy, it is important for images that occur outside the frame of an image and appear in the mind of the viewer. It requires a special working area in this reading which is not presented to the audience. A hand holding a weapon that you enclose in the image frame leaves the image outside the frame. The encapsulated image receives the surface of the iceberg, while the visual reading outside the frame encompasses a much larger portion below the iceberg. In this area, the studies should be deepened and examined in the context of visual literacy in the images not shown as shown

CONCLUSION

Visual literacy in the context of visual literacy of media products, reading is not only limited to trying to understand images, but also involves the process of making sense of these visual texts. In this context, it can be said that texts are created using image techniques and within the meaning of these image techniques as well as their own technical functions. The meaning and meaning of these visual texts, which are included in a very long process of human life, is important in the context of visual literacy.

Due to the increase in reading types in recent years, the characteristics of the texts revealed in reading types are also diversifying. This increase in reading types and changes in the stimuli of new technologies that blend texts and images add new dimensions to the concept of reading. The use of visual images has increased significantly due to technological developments and in addition to advances in the media sector, resulting in the need for visual literacy. The audience receives messages from the media more visually. Therefore, it is necessary to be able to analyze and evaluate these messages in the process of receiving them and to be equipped with their knowledge.

All images created with visual elements that the viewer is heavily exposed to are human structures. An image consists of images re-created or remanufactured by human hands. These forms and narratives are a visual narrative installation created by the characteristics of the technical elements of television or cinema, while each image has a visual representation. It is important to have the knowledge and ability to recognize, use and use media to create their own messages in reading these images created and made sense by visual literacy, and to expect a number of individuals to have superior thinking and understanding skills. Visual literacy aims to provide the individual with the ability to evaluate the visual language of the media, the contexts of the messages presented, and the accuracy of the visual information coming from the media. In this context, it is important to know the technical structure used in the process of creating image meanings.

The concept of reading now raises screen reading, not just reading a text on paper, but audiovisual as well. Visual literacy basically involves creating visual awareness, comprehension, perception and systematic functioning of visual linguistic vocabulary. Another expression is the ability to interpret, understand, Think, Learn, Express and make sense of the visual messages. These abilities include narrative areas such as cinema, television and advertising, which are particularly common and contain moving

images. By removing visual literacy from being limited to just identifying the visual object, it is instead taking it to reading that questions and analyzes it.

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KEY TERMS AND DEFINITIONS

Camera Movements: The movements appearing in the frame vary in terms of speed, power, continuity and time. While some movements create tension due to their speed, some movements arouse curiosity. According to the location, calm movements or stationary camera creates calmness, sadness, distress and seriousness while creating its own visual narrative language.

Image Framing: Framing is considered to be the importance of making a selection, placing it in the frame, of certain parts within their natural boundaries, for the purpose of plotting and drawing a boundary of existence to it.

Image Text: Image or visual message is not only limited to entertaining, understanding or perceiving people, but also as a method or process that enables them to concentrate or pay attention on a subject.

Lighting: In the process of creating a visual narrative, light is a well-known fact that the subject is used to create aesthetical form and atmosphere as well as creating the effect of scenes which are meaningful integrals as more than the function of providing action to be seen.

Shooting Scales: It represents the style of the director and the sentence he has formed as a structure that determines what is shown to the audience through the camera.

Visual Effects: A term used to describe any image created, modified, or developed for a film or other moving environment that cannot be obtained during live action shooting.

Visual Literacy: The concept of visual literacy includes a process used for explaining the acquired skills, interpreting, and evaluating visual messages and creating meaning for visual messages.

Chapter 3

Environmental Literacy: An Overview – Case Study Readings of Oblivion (2013) and Hacksaw Ridge (2016)

Pat Brereton
Dublin City University, Ireland

ABSTRACT

Media literacy has become one of the key qualifications for taking an active part in contemporary society. As media technology becomes more intuitive and media and other social practices intertwine more and more across everyday living, this chapter draws on three contrasting but randomly-chosen popular media texts to tease out how they both situate and address various forms of environmental literacy.

INTRODUCTION: FROM MEDIA TO ENVIRONMENTAL LITERACY

Media literacy has become one of the key qualifications for taking an active part in contemporary society. As media technology apparently becomes more intuitive and media and other social practices intertwine more and more across everyday living, this chapter draws on three contrasting but randomly chosen popular media texts to tease out how they both situate and address various forms of environmental literacy. Historically, media literacy has been defined as the ability 'to access, analyse, evaluate and communicate messages in a variety of forms' (Aufderheide 1993:xx). While other scholars highlight the concept of information literacy (Koltay 2011), digital literacy (Hobbs 2011), ICT literacy (Friemel and Signer 2010), new media literacies (Jenkins 2006) and most recently social media literacy (Livingstone 2016). Today communication scholars stress that both media's affordances, coupled with social interactions play a crucial role in understanding an ever-evolving mode of (digital) media literacy (Livingstone 2016). Following theoretical considerations around securing robust models of democracy, media literacy has privileged the importance of 'knowledge' (Potter 2010: 680), 'information' (Buckingham, 2007: 45), and 'analytical competencies' (Koltay 2011: 217); all the while great emphasis is generally placed on the development of critical thinking.

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With an apparent backlash towards Climate Change adaptation and mitigation, effort has to be placed on promoting new modes of education and most importantly environmental and visual literacy across all aspects of media and communications studies (see Wang et al. 2018). At the outset, critical engagement around environmental literacy is certainly not simply a top down process of disseminating correct attitudes, values and beliefs, but alternatively incorporates and facilitates a dialogue with audiences and citizens of different persuasions and across all levels of knowledge and human engagement. The primary aim of this process includes helping to highlight and at best co-produce consensual solutions for the major environmental challenges of our time.

Yet, as Sonia Livingstone suggests, 'despite enthusiastic calls for new digital literacy programs' and the recent 'embedding of media literacy requirements within national and international regulation', there remains little agreement concerning media literacy or 'how to measure it, and therefore little evidence that efforts to improve it are effective' (Livingstone 2011). By all accounts, this general critical assessment also rings true with regards to the short-term evolution of environmental literacy.

Nevertheless, environmental scholars should learn from their media colleagues and probably go back to basics, asking well-established media questions, including what do citizens and consumers know about their changing media environment and what should they know about the natural environment? Then, most critically, asking more long-term systemic questions such as what pedagogical and curricular tools need to be developed to underpin pertinent questions like, what does it matter if they don't have this knowledge and, in whose interest, is it if they do? (see Brereton 2019)

In essence, this short introductory chapter will strive to provide an overview of a range of environmental literacy goals, while drawing on on-going comparisons between new media and environmental literacy, by illustrating and foregrounding three popular media texts that can ostensibly provoke a range of cross-media environmental issues and debates. These include applying aspects of eco-feminist analysis in *Oblivion*; re-purposing passivist modes of conflict resolution in *Hacksaw Ridge*, or calling on the pervasive power of new media logics in *Black Mirror*. At the same time by calling attention to the literature used across traditional audience, reception and textual studies, the chapter further hopes to tease out what might be considered the most effective narrative stimuli or tipping points towards engendering active engagement with a broad range of environmental issues.

Environmental Literacy as a New Mode of Learning and Audience Engagement

The concept of environmental literacy first appeared in a 1969 article by Charles Roth, as a response to the then frequent American media references to environmental illiterates who were polluting the environment. Little attention was paid to the essay until a year later, when the then President Richard Nixon used it in relation to the passage of the first National Environmental Education Act.

Environmental literacy as a goal of general education is constituted by a number of precepts which include:

- All sustainable human activities are dependent upon a clean, healthy and productive environment
- It is the environment that provides the materials and energy to meet our basic needs and desires
- The nature of particular environments set parameters down for many human activities and establishes risks for those activities
- All human activities have consequences for the environment both positive and negative.
- Environmental literacy is essentially the capacity to perceive and interpret the relative health of environmental systems and take appropriate action to maintain, restore, or improve the health of those systems (Roth, 1992: 10).

All of these precepts are infused across the allegorical examples discussed later. Formal environmental education began to emerge as a distinct field especially in America during the mid-1960s. It has its roots in a variety of related fields, including conservation education, nature education, resource-use education, outdoor education, geographic education, and of course science education. The use of media and communication to foreground environmental concerns remains a more recent phenomena in the academy. It draws its core strength from an examination of several macro concerns including:

- The interrelationships between natural and social systems
- The unity of mankind with nature
- Technology and the making of choices
- Developmental learning throughout the human life cycle (Roth, 1992: 17).

Although the pedagogical and communications connection between cognitive and affective components is complex and not necessarily linear, researchers have ostensibly shown that increasing an individual's environmental knowledge through study and active emotional engagement, results in more positive attitudes towards the environment (Bradley, Waliczek and Zajicek, 1999). In turn this can help to create more responsible and critical environmental behaviour. While a number of caveats must be added to such broad ranging assertions - most especially the pervasive need for top-down institutional and large scale systematic change to address environmental harm – nonetheless, this activation of individual responsibility remains the general aim of many environmental programs. While knowledge and active learning serves as a critical component of environmental literacy; as widely recognised, on its own, this is not a sufficient precursor for responsible environmental behaviour (see Nisbet et al. 2018).

In particular the engagement and valuing of systemic transformation is essential as a prerequisite, while environmental problems grow exponentially more acute and often remain beyond the scope of individual agency and actions. But as constantly affirmed within fictional illustrations however, heroic narrative engagement across a range of environmental concerns serve as a constant reminder of the potentiality of transformational change. Alternatively, apathy and various other forms of fatalism can become the default dominant response. The fictional films under examination certainly highlight this desire to provoke heroic engagement across a range of environmental problems, albeit in a fictional future (Oblivion), or while coping with the ethical exigencies of global warfare in the face of environmental and other forms of destruction (Hacksaw Ridge).

As conceptualised by a number of social scientists, one of the best research tools developed to assess and measure the relative potency of environmental attitudes is the New Environmental Paradigm (NEP) scale. This was originally proposed by Dunlap and Van Liere and later revised as the New Ecological Paradigm Scale (see Dunlap 2008), which can be used to address contemporary issues across the full

range of environmental debate. The NEP represents an ecocentric and pro-environmental worldview, which recognises the intrinsic value of nature (i.e. essentially being anti-anthropocentric), the fragility of nature's overall balance, alongside the potential limits to economic growth; while most importantly recognising the possibility of future irreversible ecological crisis. Such a multi-layered procedure allows researchers to track whether values and attitudes towards nature are changing over time and to gauge the overall contribution of environmental education towards influencing environmental attitudes (Eilam and Trop 2012). At the same time, long-term cross-national audience research is constantly needed to test and access the potency of mass mediated texts, especially as an index and measure of this transformation. But for the purposes of this overview chapter however, piecemeal analysis and ad hoc discussion of a cross-section of popular texts are used to help initiate this process of critical investigation.

Sonia Livingstone (2016) for instance suggests that the problem concerning all forms of illiteracy rests less on awareness and more with acting upon that knowledge. This conundrum also applies to environmental education and the development of pro-active modes of communication. Most research affirms that media knowledge per se does not necessarily lead directly to a critical evaluation of media content, much less to a potential change in behaviour (Martens 2010: 13). To help resolve this apparent disconnect and thereby answer the quintessential 'so what' question; scholars need to proceed several steps further in this ongoing investigation. Most particularly one might suggest, by asking what are the 'steps you can take to act on your knowledge' (Silverblatt, Ferry, and Finan 2009: 106). Essentially, research needs to focus on the social process involved in normalising and promoting media literacy as an everyday exercise and by extension promoting new forms of environmental literacy, while learning from a range of fictional heroes, or calling on the pleasures of critical televisual series like *Black Mirror*.

To help integrate such educational and social norms, individuals have to perceive others' often deeply held beliefs about a given behaviour and be motivated to recognise, if not always concur with those beliefs (Lapinski & Rimal 2005). While Deci and Ryan (2000) for example offer an alternative growth perspective on development and education that allows an analysis of how media literacy can 'promote personal discovery and growth' (see Silverblatt et al. 2009: 77). Meanwhile, self-determination theory empirically identifies three basic needs, which are necessary for such growth and well-being: autonomy, relatedness, and competence. Addressing all of these needs and approaches to media knowledge, can at least tangentially be illustrated by the chief protagonist in the science fictional film *Oblivion* and most especially the pacifist war hero in *Hacksaw Ridge*. In turn this provides a focus for at least subconsciously addressing major environmental issues, while avoiding some inherent risks (Hobbs 2011: 421).

The most important critical literacy skill for audiences to acquire is the ability to evaluate media content and to reflect upon the 'impact of media messages and technology upon our thinking and actions in daily life' (Hobbs 2011: 12). Rather than simply developing critical engagement, which is often read as the only clear approach and benchmark of effective literacy, it is suggested that much of the time spent on internet communication for example is simply 'used to maintain and deepen existing friendships, which eventually enhances the closeness of these friendships' (Peter and Valkenburg 2013: 687). While not in any way demeaning towards such everyday social usage, this does not appear to support more active and reflexive forms of literacy, including for that matter environmental knowledge and engagement. Yet some of the scholarly literature infers that (new) media affordances de facto promote increased transmedia and active audience engagement, as later illustrated through an examination of *Black Mirror*.

Narrative Media Structures Supporting Environmental Literacy and Active Citizenship

Antonio Lopez explores how the physical-material parameters of our evolving media ecosystems help audiences to rethink how they actively engage with media. Rather than act as mere 'audiences', 'participants', 'users' or 'prosumers', citizens are instead constituted as 'members' that become part of the broader 'communities' of a much larger new media ecosystem that encompasses global communications networks across the biosphere (Lopez in Maxwell et al. 2015: 152).

Unlike economic modes of citizenship which is primarily characterised by passive consumerism and market fundamentalist logics, cultural citizenship can alternatively be 'greened', by an eco-ethical orientation (Brereton 2016). Such a focus entails recognising that 'human beings live in a more-than-human-world, of which they are only one part', as dramatized in the anti-war movie *Hacksaw Ridge*. While on the one hand, economic citizenship is considered de facto anthropocentric or human-centric, a green cultural citizen is alternatively regarded as ecocentric, embodying sustainable behaviour and cultural practices that in turn help shape and promote a broad range of ecological values. This corresponds with Mitchell Thomashow's holistic concept of 'ecological citizenship' (Lopez in Maxwell et al. 2015: 153). But one wonders how can filmic representations inspire audiences to both recognise and appreciate such deep ecological values? The examples illustrated later in particular privilege eco-feminist and heroic modes of passivist engagement with conflict, helping to tease out ways of doing this that remain an ongoing preoccupation of much eco-film scholarship.

Key environmental attributes which need to be detected and developed through a process of environmental literacy investigation are set out by Frances Lappe's model of the 'Eco-Mind'. This includes foregrounding human capacity for cooperation, empathy, fairness, efficacy, meaning, imagination, creativity, and all forms of sustainable resilience and plasticity. Such ecological intelligence is akin to robust forms of systems thinking,¹ because it is based on seeing patterns and relationships at scale and understanding interrelations between them. These ever-changing systemic tensions around new-media patterns are cogently evident within an eco-reading of *Black Mirror*.

Eric Beinhocker (2006: 126-7) convincingly argues for instance that stories of all types can assist with appreciating relations between macro and micro concerns, as embodied by overall structures and individual behaviour and have become an evolutionary mechanism for critical and inductive reasoning. As the great philosopher Plato once pronounced, 'those who tell stories rule the world'. Certainly, stories are vital to society for all kinds of educational processes, because the primary way citizens process information is through induction, which is essentially reasoning by pattern recognition (Booker 2004: 141). 'Human's particularly excel at two aspects of inductive pattern recognition. The first is relating new experiences to old patterns, through metaphor and analogy-making. While the second suggests that humans 'are not just good pattern recognisers, but also very good pattern completers. Our minds are experts at filling in the gaps of missing information' (Beinhocker 2006: 127). Fictional narratives like *Oblivion* and *Hacksaw Ridge* work very well in helping to fill in such gaps, with audiences almost incidentally glean a lot of environmental knowledge and behaviour protocols, by simply engaging with the immersive process of storytelling.

Apocalyptic End of the World Environmental Narratives

The apocalypse might well be embedded in our collective consciousness, since it functions as myth, teleology and as a narrative device within popular culture. Indeed, the apocalyptic imagination remains particularly protean, with the spectre of climate change performing many functions and assuming many guises in the contemporary world. All of which are much beloved, especially across many dystopic science fictional films, including this reading of *Oblivion*.

As a clearly coded cautionary format, the genre of science fiction films almost instinctively reflects the urgent need to respond to upcoming catastrophic changes to our planet, which can in turn be ascribed to long term concerns around climate change in particular. Such storylines serve as bespoke cautionary tales around what might happen if humans don't begin to seriously address major environmental and related ethical issues. For Ulrich Beck who coined the phrase risk society, environmental hazards for instance can never be eliminated through the use of technological knowledge, although it probably can be anticipated. Beck claims that humans now live in a highly troubled risk society that continues to find answers to these particular environmental problems, using the sometimes outmoded logic of nineteenth century heuristics. Mark Smith cogently summarises Beck's ideas:

while the hazards of a technologically driven society in the late twentieth century penetrate every region and level of society, human beings remain wedded to the responses to environmental degradation which were more appropriate in the nineteenth century ... The scale and scope of human impacts upon the environment produce a range of complex and unanticipated consequences which cannot be contained effectively within the earlier guarantees and safety mechanisms (Smith 1998: 94).

Furthermore, sociologists such as Adam, Beck and Van Loon have identified how contemporary environmental problems are not always easily accessible to the senses, giving them an 'air of unreality' until 'they materialise as symptoms' (Allan et al. 2000: 3). Hence the urgent need for the creative imaginary of powerful mass mediated narratives need to be called into action to help bring such destructive processes to light. While Adam (1998) argued further that the very nature of environmental problems, including issues around sustainability add a deeper layer of complexity, occurring over a long period of time and are often invisible and thereby are not appreciated or understood by the general public.

All the while, Hollywood has made environmental apocalypse more tangible if also perversely attractive. Recalling some early environmental activists who, as part of their arsenal of communication strategies, co-opted the Old-Testament concept of doomsday with its perverse appeal of 'waking us from our humdrum existence'. Audiences may even be emotionally attracted to apocalypse, according to Steven O'Leary, through a desire for consummation, narrative closure or absolute knowledge (1994: 66). So, the ever-present set-piece of apocalyptic weather and global destruction, effectively exhibits the totalising and sublime power of wild nature that is rendered violent, chaotic, somehow amoral, and beyond human control. In many revenge-of-nature films, wild nature effectively functions by transgressing ethical norms; as audiences witness nature 'getting its own back' as it were, for its maltreatment at the hands of human beings (Brereton 2016). Engaged media spectators apparently take vicarious pleasure in the destructive forces of nature, from the safe distance of their cinema seats. This nonetheless cautionary and sometimes critical environmental learning process will now be illustrated, beginning with an eco-reading of the nostalgic science fiction Hollywood fantasy *Oblivion*.²

Eco-Feminism, Environmental Nirvana, and *Oblivion*

'Earth is a memory worth fighting for,' asserts Tom Cruise who stars as Jack Harper the lone security repairman stationed on a desolate, newly ruined future earth. When he rescues a beautiful stranger from a downed spacecraft, her arrival triggers a non-stop chain of events that forces him to question everything he knows, while leaving humanity's fate in his hands. At the outset, it would appear difficult to characterise this relatively conventional science fiction narrative as being useful environmentally, much less seeing it as a conventional eco-feminist text (Brereton 2016: 82-108).³ Nonetheless, this eco-reading will illustrate how the three main female protagonists in the film provide interesting antidotes and commentary around various models of environmental agency, through their contrasting perspectives. All three female archetypes are set up as a foil to offset the (two-dimensional) action-hero Jack Harper. They range from the disembodied authority figure on the screen, Sally (Melissa Leo), who gives him orders and continuously asks 'are they a good team'; to the drone-like blonde partner Victoria (Andrea Riseborough), who satisfies Cruise's every need, as she protects him through constant surveillance while he is out on patrol; to a very conventional damsel-in-distress Julia (Olga Kurylenko), who he discovers in a crashed flight-pod. All three female archetypes feed off Harper's persona and reason for being there, as he navigates the intricate environment and strange dystopic habitat that must be nurtured, while ensuring its survival.

Cruise saves Julia as she crash-lands onto earth, but soon discovers that the rest of her crew are all unfortunately killed by the drones. It is apparently his destiny as custodian and protector to 'save her,' as she becomes a catalyst,⁴ on realizing his true vocation and eventually ending up fighting for the resistance to help protect their chosen habitat. Concurrently, Julia becomes the surrogate model of an authentic environmental agent, who will use every means in her power to help protect the environment.⁵

Reminiscent of *Gravity* (2013), where the main character (played by Sandra Bullock) eventually finds her way back to earth and create a truly organic home embedded in nature; in this surprisingly un-spectacular happy ending, audiences also witness the Cruise character, or another incarnation of him, finding his way back to the safety and protection of planet earth. Incidentally coming back home, remains the narrative trajectory of so many Hollywood tales.

Unfortunately, at least for the purposes of extracting a coherent ecological reading of the film, the diegesis of the storyline remains overly fixated with geo-engineering and high-tech solutions designed to address all potential environmental problems and disasters, which in turn fetishize the use of futuristic technology, including most notably a particularly smart helicopter and motorcycle, designed primarily to make the superstar and main character look 'cool'. Meanwhile, the pervasive mood of the film, at least from an ecological perspective, remains subdued, revolving around the juxtaposition of a futuristic desolate planet earth, which has been destroyed following aliens taking over the moon. The subsequent struggle features alienated human inhabitants having to activate a full-scale nuclear war to protect themselves. Such a well-trodden global struggle for survival is further evident for instance in a re-booting of the *Godzilla* (2014)⁶ franchise, which incidentally provokes some re-thinking by deep environmentalists, on recognising an increasing justification for nuclear energy, as a more sustainable and environmentally effective response to climate change, while radically reducing the volume of Co2 emissions being pumped into the atmosphere.

In this post-dystopian world-view, all this clone with very deep implanted memories – reminiscent of the *Blade Runner* franchise – has to keep him sane, is his illicit journeys to a (Walden-like) idealized rural cabin by a lake where the Cruise character can read his scavenged old-books and listen to his analogue record music deck and stash of old vinyl's. This enables him to feel close to and at one with his

nostalgic home environment. Such scenes recall the ultimate expression of biophilic connectivity with elemental human nature, as earlier explored in classics like *Wall-E* (2008) and many other Hollywood films (see Brereton 2012).

Meanwhile, out in the 'real and dirty' (analogue) world - again echoing the narrative trajectory of *Wall-E* - the chief protagonist's role in life is to clean up and secure discarded drones, while protecting the planet. Back in his protective digitally-controlled home-base, Harper's high speed mode of transportation is secured by his partner Victoria. Unfortunately, she has no memories and emotes like a Stepford-like humanoid, reminiscent of the female operative in the television series *24*, engaging in full-time surveillance. Her only *raison d'être* is to protect Jack Harper and the overall operation.

In this well-worn science fiction storyline, the manly protagonist constantly fulfils his desire for boyish adventure and gameplay, navigating across dangerous space, while dealing with game-like situations as they occur. Yet almost coincidentally, he also appears to have a deep environmental sensibility, which instinctively calls attention to his clear ethical compass in decoding right from wrong. This core aspect of his personality is outlined by the chief-of-resistance (played by Morgan Freeman), who instinctively recognises the central character's environmental credentials. Freeman believes these well-chosen attributes can be applied to the ongoing fight against injustice and ostensibly protecting the planet and its inhabitants from the ever-present malevolent machine world with their high-tech drones. Contemporary society needs heroes to fight against environmental destruction and these science fictional activists, if not visionaries, alongside more realistic war heroes, witnessed in *Hacksaw Ridge* can hopefully be co-opted to speak to the ongoing demands for human agency to take on the challenge of our growing environmental struggles.

Recalling the environmental teachings of Holmes Rolston 111 and his ethical examination of human duties towards alien constellations, alongside protecting our natural flora and fauna back on earth, the scholar suggests that humanity must first appreciate all sentient beings as individual containers of creation, since humans live in an 'inventive universe'. 'We confront a projective nature, one restlessly full of projects, including stars, comets, planets, moons, radically changing sky-scapes and also rocks, crystals, rivers, canyons, seas' (cited in Brereton 2016: 203). The life in which these astronomical and geological processes act out, remains impressive; if only from a vicarious and spectacular 'cinema of attractions' perspective, where the historical apparatus and the science fictional imaginary has over time discovered new ways of representing and speaking for the natural world. Somehow this process is however clearly out of kilter within the polarities of humans and nature; as further evident by the planet's ongoing difficulties. Facing up to global apocalypse, sparked by the dilemma of climate change, while taking into account its catastrophic effects on nature, remain the most pervasive series of interconnections and forms of creative imaginary that science fictional tales actively seek to call attention to and warn against.⁷

Such a dramatic and growing back-catalogue of 'end of the world' films, including for instance *Dark City* (1998), *War of the Worlds* (2005), *Interstellar* (2014) etc. have become more dominant of late with the spectre of climate change - expressing such elemental historical and social anxieties - coalescing around the interpersonal human focus that highlights how 'everything is connected' (see Morton 2018). While at the same time acknowledging for instance climate scientist Mike Hulme's worries that such discourses of catastrophe are always in danger of tipping society into a negative, depressive and reactionary trajectory, one can counter-argue that such narratives can alternatively call attention to the imminence of climatic catastrophe, while concurrently suggesting fruitful forms of reflection and critical environmental learning. All the while acknowledging that such storylines do not necessarily always serve as progressive models for future action, or provide concrete solutions.

While such broad-based textual analysis of science fiction strategies remain useful in itself, helping to tease out a range of environmental/ethical aesthetics and concerns, environmental scholars at the same time must continuously question what impact such films can have in creating an explicit awareness of and engagement with various aspects of climate change. Scholars like Allison Anderson point out that certain issues gain public legitimacy 'through their capacity to become icons or symbols for a wide range of concerns that people can easily identify with' (1997: 5-6). While others, like Julie Doyle warn that in the case of climate change predictions, often the lack of explicit visible evidence of such problems, makes it difficult for the issue to be linked to an established set of symbolic imagery (2007: 133). Commercial exploitation of environmental issues across mainstream cinema thereby helps to make such issues more easily identifiable, and probably if only on a surface level, making visible these complex climate change dilemmas. Furthermore, there is always of course a danger of complex environmental issues becoming simply topical and populist, yet finding it difficult to sustain their longevity, as the broad ecological church pulls in various directions, positing a broad range of solutions and direct responses to climate disaster. Nevertheless, commercially driven audio-visual media can project useful models for otherwise disaffected audiences, while foregrounding provocative modes of dramatic engagement across global environmental and ethical concerns (Brereton 2016). These tensions resonate in an against-the-grain, eco-reading of *Hacksaw Ridge*, which actively promotes deep forms of altruistic engagement, while constantly drawing on the exigencies of a patriotic war genre.

Hacksaw Ridge: Repurposing Human Martyrdom for Environmental Ends

Looking for effective heroic myths in a climate change age with the growing need to save our very precious planet and striving to counteract the inertia created by a lack of constructive mitigation, alongside calling on adaptive climate change activities, remains a major challenge for contemporary storytelling. Using for instance potent allegorical studies that foreground the tenets of passivism as a communitarian philosophy, I would argue can at a stretch be repurposed to speak to a deep environmental agenda, which in turn privileging the protection of all sentient creatures, especially humans.

Mel Gibson, who earlier directed *The Passion of the Christ* (2004) - which by any measure can be characterised as an excessive Christian meta-narrative that coincidentally has echoes with deep environmental yearnings (encapsulated of late by Pope Francis' 2015 provocative climate change encyclical *Laudato Si*) - has again created a visceral piece of cinema, recalling more recently his historical Aztec allegory *Apocalypto* (see analysis in Brereton 2016). This true-life, anti-war movie is a powerful return to form, focusing on the story of Desmond T. Doss (Andrew Garfield) who was a Seventh Day Adventist and pacifist who joined the army, but paradoxically refused to handle a gun. As the final credits highlight, Doss survived the war, living well into his 80s, receiving the medal of Honour as the highest award for his incredible bravery, while saving over 75 lives on the battlefield.

Almost mantra-like, the hero pronounces: 'with the world so set on tearing itself apart, it doesn't seem like such a bad thing to me to want to put a little bit of it back together'. Such an altruistic call to arms remains so prescient in the current polarising of political and various climate wars and alternate 'fake news' that percolate throughout the world. This emotive and overtly ethical tale can further be repurposed in speaking to the climate change dilemma, contemporary society has to face up to in trying to secure the very survival of our species.

At a generic level, this conflict can allegorically be characterised as a body-horror war tale, which follows the visceral first-hand, eye-witness approach perfected in the famous opening sequence of Spielberg's *Saving Private Ryan* (1998). Such an evocative story certainly speaks to the 'age of Trump and Fake News', where there appears to be no core convictions, only those which involve appeasing populist perceptions and presumptions, while pandering to the lowest common denominator of jingoistic nationalist, racist, and even anti-religious values, coupled with the negation of much needed environmental protective policies and values. The boy's troubled background in Virginia's Blue Ridge Mountains is carefully explicated. Meanwhile, the embittered father who lost three of his best friends from the First World War at the tender age of 18, remains traumatised and bitter, reduced to ritualistically visiting their well-manicured graves. As the father asserted with great anger, on enlisting the young men knew nothing then about what they were fighting for. The broken father and war hero becomes traumatised as a result, using alcohol to ease the pain and sometimes beating his children with his belt.

Alternatively, the youngest son Desmond re-purposes his own belt to save a man trapped under a truck in the nearby town. This allegorically both foreshadows and highlights the boy's future benevolent path in life, becoming dedicated towards helping people.⁸ Even more pointedly, in explaining the boy's psychological horror at all forms of violence, audiences witness first-hand an incident of children fighting. For some irrational reason in one such encounter, the young Desmond picks up a cement block and hits his brother on the head.

Both the audience and his family are totally shocked at such an unprovoked attack. Accepting the consequences of his irrational behaviour, while slowing time down within the diegesis of the film, effectively dramatizing the boy's interior learning and coming to a realisation of the full horror of his actions. Such realisation is illustrated by the camera focusing in on a mural/painting on their family wall, which depicts Christ and calls attention to the words 'thou shall not kill'. His mother indicates that such behaviour is the worst anyone could do in life, affirming that a non-violent principle remains the foundation of Christianity. Thankfully his brother survived the incident, but from that day on, the no-longer innocent Desmond swore to never take up any form of weapon again, embracing the edicts and pacifist code of the Seventh Day Adventists.

At a more conventional level of environmental engagement and learning; embodied by the biophilic and ecological evocation of the boy's love for nature, audiences further witness Desmond running freely like a wild animal with his young brother through the forest. Play and adventure are foregrounded as intrinsically natural with the boys remaining totally in tune with their habitat, observing and revelling in the sights and sounds of the countryside. Later, in the local town, Doss becomes besotted by a nurse called Doherty (Teresa Palmer), to whom he freely gives blood, again echoing the incident with his belt earlier and for the general good of society. Thankfully this old fashioned, yet very believable love affair blossoms, as he escorts her to witness first-hand his beloved woods and high rock formation from which they can survey all around. This elevated topography becomes their transcendental alter of spiritual and physical communion and represents a sublime space where they finally kiss and literally feel on top of the world – reminiscent of the famous romantic sequence on the brow of the ship in *Titanic* (1997). Most significantly for the purposes of this reading, such an elevated natural scene foreshadows and is later starkly contrasted with the living hell of a high ridge in Okinawa, from which Doss must face up to the ultimate sacrifice and find the strength to help his comrades and others in their hour of need.

Such a pristine pure landscape and habitat is surely worth fighting for? Alternatively however, according to some critics, such a belief system and philosophy can signal a potentially right-wing agenda (see Brereton 2001), which can in turn be equated with an unhealthy form of extreme patriotic love of home and place and towards simply preserving one's idealised natural identity and spatial power at all costs.⁹

Incidentally, environmentalists might wonder, taking into account the huge global challenges facing society, will it ever reach the point that activists might become willing to make the 'ultimate sacrifice' to protect the planet?¹⁰ Historically, such heroic potentiality and fervour is reserved for struggling against all forms of national security, human injustice or protecting religious belief systems and 'family values'. Alternatively, recognising the enormous ongoing environmental struggle and global threat of climate change; if this constitutes a war, then who is the enemy? Remembering the long history and heroic nationalist sacrifice of a so-called 'just war'; such patriotic fervour would have to be modified and transformed into a more altruistic environmental agenda, focused on protecting the 'common good' for all peoples of the world. Such struggles recall other apparently insurmountable and even more pernicious global injustices, including religious intolerance, racism, slavery, or all manifestations of extreme Fascism/Nazism which historically called for violence towards minority groups or migrants. Nonetheless, throughout history such power-hungry dictators have been overcome - one might at least like to believe - by the power of goodness and right-thinking transformative movements and grassroots activists willing to make the ultimate sacrifice. Why not apply such single minded passion and energy to help re-imagine contemporary global struggles and agitate for more noble and universal endorsement of environmental justice, alongside striving to radically improve all forms of planetary biodiversity while ensuring food security, as well as promoting long term sustainability.

Similar provocative and symbolic public communitarian actions need to be re-imagined and embraced, to help educate and promote new forms of progressive environmental literacy and action, which in turn can be used to help overcome the dominant 'business as usual' economic, political and social values that remain an impediment to a more wholesome low-carbon transitional future. Certainly, as evident in *Hacksaw Ridge*, a wider range of pro-social and altruistic imaginaries are needed to harness more hopefully conceived tipping points for radical transformation, while recalibrating a paradigm shift towards a just transition and a low carbon future. Such creative imaginaries illustrate and cogently display the ultimate manifestation of altruistic sacrifice, going back to a Hollywood tradition, recalling for instance the perennial classic *Casablanca* (1942). In that tale Americans were encouraged to at least allegorically learn the message that isolationism was not the correct path to follow at a time when they faced uncertainty and political struggles over entering the Second World War.¹¹

Meanwhile, much of the visceral excitement and active audience engagement in the film is reserved for the major battle sequences of Okinawa, which the Japanese fought to control and consequently homing in on this infamous *Hacksaw Ridge* battle, where his battalion have to climb up a high cliff-face to finally face an unseen enemy. Many reviewers were less than complementary however in their overall assessment of this mode of heroic exposition. The *Guardian* reviewer suggests that Gibson remains overly 'fond of juxtaposing images that evoke heavenly hosts with those of the visceral hell of the hard-fought Okinawa battle in which Desmond, true to himself and his God, becomes a hero.' Meanwhile the *Telegraph* reviewer at the time was equally critical, talking of how the sequence looks like a 'Technicolour *Guernica*'.

While acknowledging these concerns and general criticism, the imagery and immersive cinematography and evocative mise-en-scene of the war sequences remain so excessively visceral and emotive - like Gibson's more overt religious tales - that the film has more emotional and intrinsically reflexive power than such reviews acknowledge. One can argue *Hacksaw Ridge* effectively provokes an almost

transcendental spiritual experience within audiences. The iconic sequences represents the heroic Doss framed alone on the ridge facing the greatest fear any human could contemplate and is by any measure awe-inspiring. While facing one's destiny, how close to the otherness of non-existence and death can audiences come to, remains a pervasive trope embodied in the war genre. Standing upon that ridge, Doss literally and metaphorically finds his spiritual voice and heroic agency, while apparently also hearing God's voice which helps give him strength and perseverance.

At least at an allegorical and meta-level, such heroic struggle could be re-imagined and re-constituted as also facing up to and engaging with other global struggles, in particular the growing fears around climate change and the prospect of planetary catastrophe.¹² Even recognising the ideological criticism of the war genre, reflected in a number of journalistic reviews cited above, a benevolent allegorical reading can be decoded as positing the intrinsic power of creative imaginaries towards fighting a common enemy. At least, the weight of such emotional power and affect can help pull audiences out of their stupor towards more actively engaging with such selfless struggle. At a stretch and somewhat against the grain it must be admitted, this trajectory can also be re-applied to the 'war effort' needed to face up to and address the extremes of climate change, which can quickly destroy our very habitat and planet.

Meanwhile, the finale eco-reading in this chapter focuses on a more nuanced, new digital and interactive media landscape, as illustrated by the televisual series *Black Mirror*. Rather than calling on the possible illusion of individual and communal solidarity, as posited by the exigencies of patriotic fervour, such hopes can be radically re-constituted and re-imagined through the growth of cautionary new digital tales that project new layers of interactive and critical media engagement and understanding.

Black Mirror: Allegories of Transformation to a Low Carbon Future

In this new digital and information-loaded age, some claim the world is transitioning from an analogue mind-set, structured in part by the physicality of origin and destination, to a more rarefied digital mode of understanding. According to a study by David Berry (2014: 1): 'a new industrial internet is emerging, a computational, real-time streaming ecology that is reconfigured in terms of digital flows, fluidities and movement'. Hence, as with the development of enticing new media literacies, environmental literacy further needs new strategies and imaginaries to get its messages across.

For example, with the advent of the so-called 'third screen', recalling the Apple TV and Xbox One, one wonders how (critical) readings of environmental norms might be spread over these devices/screens and what beneficial effects they might have for audience engagement. In recent years this has become a rich site of research and investigation, often focused around new media literacies. Furthermore, recognising the potential for new writing forms, such as a simultaneous display of different pages, characters and structures across these screens while reading, becomes very useful for the future (Berry 2014: 8). One might further tease out what productive benefit could such media innovation afford in helping to solve some more difficult environmental problems? All of which could in turn have several explicitly pedagogical and useful learning outputs for both new media and environmental literacy. Such a multi-modal engagement might further help re-envision the growing complexity of environmental concerns and hopefully signal the possibility of (smart) effective solutions.

This new digital landscape is dramatically foregrounded and exemplified by the cautionary long-play series *Black Mirror*, which has become the paradigmatic black box set of semiotic tools to explain what it means to live and work in post-industrial democracies. Such a transformation is explicated by scholars like Chun as 'computational identity thinking'. Scholars have begun to argue how 'software,

computation and code define our contemporary situation' and have become 'part of the metaphors by which it is even possible to think today' (see Chun 2011 cited in Berry 2014: 19). Humans now live in a world where the very size of real-time streaming begins to exceed capacities to understand or make any sense of the sheer scale and flow of data.

While Berry and others suggest that the lack of critical digital literacy (or what has been called iteracy) within new generations, can be concurrently interpreted as embracing a 'transfer of older generations own worries concerning new media's inadequacies, including: 1) an inability to use the correct type of computational devices/systems; 2) a concern that the young are not using computers in the correct manner that they themselves were taught, or 3) a dismissal of the new forms of digital literacy that are seen as trivial, wasteful of time and hence socially and economically unproductive (Berry 2014: 207). At the outset, this rubric appears somewhat simplistic, where young people have grown up in a digital environment and the work output needed to find any piece of information is relatively small. New generational citizens are used to expecting all information modalities being available at their fingertips. But their skills in finding information independently of 'the system' is hugely eroded and unfortunately many new generational audiences apparently lack the necessary enquiring mind to question where they are getting their 'likes' and opinions from, which is directly alluded to across several episodes of *Black Mirror*. In turn this is believed to correspond with a lack of development of critical digital, or even environmental literacy.

Created by Charlie Brooker and designed to examine the unanticipated consequences of new technological innovations, such as video games or so-called smart interactive media, the series began viewing in the UK on Channel 4 from December 2011 and later in 2015 moved to Netflix for series 3 and 4.

Looking at the back-catalogue of all four series so far, each episode is self-contained and creates a unique, often futuristic world-view, which remains both provocative and challenging with regards to the radical technological and psychological transformation of an ever expanding digital game-world, which one surmises e-society is striving to negotiate at present. Such tension is evident from the first episode of the initial series titled 'National Anthem', which recounts how a future British Prime Minister is presented with a most unusual Hobson's choice: striving to save the life of a beloved kidnapped Princess, by having live televisual sex with a pig! (Imagine pitching that scenario to a television company as part of a series.) Of course, the fable gets even more bizarre and complicated, as evident by the growth of *Celebrity TV*, with regards to what is both acceptable for viewing and what are the psychological effects heaped on the performer in the chase for ratings. Much less focusing on deciding what constitutes 'doing the right thing' in the first place.

By all accounts this provocative and stimulating series provides so much fruitful exposition around cautionary responses to (slavishly) over-using digital devices and most pointedly affords a caustic psychological mirror to help interpret modern day new media modes of reception and the constant flourishing of new forms of conspicuous consumption. In turn the series sets up a critical engagement with so-called progressive norms of media production and mass-consumption that could, with some modification, be re-purposed to address new modes of nascent environmental literacy. This process appears to unconditionally accept and even legitimate a swathe of new media affordances, coupled with uncritically accepting the technical cues provided and sparked by the ever-expanding narcotic-like appeal of new innovative media technologies.¹³

As anthropologist Kate Fox has noted, regarding the growing interaction and dependence of humans on their smart phones: 'you may be surrounded by uncaring strangers in a busy city street, or working in a competitive, unfriendly office, but your mobile gives us a lifeline connection to your own social world,

your village green, your garden fence. Carrying your social support network in your pocket, you'll never walk alone' (Fox 2001 in Chayko 2015).

This utopian appeal of communal connectivity and even a call for benevolent altruism, is way beyond the everyday dynamics of digital audio-visual mobile phone interaction, yet at a stretch it could be repurposed to help kick-start a more communal response to protect the planet. Basically, by alternatively turning on its head the criticism of insincere and synthetic modes of online friendship. Creating a more tangible and utilitarian purpose, which both promotes new forms of environmental literacy and the prospect of radical behavioural change towards protecting the planet. But of course this counter interpretation is a major jump of the imagination and constitutes a move towards actively reading against the grain. Ostensibly, the series illustrates how excessive usage of technology like mobile phones and being always online will not in itself secure human happiness or wellbeing. Consequently, as educationalists and as evolving e-citizens, as well as nascent sustainable environmentalists, media scholars need to cultivate multiple ways of re-interpreting our media output, which might help audiences to both psychologically and emotionally recognise its feeling and protective predispositions for nurturing our precarious world. This is one of the main reasons why media and the arts in general remain essential towards healing this nature-culture split within our contemporary world.

Continuous super-connectedness across mediated landscape certainly can have both positive and negative outcomes. While individuals are afforded access to information, resources and to other people when and where they need them, they can also at the same time become so used to the ease and convenience of connecting digitally that they feel anxious, lost, and unmoored when disconnected (Chayko 2015:178). This technological form of addiction appears a long way from more wholesome organic connectivity to raw nature and the erstwhile good life presented across a long history of romantic evocations of landscape and nature. This cult TV and Netflix series speaks most directly to this paradoxical environmental dilemma and plays up a number of psychological responses to the growing proliferation of new media across our everyday lives.

For instance, in an episode titled 'Nosedive' in Season 3, audiences are treated to an insightful cautionary tale around contemporary society's fixation with 'likes' on Facebook and other online media. Pushing such superficial psychological appeals to its logical extreme, the story outlines a world where most humans are defined by the ratings number they have received on their portable devices and online profiles, which everyone else apparently also has access to. But before one dismisses such excessive superficiality as totally over-the-top; as a cautionary futuristic tale, remember that even in the so-called pre-digital culture, society actively defines and categorizes people in various direct but often arbitrary ways. Learning about and using our new technological landscape for the purposes of instilling communal solidarity, much less promoting new forms of environmental literacy, remains an ongoing and long-term struggle. New media needs to be constantly re-appropriated to support active engagement and evolving critical literacy around all aspects of environmental debates.

CONCLUSION

Public awareness of how to effectively communicate environmental issues, taking into account the foibles of humanity and the evolving nature of perception, attitudes and values as the fulcrum of global change must always be addressed and kept in the foreground of media analysis. Furthermore, recognising humanity's primary role in causing climate change, which significantly lags behind the rigours of concrete

scientific research, remains a problem for the public policy efforts needed to stave off further undesirable planetary catastrophes. Preparing for such eventualities is essential as global citizens try to imagine and move to a more sustainable low carbon energy future. Consequently, the role of environmental learning and promoting various forms of media literacy, framed alongside the potency of audio visual narratives can in turn function as a conduit for promoting environmental knowledge and e-citizenship with the possibility of seeding fruitful modes of addressing climate change.

Publics need to fully understand and appreciate the implications of the truly daunting global environmental challenges facing humanity, while at the same time requiring evidence and concrete examples that effective solutions can nonetheless be found, alongside a clear path towards an enduring form of sustainable prosperity. Citizens need to both celebrate, promote and actively publicize progress along this journey, while never forgetting that humanity has embarked on a different relationship with earth, its only home (Dalbotten et al., 2014). Media and communication models of engagement and reception have a major role to play in helping societies realize such necessary transformation and comprehend how such paradigm shifts in our ways of life might be finally realized. Metaphors, imaginaries and creative analogies used across audio-visual media narratives - including readings of *Black Mirror*, *Oblivion* or *Hacksaw Ridge* - can be re-purposed as a 'key component of human mental life' (Dunbar, 2001: 315). However, the creative, cultural and audio-visual landscape needs to develop much more creative and explicit images and enticing audio-visual narratives of a post-carbon future to help educate and critically engage all citizens around the complexity of climate change discourses.

FUTURE RESEARCH DIRECTIONS

Powerful fictional narratives can help create new imaginaries for environmental literacy. Developing a taxonomy of such audio-visual media text across the full gamut of media outputs in an essential prerequisite for developing new modes of media and environmental literacy. Furthermore, extensive and cross-cultural audience studies are necessary to test and evaluate this growth and development in literacy.

Mass audiences need to further recognise that the problem of human influence on the planet is about more than simply changing climate problems to help humanity survive, it is also about how our varying behaviour affects all aspects of life (Brereton, 2019). Most notably, Fritzof Capra has for over 30 years been telling us how the world is interconnected and how humans cannot simply use the reductive economic measure of GDP to inform humans of the true individual happiness for themselves and for the planet. Consequently, global society needs to cultivate multiple and reflective environmental literacy measures to promote psychological and emotionally learning and responding to our world, to in turn help address these multi-systemic global challenges. Powerful media and communication processes remains an essential prerequisite in highlighting and hopefully healing such difficult tensions across the world.

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KEY TERMS AND DEFINITIONS

Active Citizenship: Focusing on how media can help promote new forms of active engagement with environmental and other political issues.

Critical Digital Literacy: With the rise of new forms of online and mass media channels and platforms, great effort is being placed in developing more questioning of the tools of media usage and ensuring audience usage is not being solely driven by the affordances of the technology (technological determinism) but rather are encouraged to engage more actively and self-consciously in their usage.

Eco-Feminism: Applying conventional feminist theorising to evaluate the relative power of female sensibilities in promoting more radical environmental agendas, compared with Patriarchal and other modes of engagement.

Environmental Ethics: Applies a broad range of moral and philosophical values to the urgent need to protect the planet and in particular ensure justice for all sentient creatures. War and passivist debates as highlighted remains of course a key area of research within this field.

Environmental Literacy: Is a subset of media literacy and incorporates all aspects of critical environmental engagement which in particular speaks to contentious ongoing debates around climate change or what has come to be described as a climate emergency.

Genre Theory: Textual literacy of film or any form of media requires a deep appreciation of the codes and conventions that define genre productions, while also focusing on how audiences relate to such schema.

Low Carbon Media Production: Movement to help reduce the carbon footprint of media production and in turn help to signal how other industries can also strive to reduce the carbon footprint and help to reduce emissions generally.

Narratology: How stories are told remains a key pedagogical and aesthetic strategy for critically analysing all types of media and their effects on audiences.

New Media Literacy: Moving from the logics of analogue with its well-articulated aesthetics norms to that of more interactive digital interfaces and evaluating both the continuities of these technological shifts, together with their rupturing of usage and radical changes in engagement.

ENDNOTES

- ¹ For instance, Donella Meadows asserts that the purpose of systems theory is to perceive the relationship between structure and behaviour (Lopez in Maxwell 2015: 157).
- ² For example climate change films, like the much written about *The Day After Tomorrow* (2004) seek out particular forms of audience identification, not only with wild nature, but also paradoxically with the forces of civilization that try to control that nature.
- ³ Ecofeminists developed a 'pragmatic strategy to actively perceive the ethical dilemma around environmental decay, building upon a well-established and cogently argued body of feminist literature' (Brereton 2016: 82).
- ⁴ A scenario which is more humorously portrayed in a sci-fi fantasy like *The Fifth Element* (1997) (see Brereton 2005)
- ⁵ All of these female characters are reminiscent of the nurse and her daughter, who become the ethical muse for Max to help achieve his heroic earth saving ambitions in *Elysium*.

- ⁶ See for instance Matthew Edward's edited volume *The Atomic Bomb in Japanese Cinema* (McFarland and Co. 2015), which examines the pervasive power of such films on Japanese and American culture.
- ⁷ Everything is made out of dirt and water, stellar stuff, and funded with stellar energy. One cannot be impressed with life in isolation from its originating matrix. Nature is a fountain of life, and the whole fountain – not just the life that issues from it – is of value (Rolston, 1988: 197).
- ⁸ Desmond's mother of course tells them that their father does not hate them, only himself. Such toxic bitterness and war guilt manifests itself on his troubled family and serves as a constant reminder around the trauma of such systematic violence. During one incident, he instinctively attacks his wife and the boy has to save her, facing his father down with his own gun. The father pleads with the boy to end his life. Such pointed and well-chosen flashbacks encapsulate and explain the boys' evolving moral compass and eventual conviction in adopting a total sanction with regards to armed violence and vowing to never kill another human being.
- ⁹ Coincidentally, in a contemporary American culture which has such a troubling love of gun ownership and usage, Desmond alternatively becomes willing and ready to fight and even die for such (community, religious and ethical, to which one could add environmental) foundational principles.
- ¹⁰ See for instance *1993 Fire on the Amazon* (dir. Luis Llosa) which starred Sandra Bullock in a story about the Bolivian Amazon Forest where in the end she was willing to put her life on the line to protect the indigenous community. Or alternatively note the growing new phenomenon of passivist action in 'Rebellion Extinction' which has closed many bridges and centres in London (April 2019).
- ¹¹ Similarly, Desmond Doss remains convincing in his beliefs, which embody and illustrate a very difficult path for new generations of pacifists and idealists to follow. But like the Christian message (or any major religion like Muslims, Hindus, Jewish etc.), which embraces stoic resolution and self-sacrifice; who in their right minds would seek to follow such a difficult path? Eventually Doss is court-marshalled for his beliefs, but his father comes to the rescue, dressed in a First World War uniform, top-heavy with his medals for bravery and thankfully helps his son's case by securing a letter to ensure that the young man must be afforded the American constitutional right to serve as a pacifist.
- ¹² But, as with all other Gibson vehicles, on the flip side of such a positive perspective and using a more critical ideologically conceived reading, the narrative can be evaluated as embracing a clearly coded right-wing agenda. Recalling long standing, over-used tropes around nationalism and family protection storyline, can alternatively be read as shorthand mythic justifications for war and heroic sacrifice - as evident in so much war propaganda. All the while promoting a (white) heroic superman-type agency. Such (dominant/oppositional and negotiated) readings are reminiscent of ideological objections to Leni Riefenstahl's *Triumph of the Will* (1935), and even Gibson's earlier forays into such territory (See Brereton 2001). Furthermore, one could question stereotypical othering of the Japanese, as a dehumanised cruel race, who need to be exterminated; historically serving to legitimatise the subsequent dropping of the atom bomb to end the war. Also one can begin to recognise the appeal of the war narrative – not to mention an overtly passivist message – for promoting an environmental agenda, as suggested by a report from the Green Party in the UK, looking back on the great social and sustainable achievements of the 'Home Front' and the Second World War effort. See report 'The New Home Front: We can do it. Showing Leadership: How we can learn from Britain's war time past in an age of dangerous climate change and energy insecurity' with preface by Caroline Lucas MP in UK. Report compiled by UK Green Party. https://www.greenparty.org.uk/assets/files/reports/the_new_home_front_FINAL.pdf
- ¹³ More optimistically, technology can be read as a 'life-hack' – 'it improves our habit and sometimes it even defines us, as appears to be the case with social media. Technology enhances our problem solving skills, allowing us to develop new crafts, new masteries' (DiSumma 2019: 110).

Chapter 4

Reconceptualizing Visual Literacy in Architectural Education: Decoding and Encoding the Visual Language of Architecture

Irem Catay

Istanbul Medipol University, Turkey

Ozlem Geylani

 <https://orcid.org/0000-0003-4951-7716>

Istanbul Technical University, Turkey

ABSTRACT

Understanding, developing, and controlling visual literacy is a major part of architectural education since the role of the architect in society is to have an advanced skill level of visual literacy and transmit the codes and functions in a complex form of communication, which includes visual, perceptive, social, and psychological languages simultaneously. Dominating the discipline discernibly requires a good understanding of the definitions, interpretation of former studies, and an improvement of the self-model of visual communication in design. This study documents ways of developing visual literacy during architectural education and evaluates the models of learning for its improvement. The main objective of this study is to offer intuitions both for educators and students through working the concept of visual literacy in architectural education and architectural language of communication itself.

INTRODUCTION

Since its first definition as a group of vision-competencies a human being can develop by seeing and at the same time having and integrating other sensory experiences (Debes 1969), researchers and practi-

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tioners have developed more complex definitions and have built theoretical maps explaining relations of the term visual literacy with contributing disciplines and building factors of visual culture. Architecture, design, and urban design are disciplines acknowledged as part of visual culture since they are high forms of culture and have a major role in everyday visual communication together with other low forms while visual content and codes are transmitted from one form to another.

The main objective of this chapter is to raise questions about the understanding of visual literacy in architectural design education and discuss the concept in its unique context of the architectural design process while overviewing existing methods of using visual literacy in architectural education.

BACKGROUND

The term visual literacy had its first definition by John Debes, co-founder of the International Visual Literacy Association. While advocates of the concept try to construct a satisfactory definition, theorists in other disciplines have tried to substantiate their own perception of visual literacy by examining how this new concept will find meaning within their own disciplines and specific working systems.

Since the objects and living spaces produced by architectural design have inevitably a dynamic perception, understanding, mental representation and re-visualization process ongoing in the mind of its user in daily life; or basically its nature of producing human involved spaces; the discipline of architecture has to define the concept of visual literacy in its own design practice and integrate the outputs to its ongoing system.

During the following years, different definitions had been made such as: all of the skills which make an individual to understand the visuals and use them for communicating with others (Ausburn & Ausburn, 1978), the skill of reading and writing images and thinking and learning in terms of visuals or thinking visually (Hortin, 1983), the skill of understanding the communication of a visual statement in any medium and also expressing oneself with at least one visual discipline (Curtiss 1987) and these definitions revealed new aspects of the term (as cited in Avgerinou & Ericson, 1997, pp. 281-282).

As Avgerinou & Ericson (1997) stated; during continuing attempts of definitions by others, which added new dimensions to the term; also there had been some reactions by theorists who tried to narrow the scope or re-name it. Sinatra defined visual literacy as “active reconstruction of past experiences with incoming visual information to obtain meaning” (Sinatra 1986) and build a connection of it to human thinking and memory. On the contrary, Suhor and Little (1988) claimed it as not even an area to study or recognized as a discipline; “but, at best, an ingenious orchestration of ideas”. Burkbank & Pett (1983) approached to the definition of visual literacy as a problem of one’s viewpoint and concerning discipline and stated that the built definitions should convey different explanations of it, grounding on the builder’s viewpoint. This statement should be considered as emphasizing the term’s need of having its own definition in the architectural context, instead of stating the term’s difficulty in having a proper definition.

Documentation created during a conference held in January 2004, produced a white paper on the subject of visual literacy at the end. This output of the conference known as The White Paper of Visual Literacy; included another definition of the term as “understanding how people perceive objects, interpret what they see, and what they learn from them” (Elkins, 2008).

Debes defines the term visual literacy as focusing on human’s visual capacity to perform and states this capacity might be developed by combining the act of seeing with integrated data collected and clustered by other senses. On the other hand, the above mentioned white paper makes the definition focusing on

how this capacity to perform occurs during the process. While the first assumption is recognizing the competency itself as the definition of the term, the latter is making its process in mind the main subject of the research.

Today's International Visual Literacy Association yet agrees on the comprehensive definition Debes once had as a fairly defined beginning point for the subject and since there are too many related disciplines involved in building up the term of visual literacy, the other descriptions made through following years intend to explain each individual's own point of view in own context of their discipline (IVLA web site). It can be assumed that difficulties on the creation of a unanimously accepted definition because of this multi-disciplinary nature; should also be considered as an advantage for its evolution since the mentioned multi-disciplinary nature forms a generous amount of contribution from different areas.

The definition from the white paper which Elkins accepts as a reasonable one sums up aspects of visual literacy broadly. On the other hand, it builds a far-reaching description and specifying architectural design's connection with visual literacy needs an intense concentration since the mentioned connection should be made throughout different phases of architecture discipline such as education, designing/creation, realization and perception of it.

While exploring the role of visual literacy through these phases; it might be more efficient to divide these broadly based definitions to its sub-concepts and focus on each other separately.

Baca (1990) summed up some aspects and eliminated confusing definitions by applying The Delphic Technique and accepted some statements about the term visual literacy as a conclusion of his research in his doctoral thesis (Avgerinou and Ericson 1997). Several statements of this thesis are subject to this chapter's aim of defining the substantiation of visual literacy in architecture. These statements are about: the purpose of using visuals, how a visual is seen and what a visual can include or how we define the visual.

According to Baca (1990), "in visual literacy context, the purpose of using images is: communication, thinking, learning, constructing meaning, creative expression and aesthetic enjoyment" (Avgerinou and Ericson 1997).

Thus it can be assumed that the individual's communication with the architectural product involves using visual literacy appropriate to its defined purpose to some extent, since s/he would progress a series of actions in mind during his/her interaction with the product respectively: seeing, conceiving, constructing meaning according to his/her own experience and keeping this unit of meaning as a cluster of data for further use. Then using this cluster in his/her mind, s/he can proceed with physically using that object as an architectural product, i.e. entering a building or walking the path through a park or just ignoring it, depending on the choice s/he figured out with this process. Of course, if the occurring image in the individual's mind comprehends with his taste, he might have aesthetic enjoyment also. During these set of actions, the phase of constructing meaning should be examined particularly in architectural context since its processing structure is yet a matter of discussion for architectural discipline's scholars, educators and practitioners. Human mind's actions proceeded to create meaning from an architectural object is different than an art object's. The main reason for this diversity is the central purpose of architecture's being not communication or meaning, but the provision of protection, shelter and well-functioning accommodation for physical activities. Hence the constructed meaning should address the individual through his/her vital functions. It can be assumed that the purpose is not creating meaning, but the purpose can not be realized without the creation of meaning.

Hershberger (1970) in his theory of explaining meaning in architecture and its development in the human mind; argues that forms are not acting as signs in this process since the representation evoked is not of previously experienced forms but the present form itself. This statement might be understood as omitting the role of the precedent experiences in the act of perception of the architectural forms at first sight, but it should be valued as an attempt of stating that recognition of architectural form is more complicated than a sign per contra limiting it to a sign's recognition.

Hershberger also had identified two different representation types during the creation of meaning from architecture as presentational and referential; and categorizes responses as affective, evaluational and prescriptive. This identification creates a basic map for the process of the mind when creating meaning from an architectural object. This map can be isolated from the complicated world of meaning studies and be simplified as a basic act which happens in any human being's life over and over daily, in a time lapse of seconds. The human being looks, sees, interprets and clusters the data each time s/he sees an architectural object. Thus we can say, for the user of the architectural product in real life, the purpose of using visuals in architectural context is just being the first stimulus of the meaning creation.

On the other hand, next statement of Baca's thesis transforms the relationship of visual literacy and architecture to a more complicated chain of actions while defining how a visual may be accepted as seen in visual literacy context. Baca (1990) states that "within the context of visual literacy, a visual may be: seen with the eyes (visible) or in the mind (mental)". Thus situated statement places the visual as the the first stimulus of the meaning creation which is the mandatory step of architecture's purpose; than the accepted way of seeing it links the visual to the matter of architecture's meaning creation process of above mentioned presentational and referential representations in human mind and responses developed afterwards.

The third statement From Baca, which is explaining how the visual is defined in the context of visual literacy completes this map of relationships between architecture and visual literacy since the definition states that a visual may include man-made objects or iconic representations as well as simple pictures or images.

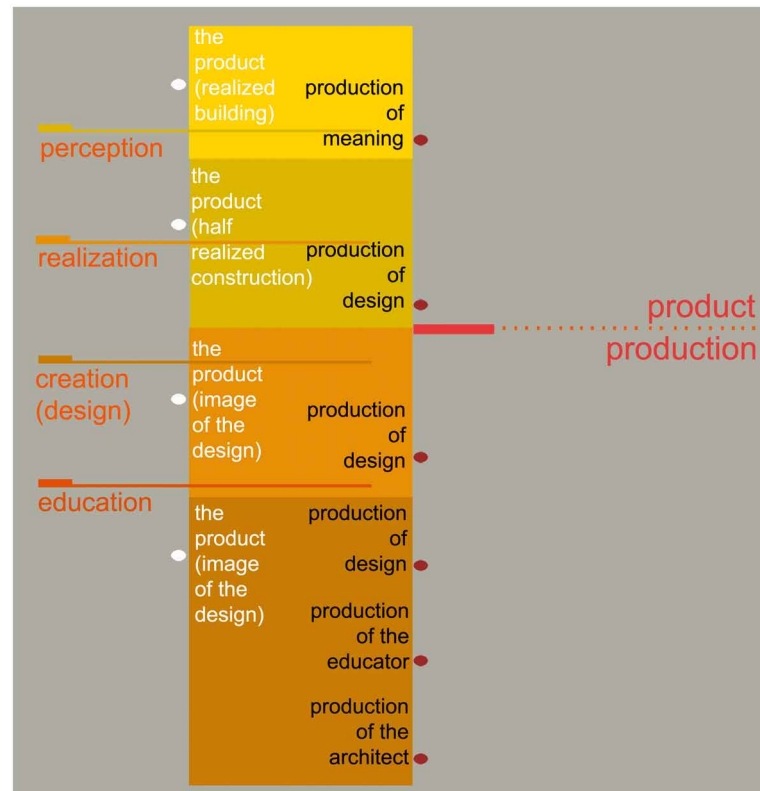
Despite the continuing tendency of perceiving architecture as a still image and transforming the city or region into a brand from that image, perception of the architectural scene as an image or icon is yet another matter of the discipline to discuss. However, the architectural product should be assumed very well fitting to visual literacy context as a visual, with its a man-made object behavior.

VISUAL LITERACY IN ARCHITECTURAL CONTEXT

Defining visual culture, visual literacy and semiotics in the unique context of architecture without a good examination of its education model, the structure of architectural design process, its methods and its tools, should be denying the antecedent.

It is argued during decades that any rational intrusion into this creative process must lead to its frustration, since the essential creative events during this process take place beyond the reach of rational understanding and control, and depend upon uninhibited, free-wheeling, preconscious imagination. Designing is not an incessant stream of creative events; it is highly patternized and organized labor, only occasionally interrupted by sudden insights and ideas (Rittel, 1971). After years of misreading the structure of the process; researchers, educators and theorists proposed methods to explain this structure, figured out and argued different patterns and developed education models for teaching architectural design.

Figure 1. Phases of an architectural design object's lifetime

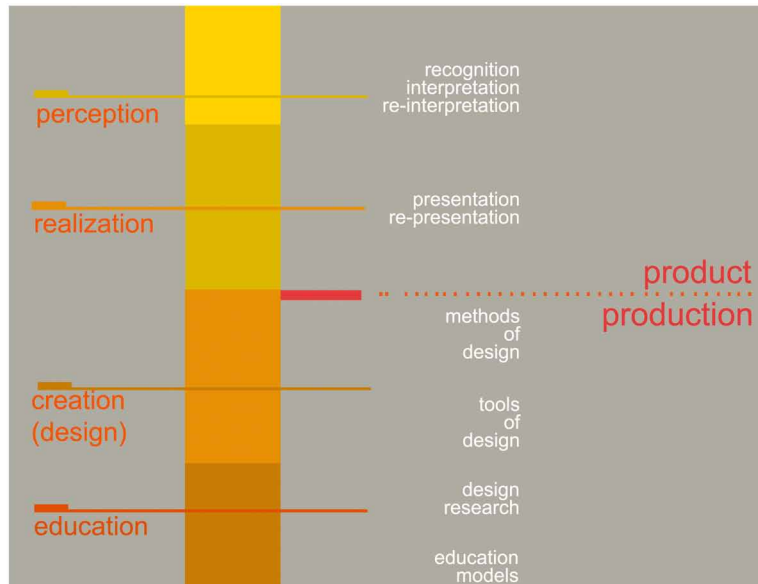


This chapter's aim is to define visual literacy in the architectural context by interpretation of its role from two different points of views such as production and product of the discipline; then discuss the improvement of its effect on the process and the output. According to its purpose of examining the role of visual literacy in these two different realms, the concepts of (the) production and (the) the product are used to frame: the process of design and real-world existence of the architectural product respectively. Thus (the) production comprehends models of teaching architectural design, the structure (method) of the designing act and tools of the process; (the) the product comprehends the interaction of the building or built environments with individuals and society by decoding and encoding systems in the context of this chapter.

While examining the process from this perspective, it is inevitable to prioritize the actions that develop in these periods and to examine the bonds between them. It can be assumed that any architectural object which is seen by the human eye and mind, basically processes through four phases such as: education, creation (designing), realization and perception. These phases might be seen as alternate formations appearing during the mentioned architectural object's lifetime and be considered following each other in the manner shown in figure 1.

According to this basic alignment, the demarcation line between the product and the production might be seen as it should be on the transition between the creation and realization phases since after its realization the object should be seen and perceived and it is assumed as being produced before the realization. Thus it can be considered that, architects encode the visual object before that strict line and

Figure 2. Overlapping phases of an architectural design object's lifetime



the human eye decodes the object after it. This consideration leads to a misunderstanding of the visual literacy concept in architecture's dynamic map since it had been mostly interpreted as the demotion of the designer's relation with visual literacy. The antecedent of this demotion lies in the misreading of the map as; the architect's decoding and encoding periods include only input as the decision of what to show and output as what is seen.

To define the real map of the architectural process and to evaluate the role of visual literacy in the architectural process's two different realms, the line between these realms and their overlapping actions should be analyzed properly. If the phases which are basically listed in figure1 are interpreted in detail by looking closer, the inner relations, overlapping phases and the real map of the process should be exposed as shown in figure2.

The phases listed in figure 1, are detailed in means of their productions and products in figure2. It can be observed that if their matter of subjects and outputs are considered, the phases are not overlapping themselves, but the production and the product are spreading through all of the phases while changing their target. Thus, the purpose of the visual literacy changes simultaneously since it is used dissimilarly on each target.

This dynamic process with its changing targets and purposes has built the helical map of relationships between methods, tools, actions and operators of the architectural design period; construed visual literacy's presence and reason as a set of variations on each step in the context; and has led to the need of discernment of it in different ways during all of the mentioned phases.

During transmission of the design knowledge in the studio, which is always considered as the backbone of architectural education, the act of production involves both: production of the design artifact and the production of the designer of it. Also, it can be considered as the production of the educator.

(The) Production: Design Process and Models of Teaching

The teaching of design had been discussed and realized in many different ways. Also, the study of methods in design is carried out since the 1960s. Design research is basically defined as studying the knowledge of configuration, composition, structure, purpose, value, and meaning in man-made things and systems (Archer, L.B. 1981). While systematically searching knowledge about design and the design activity; the questions design research asks and the issues it is concerned with can be summarized as how man made things work and perform their jobs; how designers work, think and carry out design activity; how the designed artificial thing appears at the end of the activity and what it means (Bayazit, 2004).

Architectural design education particularly includes its unique system of studio based learning.

Since the architectural education had been institutionalized and soon-to-be architects began learning on the job sitting at tables instead of in building sites; the design studio which is the most popular format of architectural design education has been also the most discussed one amongst education theories and architectural school curriculums.

Some of the scholars had claimed the studio learning system stating its negative effect on student pedagogy and lack of its contribution to the whole education period. The system of the studio critique had been defined as: being competitive instead of being cooperative, caused by lack of constructive criticism creating unhealthy atmospheres for education (Anthony, 1991); creating unfairness and also advocating it (Stevens, 1995); including tacit presumptions which are harmful for the whole practice in long term (Dutton, 1987). Some other researchers tried to classify architectural education through its teaching methods as well and the ones who focused on the studio particularly, concentrated on rehabilitating the aspects of it which had been discussed before. Today's architectural education system still comprises the studio concept as the backbone of it and its acceptant schools and educators involve almost all of the universities, either preferring its classical configuration or using it with its improved aspects during the mentioned efforts and researches. The pedagogical base of the studio method is also the base which links the studio to the subject of the visual literacy even before the term of the visual literacy was defined as a discipline, since this base is arranged by two acts named as the desk crit and the jury, basically either of them performed as the scenario of less experienced architect's presenting his or her work to the experienced one. These two personas defined as studio master and the student; have a complicated work flow of showing and seeing through the produced drawings, models and computer generated images during the crits and juries. During the session, the student presents his/her work to a studio master for him/her to try to understand what s/he is trying to do and criticize the present work for its further development. In this continuing loop of reading the images and objects, the student is assumed as learning how to visually express what he or she is considering and producing in his/her mind by experience and the help of the studio master. The studio master, on the other hand, concentrates his/her effort on understanding what is presented since the other party has not achieved the advanced level of presentation skills yet. Thus, while the to-be-soon architect is developing the skill of expressing the design with the visuals, the studio master or the experienced architect is developing the skill of reading visual objects in their inadequate level of expression. This lack of representation pushes the studio master to use the visual literacy in a different context such as reading the objects in their immature forms and predicting their intended meanings in the student's mind to improve them as very well presented visual objects and to improve the student himself as a visually literate architect. Also this loop can be considered as the main reason of architectural education system's tendency of using the visual literacy doctrine mostly focusing on the purpose of expressing or representing the architectural designed object

before it is realized and paying less attention to the teaching of the second phase of this representation which includes how it is going to be read visually as part of the built environment in real life.

The studio master's ability of reading immature visual objects which is developed during his/her life as an educator, can be considered as developing an unusual version of the known visual literacy. This unintended development is one of the many competencies the educator gains during (the) production of the educator.

Hence the visual literacy creates an interesting connection with the architectural education since it has a unique contribution to an extent to the educator's progress in the effort of being a studio master.

The transmitted knowledge in studio had been defined as two sided such as: necessary knowledge for being a good architect and knowledge that makes the studio master persona a good educator (Uluoglu, 2000) The latter is developed during his/her life as an educator while the first is gained during his/her own period of education and real life practice of the discipline. The studio master has to be equipped with some other skills than a good practicing architect has by default and the attributes of this persona had been specified in order of their impact and importance such as: the educational role, his/her personality traits and characteristics as an architect (Uluoglu, 2000). The above mentioned unique contribution of the visual literacy to (the) production of the educator, can be interpreted as mostly related with the first one.

The desk crit as a concept, can be assumed as an exercise of the real life (Mewburn 2012) since it can be considered as a sort of role playing in which the studio master simultaneously takes the role of the client and the more experienced architect. This exercise has a large number of acceptant advocates arguing its positive effect on preparing the architecture student for the practice's issue of representation of the unbuilt for the clients and the society to agree on.

For the objective of reconceptualizing the visual literacy in the architectural education; to analyze how the doctrine of visual literacy is handled in today's education methods and where the teaching of it stands in (the) production realm should be an effective beginning.

In the period of classical architectural education, visual literacy was expected to be a self-developing part of it which the students should explore and improve by themselves. The students had been expected to have the skill of expressing their ideas through graphics and development of this skill was supported through simple drawing courses. In other words, the basics were thought about drawing rules and advanced visual language to communicate was a matter of self-learning. This process of development was accepted as a suitable model for architectural education's nature which had been considered having it's per se flow since the beginning.

In today's dynamic model of architectural education which moderately rebuilds itself, the learning process of visual literacy is supported with multi-disciplinary lectures and workshops to help the students learn how to project rules of one discipline to the other.

While interpreting today's architectural education curriculums; it is inevitable to accept that all of them that are being carried out or being on re-modeling stage; are based on the Beaux-Arts and Bauhaus models. Among all of these education schemes, if we proceed through fundamental and well-accepted approaches by excluding minor trials; it can be considered that visual literacy concept has not yet found its position in architectural education as a well-defined asset of it. In other words, while visual literacy is accepted to be part of the hardware required for a standard architecture student, it is open to discuss how it is perceived in the learning process and how it is placed in the schema because it cannot yet be defined how to articulate this equipment. Although the nature of architectural education promotes self-improvement by given modules of exercises; definition of the idea of visual literacy in the discipline

and its devoir in practice is yet an emerging subject of discussion since there is no well-defined model of teaching it for architects yet.

When the education process in architectural faculties analyzed, it is observed that most of them focus on only one aspect of visual literacy: its role in communicating the design in progress. This is a misunderstanding of the concept since it considers its contribution to the tools of architecture, but misses the point that architecture's final output is also a complex form of culture which is going to be read through a unique language that needs the architect to be visually literate in an advanced level of skill to make this language well understood.

Understanding the concept and re-defining it in architectural terms, is necessary both for educators and students in the architectural discipline to, improve its effect on the final output.

The phases a student should go through to be visually literate in architecture's unique context, can be basically defined as understanding, developing and controlling it. If the lectures and workshops related to visual literacy and their organization around the regular curriculum is appraised; it might be observed that they are generally proceeding in three different categories such as: communication tool based lectures, classically structured lectures, extended lectures and independent workshops. It should be kept in mind that, these mentioned categories are based on using the basic research among architecture faculties' curriculums which can be reached through their official web sites, together with personal experience in academic environments and nomination of them ground on this basic research; they inevitably might be omitting some individually developing teaching methods on the visual literacy in architecture education. Hence they might produce a limited evaluation on the subject, but might be considered very well serving to the chapter's aim of appraisal through its own defined realms.

Since the chapter's emphasis of discussion is teaching methods of the visual literacy for improvement of its affect to the product realm of architecture; the classification of the courses related to visual literacy is made in different manners for both realms. Thus the anticipated set up emerged as focusing on the course structure for the production realm and according to the course purpose for the product realm.

The common characteristic of these above mentioned categories of visual culture related lectures in architecture education is being elective courses except the communication tool based ones; so it should be appropriate to bring up in conversation this category's content before the others.

Communication Tool Based Lectures

The term of the communication tool based lectures, is used to mention all related practices which are realized during a regular architecture education period, to serve the development of architectural communication skill in its basic definition. So it includes the skill of presentation and communication of the idea through drawings either created with traditional tools or computer generated. Their purpose and structure can be considered similar to classical architectural education's style which is even used before the Bauhaus system to some extent, since they teach the basics and rules about the tool of presentation and how to use that tool for communication in an advanced level is yet a matter of self-progress for the student. These lectures take part in the core skills and included in the list of obligatory courses such as: introduction to architectural drawing, introduction to presentation skills or computer aided presentation skills. Their unquestionable contribution, provide the tool for the student and installation of this tool into his/her own design method which is going to be developed during the education period, depends on his/her personal progress. But their input to the matter of being visually literate is minor, since they teach to show and present with rules, but hardly transmit the knowledge of seeing and decoding.

The subsequent categories are acknowledged as elective courses in most of the architecture faculties, so their contribution to the education of visual literacy is difficult to figure out as a strictly defined output.

Classically Structured Lectures

Classical lectures generally have the structure which proceed with the coverage of the main titles and they equip the student with knowledge of visual literacy in terms of definitions, history and known interpretations made by the scholars. Hence they produce a knowledge for the student to use which can be considered as free-standing unit of data. This unit is difficult to integrate with the core studio practice and consequently with the main purpose of creating the architectural product.

Extended Lectures

Extended lectures converge to advocating the experiential education method and try to teach the visual literacy's definition and ability of using it in a more effective way. Different visual objects and images covering a wide range of examples such as classical paintings, video installations, street art, advertisements or movies, are submitted to the student's perception. While the educator is explaining the main titles and terms simultaneously, the definitions and concepts related to visual culture and visual literacy are developed by his/her own perception and interpretation of these examples, supported by the educator's transmitted knowledge about them. This is the assumed reason of mentioning them as extended lectures, since they carry the visual literacy knowledge from a free-standing unit of data, to a knowledge connected with real life's group of visual objects and forms of art. This structure can develop a setup to read and interpret visuals in a broad range for daily life, but depending lack of a specific connection with the architectural practice, the student should have difficulties in integrating this knowledge and ability to his design process.

So there should be a possibility for the student such as clustering this unit of data as a contribution to his/her intellectual development, instead of considering it as a relevant asset for his/her architectural design competency.

Independent Workshops

Independent workshops pick a specific subject or concept related to the visual culture discipline and proceed to the evolution of it with an artistic output. Creating the artistic output develops the ability of projecting one discipline to other for the student, but the mentioned discipline hardly covers architectural design and mostly includes art related products.

If the structure of these different categories of lectures are examined in means of their contribution to the matter of integrating the visual literacy to architectural education in a proper way; it can be observed that they create different competencies or form contributing setups to the student, but they are poor at building the connection.

(The) Product: Built Environment and Visual Codes

The fact that the discipline of architecture should be classified under different categories such as arts, humanities and engineering sciences has been discussed by theorists over the centuries and different evaluations have been made. At the same time, the aim of architectural design and the definition of good architecture were tried to be formulized. All these different theories basically reveal the two main objectives of architecture: to look good and to function well. The look; being the antecedent of the functioning since the user should have to understand how to use it and s/he executes this mostly by seeing the architectural object, makes the ability of being visually literate an important part of the scene and in this context, to look good, should be translated as to look understandable.

Architecture maintains its place under the title of architecture separately from other disciplines in which it is in communication and cooperation. Also, the product of architectural design is evaluated in a unique way in accordance with the criteria of the combination of art and engineering sciences and its own criteria.

Visual literacy makes individuals see, interpret and learn from what they have seen, but the experience of perceiving architecture's product and space is more than seeing it as an image, but seeing in corporation with factors as social background, personal level of the intellectual skills and psychological aspects.

Nowadays, the tendency to perceive architecture as a still image and to transform the city or region into a brand from the image continues. According to Stierli (2016), "The current debate on architecture as image finds itself in a strange situation of ambiguity, if not a paradoxical contradiction" (p.311). Since architecture does not communicate with individuals as a still image, the unique language of its communication has to be well understood.

Umberto Eco's statement about architecture and semiotics leads us to the structure of communication between the individual and the architecture with defining the steps of the individual's perception. Before Eco's definition of *architecture as communication*; the product of the architecture discipline, or in other words the men-made environment, had been considered as created not to communicate but function.

Eco stated that "A phenomenological consideration of our relationship with architectural objects tells us that we commonly do experience architecture as communication, even while recognizing its functionality" (Eco, 1997, p. 174) and explained this relationship with the cave man example. According to his case study of the shelter and its recognition, a cave-man is driven by weather conditions instinctively into a cave with the need for shelter. He considers it from inside during his stay in the shelter; then he reconsiders it from outside when he leaves the shelter. He notes the properties of the cave entrance and notes the hole as entryway which leads to inside and safety. This experience makes him build the model in his mind, which will function during the rest of his life to recognize a cave entrance and its different forms and link this code to shelter and safety. Since the model is codified on the level of this cave man and within his own mind; he would be able to communicate the model of the cave to other men, by means of graphic signs. It can be assumed at this point "the architectural code would generate an iconic code, and the 'cave principle' would become an object of communicative intercourse" (Eco, 1997, p. 175). Although the communication model theory, which is based on this specific example, explains the form of coding that man produces for his daily needs, our actions, perceptions and tendencies within the men-made environment, do not only address our daily needs but also manage or produce our social and cultural experiences.

In this case, the architect will have to consider how well the product will be decoded and the architectural language that he will encode in the production process will be perceived by the user as simple codes, sub-codes or denotative and connotative codes in his daily life flow.

(The) product realm; which the student should have to learn how to handle and contribute during his/her education, exposes a multi-layered content which should be read through different disciplines like visual culture studies, sociology, political science, cultural theory, economics and many others. Also contributing to this realm implicates socio-cultural, experiential, spatial and structural challenges. Hence the student should face another helical structure of concepts, this time consisted of overlapping layers of human attributes and knowledge from different fields. These different sets of knowledge should be used in architectural design process not directly, but should be used as in their translated forms from one discipline into other and finally they should be translated into architectural language. Thus the student should need the skill of using different cognitive styles in consistency. The devoir of the visual literacy should be considered as having an important shift as a tools in the design process now, since it steps out of the frame of expressing and representing ideas defined in the production realm and becomes an important tool to contribute to the mentioned act of translating and transforming knowledge.

In the realm of (the) product, the visual literacy's role inevitably depends on how it is integrated to architectural education during (the) production. So it should be necessary to examine the ongoing curriculums in terms of their contribution to visual literacy in the product realm and investigating them isolated from the presentation targeted courses should be a much more efficient evaluation.

It should be more appropriate to go through reappraisal of the studio before the core and elective courses in this setup, since the studio is in a more close relationship with (the) product in this manner.

Studio sessions usually proceed with the students' designing a non-existing building of any function, on an existing site with real pros and cons or included problems of design as a practice for them.

If the flow of this process is observed omitting a limited number of individual attempts of different methods, the usually applied steps are: analyzing/ reading the existing plot; constructing the conception of the virtual building in mind; representing it on paper or in virtual medium and presenting. Then the student repeats the mentioned steps according to the studio masters critics. The step of reading the existing plot in its physical and semantic dimensions; is the step which visual literacy can be assumed as the main actor whom has not paid enough attention yet, since it includes the first one of the mentioned understanding, developing and controlling phases of it. Nevertheless, the studio has been through many counterarguments in terms of understanding and it is difficult to properly locate the understanding of visual literacy into the flow, since how the students understand the studio doctrine itself is yet an unsolved discussion.

In most of the arguments about the understanding of the studio, the difficulty for the student to figure out how to handle it has been brought into prominence. Schon has stated this problem as a contradiction for the student and an inevitable quandary for learning, claiming that the contradiction is created by the studio masters since most of them intend to define essential concepts of designing as concepts which can be learned only in the context of executing (Schön, 1985, p.55); hence the contradiction for the student occurs as: s/he can educate himself /herself only by beginning to execute and the knowledge needed to begin executing can be learned only by education (Schön, 1985, p.57). This argument has been considered as a stimulating one, since it has missed the effort of particular pedagogies to eliminate this condition in the studios and ignores the problem's nature which is actually avoidable by the help of these pedagogies. (Dutton & Willenbrock, 1989, p. 53). The paradox defined by Schon, might seem similar to the overlapping periods of the production and the product relationship defined in figure2;

but this should be interpreted as a wide range of possibilities to be developed and contributing to the uniqueness of the system, instead of being a quandary.

So, it can be assumed that, to locate the understanding of visual literacy in the studio flow in means of its endeavor in (the) product realm; focusing on built environment reading, which is also the first step of the ongoing studio work flow, should be a good exercise for the future practice of creating and encoding it.

Thus, the studio itself, can be considered forming the backbone of the courses contributing the visual literacy understanding in this realm. In this context, the categorization of the related courses has been presumed differently such as: (in)-studio exercises, visual reading based courses and independent workshops, in means of their purpose, instead of the categorization in the production realm which depends on their structure.

(In)-Studio Exercises

The (in)-studio exercises, proceed in different patterns depending on the studio master's own schedule and organization. They can be just a couple of lecture's work of analysis on the chosen site for the student's soon to be executed imaginary design; or can be an integrated exercise of analyzing an architect's design in means of its structure, mental image and context. Both of the patterns contribute to the soon to be improved visual literacy, however the liability for the student is, the connection between the data read during these analyzes and purposed final design is mostly made through the physical assets of the given site and the meanings, orientations and experiences which should be created and perceived through visual readings are scarcely ever defined. Therefore, the spatial clues read during these analyzes, are not projected to the final design in a structured way.

Inevitably the product which presented by the architects, into real life to continue its existence during decades, is going to be decoded by non- educated people in context of architecture. So it's crucial that, their first experiment of decoding urban scenes and interpreting their meanings should be considered as an important data for the architecture students to be kept in mind for further work, since at that level of the architectural education they would be just as literate in architectural context as the future user of the product.

The student's relationship with the visual literacy, having reasoned by the architectural discipline's purpose which can not be realized without the creation of meaning as argued before, should develop into a different phase during advanced levels of architectural education. He/she should have to proceed to carry the single stage of reading and analyzing the urban scene, into a three stage act such as: reading it with an educated mind, re-writing the new design in a language readable by the non-educated mind and presenting it by inserting it into that scene for its user to read it.

Since the user of the architectural product is a diverse group of individuals, like the user or observer of any artifact or design product; second stage should involve a lot of work through many disciplines such as sociology, psychology, semantics, visual culture and human behavior studies which are included in most of the architecture faculty's curriculum either in form of elective courses or extracurricular workshops.

The architectural design particularly, can be considered as depending on the context rather than being focusing on the product if compared with other design products, since the content to be worked through before executing it includes many aspects in physical or behavioral means (Plowright, 2014, p. 27).

This specific case of producing a context depending product, makes the analysis phase of the studio, to not only value the physical assets of the defined site, but consider proceeding with mentally and visually readings through it as well.

Reading Based Courses

The category of the reading based courses, has its particular purpose of teaching to read the architecture itself and courses in this category have generic names such as analysis of architecture, meaning in architecture or understanding architecture. In this category's definition, the act of reading is used to mention visually, literally and mentally reading simultaneously. Hence it comprises all of the methods that can be used to read in the assigned conceptual framework, like describing the architectural work's constituent structural elements, proceeding with historic research, decoding the language of it or recognizing its visual elements. The emphasis of interpretation is primarily on iconic buildings, works of a chosen architect or a period.

Independent Workshops

This group of courses constitute the most contributing category of teaching architectural language in all means, since they focus on a selected building, examine its context and assets suchlike structure, layout, function or style, then usually proceed with isolating some aspects and re-representing them in different mediums like models or computer generated images and creating re-interpretations as output. Main disadvantage can be thought as, they are not very common in all architecture schools and they usually assume the student had learned the basic ability of being visually literate during the before-architectural education.

SOLUTIONS AND RECOMMENDATIONS

The relationship between unrealized design idea and realized architectural object has been defined as a set of complex connections of assets and actions in means of inputs and outputs. Hence the doctrinal presence of visual literacy in this setup; should have to be located in a similar scheme during the period, to have its integrative share in a proper and useful way in the architectural discipline. To realize this setup, visual literacy related courses might be considered to be arranged parallel to the studio itself; focusing on the projection of literacy's concepts, methods and tools to the phases of natural studio flow as to construct an input-output relation. To solidify this, the studio components such as analysis, ideas, representations, experiences, functions or perceptions; should not be assumed as the standard applications or executions of the visual literacy heritage of concepts, definitions, installations, artefacts or visuals, likewise any theory-application structured course; but the projection of the visual literacy doctrine should be proceeded by focusing on projecting one disciplines idea into the other's medium to an extent. This parallel exercise of expressing one's task with the other's concept or definition, can be considered as an extended version of the defined independent workshops in the realm of (the) production. But this time,

the targeted output of the picked specific subject or concept related to the visual culture discipline, should be parallel to the objective of a chosen studio phase, instead of being an independent artistic output. Caused by the synchronized structure of the course, the site analysis phase of the to-be- improved design in the studio, and the analyzing/reading ability of the student which has been defined as having three stages, should progress faster, since the student should have the visual literacy knowledge in mind and have the studio environment to execute simultaneously.

FUTURE RESEARCH DIRECTIONS

To reclaim the visual literacy's share in architectural education, taking it out of the restrained frame of communicating the design in progress task and extending its contribution into the final architectural product's realm of visual codes should be considered. The impossibility of solving the issue in one resolute course model is evident. Nevertheless conceptualizing questions and deficiencies raised by the narrative review and proffers of re-structured course models in this chapter, might be an onset for the further research on the subject. For future studies, the mentioned categories of course models should be empirically investigated together with the courses arranged parallel to the studio itself.

CONCLUSION

The act of reading architectural and spatial language and interpreting it, had been using some advantages of the age of knowledge in last couple of decades and has added some new dimensions to this practice. The digital age, basically has the leverage of making the access of knowledge easier. Thus the easily acquired knowledge, had created new pros and cons for the students and also has allowed the formation of new ideas for education methods. Teaching visual literacy in context of architecture is being supported by various courses in today's education models, but if they are examined in means of structure and purpose, it is observed that they have two common deficiencies such as: lack of well-defined method of integration between the architectural design process and knowledge of visual literacy and causing belittled employment of the ability in the final product by restraining it to presentation of the unbuilt design in progress.

In the digital age, the students' effort of reading the built architectural environment, has a new standpoint accrued from digital literacy: having the chance of accompanying real-life experience with computer generated virtual experience. This virtual experience is quite different from the real time experience since it can not make the viewer to develop all of the responses on the seen object, which had been mentioned as affective, evolutionary and prescriptive. In point of fact, affective responses are mostly developed by individual's real-life presence in the environment, but the subsequent two are very much so contributed by this virtual experience. Seeing visually, doesn't always include seeing the architectural product from all different perspectives in real life, but seeing it in a computer generated virtual form, gives the chance of seeing it from different angles, which practically means making the students' architectural reading to progress faster structurally or semantically. The architectural reading includes the growing competency of imagining and understanding an object's other views from different angles by observing its possible views in real life; but the computer generated virtual form changes this order and presents the views

which are possible to imagine by competency, before the mentioned competency is developed. Thus the real-life reading and the digital reading appear as a promotional combination contributing to each other.

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KEY TERMS AND DEFINITIONS

Architectural Language: The image and presence of a building or a human-built environment, which includes all of the visual or mental signs and meanings that a person can see and understand.

Design Method: All of the activities alternately performed by a designer during the production of the design object.

Design Research: Study of designed objects' and systems' production process.

Design Studio: A course model in design education, which is shaped as teacher's criticizing student's work to improve it.

Visual Literacy: A person's ability to see and understand images and objects.

Section 2

Digital Media Literacy

Chapter 5

Media Literacy and Framing of Media Content

Zuhal Akmese

Dicle University, Turkey

ABSTRACT

Communication is one of the areas most affected by technological developments. This change in the field of communication affects society in all its dimensions. Today, the media, which has become a force that affects, changes, and transforms social life in a serious way, is one of the most important elements of socialization. Media literacy is an extremely important concept to understand the functioning and policies of media institutions to ensure that individuals are not exposed to the manipulative effects of media production and to be able to analyze media content accurately. This study focuses on how media content is framed by addressing media and media literacy from a holistic perspective and emphasizes the importance of media literacy in analyzing these frameworks. In this context, the concept of media literacy is discussed in detail and how a sample news about media production is constructed in the context of critical media literacy is analyzed by the method of framing analysis.

INTRODUCTION

“The border is not the place where something ends; rather, the border is what started something’s existence, as the Greeks realized” (Bhabha, 2016)

Heidegger

Mass communication is the transmission and reception of information and entertainment through mass media and media technology. The communication process is shaped by a small number of sources, a large number of receivers and a limited amount of feedback (Lull, 2001, p.241). The concept of media is used to cover all of the mass media. The main mission and aim of mass media is to reach the widest possible audience and to ensure the highest level of consumption of publications and programs reflecting the products and ideology they market with the messages they convey (Rigel& Batuş, 2005, p.262). The

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facts that, concepts such as power, ruling, authority have been subject to various debates in terms of hierarchical relations in almost every society throughout the history and these communities and societies are composed of the rulers and ruling ones within this hierarchical structure, have an absolute impact on people's social relations (Akmeşe & Parsa, 2016, p.540) which is reflected on the products in the field of communication. When the history of the scientific research in the field of communication is examined, it is seen that the research on Mass Communication has a century-long history. Mass communication is described as the process of communicating with potentially existing audiences of content produced by an organizational structure through mass media. Mass communication is a type of communication in which the masses cannot interfere with the nature of the product and have no chance of forming it (Erdoğan & Alemdar, 2005, pp.16-17). Today, Mass Communication is basically fictionalized to ensure that manufactured goods are pushed into consumption areas (Çakın & Bolat, 2019, p.181). Which is one of the most influential mediums in shaping society, media, social, cultural, political and economic fields and society in all its aspects as being effective in all areas in a structure that shows exhibits. 20. an intensive consideration of the century of mass communication in the Social Sciences on the basis of the information that is transmitted through the mass media under the influence of our life, outside of the main purpose of the communication the exchange of Information turn into a commercial commodity, and is due to come under the control of the power of communication.

Individuals mass media reach and first-hand experience that you cannot have the chance to learn by finding "facts" of the facts in the minds of individuals, and individuals forwarding to "images" (picture in our heads) creation (Zaller, 1992, p.6) to fulfill the function; individuals are entertaining, informational and institutional structure of society that will combine themselves with the values, beliefs, and behaviors of grafting them (Herman & Chomsky, 1998, p.21) the mission carries out. The information and information transmitted through the media is received by the masses and as it is transmitted it affects the shaping of the cultural structures of societies. The mainstream media, in particular, has considerable power and influence in determining the country's agenda with the content it produces. It is possible to evaluate this situation in the context of media ownership structure, media-capital and Politics relationship. This network of relationships plays a decisive role in shaping all media content. Briefly today, in parallel with the development of technology and the technological infrastructure of the communication system of ownership of media outlets great financial power that it requires and the power of the state first, then to reveal the result of falling into the hands of the big capitalists, Althusser, the ideological definition of the state and mass media devices as well as on the basis of these lies (Rigel & Batus, et al., 2005:, p.262). The determination of the content in media messages is shaped through many interventions, starting from the production process until the moment it meets the audience. Content created with specific frames has an effect on the viewer's perception. This is sometimes presented as news, sometimes a television series that points to the ideal life, sometimes an entertainment program or an advertising film that shapes the consumer behavior of the audience meets with the audience. The view of the viewer or reader is shaped according to the reference frames presented by these contents. The viewer/ reader who thinks about the event that is the subject of a newspaper or television channel perceives the reality presented by the media as "Real" by putting into the background the questioning of the fact that the content is fiction and that it is formatted, and the perception of reality is shaped by media references.

Bagdikian emphasizes the formative influence of media on information and culture by stating that the media has created "a new special Ministry of information and culture" (2004, p.44). Keane, Baudrillard's L'autre par lui-même (1987) America (1986), the evil demon of images (1988) by referring to the work of modern hyper-communication we live in a universe of individuals that was besieged by the

coded messages that the media has the potential to become every area of life and the universe itself from a giant screen in the grassland of information into the event has become an event, he emphasizes that individuals disappear under released images and points out that in this chaotic environment individuals are reduced to masses who can only say yes or no (2010, p.168). The media has a direct and indirect relationship with all power and capital groups in terms of having a wide coverage area.

These relationships often play an effective role in shaping media production as stated above. Many scientific studies in the field of communication provide insight into the extent of media's impact on society. Apart from the media, it is very difficult to talk about another tool that has comprehensively influenced and shaped society in all its dimensions. In many academic studies on Media Research, it has also been recognized that media has 'consciousness-shaping' effects (see media studies). Frankfurt School) (Lutz&Collins, 2005, p.201). As a matter of fact, Baudrillard (1998) states that today sovereignty is provided by the 'media', computers, cyber systems, information processing, entertainment and information industries, while 'production remains in the background and life is subjected to an information bombardment. The characterization of the media as the fourth force in most approaches after the legislature, the executive, and the judiciary is important in determining the impact of the media on society that shapes consciousness. The fact that it has such a powerful changing, transforming and shaping effect on society makes it necessary for the individual to take an informed stance in the face of the guiding effects of the media and to look at the media content from a critical perspective. At this point, media literacy education is introduced.

THE CONCEPT OF MEDIA LITERACY AND CRITICAL MEDIA LITERACY

The concept of media literacy pays off as an important concept in terms of understanding and analyzing Media and developing different perspectives on media. One of the fundamental rights of man is the right to information. Today, intensive implementation of neoliberal policies increasingly limits individuals 'right to free information. The conversion of information into a commercial commodity requires us to think about media content and the structure of the media. The content production process of the media organizations is influenced by the conditions of the country, the environment, the cultural environment and dominant political views and is formed by considering the sensitivity of the institution (Çakar Bikiç, 2019, p. 55). Today, Mass Media produces the content of society under the influence of all dimensions (lifestyles, food culture, consumption habits, political preferences, world views, etc.) in a sense, the formatting of popular culture obliges media literacy education. Whether media content reflects reality in the context of the effects of media on society has been one of the most widely discussed issues in the field of communication studies. The concept of media literacy has come to the fore throughout the world after many scientific studies have accepted that media content is a fictionalized representation of truth and an illusion of truth.

Media literacy is defined as the ability to reach, analyze, evaluate and communicate messages in diverse forms, while focusing on mass media, explaining how information and entertainment function, and dealing with how meaning is produced, organized and structured in the process. Focusing on mass media, it focuses on how the messages are consumed by the masses, but also on how and for what purpose the messages are structured.

The concept of media literacy developed in the United States in 1932, and after the 1970s in countries such as Austria, Belgium, France and Canada, and related skill-related activities were started. The educational activities carried out in these countries were carried out in the form of cooperation with media organizations, teaching the methods of using media content as a source of information to students in schools and gaining the ability to evaluate these content from a critical perspective (Önal, 2007, p.338). While the history of media literacy and education around the world is new, when literature on Media Literacy, which has come to the fore as an independent field since the 1980s, is scanned, it is seen that many definitions related to the concept have been made. When we look at the relevant definitions, it is seen that different aspects of the media literacy issue come to the fore and are evaluated from different perspectives. The European Commission (2007) defines media literacy as the ability to communicate with existing mass communicators through individual skills, access to the messages we encounter in everyday life, the images and sounds of an object reflected in consciousness, and evaluate them.

Keller and Share (2005) radio, TV, internet access to messages transmitted through mass media such as different analyze them with a critical perspective and media literacy skills assessment when you define these messages as Barton and Hamilton (1998, p.3) between the thought and the message of media literacy to learn literacy activity is expressed as the sum of all activities and that is not a team, as a social phenomenon and it emphasizes that communication between people is based on. Uysal (2006) media literacy, media messages and values the media that transmits the codes to resolve a critical evaluation of media effects and ideology in the development of a pedagogy that promotes awareness across defined as Hobbs (2007, p.1) if communication between the message and the individual messages transmitted by the Center for media literacy in a variety of ways to access, analysis, evaluation, is defined as the ability to communicate a message.

Thoman (2009) describes media literacy as the ability to make sense of the visual and auditory symbols on the internet, which are referred to as radio, television, newspapers, magazines and new media, and awareness of our environment, while Binark and Bek point out that media literacy is more than an analysis of media content, an awareness of why content and productions are there, rather than content, an awareness of the background of Quoted from Hhally: Binark & Bek, 2010, p.113). Potter (2014, p.16) expressed his views on media literacy, while ignoring the situation instead of be adapted to the changing world recommends that you ignore this message the process of adaptation to the diversity of the human individual by opening up a wider range of you can do analysis and after the evaluation phase of these messages, individuals stresses that they can determine the actual value of these messages.

The emergence of media literacy on a world scale has led to the formation of international platforms related to this field and the realization of scientific meetings in the related field. Many studies of how media literacy education should be made at the international level editorial policy of media outlets, and the media capital of the background of the content it produces power and focus in which the focus and power of the relationship between media literacy education and why it is necessary and how the implementation of conscious education on the need to studies. One of these international platforms is the media literacy conference held in the United States in 1993.

Renee Hobbs (2004, pp. 123-125) stated at this conference that although there is no consensus on the scope and training techniques in media education, a number of basic definitions have been reached that should be used in the process of analyzing media content, and explained these basic definitions as follows;

Media Literacy and Framing of Media Content

- All media messages are structured, i.e. constructed messages.
- Media messages are produced in economic, social, political, historical and aesthetic contexts.
- The process of interpretive meaning in the reception of media content depends on the interaction between the reader-target audience, content-message and culture. In other words, different individuals can experience the same content differently in accordance with their own knowledge experiences and Reference Frames.
- Media messages have their own language. It has a variety of characteristics, types and icon systems.
- Representations in media content play an active role in people's process of making sense of social reality.

Buckingham, the key concepts of media literacy, media industry and production, media types, Media Technologies, media audiences and media representations, as when you define the key concepts in the questions; Who, Why produce content? What regulations affect production?, What is the type of text?, What kind of technology is being used and who has access to it?, Who is choosing and consuming media texts, in what contexts?, How is there a representation relationship between media texts and actual actors/events? refers to the form (Buckingham & Domaille, 2004, p. 54). At this point, the Hobbs, the media literacy education in the process of restructuring and Buckingham's first analyze the structure of media content and media to create an awareness of media and media literacy training will be given about the evaluations they are found in the background of the field, how it works, and this emphasis on the importance of information literacy for education have been observed to make. When studies on media literacy are examined, it is possible to express that social values and perspectives are embedded in media content and that media organizations are institutions that are concerned about profit.

In accordance with the definitions of media literacy the concept of media literacy that are evaluated from different perspectives, agreed that it is not possible to mention a standard definition related with expressing assessments in the majority of the media and its audience in the process of communication between the (source-destination relationship) for the media content analysis media literacy skills and critical thinking came to the fore as it is possible to say that the fundamental condition. It is seen that the ability to evaluate the content, rather than the understanding of the content presented by the source-media, is important and requires a holistic evaluation from a critical perspective.

The concept of media literacy and education has been discussed on the axis of specific perspectives. The discussion takes place on two main approaches. The first of these approaches is the critical media literacy approach, which parallels critical thinking and takes its basis from critical pedagogy. The second approach is the one expressed as commercial or mainstream media literacy (Özonur & Özalpman, 2009, p.196). Discussions on mainstream/ commercial media literacy and critical media literacy approaches on paradigmatic disparities have continued into the 2000s. Douglas Kellner has taken the debate to a different dimension by including conservative definitions and approaches to these debates. These approaches are examined, prevalence in educational circles as a conservative approach in the 1970s, traditional conservative approach of the media short-and long-term effects of protection from these harmful effects is considered to be unprotected against children and young people high culture and this culture reflects a real, good, and new generations the dissemination of values such as Justice these values it is seen that the teacher is pointing out (Sarı, 2015, p.41). In the mainstream or commercial media literacy approach, it is possible to express that by bringing consumption to the fore, media literacy education is reduced to the aim of educating active consumers who can make informed choices in the face of media messages through educational programs, whereas in critical media literacy the individual who is subject

to information bombardment highlights the need to educate individuals who have the (Özonur & Özalpman, 2009, pp. 197-202). Media literacy, which emphasizes that everything read, observed and heard in the media is a fictitious representation and that media content lacks naturalness, points out that these content can be changed (Türkoğlu 2007, p.45). Critical media literacy differs from mainstream media and conservative outlandish literacy at this point.

Critical media literacy is an approach that critiques the mainstream approach fed by the liberal pluralist model of society and bases media literacy education on a critical perspective. Paulo Freire and Henry A. Giroux's views emphasize that by recognizing social, social, political and economic paradoxes, these realities must free the individual from the elements that ignore the human, and that the concept must serve this purpose. Freire (2003) states that understanding and making sense of the world as a precondition for the liberation of the ignored, passively positioned individual must be removed from the monopoly of a number of cultural and political wills and that the participation of society is essential. Critical media literacy in this context; the audience-your target audience - reader in cultural and moral context, which concerns the protection from the harmful effects of the inappropriate media content, unlike the media representation of media content that exists in more sophisticated and critical questioning of practices with a given ideology and the social, cultural and economic contexts that establishes a link between reading, interpretation and evaluation of the process is expressed as (Binark & Bek, 2010).

Critical media literacy of media content from the reality that is fictional; all of messages transmitted carries a commercial value, the commercial capital and is part of the media system, and this message in the background of the ideology of institutions and organizations that perform production, interests, institutions, policy and media messages that do not reflect the truth of value judgments is briefly involving artificial texts. The critical point is that media literacy education should not be limited to issues such as understanding, analyzing, and protecting the individual from the harmful and manipulative content of the media, especially with a view to protecting the individual from the harmful and manipulative content of the media; media literacy education should not only protect the individual from the harmful effects of media content, but also to raise awareness, it emphasizes the need to be evaluated for the position of audience and reader and underlines the need for the individual to be active, participatory literate from the position of passive audience as a prerequisite for creating a critical consciousness.

Critical media literacy is important in how the messages that are circulated by the media are created, what purpose they serve, what Reference Frames are used when the message is constructed, what is included in the frame and what is left out. All Media Productions (news, serials, show programs, films, columnists etc.) it is shaped on the axis of an ideology and the message is consciously constructed. For example, the news that is included in the broadcast stream of a main news bulletin is selected from thousands of news outlets, and it is contextually framed in accordance with the channel's Broadcast Policy and meets with the audience accompanied by the appropriate image frames.

In the background of meeting the audience with the event or information that is included in the broadcast stream as a result of selection and elimination from thousands of events, there is the point of view, ideology and mission of serving men of the institution or power that produces the message. In short, no message in the media takes place there as a result of a coincidence everything exists there as a result of a conscious fiction and surely serves a purpose. Each message is a move to direct and influence the target audience. When making these moves, he moves with his target set in mind. As Potter says, the media acts on everyone's perception of reality without discriminating children or adults, and constructs its messages according to the characteristics of its target audience (2005, p. 67). At this point, critical

media literacy means that the individual needs to reach the competence to understand and analyze this background. Media literacy education makes sense through the presence of critical thinking.

The primary objective of this training should be to give the individual critical thinking skills and to raise the individual's awareness about alternative thinking methods. Adorno recommends that educators teach students how to be critical, that is, to oppose oppressive ideologies that enable them to obey without resisting authority, and to guide all kinds of policies, as well as their needs and social relations and rhetoric. According to Adorno, if critical thinking is not defined and implemented in this way, critical discussions and dialogues will eventually turn to slogans and the search for social justice to restore power (Narrated by Binark & Bek, 2007, pp. 16-17). An individual with handicaps without getting snagged such a critical mind, a questioning the media content perspective, information from sources fed alternative information passes through the filter of criticism, and most importantly, questioning what is offered without question instead of passive consuming a individual alternative that can produce an active individual will become literate.

FRAMING MEDIA CONTENT

Framing has been the subject of many studies in recent years. Looking at research on framing in the field of communication, it appears that most studies focus on the effects of mass media on society. Since the 1980s, the framing approach, which has taken an important place in Media Studies, has shaped society by reaching a wide audience in the messages transmitted by media content and is decisive in what and how individuals should think, but in social events it is decisive in how individuals should approach the event, how much they should care about the event, and even in what It is also seen that the focus is on how topics are structured, the structure of discourse, the establishment of meaning, and how the subject is framed (Akmeşe, 2017, p.47). In this sense, it is possible to define framing as a multidimensional process that starts from the production process of media content and is built on all the textual and visual images that exist within the message. In the framing process, the features included in the content are as effective as the ones left out. While the included features draw attention in that direction, the excluded features cause the subject's dimension to be ignored and overlooked. The framework determines how many people understand and remember a problem as well as how they choose to evaluate it and behave accordingly. Although framing is not likely to have a universal effect on everyone, it is possible to express that the frame has a common effect on the majority of the receiving audience.

Edelman states that when changes are made in the narrative of reality to the clearly presented or excluded part of any subject or situation, the causes and consequences and characteristics of that subject will change in parallel. The prominence or exclusion of features of a situation is inferred to the power and application of frames if they are ignored; "Any event/phenomenon character, causes and consequences clearly what is shown, wherein were printed/ when it is limited, and especially observations of how the social world becomes radically different when they were classified when changes are made are classified and framed... of observations where changes in direction can easily through each of the possible a kaleidoscope of realities"(Edelman, 1993, p. 232). In this sense, it is possible to express that the frames Used in media messages are decisive in shaping the audience's perception, approach to the event and expectations by providing intellectual references to the audience/ readers on many issues. While media content is produced, framing is done for a purpose. Nothing exists in the reality of the events revealed by framing itself, that reality is the point that the person who created the frame wants us to see. When

establishing a framework for an event or situation, the reality depicted is dimensioned by the person-institution who created the framework. The person who set up the framework determines the center of interest and how the subject should be looked at by making the necessary arrangements to distinguish the feature that needs to be highlighted about the framed subject from the others. With the frame created from the recipient's window, a new context is created by breaking from the subject context. The essence of framing is the dimensioning – enlarging or strengthening of the portrayed reality to make it more or less apparent (Entman, 1991, p.9). Reality is re-constructed and presented to the target audience through the frameworks created in the process of producing media content. In this context, it is possible to say that frameworks have become tools that make sense. According to Entman, framing basically involves selection and prominence/prominence. In other words, some aspects of perceived reality to be expressed in a text by selecting the problem by defining the causal explanations, moral judgments about this problem, such as methods to make the selected aspects of reality more striking that way to draw the view. In summary, he emphasizes the importance of selection and salience (Entman, 1993, p.51).

Framing theory states that media content is shaped according to specific ideologies and that content is presented with specific frames to draw the target audience's thinking and view of events to the desired point. It is based on the view that all media output is transferred to the audience with a certain perspective through an unlimited number of topics and events, taking into account state policy, broadcasting policies of organizations, relations with power, other relations of capital holders and many other parameters in the production process (Akmeşe, 2017, p.52). In this context, the mechanisms that produce “real” media messages are seen as far as they are conveyed to us, and thus represent the real truth they are fabricating.

Framing in media content is done in three basic ways. These are; framing the subject, framing the content of the selected subject and content according to the characteristics of the mass media to be produced (newspaper, magazine, television, cinema, etc.) is classified as framing the image (Akmeşe, 2017). The framing process begins with a selection, elimination process during the production phase of the content produced for the media, then the selected subject is subjected to a framing process in terms of the content in a manner appropriate to the structure of the mass media to be published. The image framing dimension is also supported by visual elements appropriate to the subject and content according to the characteristics of the mass media in which the content will be transmitted, allowing the message to have a strong impact on the audience - reader. This is sometimes transmitted through a moving image of a news story presented in a main news release, sometimes a photo frame featured in a newspaper and/or magazine, sometimes a TV series or Motion Picture. In short, the framing approach is based on the view that logically different representations of the same options create different effects. Words used, images, all visual and contextual elements included in the frame and not included in the frame have an effect on the process of perception and meaning (Akmeşe, 2017, p.55). In this context, it is possible to express the overlap of the framing approach and the critical media literacy approach.

It's framed and how this framing of media content by media organizations active in the process of editorial policy of critical media literacy in the context of who plays the role of the analysis in terms of understanding the Turkish national soccer team Tuesday 11 June 2019 with a 2020 European football championship qualifiers during the day to play Iceland Iceland's Keflavik International Airport to go under how it's framed by broadcasters of the events he examined.

THE INCIDENT THAT CAUSED THE CRISIS

On June Tuesday June 11, 2019, the captain of the A national team, Emre Belözoğlu, went to Iceland's Keflavik International Airport for the qualifying match against the Icelandic national team as part of the 2020 European Football Championship Group H qualifiers, giving interviews to journalists and asking questions about this incident by a young man at Keflavik International Airport., as a result of the news about the issue mobilizing the masses and the event growing, the President's spokesman Ibrahim Kalin, Foreign Minister Mevlut Cavusoglu and political party leaders showed their reactions and said that the necessary diplomatic initiatives would be initiated, the event turned into a diplomatic crisis. The biggest share in the emergence of this crisis arose from the media organizations reporting the incident with similar content by taking the framework of Turkey hostility to the center. These frameworks have brought serious hate speech to the circulation of Iceland and its citizens. It was later revealed that the man, whose name was Corentin Siamang, was a Belgian citizen, had coincidentally learned that the Turkish national football team would be at the airport while waiting for his plane to return to Belgium, and wanted to make such a joke to share it on social media. (www.hurriyet.com.tr, 2019).

Turkish media reported that “the nasty Icelandic, The National Team reaction from CHP to Iceland, the brush crisis has spawned another 10-year crisis, the harsh reaction from Turkey to the scandal in Iceland!” the incident was reported under the headlines. By using similar frames of this event by the mainstream media, all broadcasters to block the Turkish national team Iceland humiliate, to insult, ignore, or insult the Turkish nation, and in essence Turkish hostility of the countries of the world, etc. he fabricated the story to imply that he had allowed such an act with ulterior motives, and that he had condoned it. “The treatment of our national team at the Icelandic airport is unacceptable in terms of diplomatic practices and humanitarian aspects,” said Mevlut Cavusoglu, Minister of foreign affairs, on his personal twitter account. Our nation should not doubt that we will do what is necessary” and Presidential Spokesman Ibrahim Kalin said “disrespect to our national team in Iceland is unacceptable and will be done as required. Initiative initiated”” In the form of a statement to bring the event to the brink of an international diplomatic crisis is considered to have led to. As can be seen in the reporting of this case, the impact of the frames in which media content is presented on how the community will react to that incident and how it perceives it is seen. The framing approach states that in the background of the selection of frames created by media organizations in the face of events, as in the process of reporting this event, there is no doubt that the broadcasters have objectives such as rating anxiety, creating sensations and creating agendas. If this was not directly framed by pre-existing templates and the images were not immediately served with rating anxiety, the fact that the event was a joke made by a young individual to the soccer players he met by chance to share a moment on social media would be understood, or even the same photo frame or moving image, “we pranked at the Icelandic airport”, “Turkish admiration of young Icelandic”, etc. had he been presented with a framework, he could have turned into a young phenomenon for the audience reacting to the news of that event.

SOLUTIONS AND RECOMMENDATIONS

Media literacy is one of the most important concepts in recent years. Considering the fact that new media includes interactive and multimedia, transferring unlimited information at the same time, removing the concept of space and distance, and transforming the World into a global village with the words of McLuhan, the diversity of media products and the power of this diversity to influence individuals of all age groups are taken into consideration. The concept arises from the need to be dealt with more in depth and professionally.

It is known that media messages have their own unique structure, language and applications and that they are constantly changing and developing. Individuals need to be familiar with media messages and methods in order to use these media more efficiently and to develop awareness of some risks that may be exposed to doing so. The framing approach coincides with media literacy at this point. It is important to read media messages correctly and analyze them from a critical perspective.

For effective media literacy education; It is important to educate individuals who can answer the questions how messages are framed, from which point of view and to what purpose they serve. Media literacy education should be organized in a conscious and professional manner and put into a systematic, instead of conscious consumers advocated by the mainstream media literacy, the media can candle the media with a critical point of view, analyze it, aware of the implicit ideologies behind the texts, raising the free and active generations studies should be done.

FUTURE RESEARCH DIRECTIONS

In media literacy education, it is important to evaluate the contents from a critical point of view. Critical media literacy of media content from the reality that is fictional; all of messages transmitted carries a commercial value, the commercial capital and is part of the media system, and this message in the background of the ideology of institutions and organizations that perform production, interests, institutions, policy and media messages that do not reflect the truth of value judgments is briefly involving artificial texts.

The critical point is that media literacy education should not be limited to issues such as understanding, analyzing, and protecting the individual from the harmful and manipulative content of the media, especially with a view to protecting the individual from the harmful and manipulative content of the media; media literacy education should not only protect the individual from the harmful effects of media content, but also to raise awareness, it emphasizes the need to be evaluated for the position of audience and reader and underlines the need for the individual to be active, participatory literate from the position of passive audience as a prerequisite for creating a critical consciousness. This study is ought to be a guide for researcher who will conduct research in field of media literacy on analyzing the media and structuring the media.

CONCLUSION

The diversification of mass media along with the technology that is developing today, the possibility of an interactive communication, has led the individual to face an information bombardment. In media products, the parts that form content of media in every form, are not the continuation of each other, but rather are elements, which create the whole, are combined around the same theme to serve the whole and also have a meaning alone (Arda, Seçkin, Bilge, 2018). p.99). The instant spread of information, especially on the internet platform, which is defined as new media, is regarded as a revolution in terms of communication, but the fact that information is circulated in an unsupervised manner and is open to manipulation leads to a serious information pollution. Given the diversity of media products and the breadth of their influence, the importance of media literacy is more clearly understood today when individuals are faced with information bombardment.

As can be seen when evaluating the reporting process of the case that is referred to in the literature as “brush crisis”, it clearly summarizes the situation in which media content producers cut the real event out of its context by setting up similar frameworks and how the actual representation that is created affects the society. A routine check of the national team players who went to Iceland airport waiting for a period of an hour and then attempts to make a joke which has no connection with the state of Iceland established a tourist because of the reaction of the media frames to the whole community as a result of increasing the dose of this reaction led to a diplomatic crisis between the two countries. Here, content producers have framed the event by highlighting the points they want to highlight by leaving the actual dimension of the event out of the frame and directing the public’s view in order to place the event at the top of the agenda.

A news portal even further by moving into the dimension of the event “a brush of attack 10 year another scandal revealed (www.sozcu.com.tr, 2019) by using a headline in the form of the national team delegation at the airport by the Icelandic authorities does stand for 3 hours in a deliberate manner, an Icelandic captain Emre Belozoglu person to have a toilet brush, although in fact these events on the basis of 10-year another scandal was exposed is emphasized.

This scandal occurred in 2009 in the United States of America by the major manufacturers of household goods Nevell - Rubbermaid company manufactured toilet brushes using the label Turk’s Head (Turkish head), this scandal followed the Turkish- As a result of the initiatives of the American Legal Defense Fund (TALDF), the sales firm stated that this nomenclature was not their own, but stated that they would initiate the necessary initiatives related to this issue, and at the end of the news, 10 years after this scandal, the toilet brushes belonging to that company were still sold under the name of ‘Turks Head Toilet bowl Brush’, and in fact, However, as a result of Corentin Siamang’s own facebook account, it is understood that the incident did not involve any malevolence as stated, that the young man acted according to his own sense of humor and that the incident had nothing to do with Iceland.

Gramsci likens the act of literacy to a sharp sword on two sides. he stated that this act can be used for individual and social development and that it is possible to use it for the continuity of the relations of oppression and sovereignty (Trans., Freire, Macedo, 1998). Media literacy can also be used to educate free and critical thinking individuals, as well as to serve the continuity of the system and as a functional tool for the education of passive consumers. At this point, the question of the purpose for which media literacy education strategies are used/ used comes to the fore. As long as media literacy education is designed on the axis of capital and power relations and reflects state policy, conscious consumer individuals who do not question What is given and perceive what is shown as Real cannot go beyond training.

However, if this training is designed with a critical pedagogical axis under the control of alternative and different sources (scientific, independent institutions and organizations), then media literacy will allow the development of conscious literate individuals who can think critically as intended, question what the media offers, think that the media is a profit-making structure and therefore intervene in the content for their own

As can be seen in this study, media literacy education in most countries of the world is dealt with from many different perspectives, but the debate is particularly on the axis of mainstream approach and critical approach. Studies across the world show that all media content is the product of an ideology, that every content in the media is consciously created for specific purposes and serves a specific purpose. When creating media content, it is possible to express that the media organizations are not independent of the broadcasting policies, the policy of the state in which the broadcasting organization is located, and the media owners are not independent of the relations of capital and power. The content produced and circulated is created with specific reference frames and presented to the target audience by taking these parameters into consideration. When considered in this context, it is possible to say that all media content is “representations of truth”, which are not necessarily based on reality, but rather artificial fiction. The important point here is to gain the ability to think analytically and to think in the face of media messages and to evaluate the complex structures in the background of messages, rather than passing on information created with a set of ready templates. As a result, it is thought that the success of media literacy education at the desired level can be achieved through an understanding of education that will be carried out on the axis of critical media literacy.

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KEY TERMS AND DEFINITIONS

Critical Media Literacy: This is an approach based on critical pedagogy that states that individuals should acquire the ability to think analytically in the face of fictitious media content and to evaluate the complex structures in the background of messages.

Framing Theory: Framing theory is an approach that states that media content is shaped according to specific ideologies and that content is presented with specific frames to draw the target audience's thinking and view of events to the desired point.

Manipulation: The term used to influence or manipulate people outside their knowledge or even when they do not want to. Manipulation is used in several areas.

Media Literacy: Media literacy, by its widely accepted definition, is of various types (visual, auditory, printed, etc.) to be able to access media messages, to analyze and evaluate the accessed media from a critical point of view and to produce their own media messages.

Media Literacy Education: It is suggested that media has positive and negative effects on children's physical, cognitive and social development. Research shows that the place of media in time and space is increasing, especially in children's lives. On the other hand, it is known that media messages have their own unique structure, language and applications and that they are constantly changing and developing. Individuals need to be familiar with media messages and methods in order to use these media more efficiently and to develop awareness of some risks that may be exposed to doing so. Therefore, this situation reveals the importance of educating children about the media and the education to be given must be constantly updated. These studies carried out in leading countries in the field are called "media literacy" education.

Chapter 6

Business Literacy Education in the Digital Age

Ozlem Geylani

 <https://orcid.org/0000-0003-4951-7716>

Istanbul Technical University, Turkey

ABSTRACT

The digital world currently presents many learning tools and knowledge sources about business literacy. Considering today's learners, digital improvements suggest time-saving learning tools and processes for individual or mass learning activities. Since the industrial age and through the knowledge age, we still use and improve network elements in the digital age. Computers, tablets, televisions, cell phones are instantly becoming the distributors of knowledge in or out of spaces. However, learners in the digital age by the freedom of internet connection points may easily reach to videos, podcasts, or especially, to games that are based on individual learning activities. In respect to the aim of this chapter, an overview is targeted about the understanding of business literacy in the digital age, and it also mentions financial literacy as a supporting literature review. The research finally proposes a realization on the dilemma of the abundance of the knowledge in business and financial literacy leaving out the scarcity of digital tools and sources.

INTRODUCTION

Business literacy introduces beneficial knowledge to all individuals who use money throughout their life, regardless of age, gender and culture diversification. The intended use of this knowledge has a similar way of learning a foreign language, the alphabet is necessary to learn in essence. Since, the level of utilization of this doctrine may contradict to his/her age and the experience, the educational process may also necessitate more complex learning methods and digital tools. On the other hand, the performance of business literacy education is related to its benefits which differ according to the occupational positions of learners, whether they may be managers, employees, students, human resources of business owners or at least any retired individuals who are willing to control their economic prosperity in daily life.

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Essentially, today's scholars in economics, advise to concentrate on business or financial literacy education before critical situations such as economic crises occur on spur of moment. All the same, in some countries, bankruptcy is still inevitable for highly competitive firms in unstable market conditions or short, long period competitive advantage goals that are targeted over their competitors. Suitably, business literacy education is more based on internal company goals than external market conditions, as an organizational acceptance of this idea, it is taught from the top-level executives to the minor level of human resources in this way. Hence, apart from the shortcomings in the leadership qualities of a manager who do not need working with numbers, interpreting financial analyzes, may overlook opportunities, and threats. Business literacy knowledge, is not nonessential for business people, it may bridge the gap between the company's past, present, and future.

In addition, the maturity of monetary usage has a sensible relation to business literacy education, starting from early ages. Correspondingly, for young learners who are in middle, high school, undergraduate or graduate levels, business literacy has an importance for their financial decision making development.

There, the major objective of this study is to clarify several aspects of understanding the importance of the business literacy education for all individuals, in the digital age respectively. For as much as, current technological developments in the digital age draw support and take attention to innovative teaching methods and tools that have been changed since the industrial age through the knowledge age. Moreover, the knowledge age conjointly is supported by technological outputs of the digital age that presents. In this chapter briefly, the business literacy is mentioned as a kind of power for today's enthusiasts who consider learning alternatives by the proposal ideas of this study.

Background

The Definition web site defines business literacy as 'the knowledge and understanding of the financial, accounting, marketing and operational functions of an organization.' ('Business Literacy', 2019). As it is explained financial subjects and financial literacy also a part of business literacy. In the literature the roots of this term were first started to be discussed since the 1960s. Yet, there are many reasons that business literacy is taking the attention of individuals who are related to business and finance discipline. The first reason is the difference of requirements in working environments where offices are an internal environment for employees today; since knowledge has become a monitor for production and practice (Hardt & Negri 2008). Aligned with time controlled activities in organizations, momentum of gaining knowledge has a major impact on the employees. Providentially, in the last decade people are able to reach knowledge in a very short time by the improvements of internet services which also bring many alternatives to learn new knowledge in this way.

Second critical importance for business literacy is that the broad use of the network technology in working places are thought separated, dynamic and remarkably conciliated (Fiedler & Pata 2009). Another momentum of the flow occurs while the employees are completing their tasks. Sudden, problematic, overlapped activities of practice may cause a disconnection during internal office communication and flow of the data may stop unintentionally. Not only technological improvements may keep up employees in progress but also isolate people in teamwork and cause unlucky communication disconnections. These misunderstanding may seem as minor problems but their results may cause major problems. The lack of performance, increasing irreversible failure of employees, at the end results to dispute situations, time, money and quality losses.

On the third, expertise and non-stop learning may provide time-saving solutions for employees to eliminate problems in the working environment (Fiedler & para 2009; Littlejohn et al. 2012), afterward business literacy is a fundamental need of people in daily life and non-stop learning of required subjects may be thought by experts. In more or less organizations as a unique resource, there may be organizational tailored fit, scheduled training programs are thought to be beneficial for employees by sharing their knowledge and experience correlated to business literacy or other organizational topics.

Lastly, people conventionally demand learning of new knowledge for their new positions in their career path and this is an interminable process in life (Kirpal et al. 2007). Education is a personal choice but once it is intended to have a degree in life, another saying; for personal reasons, people will to learn more passionately.

Bloom et al. (2013) highlights the a solid reason of education in organizations that are executed inadequately even in developing countries (Bruhn et. al. 2012). Commenting on the business life, while a problem occurs broadly, the reasons are firstly taken into account to be investigated; meanwhile the importance of agile actions is being affected by outer situations. Similarly, insufficiency of the credit market, deficiency of goods market and other reasons may be counted for unexpected business failure. In view of all that so far, the organizations may have to take the risk; the lack of knowledge, expertise, skills of employees will be understood during that type of delicate periods.

Overall, it is obvious that entrepreneurs or any employees may better be taught about business literacy to increase achievement and effectiveness of the working environment (Fiedler & para 2009; Littlejohn et al. 2012).

BUSINESS LITERACY EDUCATION

Business literacy is explained as “the ability to speak and read the language of business” by Berman (1998). To understand the language one should be thought areas of interest in business literacy.

Economics terms, including real life cases in marketing and finance, are the main concepts of business literacy. As well, the reason for learning business literacy differs according to the concern in business positions. Employees who have the interest to become a business literate also anticipates “having the ability to use financial and business information to understand and market business decisions” (Muir, 2002). Along with the concept of business literacy, it encompasses the basic skills that enable individuals to make accurate and timely decisions in terms of their knowledge of basic financial concepts and tools, both in the short and long term (Bayram, 2014).

What we know about business literacy education that is mainly discussed in the academic literature in the 1950s by Drucker. According to Drucker teaching employees about business literacy is an obligation which is related to their success and performance (1954). However, business literacy is also known with other terminologies such as “financial literacy and business basics” but no matter the name changes, to be a business literate one individual should know these main titles below:

- Organizational goals and objectives which are both quantifiable and universal should be known by employees. (Seeing the big picture)
- Financial statements may be understood by employees if they have knowledge about income statements, balance sheets, cash flow statements to be able to measure their organizational performance.
- Understanding of the employees that their effort relates to the organization's main objectives, set of goals, financial statements and how they measure their performance.

On the other hand, business literacy is a complex phenomenon explicitly correlated to organizational assets and its finance. Nonetheless, the organizational knowledge may be counted as another type of uncountable asset that is learned in years since there is a time-dependent liability to learn the concept of business literacy for the achievement of financial advantages. As well, financial notion comprises risk factors for organizations and any proper knowledge may decrease risky outcomes. Business literacy education correspondingly is a way of targeting organizational goals related to finance, the education level of employees about how to read and speak the monetary language. Further, as an advance step, making predictions about financial risks are needed in long-term strategical plans. In a similar basis in our lives, being out of money or having debt unexpectedly is another kind of risk, for that reason business literacy knowledge is also fundamental guidance for all individuals.

Importance of Business Literacy Education

Business literacy training is essential in some organizations on behalf of employees who have more willingness to contribute to organizational success rather than just completing their tasks in their organizational routine. Currently, the competition in business is still agile and many employees have much more responsibility about financial concepts. The level of responsibility increases commitment for more knowledge and experience based support. On the other hand, it is a rare opportunity to have business literacy training, yet employees will hopefully have advantageous knowledge which will be beneficial for their performance evaluation if their responsibility is related to their ability in finance. On the contrary, employees will not be able to contribute to organizational success without any value-adding knowledge or ability, on behalf of their leadership does not present enough support for an organization. For instance, recent gap in organizations, leaders such as managers and supervisors who have the responsibility of income statement work without having enough training in business or financial concepts.

According to the Drucker's research (1954) in an organization, over 60% of employees, unfortunately; they were not able to read an income statement, however, their job was related to comprehension of the statements of revenue, expenses, and profit. Along with 70% of employees and more, they did not even differentiate the profit from the cash yet they are both important terminology in finance. Plus, the lack of knowledge will cause misunderstandings when revenue and profit have positive changes, but surprisingly a cash crunch may happen. Likewise, during the research it was also understood that having information about organizational goals would lead a way for employees diversely %50 of them would give more effort for the unsolicited way because they did not know their targets. In this respect, business literacy training aims to support employees to reach success that organized goals of their company knit together with knowledge of finance.

Without regard to talented but financially illiterate consumers, they primarily are investigating markets more effectively, observing organizations more carefully, selecting suppliers more efficiently and being more successful in expelling organizations that may not meet the dishonest, incompetent and consumers' needs of the market (William, 2007). Supplementary to the reason for the low level of financial knowledge in general studies is that individuals have not received sufficient training in finance during their education (Crain, 2013; DeLaune et al., 2010).

Among the major problems are experienced in the developed countries as well as in the developing countries, the lack of financial or business knowledge of civils in micro level or individual investors, senior executives, organizations that may face problems at the macro level. In times of financial crisis, neither the organizations nor the highly educated senior executives are able to avoid risky investments while making investment decisions. Therefore, the maturity of business literacy knowledge level contributes to the development of corporate governance as well as protecting financial markets from negative conditions (Bay et al., 2014, Kılıc et al. 2015).

In the studies conducted to measure the level of financial literacy, it is also investigating whether there is a difference in the literacy levels of individuals according to certain demographic characteristics (gender, educational status, age, etc.) besides measuring their general knowledge levels in the field of finance. Lusardi and Mitchell (2011) reported that males are generally more educated than males and males have higher levels of financial literacy than younger and older people (Kılıc et al. 2015).

Employee Training

However, the business literacy training as a beginner or in advanced level, much more value adding out are aimed than a finance course. According to the survey results of the Business Literacy Institute in 2000, the contribution of business literacy training is independent of company size or industries. First, the survey results show that since business literacy training has been carried out, expenses decreased annually. The outcome of the cut down expenses had an impact on organizational success because employees learned to manage it. More, the importance of financial information was taught to employees that increased trust among individuals and the importance of secured information. Another contribution of the training was measuring the performance of an employee satisfaction, operational and financial activities. Hence, business literacy training alters reasonably many areas such as; business knowledge, communication, the capability to share financial results, information flow, understanding of organizational metrics and results, decision-making ability, reduction of expenses, trust, operations and processes (Drucker, 1954).

Business literacy education will also be supported by organizational skills, minding to specific details, benefits of consumers, global economic and technological improvements on behalf of the position of the global economy that will affect the national economy of a country (Kenton, 2019). Not only employees but also business owners may manage their own business with a lack of knowledge about finance. One of the survey result that was held by BDC Research and Market Intelligence, and the Telfer School of Business at the University of Ottawa (2017) shows more than two-thirds of business owners (68%) believe they are either knowledgeable (22%) or very knowledgeable (46%) regarding financial matters. The ratio of response from business owners demonstrates almost the expression of knowledge and using information in business life may be different in functionality. Hence, the the necessity of financial training that will increase the performance for employees or business owners emerge at this point.

Business Literacy Education in the Digital Age

A newcomer will have information about business literacy in basic topics, as they are shown, they are all in all about how to read key the terminology of finance including diagrams and charts. However the needs and goals change according to the different business literacy programs (Drucker, 1954)., the main structure targets these results below;

- The income statement will able to be read and used by learners
- A balance sheet generally includes key elements at least should be understood.
- The main idea of cash vs. profit charts and their importance will be understood.
- Cash flow statement fundamental aims will be understood.
- Decision making and capital budgeting are related subjects that should also be understood.
- Organizational key measures will be understood.

This list above is a basic checklist for a business literate, on the other hand, personal demands may differ and education will be profiled according to the position and experience of the employees. Additionally, the methods and means of training, compactness, and location that it will be applied may be clarified by the decisions of an organization according to their specific organizational schedule.

Business Literacy for Students

Broadly, it is determined that financial literacy was considered as a narrower concept by students. According to this idea, financial literacy is thought to be limited in terms of the habit of accumulating money, a the habit of paying bills on time and habit of storing financial records (Bayram, 2014). Business literacy is the education linked with the financial concept for students and understanding of diversified financial subjects including topics associated with managing private finance, money, and savings. The argument here, concentrates on the skills to control personal finance matters in a competent style, and it takes into account the knowledge of making convenient choices about personal finance such as investing, insurance, real estate, paying for college, budgeting, retirement and tax planning (Kenton, 2019) as a mature individual would accomplish.

Similarly thinking, a survey study was held in Turkey by Bayram (2014) to test the awareness of financial control in high school students. Approximately, 600 students were attended in the survey who were studying in Economics and Administrative Sciences and Technical and Vocational (EASTV) schools in Turkey. The results generally based on positive or negative comments about managing the financial decisions of students. Since the rate of those who say that they are very successful in managing their financial situation at the medium level exceeds 90 percent. The information about the students who have a different perception in managing their financial situation represents positive survey results. Although business literacy or specifically financial education is not taught to those high school students, in the interest of students who are not aware of this situation and the control of their money. Further, It was also investigated that according to 65 percent of the students' knowledge state, they make a monthly budget, however, students who have the habit of accumulating regular money is 40 percent. Beyond, those who keep their financial records for a certain period are about 50 percent.

Another fact about the subject, in the financial situation management, the relationship between the students' perception of success is related to the habits they read the numbers about the accumulation of their regular money, the habit of paying their bills on time and the duration of their financial records. Besides, it is seen that students perceive their financial success level as higher than they are. While 119 of Porsuk (a district in Turkey) EASTV students are successful in managing their financial situations, the number of these students is only 80 in EASTV schools. This the situation shows that the financial education of EASTV students has interpreted their financial success not only with the three factors mentioned above but also with their awareness of financial issues (Bayram, 2014).

Due to the financial education of the students of the Faculty of Economics, financial awareness of the level of information obtained from the information gathered from the school is determined to provide information, about 86 percent of the students stated that the source of money spending and management information. The percentage of students who states that the source of money spending and managing information in school is only 3.5 percent. Although there is no relationship between the faculties and financial information sources of the students, the education level of their families is not related to the financial information obtained from their families.

As a result, it may be mentioned that the financial and social literacy levels of the faculties of financial sciences are higher than those of Porsuk EATV students. This may be attained through the expansion of financial literacy, the development of financial education and the delivery to more people. Not every individual has the opportunity to receive economic and financial education in university life. Thus, governments should determine policies and implement strategies and practices in financial literacy. Although financial education programs are considered to have limited impact in the short term, it is stated that they will be operational in the long term. Therefore, although financial education programs serve long-term, active methods for short-term programs should be developed. The way to do this is to develop programs for more specific target groups that may respond to different needs and provide concrete suggestions about practices (Bayram, 2014).

This experimental study shows the difference in business literacy in high school education. Also, the motivation for self-finance control of the students based on long term or short term results. Wherefore, students generally seek for the answer to why they are forced to learn these kind of subjects that they do not desire. The experience of this education and the comments of students in the survey should broadly be shared as a piece of advice.

BUSINESS LITERACY EDUCATION METHODS

Traditional Methods

As the developments in information and communication took place, the ages of knowledge progress began to be named differently. These are the industrial age, the knowledge age, and the digital age. As a result of industrial age period, learning and understanding the information began for individuals. Educational systems in this period were based on two basic ideas;

Business Literacy Education in the Digital Age

1. The importance of traditional “disciplinary” knowledge; and
2. The necessity to “sort” people according to their likely employment destination.

It is known that the basis of these ideas comes from the Greek philosophers Plato and Socrates. According to this idea, future rule-makers and philosophers would be created. This knowledge-oriented education system aimed at public education and specialization would be a way to increase productivity for learners. The traditional western education system that has been used for centuries was created with this idea. It should be noted, however, only a small part of the population could have such special education, it would usually be mass education. In the last 150 years, the idea of public, state-sponsored education for all has been advocated. This development is based on two important rules;

1. The political philosophy of equality,
2. Industrial Age enterprise’s financial requirements.

Although these two important ideas are dominant in mass education, there are also contradictory points in themselves. The production line concept presented a strategy that emerged from the development of the industry, consistent with Plato’s thinking as the return on industrial age in education.

The Industrial Age training system was straightforward, delivering standardized output, just like on the production line and in masses of learners (Beare & Slaughter, 1993). The inputs during this process were students, subject to an educational process and receive training in clusters called batches, means training in different age groups and classes. Following the pre-determined training program, they are trained by the relevant experts at specified times throughout the process. The course lists are like the job descriptions were needed to be completed, what is more; including sequenced activities that were monitored step by step throughout the process (Skilton, 2003). As each predetermined stage is completed during the process, students were provided with the basic skills related to the areas of specialization.

Throughout education life in the industrial age, examination systems were used to measure quality control to measure the level and quality of education of students. These exams were measured the desired performance in line with the standards in the current education system today, such as devices that measure quality. This specific performance also measures the performance of the students and predominantly the instructors. The production line approach makes it easier to produce a large number of products, and the same approach makes it easier for many students who receive training.

The educational framework containing exams, training methods, and different approaches are found to work in the development of the current education system, it is recommended to apply new approaches to advance the concerned education system. In general, adherence to standards is achieved through the traditional academic curriculum. The one-size-fits-all approach aims to provide solutions to meet the needs of the industrialized society and to provide equal opportunities. However, it seems that the idea of equal opportunity is not advantageous; owing to many countries, there are two extreme boundaries of very successful and unsuccessful students. As regards the idea of a production line, students are in a large, inefficient cluster between the two boundaries.

In advance of the 20th century, the existence of students who may not benefit from an ongoing education system which is tolerated in many educational institutions. However, this commonplace acceptance is an obstacle to reach to the level of the information society. In reality, we should hunt for our aim in the current educational policy for further development. Unfortunately, there may be downfalls, filling in gaps, avoiding inequalities, and one-size-fits-all were the goals of the aimed educational approach,

but they were not successful enough, and so far the aim is to prevent this inequality from reaching the extremes of success (Gilbert, 2007).

Down the line, it is necessary to think differently, we are no longer in the industrial age, and we must leave the education system of that period behind or we may add an innovative solution to problematic points. Traditional disciplinary knowledge and the idea of selecting and eliminating students should now be left behind. To realize the advantages of the digital age, it is necessary to make innovative improvements to the educational tools and methods of the traditional methods which contain disadvantages. Learning by case study method, on the other hand, is one of the improvements for the realization of knowledge that is taught by obsolete teaching methods.

Learning by Case Study Method

This method aims at explaining the case study to the students by sharing step-by-step information from the most basic to the complexity of business literacy and thus a training that is in the mind. The case study here is based on real-life institutions and content, an apprentice may plan on the subject as if anyone remembers an event where anybody may listen to songs in everyday life.

If the first case is written in the case, the first one starts with the reading to the student group. Once the instructor has finished reading, he may read the event and ask him to repeat it. Colored graphics will guide the student through the flow and differentiation of information. After you have said that you have read, the symbols will become familiar after a while, making them easier to understand. In the case of texts that are too long, they will use the method of scanning in the hyperlink and will be able to selectively retrieve the important information I want from this text. Scan and skim language keywords need to be identified.

After the reading and comprehension process continues under the supervision of an instructor, the students proceed to the writing stage to the extent they understand.

Therefore, in this article, learning with case study method remains within traditional methods. Because it still contains the learning and teaching features of the industrial age. These features are since a group of students is educated under the control of the instructor and in a mass education type. Also, they apply the activities of reading and writing, there is not an integrated work with digital tools and interactive system based on student preference. Even though digital presentation techniques, colors, audio explanations and videos are used in the training given in the institutions, the training is still traditional since it is held at certain times and in a certain place. However, in case there is an exchange of information within the group, a case study is carried out showing characteristics of the information age education approach as students may create new information by sharing their opinions.

The Digital Age in Business Literacy Education

Mental education models are planning, in particular education examines, may be confident that knowledge is a value, advocates the the approach of storing information in minds may belong to disciplines of knowledge, and therefore information will be obtained according to discipline. However, to develop further the age of knowledge, to be the leader in their own country; aims to avoid economic development by using information as a key. Another word is the development of knowledge and planning in new types of society with rapid capitalism, new forms of production and new management systems.

The most important characteristics of the knowledge age are being innovative, aiming at change and quality. Today, there is an age of education which is called continuous improvement and aims at education, development, and improvement throughout life.

Educators today, to make the knowledge age more understandable, shape themselves and educational methods in line with the requirements of the knowledge age. The knowledge age has some characteristics in terms of knowledge, learning, and its relationship with the mind. These characteristics acknowledge that knowledge is a process rather than a value. The training process, which is teamwork rather than the training provided by expert trainers, is aimed. It works with more freedom and interdisciplinary issues, not restricted within disciplines. Knowing information at the time of necessity is a necessity of the knowledge age (Gilbert, 2007).

Learning in the knowledge age focuses on the creation of new knowledge rather than on existing knowledge. Rather than idly storing information, it must be taught and shared in groups. Individuality, learning through individual efforts is not a desired process. The knowledge age also prefers problem-solving and learning with real-life examples. Learning on the spot and the spot is essential to catch up with the pace of today, that is, the understanding of learning in case of need is a thing of the past. In the knowledge age, the minds of learners and students are accepted as sources that produce information rather than boxes, databases, storage areas filled with information (Gilbert, 2007). Digital age on the other hand, also defined as the information age, that points out to the period starting with the introduction of the personal computer in the 1970s. Consequently, the new technology was presented by supplying the opportunity to transfer information deliberately and instantly. Now, we still can realize the contribution of the digital age in many sectors as well as the support of the digital world in the education sector. Noticeably, game-based learning offers one of the most important technological development in terms of computer-aided, software-based training method and its contribution to individual or group education.

Game Based Learning

The concept of game-based learning has emerged with the use of digital games in education (Begg et al., 2005; Vasiliou & Economides, 2007). Digital games first came into our lives in the name of computer games, and later, with the invention of smartphones and tablets, they became easier to use with applications' software. The most useful feature of game-based learning is that it has expanded the possibilities of education and learning. Thanks to game-based learning, students were able to overcome their difficulties due to cost, time, safety and other reasons. When the goals and outcomes of the games were aligned with the education, they started to yield very useful results. Many studies in the literature show that the results of the game-based learning method are positive (Sandford et al., 2006; Squire, 2006; Huang et al., 2010; Kebritchi et al., 2010; Tao et al., 2009; Huizenga et al. Liao & Wang, 2011).

One of the game-based examples is called 'Beer game'. Utilizing this game, problems related to supply chain training are solved. The software of the game is structured to define different roles as; producer, wholesaler, retailer, and distributor. In addition to these roles within the game, there are more advanced definition roles. Generally, the tasks are based on planning and controlling. Through this game, students learn the processes they need to learn, the inputs and outputs of these processes, the related terms of making mistakes or gaining success through the game (Liao & Wang, 2011).

Another game-based learning method called simulation games that of this kind of games increases the mental development and perception abilities for girls and boys at school age, there are no differences in this regard. One of the most common games known as Sim City as the same region makes a difference since its strategy applications and it is preferred in geography classes in schools (Jayakanthan, 2002).

The application of digital games in schools has also started to be used in teaching management skills in the business environment. It is a motivational and individual way of learning as using social media accounts. Once a learner is fascinated by a game, then it will be easier to teach the business literacy concept without realization. Although the game types or names change, it is aimed to give students the ability to solve problems through a process such as in case studies that are targeted jointly and step by step. In line with this objective, students experience a real-life case study by learning keywords and applying decision-making steps through trial and error.

SOLUTIONS AND RECOMMENDATIONS

Business literacy is better to become a part of our lives, no matter age, position of work or education. Changing market conditions, competitive environment, product, price, and digital technology as individuals to be affected by the consequences of positive or negative pressure on us, in our daily life at least with individual efforts to learn to control finances. Looking at high school, university students and the surveys conducted in business life, financial management, which has a large scale impact from the small-scale financial losses to the sinking of an organization have now become an education that may be learned by many educational methods and tools. In this the study, additional innovative training for the proposed traditional methods and tools also increase the quality, permanence, and speed of education.

While training programs may be organized for short-term employees with traditional training methods, similar training processes of organizations will be a valuable resource for their employees. The most important point to be taken into consideration in the training to be carried out in organizations is the ability of the educator to transfer the information. If an expert is having trouble transferring information to a non-specialist employee, it would be beneficial to seek support from an external training consultant.

While the traditional training tools were used in the training provided by the trainers, the training, which included one-to-one the real-life case study was starting to be implemented. Also, innovative methods enable the visual and audio recordings to be used in the desired place and time in daily life thanks to today's digital technology. The use of these data sources to keep up with the speed of business life has begun to eliminate the aspects of financial literacy that make the students feel boring. Because the information now offers the right to elect the student by filtering the relevant subjects to be learned. Finally, the latest training method is computer-aided and game-based training. Thanks to this method, education may be given to students who do not want to receive training with the instructor and who may not concentrate on the lesson.

Within the scope of this study, it is aimed to explain why business literacy should be learned in line with the student's need and that this has become more motivating with new teaching methods and tools. As a the result, it is seen that the educational methods and tools, which are the return of the industrial age, may no longer keep up to date and that these methods may not provide equal learning opportunities in education. It should be noted that the students who are educated in masses have different abilities in terms of both mental perceptions, past lessons and learning motivation. For this reason, the individual

Table 1. Top ten international online courses in 2019

Online Courses	Subject
Harvard Business School	Financial Literacy
Academy Of York	Business Literacy
Business Literacy Institute	Business-Financial Literacy
Skilss Academy	Business Literacy
ed X	Financial Literacy
Alison	Financial Literacy
BDC	Financial Literacy
Udemy	Business-Financial Literacy
The Great Courses	Financial Literacy
I Forex	Financial Literacy

education offered by the information age, equality in education, instant learning of information, creation of information provide solutions compatible with business literature.

It enables reading and using visual training documents such as business literature income statements, balance sheet, cash flow, profit charts. These visual elements are educational materials that may be learned with students' mental perceptions, motivation and their ability to interpret what they read. In addition to the printed and visual educational materials, the case study is explained to the students, and real-life examples provide permanent information in the students' memories.

The most important development of the information age may be regarded as innovative developments in technology. Digital audiovisual training materials are fully knowledge age. In business literacy, technological and digital developments may be used in universities, training courses and workplaces enable individuals to receive immediate and on-site training. This method is identified with the criterion knowledge as-and-when-needed inden of knowledge age terms. Another factor is the use of educational tools that allow individuals to train themselves in line with their wishes and needs in the absence of educators. Knowledge is a process, not a material to be filled in the minds of individuals, so students must go beyond the industrial age to receive information without difficulty.

In addition, individual efforts now support the notion of as-and-when-needed technology tools, mobile phones and tablets, and software, applications and audiovisual training materials make it easier for students to get the current knowledge of business literacy. However, experts in the subject may publish videos that contain information within their area of expertise in a repository of video sharing, such as YouTube. In this way, knowledge is created knowledge as mentioned in the knowledge age. Visual training videos allow individuals to exchange information instantly with each other as it is easy to share.

In a learning area where visual information sharing and monitoring would not be appropriate, individuals may listen to the information instantly to podcasts that are auditory educational materials and store it in their desired storage areas. On table 1. Top ten international online courses and Table 2. Top ten business or financial literacy digital sources are listed according to Google search, Youtube view count and Spotify search areas. Business and financial literacy subjects intertwined, much more digital sources needed for the division of these disciplines.

Table 2. The top ten international digital sources in 2019

Digital Video Sources	Subject	Digital Audible Sources (Podcasts)	Subject
YouTube	Financial Literacy (Rober Kiyosaki)	Spotify	Financial Literacy (All About Financial Services)
	Financial Literacy (Brenda Green)		Financial Literacy (Break Your Budget)
	Financial Literacy (Dan Lok)		Financial Literacy (Living With Money)
	Business Literacy (Ambrose Business Solutions)		Financial Literacy (Dave Ramsey)
	Financial Literacy (Robin Helweg-Larsen)		Financial Literacy (The Making Cents)
	Business Literacy (Institute For Open Learning)		Business-Financial Literacy (Industry Focus)
	Business Literacy (Joe Knight)		Financial Literacy (The Ten Minute Teacher)
	Financial Literacy (Financial Education)		Financial Literacy (None Of Your Business)
	Business Literacy (Carlo Leone)		Financial Literacy (Sawyer's House)
	Financial Literacy (Risla)		Financial Literacy (The Money Jar)

FUTURE RESEARCH DIRECTIONS

The studies in the business literature may evaluate the views of the employees, the opinions of students and their behaviours while dealing with financial issues may also highlight the importance of business literacy. As a suggestion for a further study, short or long term training schemes especially for companies and case study lessons for students may be studied.

The organization with regard to its vision and mission may be more attached to its financial resources. Today, regardless of organizations' size, business literacy, financial literacy or educated both in these subjects are seeking by human resources. More, the selected applicants are expected to manage the company processes with financial information in line with the company's objectives. Also, business owners are aware of that the employees should know the processes of the organization and control them if they are in line with the organization's key performance criteria, then the same language is spoken within the company in terms of financial literacy. Generally speaking, since the organization's competitive advantage over other organizations also depends on its financial performance, an organization's evaluation of the situation before and after business literacy as a case study may be useful research in terms of measuring the contribution of financial literacy to the competitiveness of organizations. So, case studies, on the other hand, will present experimental results about the performance changes before and after business literacy education.

CONCLUSION

However business literacy is a broader term and includes financial literacy, in the digital age the digital sources are calling these two names together. Business literacy focuses on individuals and organizations that control economic freedom, subjects and terms to be learned from students studying for finance.

Individuals who belong to occupational groups are affected negatively by changing market conditions and different industries by their financial activities in the short or long term due to lack of information about business literacy or they cause the organizations to fail.

It is understood that literature shows the business literacy education makes a significant contribution to the performance of an organization's employees. Each organization has its financial management and accurate, successful reading and transfer of monthly and annual data ensures the continuous and successful progress of the company processes. From this point of view, it is important to understand the financial information about the department and all departmental staff and managers who are in contact with these departments and to speak the same language. The financial data confidentiality of the company, with whom these data may be shared, in short, information security is one of the important contributions of financial literacy education to the organization.

The importance of financial literacy for students and employees in individual terms should be explained and individuals who want to receive training in this subject should be motivated by training methods. For this purpose, innovative education methods presented with the traditional education methods examined in this study show the current level of financial literacy education. Thanks to the development of digital technology, mobile phones, video sites, and digital recordings available on television, individual education may help individuals' education, regardless of age. One of the new educational tools that are current and effective is game-based training. According to traditional methods, it allows educated individuals to focus on the subject being taught and to complete the process related to education without being bored. Thanks to this method, finance subjects that many students have difficulty understanding have become fun.

When financial literacy is considered as an education that should be learned in secondary education and higher education at an early age, and at least in business life for individuals at a later age, the number of individuals who may improve the current economy of the country will increase and financial losses will decrease. A developmental impact on individual education, company-wide education, and the overall country may be achieved through financial literacy.

In terms of age and interest scale, game-based training made a significant contribution to business literacy education. Because of this type of software, ease of use, visual design and software architecture that motivates and directs the user by attracting attention on the the feature has made it easier to learn difficult issues. Beginning from secondary education, learning can be facilitated by this kind of software even in universities and workplaces.

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KEY TERMS AND DEFINITIONS

Audiovisual: An educational material includes hearing and seeing activities.

Balance Sheet: A company's assets and debts are shown on this type of statement sheets.

Business Literacy: The ability to read and write about business, knowledge, and education for employees about the company's business to operate its financial goals.

Cash Flow: The sum of money that is invested and spent by firms to run the business.

Capital Budgeting: A budget that saved for a while to buy new assets in the future.

Competitive Advantage: A situation for a firm, being more successful than its competitors.

Competitive Environment: Refers to an an outer environment of a firm that is dynamic and competitive.

Credit Market: Business of money supply as credits.

Digital Age: An age that information is now in a digital form and computers are in use.

Financial Literacy: Understanding and writing the fundamental principles of finance and concerning business.

Income Statement: The information about profit or loss is shown on this type of firm statement sheets.

Industrial Age: Started from Industrial Revolution in the late 18th century, global industrialization spread during the period and continued to the information age through the late 20th century.

Market Conditions: Defines the conditions of the market including the number of competitors, competitiveness and market's growth during the situation for a firm that enters the market or introduces a new product.

One-Size-Fits-All Approach: The approach presents an education method or tool for everyone.

Podcast: A Voice recording that saved in a digital form and enables the listeners to listen to it anytime, anywhere. More, a podcast is downloadable and storable in personal digital data memory stores while internet service is available.

Profit Charts: A chart that presents an estimation of profitability in the future.

Chapter 7

Media Business Literacy in the Digital Age: Changing Industry Trends

Inci Tari

 <https://orcid.org/0000-0002-2553-1276>

Arel University, Turkey

ABSTRACT

The digital age is changing everything forever. Media is changing in many ways ranging from the way people screen it to the way it is operated as a business. Profitable mainstream media of yesterday is struggling to survive against disruptive innovation brought by new technologies and being challenged by giant technology companies such as Google and Facebook, which are forming a duopoly, especially in terms of digital advertising revenues. These conditions are forcing media managers to be more literate than ever. Although there is a definition for media literacy and business literacy, there is no definition for media business literacy yet. This study will try to make a definition of media business literacy, which should involve stakeholders, markets, products, customers, competitors, financial terminology, and financial statements. After this broad definition, the rest of the chapter will focus on the changing media industry structure providing an insight on some financial and numerical information that needs to be understood by everyone interested in media business.

INTRODUCTION

In the digital era we are living in, understanding and learning what is happening around us is becoming more critical each day. Although media literacy is a renowned concept, the concept of media business literacy may seem irrelevant at first glance. However, as The Organization for Economic Cooperation and Development (“OECD”) puts it, literacy is “having adequate skills for today’s demands”. Therefore, media business literacy might be considered as having the adequate skills to understand what is required for media business’ prospects and sustainability.

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Defined as the Fourth Estate by some experts, it is a visible fact that media is different from many industries with its power to shape public opinion. Many even argue that media should consider social welfare instead of being commercial. In some countries like Germany, United Kingdom and Italy public funding is an important source of revenue for television and radio stations. However, one must not forget that many media companies are commercial entities and in countries like United States they operate on competition basis. Thus, one must accept that media is a business which has sustainability concerns just as any other business. The sustainability concerns of the media business are even accelerated by the fact that media business is a transforming business as emphasized by Robert G. Picard who is one of the founding fathers of media economics discipline.

As dynamics of the media business have been changing more than ever in the past decade, some of the traditional media companies have succeeded to adapt while some have failed and even went bankrupt. Therefore, media business and specifically the financial aspects of the media business needs an in-depth understanding. The purpose of this study is to identify the bond between literacy, media and media business while creating an awareness on the monetary side of the media business. For this purpose, first the terms literacy, media literacy, media business will be defined trying to make a through definition for media business literacy; secondly the old industry norms will be compared to new industry norms; finally the topics to be followed up for being media business literate will be highlighted focusing on those that directly affect the bottom line of media companies.

BACKGROUND

Literacy and Literacy Types

When one searches for a definition for literacy, the simplest starting point is an acknowledged dictionary. Cambridge dictionary of English defines literacy in two ways. The first definition is quite easy to guess: “the ability to read and write” (www.dictionary.cambridge.org, n.d.). The second definition is also an expected one but summarizes the whole story: “knowledge of a particular subject, or a particular type of knowledge” (www.dictionary.cambridge.org, n.d.). The Oxford Dictionary offers two similar definitions on literacy as well. The first definition is the same as Cambridge’s definition and the second one has only a small difference being “competence or knowledge in a specified area”.

To expand the meaning of literacy further, a report prepared by OECD, “Literacy in the Information Age” defines literacy as “the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential”. According to the same report, there are three domains of literacy skills namely prose literacy, document literacy and quantitative literacy. Prose literacy involves making out a meaning of written material while document literacy refers to knowledge and skills required to spot and use the specific information in various documents such as maps, payroll forms, schedules. Quantitative literacy on the other hand involves incorporating arithmetic operations to printed materials such as calculating the interest rate from an information in an advertisement (OECD, 2000: X).

Table 1. Institutional descriptions of literacy and relevant projects measuring it

International Organization	Literacy Measurement Project	Literacy Definition
European Literacy Policy Network	European Declaration of the Right to Literacy	Literacy refers to the ability to read and write at a level whereby individuals can effectively understand and use written communication in all media (print or electronic), including digital literacy.
OECD	Survey of Adult Skills (PIAAC)	Literacy is understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential.
World Bank	Skills Towards Employability and Productivity (STEP)	Cognitive skills are defined as the "ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought"

Source: UNESCO, 2018.

The definition and scope of the term literacy is a much-debated subject and its meaning has evolved over time. According to United Nations Educational Scientific and Cultural Organization ("UNESCO"), the word "literacy" or "being literate" has been understood as being familiar with literature or more widely used as well-educated and learned until the end of 19th century. Beginning from late 19th century, literacy has been associated with abilities to read and write text as well as maintaining its broader definition as "being knowledgeable or educated in a particular field or fields". Starting from mid-twentieth century, academicians from various disciplines such as psychology, economics, linguistics, sociology, anthropology, philosophy and history have devoted time and effort to explain the term literacy and its connection to education and knowledge (UNESCO, 2006:148). UNESCO has defined the term literacy three times, first being in 1958, second in 1978 and finally in 2005. While the first two definitions simply defined literacy as the ability to read and write a simple sentence, the final definition has been much more inclusive. According to this broader definition literacy is "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with various contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society." (UNESCO, 2017: 14). Table 1 shows the institutional descriptions of literacy and relevant projects measuring it as follows:

The term literacy is frequently used in other domains. This use involves basic knowledge and competencies in these domains. Literacy in other domains might also be understood as the capacity to access, understand, analyze or evaluate these areas. Some of the literacies emphasized by UNESCO, outlined in its report named *Reading the Past, Writing the Future: Fifty Years of Promoting Literacy* are defined in Table 2. Table 2 shows, the literacy types highlighted by UNESCO: financial literacy, legal literacy, medical or health literacy, media literacy, information literacy and environmental literacy (UNESCO, 2017: 15).

Table 2. Literacy in different domains

Literacy Types	Definition
Financial Literacy	Financial knowledge, attitudes and behavior of adults
Legal Literacy	Understanding of legal process, legal rights or responsibilities, problems with legal nature
Medical or Health Literacy	How well a person obtains information about his/her health, assess medical needs and make good health decisions
Media Literacy	UNESCO defines media literacy as “access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet”.
Information Literacy	Assess information and use it to achieve all sorts of personal, social, occupational and educational goals.
Environmental Literacy	Understand how people, societies and nature relate to each other and preserve sustainability of the globe.

Source: UNESCO, 2017

All these literacy types have one or two things in common: having enough information and the ability to make informed decisions. Certainly, in this digital age we are living in, literacy cannot be limited to these areas. It can be adapted to almost any area, such as digital literacy, computer literacy, technology literacy, business literacy, workplace literacy, visual literacy and game literacy. The list can be extended further.

Media Literacy

Media literacy has evolved from United Kingdom (“UK”) in 1920’s with the participation of scholars from various disciplines. Australia, South Africa, Canada and United States were among the early contributors to the subject and soon after media literacy concept has gained interest in countries like Netherlands, Italy, Greece, Austria and Switzerland. In 1930’s media literacy has been thought of as an educational tool for protecting people who have been exposed to negative effects of media. However, this notion has changed in 1960’s. In 1960’s media literacy started to be thought of as part of popular culture instead of an enemy to fight against. In 1980’s the notion that “media’s power depended on adoption of images as true” was accepted. Thus, the focus of media literacy was shifted to consumption of images and representations (Taşkıran, 2007: 91-92).

According to Center for Media Literacy (“CML”), the most frequently cited definition of media literacy in United States is “the ability to access, analyze, evaluate and create media in a variety of forms” agreed upon in 1992 by the participants of the Aspen Media Literacy Leadership Institute. CML has also stated that definitions evolve over time and offers a more inclusive definition which is “Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.” (<https://www.medialit.org/media-literacy-definition-and-more>, n.d. para: 1-2)

According to Potter, who has numerous publications on media literacy, the meaning of media literacy differs from people to people and scholars, educators, citizen activists and general public all derive a different meaning from the term. It is a popular concept for everyone including parents who are concerned about their children's exposure to media. At the time Porter wrote the article "The State of Media Literacy" essay, a Google search on the term media literacy yielded 765,000 results in 2010 and today the same search results in 155 million results. Potter states that most of the literature on media literacy has been produced in the past three decades (Potter, 2010: 676-678).

Reviewing Potter's compilation of media literacy definitions from scholars and citizen action groups shows that there is no single agreed upon definition on the subject. The sample list prepared by Potter includes definitions from Adams and Hamm in 2001, Anderson in 1981, Barton and Hamilton in 1998, Hobbs in 2001, Aufderheide in 1993, Sholle and Denski in 1995, Siverblatt and Eliceiri in 1997. Among these, the definition of Aufderheide originally spoken out at The National Leadership Conference on Media Literacy is the definition also acknowledged by the CML and defines media literacy as "the ability to access, analyze, evaluate, and communicate messages in a variety of forms". Hobbs repeats the same definition as Aufderheide; Adams and Hamm define media literacy as "the ability to create personal meaning from the visual and verbal symbols we take in every day from television, advertising, film, and digital media. It is more than inviting students to simply decode information. They must be critical thinkers who can understand and produce in the media culture swirling around them" and Anderson states media literacy as the "skillful collection, interpretation, testing and application of information regardless of medium or presentation for some purposeful action (Potter, 2010: 676-678).

According to Potter, there are three questions faced by scholars working on media literacy.

- What is meant by media: a single medium such as television or computers or all forms of information sharing. Some scholars view media literacy only from print media perspective, others solely television, visual media, computers, multimedia, digital media or any other media. There is no correct answer for this and as Gunther Kress states it is impossible to isolate media literacy from social, technological and economic factors (Kress, 2003: 1). These factors have been causing media to converge and thus media literacy cannot be limited to one single medium anymore.
- What is meant by literacy: increasing skills or building knowledge, or both.
- What the purpose of media literacy should be: the most common answer to this question is improving the lives of people by giving them more control on how the media will affect them (Potter, 2010: 679-680).

In another distinctive work on media literacy, Renee Hobbs takes a broader view and makes a definition for "digital and media literacy" as "full range of cognitive, emotional and social competencies that includes the use of texts, tools and technologies; the skills of critical thinking and analysis; the practice of message composition and creativity; the ability to engage in reflection and ethical thinking; as well as active participation through teamwork and collaboration." Hobbs, defines the core competencies related to digital and media literacy as access, analyze & evaluate, create, reflect and act. These competencies involve reaching and using the right tool and information, comprehending, composing and generating content, being socially responsible and ethical in one's own life and showing a problem-solving attitude in family, workplace and community and being a part of local, regional, national and international level (Hobbs, 2010: 18-19).

Business Literacy

Business literacy is not a commonly defined subject as media literacy is. A Google search on the term takes the researchers to the site of Business Literacy Institute which defines business literacy as teaching employees how a business or company works. According to the Business Literacy Institute, numbers is the backbone of a business and success of a business is measured by profit, cash flow and ratios. Thus, business literacy means being able to understand the language of numbers. In addition to this, the Business Literacy Institute claims that business literacy involves teaching the employees the basic principles of an income statement; the difference between income statement and cash and key operational measures on which the employees can make a difference (Business Literacy Institute, 1998). In an article searching an answer for the question if business literacy can be a catalyst for economic and social change, Corus and Ozanne inquire the role of business literacy to solve poverty problems and state that business literacy skills needed vary from industry to industry and gives the example of textile weavers versus farmers (Corus & Ozanne, 2011: 186). The article also refers to Viswanathan, Gajendiran, and Venkatesan who highlight that business literacy must equip the learners with the necessary skills to survive and increase their self-reliance in a world which requires many capabilities (Corus & Ozanne, 2011: 185). In their book named "Enabling Consumer and Entrepreneurial Literacy in Subsistence Marketplaces" Viswanathan, Gajendiran, and Venkatesan in fact shed light on another aspect of business literacy. They intend to educate low-income, low-literate people in India through their research and designed a consumer and entrepreneurial education program. While consumer aspect of the study teaches how to be an informed buyer or seller in the marketplace, entrepreneurial side of the program has many common points with business literacy. Entrepreneurial literacy is taught on the third and fourth day of a five-day education program and three of the topics covered are very important for business literacy as well. First one of those three topics are prioritizing elements in business; second one of the topics is evaluating business opportunities and the third one is gathering information to make business decisions (Viswanathan, Gajendiran, Venkatesan, 2007: X-XV) Another study on Business Literacy and Development exploring small enterprises with low income in poor countries tries to determine if poor performance was due to lack of business literacy and offered a 48 free training on business skills. The free courses covered six main topics: understanding costs, setting optimal prices so as to maximize profitability, legal rights and obligations of small businesses, the general business organization and the choice of products to produce or to sell, marketing including knowing and responding to competition and finally how to be an effective salesperson (Calderon, Cunha, De Giorgi, 2013: 5-6). This study suggests that business literacy is linked to awareness on costs, prices, products, legal rights and obligations, competition and sales. Summarizing available studies and using common sense, one can define business literacy as understanding how a firm or industry operates. Understanding how a firm or industry involves stakeholders, markets, products, customers, competitors, financial terminology and financial statements. Reviewing business books suggests business literacy is about being knowledgeable on business trends, ownership, management and leadership, human resources, marketing and managing financial resources (Nickels, McHugh, McHugh, 2016: xxii)

DEFINING MEDIA BUSINESS AND MEDIA BUSINESS LITERACY

Media Business

Although the roots of first commercial activities can be traced back to prehistoric times, business is a very young academic discipline compared to disciplines such as philosophy and mathematics which have been studied for centuries. The earliest business school was founded in Paris in 1819 by economists and business leaders and named *Ecole Spéciale de Commerce et d'Industrie* (Lee & Jin, 2018: 19-22). The first business school in United States namely Wharton School at the University of Pennsylvania was founded even later, in 1881. According to Lee and Jin, Harvard Business Review authors view business as a profession and not an academic discipline (Lee & Jin, 2018: 19-22).

The business aspect of the media has been neglected up until 1980's just like the fate of business as an academic discipline. Furthermore, according to some views, media institutions should be somehow "non-commercial" entities due to their powerful positions in affecting the society. The media institutions are expected to be objective, ethical and are supposed to value the benefits of the society instead of chasing profits. However, there are two major perspectives for studying media business and this represents only one view namely public sphere model of media where success is defined by the degree of free circulation of ideas, opinions and views (Croteau, Hoynes, 2006: 15-16). Traditional media, especially television and radio stations have been originally founded and supported by governments in many countries, arguably based on the assumption that governments respect common good and ethical issues more than a commercial entity. According to Picard, an earlier study shows that there is a considerable degree of state ownership even for newspapers on a global scale, 60% being privately owned, 3% publicly traded, 4% employee owned and the rest which amounts to 33% belongs to governments (Picard, 2008: 24). On the contrary to the public sphere model, the market model of media assesses the media using business success which is measured mainly through profits (Croteau, Hoynes, 2006: 15-16). Looking from the perspective of market model, even non-profit entities and media owned by governments should care about the business aspects of a media corporation. Although making a profit is not a priority for such institutions, earning enough funds to finance and keep the system up and running as well as not wasting the public sources should be taken into consideration. The mission of making a profit is becoming increasingly challenging for media companies in today's digital world as giant non-media companies become competitors for media companies. Therefore being "literate" in media business becomes more critical each day.

The Old Normal for The Media Business

Newspapers and magazines were the first representatives of the media industry. All through the 19th century and during the first quarter of the 20th century, they had almost no competition. The first radio waves were discovered by James Maxwell in 1860's but it was not until 1920's that programmed and continuous radio programs were presented in United States and United Kingdom. The history of television programs can also be traced back to 1920's. The first black and white television programs were prepared in United States in 1920 and first test programs were broadcasted in 1923 by Jenkins from United States and in 1925 by Baird from United Kingdom. Although programmed broadcasts were first performed in 1939 in United States, it was not until 1960's that television became a popular medium (RTÜK, 2014: 7-14). Advertising revenues which are a vital source of income for many media companies today were

initially not as popular as they are today. London Gazette, which is claimed to be the first newspaper to publish advertisement refused to publish advertisements at first and accepted text-only advertisements later (Tari, 2018: 288). This situation changed quickly and with the advent of each new medium a new competitor for advertising dollars entered the scene. Newspapers continued their role as the primary advertising medium until 1996; leaving the stage to televisions in 1996. From 1996 to 2017, televisions sustained their position as the most preferred advertising medium for advertisers globally. From 2017 onwards, internet has become the top advertising platform in terms of advertising expenditure allocation. However, one must keep in mind that these are global figures and there are still differences from country to country.

In summary, two milestones for media industry in terms of advertising revenue allocation are 1996, where televisions surpass newspapers and 2017 where internet surpasses televisions as the most preferred advertising medium. However, there is another turning point especially for the print media and that is the global financial crisis of 2008, which in fact started in the last quarter of 2007. This crisis has marked the beginning of downfall for print media which was already being threatened by internet gradually until then. The rules of the revenue game changed more quickly after the crisis. One can name the period before the crisis as the “old normal” which a media literate person must already know. The “new normal” as offered by Albarran will be elaborated under the next topic and what is meant by the old normal for the media industry can be summarized as follows:

- Traditional media sectors such as newspapers, magazines and radios obtained solid advertising revenues and they did not have the fierce competition they have today from internet media giants like Google and Facebook yet. Please note that Google and Facebook almost form a duopoly in internet advertising nowadays according World Press Trends Report prepared by World Agency of Newspapers (“WAN”) (WAN-IFRA, 2017: 47).
- Traditional media sectors such as newspapers, magazines and radios were more profitable than they are today. According to Tari, six publicly quoted newspaper companies in United States had a net profit margin of 14.7% in 2004 in total; this margin dropped to negative levels during the financial crisis of 2008; increased a little after the crisis and in it is recorded as 4.2% in 2013 (Tari, 2015: 203). A similar picture is true for publicly quoted Italian newspapers which dropped from 5.9% to minus 13.6% from 2004 to 2013 (Tari, 2015: 329).
- Since traditional media sectors such as newspapers, magazines and radios were more profitable than they are today, they were able to expand their operations by acquiring other media companies and often consolidated many media activities under one roof. New York Times is a perfect example of this. In 2005, the company owned four media groups other than The New York Times Media Group, including New England Media Group, Regional Media Group, The About Media Group and Broadcast Media Group. The company sold all these other media groups by 2012 and in 2013 New York Times Media Group remained the sole media group owned (Tari, 2015: 214-221).

- Media business models were mainly based on advertising, content (e.g. circulation for newspapers), sponsorship and business to business payments (Picard, 2011: 34). Traditional media companies did not need to search for alternative revenue sources.
- Media companies offered the consumers what the media company or to be more accurate what the newspaper or magazine editor or television or radio programmers preferred to offer them, and they were able to reach a wide audience compared to fragmented audiences who can even produce their own content today.
- Using social media and having social media accounts was kind of a luxury for traditional media companies.
- Desktop internet was used, and mobile internet was newly picking up. Based on the truth that the first I-phone was sold in 2007, media companies did not need to produce mobile content yet.

The New Normal for The Media Business

Global economic crisis which began in the last quarter of 2007 and heightened in 2008 has marked the beginning of a new era for media companies which can be named as the “new normal”. According to Albarran, although it is not known whoever first used the term “new normal”, it is being used frequently for media and it means “change and evolution across levels and many areas of doing business” (Albarran, 2010: 178). In this era of “new normal”, traditional media companies and especially print media started losing advertising revenues to digital media and many print media companies faced sustainability problems. In United States 2008 was marked as a year of filing for bankruptcy for newspaper companies. Although TV companies also lost advertising dollars to digital media, the loss has not been as severe as print media. The following developments which can be classified as part of the “new normal” as offered by Albarran and given in more detail by the author of this chapter:

- Traditional media sectors such as newspapers, magazines and radios lose their share in advertising industry while televisions compete with internet for advertising revenues (Albarran, 2010: 178). Globally internet advertising has surpassed television advertising in 2017 (Tari, 2018: 290). Google and Facebook have formed a duopoly in internet advertising obtaining 64% of all internet revenues in 2016 and 99% of every new internet ad spend (WAN-IFRA, 2017: 47).
- Due to loss in advertising revenues for newspapers, radios, magazines and local television profitability fell resulting in tight cost controls and lower brand image and perceived quality (Albarran, 2010: 178).
- With the loss of advertising revenues, there is a need for alternative source for revenues based more on subscription and/or pay per use models. Some newspapers such as Guardian even call for donations for the sustainability of quality journalism. However, it must be noted that although there is a search for alternative revenue sources, advertising and content sales still dominate the revenues of traditional media companies. In addition to this, although there is a great effort to increase digital revenues, newspapers’ digital revenues are still around 10% in total while print revenues still make up around 90% as of 2016 (ed. Duman, 2018: 137). Alternative revenue models for newspapers are suggested as selling paid content, organizing conferences and events, cross media ownership, crowdfunding, bitcoin and similar payments and philanthropy by Saka (Saka, 2017: 5). However, these alternatives seem far from providing significant revenues given that even digital revenues are not enough to compensate the loss in print revenues.

- Contrary to the consolidation and expansion inclination of the old normal, deconsolidation and concentrating on the core business and trying to be profitable as in the case of New York Times example, is the new trend. New York Times which once had five media groups owns only one media group today and concentrated on its valuable brand instead of diversifying its efforts. The company specifically concentrated on digital content sales and today it is accepted as one of the most successful digital news brands.
- In the new normal, all media companies should have a strong presence in social media in order to boost their traffic and obtain awareness of consumers (Albarran, 2010: 178). Solely social media companies such as Facebook, Twitter, LinkedIn are born, and they obtain considerable advertising revenues challenging traditional media companies more than ever.
- Improved internet speed and mobile connections coupled with the rise of smart phones enabled people to reach media through mobile tools forcing media companies to produce mobile specific content video being one of the key drivers.
- In the old normal, the use of mobile internet and media was negligible due to slow internet connections and more primitive mobile phones. In the new normal, smaller media companies especially the ones from traditional sectors will be forced out of business and the remaining ones will be in relatively better position.
- Contrary to the days when consumers viewed or read solely what were offered to them by editors, they choose what they want to view from a wide variety of choices today and with the advent of new media platforms they can even produce their own content. In addition, it is harder to reach a wide audience, as audiences become more and more fragmented.

Media Business Literacy

Based on the information obtained from literature review on media literacy, media literacy can be defined as the ability to access, analyze, evaluate and communicate information obtained from all sorts of media taking into consideration Kress' point that "the screen has replaced the book as the dominant medium of communication. According to Albarran, the media is in a state of transformation where traditional media is migrating and adapting to new digital platforms, business models are being redefined, and new media companies are emerging. The external forces that affect and deepen this transformation can be defined as economic conditions, technology, globalization, regulation, social aspects, access to capital and labor (Albarran, 2010: 60).

Business literacy can be defined as understanding all the necessary elements of operating a business such as business trends, ownership, management and leadership, human resources, marketing and managing financial resources. The most common external forces shaping the business of media are economic conditions, technology, globalization, regulation, social aspects, access to capital and labor.

Combining the definitions of media literacy, business literacy and media business, one might define media business literacy as follows: "Media business literacy is the ability to access, analyze, evaluate and communicate business trends, ownership structure, management and leadership styles, human resources requirements, marketing strategies and financial resources of media industry under the pressure of economic conditions, new technologies, changing social structure and regulations, limited access to capital for traditional media and the need for more skillful labor able to handle multitasking."

Understanding the factors affecting the media industry is a crucial part of media business literacy. Reports and news on these factors should be carefully watched in order to extend one's literacy in media business. Although there are many forces to be aware of for a full media business literacy, this study will focus more on the financial aspects of the subject. Therefore, the remaining part of the study will focus on the related parts of the following topics:

- Globalization
- Economic conditions
- Market conditions
 - Capital availability
 - Audience and consumer demand
 - Advertiser demand
 - Competition

Globalization

Globalization is a very broad concept and it has many aspects in different contexts. However, according to Albarran there is some consensus on its definition. One of the agreed upon definitions states that when a country decides to globalize, it engages in commerce and trade with other countries, importing scarce resources and exporting abundant ones. Another meaning attributed to globalization by Albarran is global system of military alliances (Albarran, 2010: 99-100). For the purposes of this study, only the globalization in the media industry will be considered.

Globalization in the media industry means expanding behind national borders. Starting from 1970's and continuing until recently, media companies have become larger and larger turning into global conglomerates due to new mediums created by advancing technology, growth and expansion strategies, abundant financial resources obtained especially through capital markets (Picard, 2011: 200). As growth opportunities die out in one country, media companies have looked for globalization opportunities.

According to Picard there are four ways of globalization. One of the easiest and most common ones is through direct exports. The perfect example for this is the film and television industry. US film industry has achieved globalization through export of Hollywood films while television industry by exporting television programs (Picard, 2011: 229). Second method of globalization in the media industry takes place by product licensing and rights purchases. Magazine, books and music industries utilize this type of globalization frequently. *Cosmopolitan*, *Economist*, *Forbes* published in many countries and many languages are examples of this type of globalization. Format licensing is another example of this type of globalization. Game shows such as "Who wants to be a millionaire?" is a good example of globalization through format licensing. Third method of globalization is through joint ventures while the fourth method is by foreign direct investment. In forming joint ventures, the originating company initiates globalization by finding national partner in the targeted country. This type of globalization is used by magazine publishing and television programming industries (Ricard, 2011: 230). In Turkey, Doğan Burda Magazine Publishing Company is a good example of an international joint venture where two parties hold equal ownership shares. Germany based Hubert Burda Media Group and Doğan Media Group have formed the joint venture in 1998. Globalization through direct foreign investment occurs when a media company buys or incorporates a media company in another country and when a company founds premises in other countries like Disney.

As media companies take advantage of going global, national markets which have been the target of globalization suffers if they cannot respond effectively or adapt to this new kind of competition. The media companies which were once able to dominate their national markets have been shaken by the competition that comes from global giants. Today media companies must certainly take globalization into account while building their strategies and carefully follow up legislation about foreign investment. In recent years, internet and mobile devices have enabled some companies to reach almost every country in the world without even being physically present in that country. Therefore, media literacy involves being aware of these developments as well.

Economic Conditions

According to Albarran, economic conditions represent the state of the economy in which the markets are operating at any given time and typically there are three possibilities for an economy namely recession, expansion and stability (Albarran, 2010: 60). The economic condition of countries, regions or continents may differ greatly from each other and there are various indicators such as Gross Domestic Product (“GDP”) size and growth rates, inflation and unemployment levels, exchange rates and many others determining the economic condition of a country. Of these factors, GDP growth rate is specifically important because it gives a clue on the general market growth rate prospects as well as the growth opportunities for the media industry. The economic conditions in which a media company operates is important because advertising revenue which is usually one of the most vital resources for a media company is closely correlated to the condition of the economy (Albarran, 2010: 62-63). The media industry may be operating in an expanding economy where everything is favorable or a recessive economy where sustainability becomes harder each day. Other than these, the economy might be in a period of stability where there is little room for growth while there is no sustainability threat.

The world has suffered from global economic crises from time to time and Britannica names five of them as the worst. First of these crises is The Credit Crisis which originated from United Kingdom and spread to the rest of the continent in 1772. The second and maybe the worst crisis of the 20th century is named as the Great Depression started in 1929 and lasted until 1939. The stock market fell by more than 60% leaving many people without jobs in US as well as other countries. It is even shown as an important cause of World War II. The OPEC Oil Price Shock of 1973, The Asian Crisis of 1997 and the Financial Crisis of 2007-2008 are important milestones in world economic conditions. The most recent one, 2007-2008 Financial Crisis has affected many countries and many financial institutions went bankrupt in US. Many media companies were hurt heavily by this crisis, some going bankrupt and some losing their asset value by more than half.

In order to be media business literate, one must be aware of the global, regional and national economic conditions. GDP growth estimates by international organizations such as United Nations (“UN”), World Bank, International Monetary Fund (“IMF”) should be carefully watched. To give an example, World Economic Situation and Prospects 2019 report estimates global growth rate to be 3% for 2019 and 2020. However, the report highlights there are also downside risks for many parts of the world (www.un.org, 2019).

Another important indicator which is important to watch for is the share of media business in global economy. According to a study prepared by Tari, all media revenues made up around 2.28% of global GDP, 3.04% of G7 countries' GDP and 1.39% of Turkey's GDP in 2013 based on International Monetary Fund ("IMF) information on GDP and Global Entertainment and Media Report prepared annually by PricewaterhouseCoopers. This share of media industry in the global, economic block and country level has shown a decreasing trend in the decade from 2004 to 2013 (Tari, 2015: 171).

Market Conditions

Economic forces are another important factor affecting the media industry. Picard defines four categories of economic forces for media companies and managers: market forces, cost forces, regulatory forces and barriers to entry and mobility. He defines market forces as external forces present in the marketplace while describing cost forces as internal pressures of firms based upon their operating expenses (Picard, 2011: 72). While Picard defines regulatory forces and barriers to entry and mobility as economic forces affecting media, it is debatable to consider these two forces as directly economic.

Market forces named by Picard are capital availability and costs, audience and consumer demand, advertiser demand, competition, substitutability, economies and diseconomies of scale, economies and diseconomies of scope, fixed and variable costs. In order to avoid too much details, selected market forces which are deemed to be relatively represent a more macro point of view will be elaborated further in the scope of this study. The selected ones are as follows:

- Capital availability
- Audience and consumer demand
- Advertiser demand
- Competition

Capital Availability

Money or capital is a vital resource for every business and media business is not exempt from this. In order to set up a business, there is certainly a need for funds. These funds may be provided from internal sources such as the owners' personal wealth or external sources such banks, financial institutions, angel investors or even suppliers. In either case, the company should be producing its own funds and accumulating enough cash to grow and invest in new fields after the initial phase. The owner using his or her funds in the media business should be obtaining more profits than using the funds in an alternative area. Similarly, external investors should be obtaining reasonable profits from the business as well.

Media is an industry which requires creativity and capital resources are specifically important to fund this creativity. Production of movies, TV shows, albums would be put off if the media industry did not have the enough resources (Albarran, 2010: 65). Media firms which were initially privately owned by families and governments in the last century, started going public in the 1960's in United States. As media companies were more profitable in the past, going public has been a good way of obtaining financial sources. However, being publicly quoted has increased the profitability and dividend distribution pressures on media companies. As profitability pressures increased, traditional media companies lost profitability losing advertising market share to new media companies. As the 2008 global economic crisis pushed traditional media companies into financial difficulties, finance companies entered the scene

as investors, and they tried to redesign the business putting pressure on costs. An analysis of venture capital as an alternative source of funds for media companies reveal new media companies attract cash while there are little opportunities for traditional media companies.

Another important point to watch for is the allocation of external capital versus internal capital balance as 2008 global financial crisis proved that especially the print media companies with heavy debts went through difficult times as their revenues declined severely. Top newspaper companies of United States lost an important portion of their revenues and assets both due to financial crisis and the loss of advertising revenues to internet starting from 2006. Gannett, McClatchy, E.W. Scripps and Lee all lost significant amount of revenues and assets between 2006-2009 period while the bank loans were waiting to be repaid (Tari, 2015: 202-251).

Audience and Consumer Demand

The readers and viewers of the past were presented a media content prepared by the tastes of journalists or programmers of the past. They had little choice and it was easy for the media companies to reach larger audiences. However, media consumers of today have all types of digitally delivered content choices designed specifically for their tastes. The audience can no longer be considered as a mass, unified community. Instead, it is a combination of various demographic and ethnic backgrounds with different lifestyles. In addition to this diversity, media consumers are not just consumers but producers of content nowadays (Albarran, 2010:64).

Following up reports showing the change in audience and consumer demands is a good start for being literate in media business. There are many surveys showing consumer preferences. One of the useful sources is Zenith's report named Media Consumption Forecasts published annually since 2015, covering over 70 countries. According to the fifth edition of the report published in 2019, viewers have spent an average of 167 minutes daily watching TV down from 171 minutes in 2015. Time allocated to newspapers have fallen from 17 minutes to 11 minutes while the time allocated to magazines from 8 minutes for the same period. Although television has continued to be the biggest medium in terms of the time allocated by viewers, time spent using mobile internet has continued to increase consistently from 2015 to 2019. Mobile internet consumption has even challenged the desktop internet consumption which fell from 47 minutes to 40 minutes on the daily average from 2015 to 2019. However, it must be noted that during the same period the audience interest in radio and cinema has not been negatively affected by the development in mobile internet, increasing from 53 to 55 minutes and 1.8 to 3.0 minutes a day on average respectively from 2015 to 2019. The report has estimated an average of 8% increase in mobile internet consumption from 2018 to 2021 and expects mobile internet consumption to account for 31% of global media consumption in 2021 (<http://www.socialsamosa.com/2019/06/zenith-media-consumption-forecasts-2019/>). All this information in the report has one important message and that is: "mobile internet has been getting more and more preferred by the audience and this will not be changing for the close future".

Zenith Media Consumption Report is not the only report highlighting the development of mobile internet consumption. According to the Wearesocial's latest Digital Report published in early 2019, the world population is estimated to be 7.676 Billion and 67% of this amount which corresponds to 5.112 Billion are unique mobile phone users while internet penetration worldwide is 57% with 4.388 Billion are internet users. Total number of active mobile internet users are 3.968 Billion and this means a mobile internet penetration of 52% globally. The global average internet usage is estimated to be 6 hours and 42 minutes and global average internet usage through mobile phones is estimated to be 3 hours 14 minutes by Wearesocial report. According to the report, the maximum time spent with internet is 10 hours 2 minutes in Philippines and minimum 3 hours 45 minutes in Japan; the maximum time spent with mobile internet is in Thailand by 5 hours 13 minutes, while minimum time spent is 1 hour 25 minutes in France. Although these estimations are quite different from Zenith's, one must keep in mind the scope and methodology differences may account for the difference. Another highlight from the report is that mobile accounts for 48% of total internet time in 2019, up from 26% in 2014 (www.wearesocial, 2019). This information confirms the increasing role of mobile internet in audiences' lives.

In addition to the increasing role of mobile internet consumption in audiences' and consumers' lives, the allocation of time spent on internet to different activities is an information which must be followed for media business literacy. According to Wearesocial 2019 report, the activities performed by internet users on a global basis are as follows:

- 92% of internet users watch videos online,
- 58% stream tv content,
- 30% play games,
- 23% watch live streams of others playing games, and
- 16% watch e-sport tournaments (Wearesocial, 2019).

One more highlight from the report which must be followed up in terms of audience and consumer demand is the social media preferences. According to Wearesocial 2019 report, Facebook is by far the most used social media platform with 2.2 Billion active users, followed by YouTube which has 1.9 Billion active users, and WhatsApp with 1.5 Billion active users. A study performed by Standley on web sites of 112 news sources in US based on their print and digital circulations, has shown that Facebook and Twitter are the most frequently social media tools by news sources and no other form of social media comes close to the usage of these platforms. When newspapers and television utilization of social media are compared, they show a similar behavior. Two thirds of television stations use Twitter to tweet about breaking news while only about half of the newspapers use it for the same purpose. Facebook is also used to promote news stories. Traditional news media are obviously utilizing social media for news delivery and not fully utilizing social aspects of social media as a two-way communication with their audiences (Standley, 2013: 143). In future, there is room for development as to use social media more effectively by news organizations.

Table 3. Advertising revenues of top ten countries

US\$ Million	2016	2017	2018	2019F*	2020F*
USA	204,751	210,103	217,150	223,595	231,538
China	84,844	90,223	97,229	104,050	110,699
Japan	57,216	58,151	58,239	58,615	60,033
UK	24,919	26,382	28,109	29,835	31,962
Germany	18,327	18,712	18,908	19,010	19,111
Brazil	14,857	15,382	16,481	17,077	18,141
France	12,853	13,196	13,675	14,097	14,453
Australia	11,246	11,508	11,938	12,225	12,545
S. Korea	9,396	9,608	9,849	10,088	10,317
Canada	8,696	9,175	9,517	10,013	10,523

Source: Compiled from Global Ad Spend Forecasts, Dentsu Aegis Network, February 2019 by the Author *Forecasted by Dentsu

Advertiser Demand

One of the key revenue sources for the media is advertising. Therefore, the trends in advertising choices of advertising customers have a considerable effect on the future of the media industry. Digitization and growth of the internet has clearly shaped the faith of the sector. The rise of the technology giants we meet as search engines, aggregators and social networking sites have left the original content producers with less attention from the audience and thus decreased advertising revenues (Doyle, 2013:141). Thus, one must not forget that, nowadays, in the globalized media environment, the closest competitor of a national newspaper or tv station might be Google or Facebook.

Since advertising is a crucial source of revenue for media companies and media companies need revenues to be commercially viable, the trends in advertiser demand must be carefully screened by every stakeholder of the media industry. According to a study named *The Past, Today and The Future of Advertising Economics*, global newspaper industry obtains around 40% of its revenues from advertising and this percentage is decreasing consistently, implying that newspapers should find other sources of revenue. Magazine industry obtains around 50%, TV industry obtains around 40%, radio obtains around 75%. This share has shown a steady performance for these three media sectors presenting a relatively better picture than newspapers. Cinema industry obtains most of its revenues from ticket sales and the least dependent medium on advertising whereas out-of-home medium is the most dependent one (Tari, 2018: 284-301).

Advertising industry is managed by a few international advertising intermediaries namely WPP Group based in London, Omnicom Group and Interpublic Group based in New York, Publicis Groupe based in Paris, and Dentsu based in Tokyo. According to Dentsu the size of advertising industry will reach US\$624,530 Million by the end of 2019. Table 3 shows top ten countries with largest advertising markets providing information from 2016 to 2020. 2016-2018 figures represent actual figures while 2019 and 2020 numbers are estimated by Dentsu. The world's largest advertising markets are USA, China, Japan, UK, Germany, Brazil, France, Australia, South Korea and Canada according Dentsu. The largest advertising market is USA making up almost 36% of the global market. USA is clearly the pioneer in advertising industry with more than double the size of its closest competitor namely China. China

Table 4. Digital % Share of Advertising Expenditure in Top Ten Advertising Markets

US\$ Million	2016	2017	2018	2019F*	2020F*
USA	27.8	30.9	34.0	37.0	39.8
China	49.4	55.6	59.8	62.9	65.0
Japan	27.9	31.3	34.9	38.2	41.2
UK	54.0	58.3	61.3	64.0	66.3
Germany	32.1	34.4	37.1	39.3	41.4
Brazil	7.9	9.5	10.7	11.9	12.6
France	33.8	36.9	39.3	41.3	42.6
Australia	46.7	48.8	50.5	52.1	53.8
S. Korea	32.9	36.5	38.3	40.3	42.2
Canada	43.6	45.1	48.6	50.2	51.8

Source: Compiled from Global Ad Spend Forecasts, Dentsu Aegis Network, February 2019 by the Author *Forecasted by Dentsu

Table 5. Global share of advertising revenues by media type

(%)	2016	2017	2018	2019F	2020F
Digital	31,6	35,3	38,5	41,4	43,8
TV	38,3	36,7	35,4	34,1	33,1
Newspaper	10,5	9,2	8,0	7,1	6,3
Magazine	6,3	5,7	5,1	4,5	4,1
Radio	6,4	6,3	6,2	6,0	5,8
Out of Home	6,3	6,2	6,3	6,3	6,2
Cinema	0,6	0,6	0,6	0,6	0,6

Source: Compiled from Global Ad Spend Forecasts, Dentsu Aegis Network, February 2019 by the Author *Forecasted by Dentsu

which is the holder of the second largest advertising market is expected to grow more than all other top ten countries cumulatively from 2016 to 2020. Japan which holds the third place, has one of the slowest growing advertising markets in the group together with Germany. USA, China and Japan hold 61.8% while top ten countries hold 79.8% of the global advertising market. China, UK and Brazil are expected to grow more than other countries in 2020 in the top ten countries in the global advertising market.

Although there are differences from country to country, advertiser demand has been steadily flowing towards internet. Newspapers which were once the top preference of advertisers have been constantly losing share for the last few decades, first to televisions and then to internet. Magazines have shown a similar trend to newspapers. Televisions and radios have also lost advertising revenues to internet while cinemas and out of home advertising media has mainly sustained their advertising share for the last couple of years. 2018, can be marked as the year when digital advertising became the most preferred medium for advertisers on a global basis. Table 4 provides useful information on percent share of digital in advertising expenditure for top ten advertising markets. United Kingdom is one of the countries with

Table 6. Revenue, Profit, Profit Margin Comparison of NY Times, Google, Facebook (2014-2018)

	NY Times			Google			Facebook		
	Revenue Mn. \$	Profit Mn. \$	Profit Margin (%)	Revenue Mn. \$	Profit Mn. \$	Profit Margin (%)	Revenue Mn. \$	Profit Mn. \$	Profit Margin (%)
2014	1,588.5	33.3	2.1	66,001	14,136	21.4	12,466	2,940	23.6
2015	1,579.2	63.2	4.0	74,989	15,826	21.1	17,928	3,688	20.6
2016	1,555.3	29.1	1.9	90,272	19,478	21.6	27,638	10,217	37.0
2017	1,675.6	4.3	0.3	110,855	12,662	11.4	40,653	15,934	39.2
2018	1,748.6	125.7	7.2	136,819	30,736	22.5	55,838	22,112	39.6

Source: Compiled by the author from annual reports of New York Times, Alphabet, and Facebook

highest digital ad spending share. In United Kingdom 64% of advertising spending is estimated to be on digital in 2019. China has a similar position with 62% of advertising spending on digital while Canada has 50.2% and Australia has 52.1%. Of the top ten advertising markets, the digital share of advertising spending is lowest in Brazil with 11.9% share in 2019. United States, South Korea, Germany and France are relatively slower in transition to preferring digital media because they have strong television advertising markets. Although they are not among the top ten advertising markets Sweden, Norway and Denmark are among the early adopters of internet as an advertising platform and in which digital advertising revenues' share are more than 50% than the total advertising spending in the country.

Table 5 shows global share of advertising revenues by media type. illustrates the change in each medium's share from the global advertising industry. As it can be observed from the table, according to Dentsu, digital media consumption of advertisers has nearly caught up televisions in 2017 and surpassed them in 2018 globally. In 2018, digital share of global advertising market has been 38.5%, while television share is 35.4% and newspaper share is 8.0%. The decrease of advertising market share of televisions and newspapers are expected to continue in near future and digital's share is expected to exceed 40% in near future.

Competition

Competition is a natural part of almost every business unless there is monopoly. Competition exists even in duopoly or oligopoly situations where there are two or a few competitors. Initially the competition in media markets has been between different mediums for audience attention or advertising revenue opportunities. Nowadays, the competition is not solely between mediums but between media firms' products and services. Although the perception of competition in media business is high, the competition in media business is lower when compared to industries like fast food or cleaning goods. This perception of high competition is due to disappearing boundaries between mediums coupled with globalization inflamed by advanced technology in the past two decades. Hürriyet Newspaper in Turkey which was once the clear leader of classified ads market in Turkey was first challenged by classified ad web sites like sahibinden.com and then global giants like Google. Thus, one can say that the increased number of competitors coming from other industries like communication and technology have destructed the relatively stable competitive environment of the media industry.

As it is mentioned earlier in the chapter, as the profitability of legacy media has mainly decreased in the past decade, the profitability internet giants like Google and Facebook have increased. Digitally successful media companies with traditional roots are not exempt from this development as well. 2017 World Press Trends Report prepared by WAN, names New York Times, The Times, Süddeutsche Zeitung, Aftenposten, Le Figaro, El Mundo, Financial Times, Wall Street Journal, FAZ, Les Echo's, The Economist, Boston Globe, Schwäbische Zeitung, Amedia and Sud Ouest as digital subscription success stories. Of these newspapers, New York Times is publicly quoted and its financial statements are available to public. When one compares the net profit margin of New York Times to Google and Facebook, the picture gives a clue on what's happening in the competitive environment.

Table 6 shows the revenue, net profit and net profit information for New York Times, Google and Facebook from 2014 to 2018. New York Times which is deemed to be successful in digital arena has increased its revenues by 10% in the past five years which is a marginal increase when compared to Google and Facebook. Google has increased its revenues by 107.3% while Facebook has shown a better performance by 347.9% increase in revenues in the past five years. Revenue is not a sufficient factor all by itself. Analyzing the net profit margins of the three companies puts forth the fact that while Google and Facebook enjoy profit margins over 20% and 39% respectively, New York Times' net profit margin varies between 0.3% and 7.2%.

Analyzing the competitors' revenues, profitability and operations is a crucial move for media business literacy. For the purpose of this chapter, a small analysis of traditional media versus digital media companies has been performed using New York Times, Google and Facebook as examples. In the real-life case, one should be aware of close and far competitors in the media business.

SOLUTIONS AND RECOMMENDATIONS

Media business is a vast area and it is almost impossible to know everything. However, being aware of forces affecting the media business and being aware of the developments in these forces can be a good point in being media business literate. The forces which affect the media business are globalization, economic conditions, social structure, technology and innovation, regulation and labor. Although these forces are the primary forces, one can identify many more. Since financial resources are vital for founding and growing a business, this chapter has focused on the forces that have direct effect on the profit and loss statements of media companies. Below, the forces affecting the bottom line of a media business and recommendations on literacy about these are provided:

- Globalization has both positive and negative aspects. While media companies going global enjoy the benefits of increased revenues and profitability, in countries which are media importers domestic media companies may suffer if they are unable to adapt. Internet and social media have enabled globalization even without being physically present in a country or location. Therefore, those who are analyzing or managing media companies must certainly take globalization into account.

- Economic conditions are crucial to assess for every industry, but it is specifically important for media industry. Advertising consumption which is very important for most media companies are directly correlated to economic conditions. Advertising consumption swells in expanding economies whereas it decreases sharply in economies where there is a recession. Thus, global, regional, national and even local economic conditions are important to watch for media industry.
- Market conditions can be identified as the size of the market, number of existing competitors and the degree of competition between them, phase of business cycle in which the market is located namely expansion, peak, recession, through or recovery. The only common source of revenue for every medium in the media industry is advertising revenues. Therefore, if the size of the media industry is accepted as equal to global advertising consumption, then the size of the industry can be considered as 624,5 Billion US Dollars in 2019. 2019-2023 PwC Global Entertainment and Media Report taking other sources of revenues such as subscription revenues of televisions, circulation revenues of newspapers and box-office sales of cinemas into consideration estimates the size of the media industry as 2.2 Trillion US Dollars (. The competition comes more from digital giants like Google and Facebook in the recent years which not only threatens individual companies but challenges the whole traditional media mediums such as televisions, newspapers, magazines and radios. Looking at the phases of the business cycle different mediums are different stages: one can say that digital media is continuing expansion, while television is at peak and ready to fall and newspapers are in a recession stage.
 - Capital availability is therefore more abundant for digital media companies while it is scarcer for traditional media.
 - Audience and consumer demand are growing for digital media through specifically mobile devices.
 - Advertiser demand is going where the audience and consumer demand is going.
 - Competition is not as high as in other industries but has more destructive effects on traditional media.

The reports and trends revealing the globalization, economic and market conditions explained above must be carefully watched and one must be proactive in designing strategies because being reactive might be too late for the sustainability of the company or medium as a whole as in the case of newspapers.

FUTURE RESEARCH DIRECTIONS

As explained in earlier sections of the chapter media business is a vast area. To cover all related topics and create awareness on each of them might be the subject of a whole book. Therefore, this chapter has focused on only the monetary ones. However, literacy and media business have lot in common and future research might focus on these commonalities. Four of the most important areas for research might be as follows:

Media Business Literacy in the Digital Age

- Technology literacy in media business
- Regulations literacy in media business
- Social and demographic literacy in media business
- Ownership literacy in media business

In addition to these suggested directions even the topics covered in this chapter might be studied one by one in more detail.

CONCLUSION

Of the many definitions of literacy, OECD definition of “the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential” is the most inclusive definition for the author of this chapter. It is also obvious that media literacy must be something much more beyond protecting oneself from the negative effects of all sorts of media. “Access, analyze, evaluate, and communicate” emphasis is a key to the media literacy definitions. Drawing from this information, media business literacy can be summarized as accessing, analyzing, evaluating and communicating trends in media business. The industry reports on advertising, consumer behavior, internet, mobile internet and social media usage are crucial for sustainability in media business. Revenue models and profitability must be redesigned by traditional media companies in response to the success of digital media companies.

The following trends should be carefully watched by media scholars and managers and possible strategies should be developed to be able to call oneself media business literate:

- Advertising industry is being increasingly dominated by digital media companies causing a loss of important source of revenue for traditional media companies. For some countries digital advertising makes up more than 50% of that country’s national advertising industry, while there is some time left for other countries.
- Profitability of traditional media companies are decreasing, whereas the profitability of technology companies like Google and Facebook as revealed in Table 6, are increasing with the revenues it obtains from digital advertising market. Traditional media companies should find ways to increase their digital revenues or in case this proves to be impossible they should find alternative sources of income. Some traditional companies are already doing this, but the efforts should be increased.
- Although different reports reveal slightly different results due to their scope, they have one thing in common: Consumers prefer internet and mobile media more and more each day spending more time every year. Social media is also very popular among young consumers. These developments should be watched carefully by traditional media and they must be more visible in these platforms. Legacy media should do more than sharing their top stories on platforms like Twitter and Facebook to build a better connection with their audiences.
- There is obviously a need for alternative revenue sources, but the existing choices do not provide the desired results. Therefore, improving digital circulation and subscription revenues first could be a good idea.

Of course, Media Business Literacy issues are not limited to the above findings. However, the above developments are crucial business trends to be watched for. Studies on media business reveal that smaller media companies will be forced out of business and the remaining ones will be in relatively better position. This is observed to be true for Turkish newspapers. Many small newspapers are first ending their print editions and soon after their online editions disappear as well. On the other hand, larger ones still exist, at least for the moment and they must be media business literate in order not to share the faith of the smaller ones.

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KEY TERMS AND DEFINITIONS

Advertising Industry: Industry composed of different mediums and different companies earning advertising income and agencies enabling the placing of advertisements in these mediums and their components through creative and administrative support.

Audience and Consumer Demand: The preferences of the readers, listeners, viewers in terms of media type and devices.

Digital Media: Use of digital technologies in the media business including digital born companies as well as digital activities of traditional media.

Media Business: The industry and market formed by companies operating in and across different mediums, main ones being but not limited to internet, television, newspapers, magazines, radio, cinema, and outdoor.

Media Business Literacy: The ability to access, analyze, evaluate and communicate business trends, ownership structure, management and leadership styles, human resources requirements, marketing strategies and financial resources of media industry under the pressure of economic conditions, new technologies, changing social structure and regulations, limited access to capital for traditional media and the need for more skillful labor able to handle multitasking.

Chapter 8

Digital Transformation: The Reflection of the Mind to Digitality – Information Literacy, Digital Information, Strategy

Neslihan Yilmaz

Istanbul Medipol University, Turkey

ABSTRACT

This chapter is a research on the effects of the concept of information literacy on the economic, social, economic, and digital epochs. When examining the information, the authors also examined the facts. In defining information, it was discussed within the framework of a national statement. While focusing on how information changes technology, the effects of knowledge on society are also examined. The authors socialized the information by showing the correlations between the types of information and society and units. By socializing, they have used the concept of renewing the process, re-using the process, to provide systematic coordination. The authors saw that the problem of knowledge and the solution phases emerged. In fact, information literacy has a characteristic that affects and supports other types of literacy. In other words, it is possible for an individual to develop other literacy skills with the help of information literacy skills.

INTRODUCTION

This chapter is a research on the effects of the concept of information literacy on the economic, social, economic and digital epochs. When examining the information, we also examined the facts that we have created. In defining information, it was discussed within the framework of a national statement. While focusing on how information changes technology, the effects of knowledge on society are also examined. We socialized the information by showing the correlations between the types of information and the society and units. By socializing, we have used the concept of renewing the process, re-using the process, to provide a systematic coordination. When we were so interested in knowledge, we saw that the problem of knowledge and the solution phases emerged.

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In fact, information literacy has a characteristic that affects and supports other types of literacy. In other words, it is possible for an individual to develop other literacy skills with the help of information literacy skills. And the developer has already begun!

In addition to information literacy, Internet addiction is another concept that has emerged with the development and dissemination of the Internet and has started to affect the masses.

In this digital, internet and coding era, the security of information has emerged with the access of people to transparent information, economic growth, easy access to information and faster access to information.

When we manage the information, we are now trying to access, manage and encode digital information.

INFORMATION AND KNOWLEDGE

The Concept of Information and Information Society

People and societies need information at every stage of life. Information is a way of perception and interpretation of people and societies, especially its environment.

Although knowledge has been dealt with in philosophy under the name of gnoseology since ancient times, it has found its importance in the 18th century's Enlightenment philosophy. According to contemporary information theory, information is a mental phenomenon obtained by means of act between subjects and objects. As seen in this definition, there are three main elements of knowledge. Subject, objects and acts. The subject is the knower, in other words, it's the human.

The object is the one that is known, in other words, the substance.

The act is the link between these two.

The source of knowledge is the question of what the concepts that generally use information are based on. Do these concepts come from objects, or are they an intrinsic product of the mind, or a statement like a revelation?

There are three major movements in the history of thought about the source of concepts.

1. Realism
2. Nominalism
3. Conceptualism (AYDIN, Mustafa.2004)

The history of humanity, the primitive age representing the levels of civilization, can be subjected to a distinction between the agricultural age, the industrial age and the information age. It is the social and economic qualities and conditions that make the ages unique. Social and economic structures are shaped by environmental and cultural elements. Fast-growing technology, increasingly competitive competition, transnational and interactive culture that transcends regional and national traditions are amongst the major environmental and cultural elements that shape the information age. (Öğüt, 2003: 5-6)

In primitive societies composed of tribal communities, the information conveyed and communicated by signs gave rise to ancient civilizations by being written in different forms at later stages. Literacy increased with the discovery of the printing house and the Renaissance spread throughout Europe.

When we look at the history of civilization, we see periods in which societies change themselves completely and come into a brand new and unexpected form. The first phase, which leaves the most important trace of human history from these periods, is the transition to the agricultural society that connects people to their land and a settled life. (Çoban, 1997, 5)

In the age of enlightenment, developments in the field of science were also reflected in the industrial sector, and new energy resources, new machines and new methods have led to the realization of the industrial revolution. With the emergence of communication tools, modern life was initiated and a new era was reached with the development of computer and communication technologies. (Aydın, 1997, 27)

Since the 1950s, some social scientists and academics have observed a radical change in the social structure of advanced industrialized countries, especially in terms of economics. This form of society differs in many respects by industrial society (Köroğlu, 2004, 5).

When a comparison is made between the industrial society and the information society, the following points can be observed: (Crawford, 1991), (Masuda, 1990)

- While the steam engine represents the essence of the development in industrial society, in the information society it will be represented by computer technology.
- While the substitution of physical labor and material production are at the forefront in industrial society, there will be an increase in the power of knowledge and substitution of mental labor in the information society.
- In industrial society, while markets are expanding with new discoveries and colonies acquired, innovative knowledge in the information society will be a potential information society. While the leading industries in the industrial society are machinery, chemistry and construction, the key industries in the information society will be the ones that are knowledge-based.
- While the division of labor, production and consumption are separated from each other and individualism has come to the forefront in industrial society, sharing (synergic economy) will be enabled in the production and use of information in the information society.
- While physical satisfaction is provided with physical values in the industrial society, the realization of goals and the satisfaction of the need for success will be ensured in the information society.
- While the essence of industrial society is individual liberation, individualism, human rights, it will be the self-discipline, social sharing and the common living of nature in the information society.

The information age, which began in the 1980s, deeply affects our social and economic life through the introduction of information technologies in every aspect of life. The adventure of knowledge continues through new philosophies from philosophical debates, documents that constitute economic and social value, and increasingly technology applications! In the new age, future predictions, especially in the social sciences, are the subject of a heated debate. One of the areas where these discussions are intense is information services. (Külcü, 2018,10)

Information Theory and Information Management Relationship

Knowledge continues to be the fundamental dynamic of life, from Plato's theory on ideas to the adoption of intellectual capital in modern institutions.

Information services form the basis of knowledge theory. In the 70s, the scope of library and information services was limited to organizing information sources from different environments according to pre-determined techniques and practices. Over time, the scope of information and document management services has started to be defined in a much broader context by including information and document works within the framework of corporate and social expectations, communication and verification processes, information gathering and usage environments, information security and long-term protection conditions. (Külcü, 2018.24)

Information management is systematic coordination in order to re-use the human, technology, process and organizational structure in an organization. This coordination is fed with the best practices and the situation learned in addition to producing and sharing information. Managers say that the greatest values are information that their employees have.

Information management should provide the opportunity to explain the intellectual values and then use the remaining material in production, storage and easy handling in the future. Abstract rights must flow from one individual to the other and return to the institution. The aim of information management should be knowledge-raising to provide an advantage to the organization.

Information management provides the following topics.

1. Facilitating the transition of the thought element if successful employees retire,
2. Reducing common memory loss,
3. Determining critical sources and Information areas,
4. Reducing the potential records of the use of methods by individuals, groups and institutions.

Information management companies produce strategies and processes for recognizing, documenting, and effecting information for competitive purposes (American Productivity and Quality Center, APQC).

Information management is a collaborative and holistic approach to the formation, acquisition, organization, transportation and use of intellectual values of an enterprise (Grey).

And in its multidisciplinary structure:

1. Anthropology,
2. Sociology,
3. Corporate science,
4. Cognitive science,
5. Language and computational language,
6. Training and skills,
7. Storytelling and communication efforts,
8. Participatory work with a computer, internet portal and other web technologies,
9. Information technologies, knowledge-based systems, document systems, data-based technologies,
10. Information and library science,
11. Technical report writing and journalism (Yazıcıoğlu, Borat, Kılıç, 2014, 11).

Information management statement became popular in the late 1980s. Wells, in 1938, expressed his opinion as to the world's brain. The world's brain can represent a universal organization, clarification of knowledge and ideas. But Wells said the www (world wide web) is utopian (Yazıcıoğlu, Borat, Kılıç, 2014, 15). Particularly in the 1990s, the concept of memory institutions (including galleries, archives, research centers, libraries and museums) and the debates on the sociological effects of this concept have intensified. Although it is thought by experts that it is early for the use of the concept of memory institutions, the use of common systems on the definition, storage, access and long-term protection of resources in digital media is becoming increasingly common and this situation provides the basis for the development of common conceptual approaches and it is considered important to consider the diversity of services and the diversity of programs in program development in spite of the increasing research on the reconstruction of archives, libraries and museums information services under one roof.

Sociology of Information and Philosophy of Information: Epistemology

The sociology of knowledge is a sociological science, a subunit of it. In general, the subject is "information in the context of society". In other words, sociology of information is a science that deals with an area of knowledge-society. Sociology of information is the subject of Information Society. Unlike philosophy and similar approaches, knowledge sociology tries to intersect the types and types of knowledge among society and its units, to show their relations and to determine the rules of mutual transitions.

Information sociology uses epistemology in information problems and sociology in social analysis. Again, in mutual correlations, it is based on cybernetics and logistics in symbol expressions of information. Sociology of knowledge is perhaps more complex than any other sociological unit, and, as it has received from many sciences, it can give out something to many Sciences.

Although knowledge began with individual human intelligence, one of the first determinations that it later gained a social dimension and emerged from mere individuality belongs to an 18th-century thinker, Condorcet (1743-?). He also saw all human developments as an information development in accordance with an enlightened approach.

According to the Italian social scientist Wilfredo Pareto (1848-1923), who is one of the thinkers who contributed to the sociology of knowledge in his constituent dimension, social phenomena cannot be explained in simple cause-effect relationships. Because they arise at the point of balancing internal and external elements. According to Pareto, there are two separate thought / information systems that correspond to these two layers of a society.

1. Unreasonable thoughts and behaviors,
2. Rational thoughts and behaviors.

Here logic refers to individual rationality.

According to Max Weber, the German thinker who has explanations in different fields of sociology and who especially focuses on economics, politics and religious institutions, human relations have two irreducible forms of thought.

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1. Rational thinking,
2. Irrational thinking.

The method followed by Sociology of Knowledge is the general social science methodology. This means that the Sociology of Knowledge benefiting from the probable cause of causation is trying to explain the relations between society and knowledge by using it as a hypothetical-deductive method. In order to produce a healthy result, the deduction which is usually used with induction is a method which allows the extraction of specific propositions from the basic propositions.

However, this method is important in the principle of causality. The principle of causality is a proposition that indicates the significance between facts. The main features of causality can be expressed as follows:

1. Causality is functional. According to this, the components that make up a whole have tasks both alone and as a whole.
2. Causes of causality. The same variables give different results according to time and conditions (Aydın, 2004, 41).

The discipline based on the problem of knowledge is also the philosophy of epistemology. It is known that it emerged in the New Age and its founder John Locke. Epistemological research examines the phenomenon of knowledge and knowledge by utilizing the fields of rationalism, sensibility, intuitionism, experimentation, which argue about the source of knowledge. It consists of the merger of “episteme” which means information and “logos” which means science.

In general, epistemology focuses on the following questions.

1. Is the source of our knowledge or is it based on our senses and perceptions?
2. If the correct information is relevant to the object, do we have the eligibility criteria?
3. Is information only based on experimentation, is there any information beyond experimentation?
4. Are the sensations and impressions reflecting the objects as they are or just the impressions from the objects?
5. Do our sensations and perceptions add subjective elements in the perception of objects?
6. If knowledge is a product of our own rather than a reflection of the objects in us, is there a way for objects to exist? If so, is his / her own knowledge of objects limited only by its reflection?

It is mentioned that epistemological approaches can be used as a research method in library and information services. Also; epistemological approaches are emphasized to achieve remarkable results in determining the change in the role of libraries with the development of the industrial revolution. For example, two important roles of the popularization of public libraries in the UK are emphasized. The first one is the publication of an ever-growing number of produced information, the second being the rapid industrialization of sociocultural and indirect economic gains by providing the technical knowledge to be disseminated as far as possible.

The struggles of various disciplines and information professionals for free access to all resources and right to equal use, the transformation of knowledge into an increasingly popular commodity and its perception as intellectual capital, on the other hand, the fact that the publicly produced information is still the property of the public, the growing importance of information for enterprise control, efficiency, speed and efficiency, are all within the scope of social epistemology and information document management researches.

INFORMATION LITERACY

Information Literacy Concept, Models, and Standards

The concept of information literacy was first used by Paul Zurkowski, the President of the Information Industry Association in 1974, in a report on the National Commission on Libraries and Information Science (NCLIS). In this report, Zurkowski informs on information literacy and says: "Those who know how to use information sources in their business are information literate. They have learned the techniques and skills of using a variety of information tools as well as primary sources to solve the problems they encounter. Zurkowski suggested the following: "Almost all of the US population is literate. However, very few of them, perhaps one sixth, can be described as information literate. NCLIS should therefore lead to the preparation of a national program for individuals to become literate." (Behrens 1994; Bruce 1997; Doyle 1994; Seamans 2001: 11; Spitzer, Eisenberg and Lowe 1998).

In the following years, the concept of information literacy is frequently encountered in studies that require a restructuring of education especially due to changing conditions. Because, according to Wilson (2001: 3), information literacy is the basis for lifelong learning. Lifelong learning is a common concept for all disciplines, educational environments and educational levels.

The most comprehensive definition of information literacy was made in 1989 by the American Library Association (ALA) Presidential Committee's information literacy conclusion report. According to the report; people have to be knowledge literate, to be effective in the information age - individually or as a country. To become information literate, the person must know that he/she needs information and should obtain, evaluate and use this information effectively. They are people who are ready for life-long learning because they can always find the information needed to perform any task or make any decision. (American ... 1989).

In a study by Doyle in 1992, information literacy was considered for the first time quite comprehensively. According to Doyle (1994: 2-3), an information literate person:

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1. Is aware that accurate and sufficient information is the basis for decision making.
2. Recognizes the need for information.
3. Formulates questions based on information needs.
4. Identifies the potential sources of information.
5. Develops a successful search strategy.
6. Accesses information resources by using a computer and other technologies.
7. Evaluates the information.
8. Organizes the information for use in the application.
9. Combines new knowledge within the existing knowledge structure.
10. Uses knowledge in critical thinking and problem solving (Polat & Odabaş, 2008).

Information Literacy Models

The stages of solving the problem of knowledge have always been the basic element of information literacy definitions. However, the definitions that should be short and concise due to their nature were insufficient to reflect in detail the steps to be taken in solving the information problems, as a result of which information literacy models were developed.

It is seen that information problem solving stages are discussed in different numbers but under similar headings in different sources. It is possible to summarize these stages as follows (Spitzer, Eisenberg and Lowe, 1998, p. 155; Iannuzzi, Mangrum II and Strichart, 1999, pp. 193-196):

1. **Identifying the need for Information:** The first step is to recognize the need for information and to define this need.
2. **Searching for Information:** A search strategy is created. Keywords, topics and potential sources of information are identified.
3. **Finding Information:** The information is searched and obtained using various information access tools. The fact that the information is found in the source also takes place at this stage.
4. **Use of Information:** Information obtained from different sources is reviewed, evaluated and combined. The reliability and timeliness of the information are decided; opinions and facts are separated; deficiencies are detected; the information is classified; cause and effect relationship is established; if necessary, the information problem is redefined; new knowledge is combined with existing knowledge; the information is re-expressed and arranged in a different way.
5. **Information Transmission:** Information is transmitted to others in various ways. A transmission format suitable for the purpose and target audience is selected. Necessary references are made to the sources used during the transmission of the information.
6. **Evaluation:** Information problem-solving stages and the emerging product are evaluated. The contribution of the product to the solution of the problem of knowledge and the decision of the steps taken in order to reach the result are determined. Lessons are taken from the evaluation for the future.

While a large part of the models is composed only of information problem-solving stages, a very limited number of models include some additional elements to these stages. Kuhlthau, Big6, Irving, Dialogue, McKenzie and Sauce are examples of the first group.

To give a few examples;

Kuhlthau (1995, p. 5), especially in a series of studies on the students search for information and began in the eighties, examined how the subjects solved their knowledge problems, followed the steps they followed, and as a result developed a seven-step information search model. In this model, the initial stage is uncertainty, but the subject has not been decided. In the selection stage, the subject is decided in general terms. At the stage of research and investigation, general information is obtained. At the formulating stage, the subject is narrowed, the uncertainty gradually disappears. During the collection stage, information is collected on the subject that has been narrowed. Presentation is made at the presentation stage. Evaluation is the stage in which the process and product are evaluated.

Irving's (1985) information literacy model consists of nine stages. These stages are: analysis of the need for information, determination of the relevant resources, finding the resources, the selection of resources, the use of resources, the recording of information, the interpretation, analysis, synthesis and evaluation of the information, the shaping, presentation and transmission of information and evaluation. Although there are few, there are also models with elements other than information problem solving stages. Among these are the Seven Column (Seven Pillars) models (Society of College, National & University Libraries, 1999, p.) and Elements of Information Literacy (Information Literacy Elements) model prepared by Information Institute of Australia and New Zealand (Australian and New Zealand Institute for Information Literacy – ANZIIL) (Bundy, 2004).

The Seven Column Model was prepared by SCONUL's Information Literacy Committee for higher education and published in 1999. Information problem-solving stages in the model called the knowledge skills in seven steps (information need to notice, the information needs to select the appropriate resources, strategies to find information, finding and obtaining information, comparing and evaluating the information from different sources, editing, using and communicating information, synthesizing information, contributing to existing knowledge and knowledge production), are discussed.

The Factors of Information Literacy of ANZIIL are quite different from other models. This model includes generic skills, knowledge skills, values and beliefs (Bundy, 2004, p.7).

When information literacy models are examined, it is seen that all models consist of information problem solving, information search, finding, using, presenting and evaluating information problem (Kurbanoğlu, p. 2010).

Information Literacy Standards

Information literacy has been developed in order to identify an individual in detail and help to create a theoretical framework in this regard. These standards are based on information literacy definitions and models. Standards are developed for different levels such as higher education, primary and secondary education. The most important features are that they can be adapted to the conditions and environment.

The first standards in the field of information literacy are those developed in the United States for primary/secondary education (AASL and AECT, 1998a) and the other for higher education (ACRL, 2000). American standards have been adopted by other countries in a short time. In 2006, international knowledge literacy standards were developed at IFLA (Lau, 2006, pp. 16-18).

AASL and AECT (1998a) primary / secondary education standards; Basic information literacy standards, independent learning standards and social responsibility standards are grouped under three groups. There are 3 standards in each group, 9 in total, and performance indicators are handled at three different levels from simple to complex.

Higher education literacy standards developed by ACRL (2000) consist of 5 basic standards and multiple performance indicators and learning outcomes of these indicators.

ANZIIL information literacy standards are based on ACRL higher education standards. According to these principles, information literate individual learns independently, personally satisfies using information wisely, decides and uses information individually or as part of a group in order to make decisions and seek solutions to personal, professional and social problems, contributes to society and carries out social responsibilities for lifelong learning (Bundy, 2004).

In addition to these, high-level thinking skills such as problem-solving, decision making, analysis and synthesis, critical thinking are included in the related knowledge skills (Kurbanoğlu, S. 2010).

Information Literacy and Other Related Literacy Concepts

The word “literacy”, which is defined as status of being literate (Turkish Language Association, 2010), is now used as an adjective at the end of different words and is used outside the meaning of functional literacy. Computer literacy, environmental literacy, economics literacy, graphic literacy, art literacy, legal literacy, library literacy, digital literacy, political literacy, technology literacy, consumer literacy, media literacy, critical literacy, civic literacy, web literacy are just a few examples.

Information literacy distinguishes itself from other literacy concepts with some features. Information literacy has the characteristics of influencing and supporting all other types of literacy. In other words, it is possible for an individual to develop other literacy skills (increase competency levels) with the help of information literacy skills.

Visual Literacy: Visual literacy is the ability to understand and use visual elements such as photography, painting and graphics. It includes the skills of thinking, learning and self-expression of the individual by visual elements (Braden and Hortin, 1982, p. 41). Visual literacy is an essential skill for the understanding and use of visual information (tables, graphics, paintings, maps, figures, symbols) and is the precondition for not only information literacy but also web literacy.

Computer Literacy: Computer literacy is the ability to use computers and computer software effectively (Horton, 2008, p. 5). Computer use refers to basic operations such as switching on-off, copying to a disk, printing an output and the use of computer software refers to the general use of simple software, such as word processors, spreadsheet software and databases. (Bawden, 2001, 225; Spitzer, Eisenberg and Lowe, 1998, p. 27; Horton, 2008, pp. 5-6).

Network Literacy: It is seen that it is used as synonymous with concepts such as “Internet literacy” and “Web literacy”. It includes the skills required to find information, access information and use information in the network environment (Bawden, 2001, p. 230).

Media Literacy: The concept of media literacy is generally defined in two different ways. Horton (2008, p. 7) relates this difference of approach to two different meanings of the word “media” and “media” (plural of medium). The first approach to media literacy is to obtain information from the media (television, radio, newspapers, magazines and the Internet) and to be able to critically evaluate the information obtained (Bawden, 2001, p. 225); In the second approach, it is defined as the ability to understand and use all kinds of media and format (text, graphics, photographs, tables, newspapers, magazines, magazines, radio, television broadcast, CD-ROM, DVD) in which information is created, stored and transmitted (Horton, 2008, p.7).

Library Literacy: Library literacy means the ability to use the library, in other words, to develop information search strategies, to find information and to evaluate information sources. In other words, it is accepted as the pioneer of the concept of information literacy (Bawden, 2001, pp. 222-223). (Serap Kurbanoglu, 2010)

Library and Next Generation Cataloging

The parties to be involved in information literacy education may vary according to the institutions. The tasks of librarians can be listed as follows (Rader, 1998; ACRL, 1997; Kurbanoglu, 2001, p. 16; Oberman, 2002, p. 1):

1. Adapting to changing technology, environment and communities,
2. Helping students improve their knowledge skills and to learn, to make studies to increase their interest in reading,
3. Monitoring user requirements to create a collection to support lifelong learning,
4. Accessing information in all formats,
5. To be able to provide information from outside the library collection in cooperation with other libraries and information centers.

The contribution of librarians to information literacy practices can be in different forms and levels. These can be listed as consultation librarianship, consultancy in researches, individualized education, electronic or written help, traditional or laboratory training and the like. (ACRL, 1997). (Saatcioğlu, Özmen, Özer, 2003).

New Generation Cataloging: Using QR Code in Libraries

Encodings meet the demand, where the use of the Internet becomes widespread and the user’s search for information changes, and the user wants to be given short access to the information. QR codes allow for large amounts of data to be stored at a small size and enable viewing without any systematic problems in library automation. New user-centered library catalog systems will be created with QR codes. QR codes will facilitate access to the information source and resource sharing. Mobile technologies are the devices that are used by society in today’s information and internet age, providing information access to the information services of the people without any time and space restriction.

Since the introduction of mobile devices, the programs developed and produced for libraries have been made compatible with these devices and made available to the user. The oldest application, known as the implementation of mobile devices in libraries, is a “text message” service to remind users of the return date. OPAC (Online Public Access Catalog) service is the most common service offered by libraries (Odabaş, 2009, p. 53).

The Quick Response Code, called the QR Code, was developed in 1994 by Toyota subsidiary Denso Wave in Japan (FeiXu, 2014, p. 345).

Why QR Code

Traditional barcodes have a maximum storage capacity of approximately 20 digits, while the QR Code is capable of carrying several hundred times more information. The QR code has the ability to process all kinds of data, such as symbols, numerical and alphabetic characters, Kanji, Kana, Hiragana. Up to 7089 characters can be encoded as an icon (DensoWave, 2012).

The QR code carries both horizontal and vertical information. The QR code can take up to one-tenth of the same amount of data in a conventional barcode. (DensoWave, 2012).

The QR code can encode Japanese Kanji characters as a symbology developed in Japan. (DensoWave, 2012).

The QR code is capable of error correction. (DensoWave, 2012).

The QR Code has a 360-degrees (directional) high-speed reading capacity (DensoWave, 2012).

The QR code can be divided into multiple information fields. A data symbol can be divided up to 16 symbols (DensoWave, 2012).

QR codes can be used in;

1. Organizing library tours,
2. The reader advisory service,
3. Advertising and marketing,
4. Library education.

The new world structure brings competition together. The Internet can also be considered as a global market. The desired product can be easily obtained from any country. As a result of globalization, this situation has changed the shopping habits of people. Therefore, a source of information requested for an individual with the Internet can be easily accessed through millions of vendors or providers.

A QR code can be generated by installing a suitable device to the operating system through various applications. The most popular QR code readers are given below;

1. For IOS; i-nigma, TapReader, QR Scanner, QR Reader
2. For Android; QR Droid, Scanlife, RedLaser
3. For BlackBerry; BeeTagg, NeoReader, i-nigma

The QR Code Software We Use Also Provides Below Features;

1. Copying of scanned content to the clipboard (to copy it to another document later),
2. Sending content by e-mail or via SMS,
3. The ability to save content to favorites list (Bitri, Keseroglu, 2018, 114).

DIGITAL AGE

Knowledge in the Digital Age

In information and document management studies, it is mentioned that there is not much attention to the fact of knowledge until the second half of the century. In the 1950s, information professionals were defined as the information, the object of mutual communication. Researches on the social aspect of knowledge and the need for information in the society have started to intensify. With the reference of information rather than source (Wellish, 1972, ss, 471-72), the scope of information and document management was expanded by expanding the scope of work. In the 1990s, Long has identified information as a collection of data that can be recorded and communicated on paper or on any medium. (Long, 1991, p.494). For example, in a structured package of information books, the information professional can only be a mediator. However, unstructured, need to create, communicate, use the data set is much wider in the data set. (for example, corporate information and document management systems, electronic information services, geographic information systems, e-government, open data applications, data management systems etc.). The information is a set of data that can be generated, provided, classified, communicated, accessed and accessed in different forms. Their qualifications are summarized below:

1. Information as a message: Meaning and operation required.
2. Information as a transaction: provision or production, storage, storage, organization, classification, dissemination and access of information.
3. Information as a document: Analyzer, supportive, descriptive data collection (Külcü, 2018, 173).

Although digitalization may seem to be a new phenomenon of memory institutions, the first efforts to make materials available in digital format are in the 1970s, when institutions began to use electronic catalogs and computer systems. In the 1980s, digitalization of publications such as books and articles in the printed format began to become widespread; however, the digitalization studies carried out in this period were limited to narrow-scale and small-scale (institutional) practices. (Terras, 2011, p.4). The invention of the World Wide Web in the 1990s has created new possibilities for the publication of digital information.

As digitizing applications all over the world, it said that Turkey also started to develop since the 2000s.

In Turkey, there are 28 libraries collecting cultural heritage products such as writings in their collection and doing digitalization studies to protect these products for future generations. It is located in the system, which consists of 166,210 works in these libraries and 208,562 works in the National Library archive (Turkish manuscripts, 2016). (Öztemiz, 2017, 23).

Reliable Knowledge Management and Digitization of Information

Reliable Knowledge Management: Social Ghettos, Knowledge Brokers

Accurate information for information professionals; integrity, validity, reliability and authenticity. However, confidence in information sources can be pushed to a second plan and uncertainty is uncertain by the climate where it is or who defends the truth (Depres, 2016). According to data from the Pew Research Center, which conducts research on publishing and media, an average of 62% of adults provide news from social media sources (Gottfried and Shearer, 2016). This raises the question of what the meaning and value of the truth for people is.

On the other hand, we know that the news that people read on social media is filtered. Stories in these areas strengthen the beliefs of the members and bring their friends closer. In addition, the stories here are primarily selected based on the profits of companies such as Facebook and based on various algorithms (Greenwood, Perrin and Dugan, 2016). Only in the United States, 79% of the total population is regularly used by Facebook, everything that is appreciated and shared is the profile, preferences, tendencies, political thoughts and vision of the world. At this point, the expectations of Facebook and people contradict each other. Social media has had to accept our world, even in the face of events that have led to serious debates about its accuracy.

A similar horror table is formed within the framework of personal data concept. These fears have been triggered by the rapid increase in the interest of private organizations in collecting and evaluating personal data and collecting personal data in a wider area, especially after the 9/11 incident in the United States. In a climate where the state and organizations are turning to security policies against rising violence, it is extremely difficult to maintain the balance between strategic and intelligence gathering, access to information, and personal data privacy (Hoback, 2013).

Nowadays, with the opportunities provided by technology, the amount of data collected or stored secretly and stored increases rapidly and the related systems become increasingly complex (Orlikowski, 2007). In these circumstances, the creation of policies for printed and digital archives and data warehouses with first-hand sources of evidence and defining the duties and responsibilities of the 21st-century information and document management experts become extremely important. No one, like Peter Steiner's caricature, may be aware that you are a dog on the Internet (Steiner, 1993). However, those who see this situation as unacceptable are directed towards block hacktivism if movements, which are defined as internet activism to protect the truth (Thompson, 2013), but they use scattered information processing technologies such as encryption or block-chain (Underwood, 2016). Are these technologies really reliable? At the same time, where do the production, management and protection of documents, documents, and politicians stand as a manifestation of accountability?

Third-party archiving applications are growing as avalanche with sensational information rather than original documents in the communications and media industry. For example, The Internet Archive has published an archive of 700 files of speech, conversation and/or discussion by Donald Trump during the US presidential election. Although the Internet Archive aims to create a historical record of the web environment, the resulting product is a more speculative archive than secondary sources, rather than the actual archive of first-hand sources of evidence (Leetaru, 2017).

In this context, where the truth stands, who is the version of the historical events will be superior, in this environment the role of documents and archives as a source of curiosity is what is the subject (Külcü, 2018, 194).

Table 1. No. 108 in EU legislation convention for the protection of individuals in regard to automatic processing of personal data

Governmental	Contract No. 108		Applicable Law	Applicable Legislation	Data Protection Laws
	Signature Date	Approval Date			
Albania	2004	2004	Yes	Yes	Data Protection Commission
Austria	1981	1988	Yes	Yes	Data Protection Commission
Belgium	1982	1993	Yes	Yes	Data Protection Commission
Bosnia and Herzegovina	2004		Yes	Yes	Data Protection Commission
Bulgaria	1998	2002	Yes	Yes	Personal Data Protection Commission
Croatia	2003	2005	Yes	Yes	Personal Data Protection Commission
Ssouthern cyprus	1986	2002	Yes	Yes	Personal Data Protection Commission
Germany	1981	1985	Yes	Yes	Federal Data Protection Commission
Britain	1997	1997		Yes	Federal Data Protection Commission
Greece	1983	1995		Yes	Personal Data Protection Commission
Italy	1983	1997		Yes	Personal Data Protection Commission
Russia	2001		Yes		Personal Data Protection Commission
Azerbaijan			Yes	Yes	
Armenia			Yes		
Montenegro	2005	2005			
Turkey	1981		Yes		
United States of America				Yes	
Japan				Yes	
Mexican			Yes	Yes	
Israel			Yes	Yes	

Figure 1. No. 108 in EU legislation convention for the protection of individuals in regard to automatic processing of personal data



Digitization of Information

In parallel with the digitization of the world and everything becoming over IP, this change is also experienced in our country so rapidly. This digitalization and the Internet not only changed our communication methods but also created a new way of working and life. Extension of information and communication systems; with the faster, quality and efficient operation of the transactions, the standard of living of citizens has increased. However, the fact that the information technology infrastructure is so widespread and even dependent on this structure may leave people, institutions, organizations and countries exposed to significant risks when the security of these systems cannot be ensured. Because the complexity of the software area and the ability of the attackers to reach the vast resources as an attacking tool facilitate the exploitation of system errors and openings. Especially the gaps and uncertainties in the laws, non-deterrent penalties, easy and cheap processing of cybercrimes and the difficulty of detecting criminals lead the criminals to this area.

Figure 2. No. 108 in EU legislation convention for the protection of individuals in regard to automatic processing of personal data

2	ETS 108 – Kişisel Verilerinin Otomatik İşleme Tabi Tutulması Karşısında Kişilerin Korunması 28.1.1981

Giriş

İşbu Sözleşmeyi imzalayan Avrupa Konseyi Üyesi Devletler,

Avrupa Konseyinin amacının özellikle hukukun üstünlüğüne ve insan hakları ile temel özgürlüklere saygılı olarak, üyeleri arasında daha yakın bir birliğin gerçekleştirilmesi olduğuna inanarak;

Otomatik işleme tabi olan kişisel verilerin sınırlar ötesi akışının yoğunluk kazanması karşısında, temel hak ve özgürlüklere ilişkin güvencelerin, özellikle de özel yaşama saygı hakkının genişletilmesinin arzu edilebilir olduğunu değerlendirerek;

Aynı zamanda sınırları dışkate alınmaksızın haber alma özgürlüğüne ilişkin yükümlülüklerini de teyit ederek;

Temel değerler olan özel yaşama saygı ile haklar arasında serbest bilgi akışı birbiriyle uzlaşırma gerekliliğini kabul ederek;

Aşağıdaki hususlarda anlaşmışlardır:

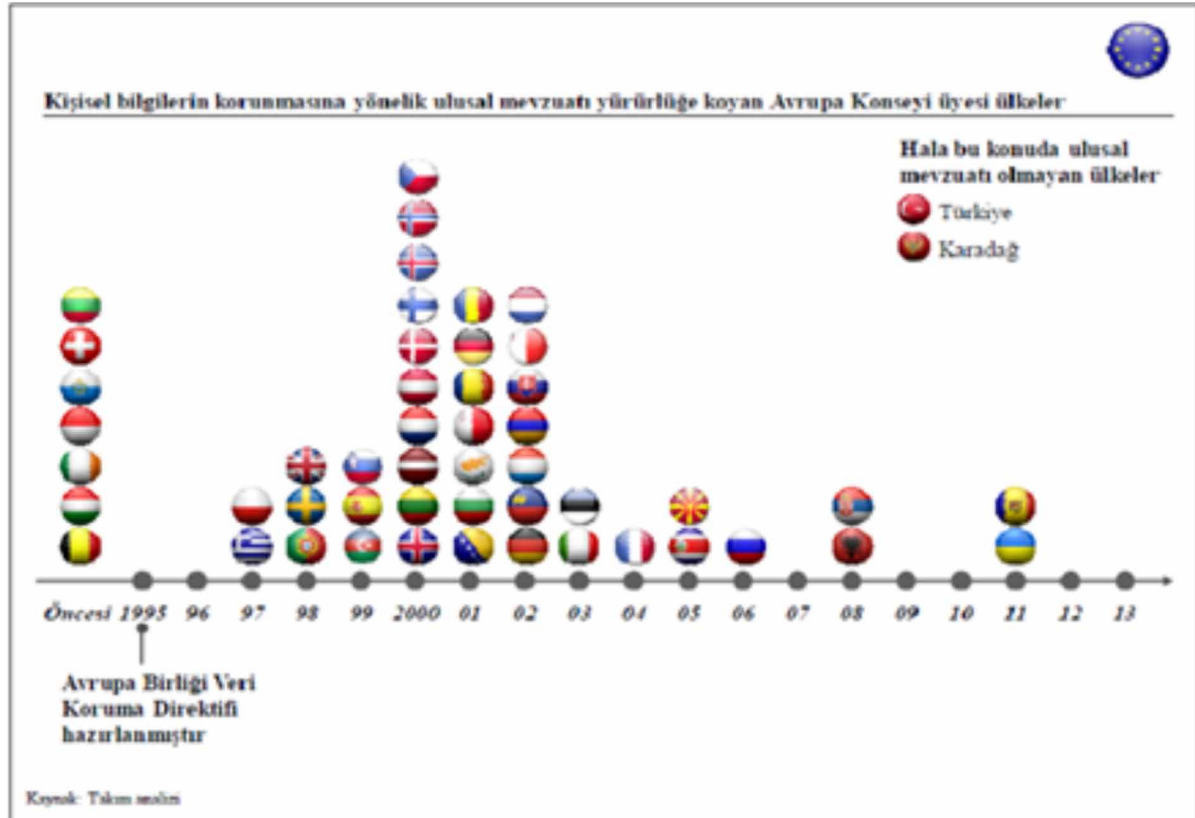
Bölüm I - Genel hükümler

Madde 1 - Konu ve amaç

İşbu Sözleşmenin amacı, her bir Tarafın ülkesinde, uyruğu veya ikamet yeri ne olursa olsun her gerçek kişinin temel hak ve özgürlüklerini ve özellikle kendisiyle ilgili kişisel verilerin otomatik işleme tabi tutulması karşısında özel hayata saygı hakkını güvence altına almaktır ("verilerin korunması").

With the advancement of technology (smartphones, cloud computing, social networking, advertising and location based on online behaviors, etc.) and the emergence of privacy-enhancing technologies, the protection of personal and confidential information has become difficult. Examples of this are; stolen credit card information of 2.7 million customers of a recent bank (13.11.2014), theft of the title information of the citizens in Ankara (27.11.2014), the images of celebrities using the Apple iCloud application to the media (09.09.2014) is seen with the events. The interconnection of cyberspace with international platforms, especially across national borders, causes the effectiveness of the methods used for the protection and monitoring of personal information without international cooperation. Additional to the protection of data that is accepted as the first document in the international arena No. 108 Automatic Processing of Personal Data Across the Convention on the Protection of Individuals opened for signature on the Council of Europe 28.01.1981, Turkey was one of the first countries to sign the document on the

Figure 3. Member States of the Council of Europe which enact the national legislation on the protection of personal data



day it was opened for signature. However, despite the signing of the agreement, Turkey has the put the approval into process. Today, San Marino is the only country that has not signed this contract.

It appears when compared to other European countries where a separate law covering all laws to protect personal data is required.

Council of Europe countries, as seen in Figure 2 is one of two countries with no national legislation Turkey.

- When the national legislation is examined in detail; the laws that have various provisions for the protection of personal data are as follows:
- The Constitution of the Republic of Turkey- Md. 20-25 (p.5) https://www.tbmm.gov.tr/anayasa/anayasa_2018.pdf.
- Turkish Penal Code (TCK) - Art.132 -140 (p.29,30) <http://www.mevzuat.gov.tr/MevzuatMetin/1.3.1632.pdf>.
- Electronic Communications Law Art. 51, 52 (p.28,29) <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.5809.pdf>.
- Electronic Signature Law Art.12 (p.4) <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.5070.pdf>.

- Bank Cards and Credit Cards Law Art.23(p.8) <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.5464.pdf>.
- Turkish Civil Code Art. 23-25 (p.4) <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4721.pdf>.
- Information Act 19-22 (p. 8,9) <http://www.mevzuat.gov.tr/MevzuatMetin/21.5.20047189.pdf>.
- Law on Intellectual and Artistic Works Art.19,83-86 (p.8,35,36) <https://www.wipo.int/edocs/lexdocs/laws/tr/tr049tr.pdf>.
- Labor Law Md. 75 (p.35)
- <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.4857.pdf>.
- The Law on Regulation of Publications on the Internet and Combating Crimes Committed by These Publications
- <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.5651.pdf>
- Judicial Registry Law Art. 11 (p.4)
- <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.5352.pdf>.
- Regulation on the Processing of Personal Data and Protection of Privacy in the Electronic Communication Sector. <http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.16405&MevzuatIliski=0>

As a result; all laws relating to the protection of personal data must be collected under a single law. In addition, the necessary legislation should be coordinated with the required international law in order to be a safe country in terms of the cyber environment in the international arena. In particular, the establishment of a fully independent supervisory body in all respects as required by the European Union Data Protection Directive 95/46/EC is mandatory for monitoring the violations mentioned (Gönen, Ulus, & Yılmaz, 2016).

Combining the Internet of Things and Information of the World, Development of Open Data Approach

Internet of Things

The technological developments that started with the industrial revolution have shown irresistible progress. As such, businesses are looking for ways to better use technology. The concept of technology has become an indispensable part of our daily life.

Technology means the systematic application of the information in industry operations. (Atabek,2001, p.10) First of all, technique is the knowledge of getting and producing something. Technology, however, is the socialization of this knowledge. In other words, it's having social implications and gaining social context and social meaning. (Atabek, 2005, p.63)

Information that is socially accepted and meaningful is expressed as technology. Especially with the digitalization, the electronic age has been replaced by the digital age. Electronic and digital environments gain an integrated structure with convergence or integration. Therefore, the current period can be expressed as the age of informatics.

Aydın Köksal, the father of the word “computer” defined the informatics society as public and private organizations, organizations and institutions, all individuals in the decision-making process of their lives and working in the decision-making stages, information systems can benefit from the information they need, information systems, information systems, information access systems and information-based expert systems can access through, In addition to their own personal environments, as well as their own personal environments, they are able to make use of all kinds of resources in production in a global environment, including local, national, international and regional environments. name and civilization stage. There is a common intersection in today’s environment where there are mutual conflicts. Digital environments and users are the common points of this intersection.

The most important distress or conflict experienced by the individuals stems from the self-renewal of the system. This, in particular, intersects with the Imperial Vehicles that Innis has indicated. New media are kept under control, and those under control are individuals who manage individuals. The control mechanism is also at the core of the touch society concept. With the control mechanism, all kinds of data and people are controlled, but no one knows or sees this control system. With the development of communication tools, the culture and life concepts of the society are renewed. The new state of this renewal is now expressed as the Internet of Things. The concept of the Internet of Things was first used by Kevin Ashton, who provided Procter & Gamble with a presentation based on the benefits of RFID technology. Internet of Things; It is a system of intelligent devices that communicate and communicate with each other through different protocols and have a smart network with shared information. There are three basic principles. Every object that is linked must be controllable, anytime, anywhere. Smart objects (thinking, feeling, speaking) will also evolve with the phenomenon of the Internet of things. At the end of 2014, it is estimated that 25 billion objects are connected. In 2020, 50 billion objects are expected to be connected (Cisco IBSG, April 2011).

The application areas of the internet of things can be listed as follows (Weinberg et al., 2015).

- Wearable technologies
- Health products and health services
- Design and home design of smart buildings
- Intelligent production systems
- Smart locations/cities
- Automotive industry (Çakır, Aytekin, Tüminçin, 2018).

Doorbot: Wouldn’t you want a world where you can open the door of your house while you’re away? Doorbot does exactly that. Developed with the communication of your smartphone and home intercom, Doorbot is a well-known example of the Internet of objects. The basic operation principle of the enterprise, which has received an investment of \$ 1 million, is based on communication via wireless internet.

PowerUp: You can easily fly your paper planes with PowerUp that connects with a smartphone via Bluetooth. The initiative, which has a target of collecting \$ 50,000 on Kickstarter, has so far collected around \$ 900,000

Today there are about 25 billion connected objects in our world with a population of about 7 billion. 4 connected objects are used by an individual. In 2020, this situation will be replaced by about 7 connected objects. The world with the Internet of things experiences the formation of the network society as specified by Castells.

The machine became more important with the knowledge that is the basis of the economy. In this context, IBM, one of the giants of the IT sector, stated that objects allocated 3 billion dollars for 4 years to the Internet market. Besides IBM, Cisco and Apple companies are continuing their investments in this field. The Internet of objects worth \$ 623 billion will be the economic determinant of the future.

In this context, it is estimated that in 2032 there will be 3000-5000 related objects per person (Yengin, 2015).

Combining the Knowledge of the World, the Development of Connected Open Data Approach

The Connected Open Data Project, which was launched in 2007, has gradually started to expand its field of activity with the intensification of the researches on the subject. The scope of the Internet content has been widened by the fact that many public institutions from different countries open their services and processes for the purpose of making their services more accessible to the public and carrying out more transparent services. The heterogeneous nature of the Internet content and the fact that a significant portion of the information sources are not structured, is one of the most important factors that prevent linking very important information and multifaceted access.

In addition to individual efforts on connected data, countries such as Canada, USA, England, France, Spain, Sweden, Norway, Italy, Austria, Moldova, Greece, Hong Kong, Australia, New Zealand and Finland are coming together to make joint efforts. In this context, it is mentioned that the following policy decisions were taken with the forums organized in Washington DC and London in 2010. (Hyland & Wood, 2011, pp.3-4):

1. Strengthening of citizens' information solutions.
2. Making public services traceable.
3. Development of economic growth.

The connected open data production process is recognized as follows.

- Identification
- Modelling
- Naming
- Qualification
- Conversion
- Publishing

On the other hand, in 2011, the W3C Public Connected Data Working Group was set up to support countries to publish the information they have at their disposal using connected data structures developed by W3. The working group continues to develop web-based common identification criteria. (Külcü, 2018, 162).

INFORMATION SEARCH TECHNIQUES

Information Search Methods

The size of the job makes it compulsory to refer to the computing power and algorithm to scan comments and chats. Research scopes from the Internet are;

Browsing Blogs: A good starting point to watch comments and chats on the Internet is to scan blogs. For ten years, the blogosphere (the common name of all blogs on the Internet) has become one of the major activities that offer brands the opportunity to meet their customers' discourses.

Analysis of Google Search Terms: To see how much interest a topic is, just look at how many times people search and search for a search engine such as Google or Microsoft Bing. Every time Google uses a search to make a call, it will be added to Google's database along with the word search date written in the box and the region where the caller is estimated.

Browsing to Twitter: Twitter is a micro-blogging platform where millions of people who have shown tremendous progress since 2006 send their 140-character networks or tweets. Because the Twitter database is open, there are very effective ways to search for it, and searches can easily be linked to certain geographic placements.

Browsing Social Networks: Unlike blogs, communities, forums, and social networks such as Facebook and MySpace do not appear publicly in the public domain, which makes searching difficult, leaving work incomplete and looking for ethical issues. Communities, forums sometimes with tools such as web contenting (web scraping) provides an alternative solution.

Methods for Increasing the Conscious, Safe, and Effective Use of the Internet

Internet users also began to become content producers, making the Internet multidimensional; it has paved the way for the rapid development of the opportunities and risks of the online platform.

The fact that the age of internet usage is decreasing day by day and the birth of a new generation that uses digital tools actively show the importance of gaining the perception of digital citizenship in childhood. The measurement of internet usage trends in the perception of digital citizenship is one of the largest inputs on the subject.

Studies on the safe use of the Internet are now occupying the agenda of the whole world and Turkey has also begun to work to raise awareness about the issue. One of the first examples of studies on the subject in the world was the Law on the Protection of Children on Children, which came into force in the United States in 1992 and regulated the use of internet in schools and libraries. The European Union Commission launched the Safe Internet Program in 1999 to promote the safe use of the Internet and the measures to be taken against the risks on the Internet.

According to the Cisco Annual Safety Report for 2013, the security threat amongst online sites is most likely to occur on social networks. Risks have also increased with the use of social networks. The main reasons of security openings in social networks; the purpose of these networks is to ensure that privacy is not protected and that users share their personal information and make themselves a target in this environment.

Current security threats in social networks are presented below.

1. **Identity Theft:** Identity theft is that unwanted people have access to information and use them for their bad purposes. Identity theft is usually aimed at stealing the user password and bank account information of individuals. Methods used actively in identity theft are manipulation and malware. In the tampering method, fraudsters send fake e-mails to redirect people to the fake web site, and in case of entering user information, all the information is received by the fraudsters.
2. **E-Fraud:** Techniques such as unauthorized use of another user's password and stealing bank account information are covered by methods of corruption. With these methods, fraudsters pretend to send mail from a legitimate site to obtain user information. When the user clicks on the relevant link, he/she will be directed to the page where the information will be played.
3. **Using Names of Well-Known Companies:** In this method, fake email messages or websites that use the name of the famous companies are used. An e-mail message states that a prize has been won in a competition and that a login or password is needed.
4. **Lottery Fraud:** An e-mail comes to the social network user that he/she has won a lottery. In fact, there is no such lottery, and this mail has been sent by cybercriminals.
5. **Counterfeit Security Software Frauds:** Fake security software, also known as frightening software, is software that provides limited or zero security, although it may seem useful in terms of security. These frauds can be encountered in social networking sites, in advertisements, in search engine results, or in pop-up windows.
6. **Profile Cloning:** This attack method is used quite often on social networking sites because there is almost no security measure regarding profile cloning. In this crime type, the profile is created with the same name and surname, which is copied to the user's profile picture.
7. **Third-Person Application Hazards:** The attacker uses social networking applications such as games to access user information. In this way, the user, the information can be captured by the attacker.
8. **Counterfeit Sales:** The aggressor puts ads of a best-selling product adorned with remarkable discounts into social networking environments. The user requests personal information, such as user information and bank passwords, so that the product he claims to be selling is available. If the user gives his personal information to receive the product, the attacker obtains and uses that information for his own purpose.
9. **Bad Link Requests:** Fraudsters create fake profiles and send friend requests to target users to contact them. If the user accepts the request for friendship, the scammers can also see the information they share with other friends.
10. **Unwanted Emails:** Unwanted e-mails are ad-containing emails that come to the contact without the request of the person. Bulk submission of the same message on the Internet to people who do not request this message is often referred to as unwanted emails.
11. **Trickster Site Coding:** With this method, when the user is browsing the web, malicious software is run without the user's knowledge and the user information is tried to be obtained.

Digital Transformation

For this reason, it is necessary to know the measures to be taken in social networks. E-mail addresses should not contain information about people's history. The address must not indicate in which part of a particular university it is being studied or in which company it is worked.

Some of the risk-sharing information assets include:

- E-government information
- Workplace and location information
- Penetration wallet information
- Health safety information
- Driver's license, passport information
- Interactive bank account information
- Credit card information
- Agency and salary information
- Any username and password information.

The European Commission has launched a "Safe Internet Program" against the security risks on the Internet.

In order to protect the online information of the Internet users, "The Information Security" and "Protect My Information Portal" was put into service by TÜBİTAK.

In Turkey, one of the most important studies relating to the effective, conscious, and safe use of the internet is the one carried out by Telecommunication Communication Presidency.

In order to remove the content of criminal elements under Law No. 5651, the related websites are contacted, thus avoiding the full access to sites while removing objectionable content.

In order to prevent the problems that arose in Internet use and applications Secure Internet Call Center was established in order to inform the citizens, it has been launched for the first time in 2011 in Erzincan in Turkey.

Although it is not easy and adequate to take personal precautions, there are also shortcomings in legal infrastructure and arrangements should be made to maintain an effective fight against it.

Some considerations need to be considered.

1. Persons with critical tasks or potentials should not use social media. If they have to use, they should use with caution.
2. If there are users, they should not share personal data or information in social environments as much as possible.
3. It should be kept in mind that the documents/documents or information shared on social media can be copyrighted or shared.
4. It should be taken into consideration that social media environments are closely monitored and as few images, information and documents as possible should be shared.
5. Children up to a certain age should be banned or allowed to use social media.
6. Insulting articles should not be written or shared.
7. Safe Internet service should be used free of charge in our country (Ceyhan, Demiryürek, Kandemir, 2015).

The Future of Online Research Communities

Due to the speed of change in the world of social media and the number of forces affecting online research communities, it is difficult to define the future of online research. Factors influencing online communities in the context of market research include:

1. **Market Research Regulations:** Most research organizations prohibit activities to change attitudes and/or behavior of participants. It is widely believed that members of a well-working online research community are more identified with the brand and are more likely to take on the advocacy of the brand. In this case, commercial institutions can think of these as “not research” for online research communities.
2. **Scalability:** Most of the market research is done by major international agencies and international customers. If online research communities can scale to compete with basic research categories such as testing, ad tracking, customer satisfaction, NPD etc., then the future role can expand.
3. **Participant Fatigue:** Online research communities may lose the interest of their members over time. As the number of communities increases, customers can become members of more than one online community. However, while some communities develop and strengthen, some will find it difficult to find new members and retain the interest of their former members.
4. **Alternatives:** The fact that online research communities have been successful so far is to cope with barriers that limit other types of market research, such as the difficulties of working with crowded communities and problems of conducting research in a public forum or community. However, alternatives can also come out and provide better solutions. We can describe two possible alternatives as follows. a) very large communities working with both marketing and source of market research b) the possibility of using communities in which people are members.

If online research communities reach the main component level in the world of market research (for example, it reaches 10 per cent of total global research), then the structure of market research is likely to change. The first change would be the disappearance of the field work. This makes some aspects of the research organization and changes blindly to the cost ratios. The process that begins with the adoption of the internet field work for quantitative research continues. The second change would be the difference in the workflow in the online research community. In traditional research, low-activity periods such as high-activity phase, such as the design phase, and fieldwork follow each other. On the contrary, there is a more balanced flow in research communities, making it harder for researchers to benefit from both traditional and online community work.

And;

- The world continues to change. Other techniques will emerge, and the online research communities will either develop and change or undergo other innovations.
- Text analysis software will have a great impact on the evaluation of open-ended responses in general and discussions in particular.
- Even though online research communities do not change the face of market research themselves, it is clear fact that ideas such as discussion and listening will have an important place in the future of market research.

- The traditional model of market research, based on the assumption of random probability sampling, is rapidly overlooked and leads to a search for a new paradigm. New PAs and communities are part of this large-scale change (Poynter, 2012, 285).

FUTURE RESEARCH DIRECTIONS

Information literacy has been developed in order to identify an individual in detail and help to create a theoretical framework in this regard. These standards are based on information literacy definitions and models. And is mentioned in the section.

In this period in which internet usage became widespread, especially librarianship introduced the new generation cataloging and QR coding system.

In parallel with the digitization of the world and everything becoming over IP, this change is also experienced in our country so rapidly. This digitalization and the Internet not only changed our communication methods but also created a new way of working and life.

Information search techniques have changed, wearable technologies have entered our lives.

Effective and easy use of information has increased. In this context, the information should be divided according to the field and the system for the field of information should be established. For example, we cannot evaluate a term in law with a term in engineering.

In collaboration with faculty members; information literacy skills should be addressed in the topics covered in the research methods course. On distance education, the direction of transferring information should be accelerated.

SOLUTIONS AND RECOMMENDATIONS

True digital transformation is much more than technology. It encompasses the need for a well-thought out organizational change requiring clear strategy, governance, development, implementation, adoption and quality assurance.

The importance of the use of information technologies in digital transformation should be emphasized.

Information Technology Governance and Management policy and service level agreements to strategic transformation support for cloud, mobile computing and internet of things. For this; with data analysis, transforming raw and unstructured data into actionable intelligence, equipping decision-makers to make real-time, informed decisions.

Cyber security impact should be provided to mitigate risks with security technologies and processes that extend protection and management controls in an expanding digital environment.

The understanding of the dynamics of human behavior with monitoring, implementation and sustainable code at the institutional level should be applied.

CONCLUSION

Information literacy definitions, models; standards and other literacy concepts closely related to the concept of information literacy;

it is seen that this concept is not limited only to knowledge skills and education, it is a concept that concerns all areas of life (personal, professional, social, social, cultural) and includes many elements from democracy to lifelong learning.

Changes in the 21st century; information, profession, job descriptions, expectations, requirements, lifestyle, technology and it has become necessary to keep up with the change. Developing technology has changed the purchasing power. Purchasing power has revealed the concept of qualified personnel. With qualified staff; work by man? Is he a man? appeared. Today's business has been influenced by the changing information society. With the change in competitiveness "whoever runs faster reaches faster?"

"The only thing that doesn't change is the change itself" Herakleitos

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KEY TERMS AND DEFINITIONS

ANZIIL Information Literacy Standards: The Framework incorporates standards and learning outcomes that consist of the characteristics, attributes, processes, knowledge, skills, attitudes, beliefs and aspirations associated with the information literate person.

ASSL/AECT Information Literacy Standards: ASSL and AECT are partnering to develop new guidelines for school library media programs and professionals that will contain information literacy standards for student learning.

Data Approach: The database approach to data management. Database technology eliminates many of the problems of traditional file organization by organizing data: centralizing data and controlling redundant data and serve many applications and different groups at the same time.

Digitization of Information: Digitization is the process of converting analog signals or information of any form into a digital format that can be understood by computer systems or electronic devices. The term is used when converting information, like text, images or voices and sounds, into binary code.

Enlightened Approach: Having or showing an understanding of people's needs, a situation, etc. that is not based on old-fashioned attitudes and prejudice enlightened opinions/attitudes/ideas an enlightened approach to teaching Oxford Collocations Dictionary.

Epistemology: The theory of knowledge, especially with regard to its methods, validity, and scope, and the distinction between justified belief and opinion.

Hypothetical-Deductive Method: The hypothetico-deductive model is a proposed description of scientific method. According to it, scientific inquiry proceeds by formulating a hypothesis in a form that can be falsifiable, using a test on observable data.

Information Literacy: Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Information Theory: The mathematical study of the coding of information in the form of sequences of symbols, impulses, etc. and of how rapidly such information can be transmitted, for example through computer circuits or telecommunications channels.

Gnoseology: It is frequently defined as the philosophy of knowledge, the philosophic theory of knowledge, the theory of human faculties for learning, and the theory of cognition. Furthermore, (classical) gnoseology is also seen as the metaphysical theory of knowledge.

Nominalism: The doctrine that universals or general ideas are mere names without any corresponding reality. Only particular objects exist, and properties, numbers, and sets are merely features of the way of considering the things that exist. Important in medieval scholastic thought, nominalism is associated particularly with William of Occam.

Personal Data: Personal data is any information that relates to an identified or identifiable living individual. Different pieces of information, which collected together can lead to the identification of a particular person, also constitute personal data.

Social Ghettos: Social scientists have long studied the effects of economic, political, and social inequality on lives, attitudes, and behavior. Central issues in this research include how and why societies tend to treat certain groups negatively, how such groups respond to such conditions, and whether and how society should address the historic and contemporary social problems that result. The history of ghettos provides an exemplar of the effects and implications of differential treatment of minority groups in society.

Wearable Technologies: Wearable technology, wearables, fashion technology, tech togs, or fashion electronics are smart electronic devices (electronic device with micro-controllers) that can be incorporated into clothing or worn on the body as implants or accessories.

APPENDIX: LIST OF ABBREVIATIONS

APQC: American Productivity and Quality Center.

ASSL/AECT: American Association of School Librarians /Association for Educational Communication and Technology.

IFLA: International Federation of Library Associations.

QR: Quick Response.

Chapter 9

An Argumentative Study on Digital Advertising Literacy

M. Nur Erdem

Ondokuz Mayıs University, Turkey

ABSTRACT

Developments in communication technologies have given rise to the fact that media will increasingly acquire more space in daily life. This increase in media access area causes the expansion of its effect domain. Studies on the problem of media and its effects have led to the understanding that media are considered as dangerous in the socialization process of children and young people. This tendency has also put academics working in the field of sociology, communication sciences, and pedagogy into a state of control orientation. This field, which is the product these tendencies and called media literacy, has expanded, and new literacy models have emerged depending on the media content. One of these new approaches in media literacy is advertising literacy. Studies done on advertising literacy so far are too little in quantity. However, on the qualitative aspect, these studies have shortcomings that stem from the fact that they overlook media digitization.

INTRODUCTION

Advertisements have become a part of everyday life, increasingly. Each individual who has been seen as a consumer or a potential consumer is in a situation surrounded with the advertisement messages. To gain the abilities such as understand, evaluate, comment and / or analyse these messages seem possible if and only with gaining the advertising literacy ability by the consumer / potential consumer. The importance of media literacy and the necessary of the education on this subject is undeniable. And there have been many studies about this subject. On the other hand, advertising literacy has seen as one of the relatively neglected area. In his article that he had wrote in 2010, Nando Malmelin had also pointed out to bewildering paucity of the studies about this subject, while he was defining of advertising literacy and drawing it's frame. There are some studies, researches and modellings about advertising literacy, which accepting the advertising literacy as an integrative part of media literacy, of the scientists such as Silverblatt (1995), Potter (1998), Mattelart (1991), Ritson and Elliot (1999), O'donohoe and Tynan

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(1998). These studies and modellings had been defined as early stage of developments by Malmelin and he emphasized the necessary of studies more comprehensive (Malmelin, 2010: p. 130). Also, in the mentioned time, it is observed that the these studies have been written about specific subjects such as relationship between advertising and obesity, ingame advertising and children's consuming behaviours, etc. However, in recent years, the number and scope of the studies and publishings have increased, especially in the second decade of 2000's. On the one hand, digital media has gained prevalence (with regard to usage rate and diversity); on the other hand, the point of view taking the children as the main target audience of advertising literacy education has changed.

The possibility of content production provided by Web 2.0 technology to ordinary internet users has changed many approaches in the media context. Thus, with a profile that can be created in a very short time, users have an identity in the virtual world. The change proceeds at an incredibly fast dimension. The structure of technologies such as Web 3.0, 4.0 and even recently discussed Web 5.0, including artificial intelligence; as well as applications carried out through wearable technologies, systems that bring human reality to a whole new dimension, such as AR (augmented reality) and VR (virtual reality), and similar applications have taken the interaction between the internet and human to a different dimension. This aspect of the Internet, which changed with the 2000s, has been an important transformation point not only for users but also for advertising producers. At this point, the effect-based hierarchical theoretical structure, which was formed from the triangle of perception, attitude and behavior, which is the subject of advertising in the traditional media, has been replaced by a theoretical structure of different concepts and phenomena.

Concepts such as interaction and reciprocity brought about by digital media make it possible to have almost direct contact with the target audience. On the other hand, the phenomenon of personalization and the self-propagation of the message also enables the consumer / potential consumer to be persuaded to buy and to be used as an advertising tool for advertising producers. At this point, it can be stated that new problematics are emerging. The lack of supervision in social media is an important advantage for advertising producers and advertisers, especially in the process of overcoming advertising constraints in traditional media, and is a serious problem when it comes to consumer impacts. One of the main problems is the presence of a much more vulnerable audience against the negative effects of advertising, despite the age limit for social media users, in which a significant proportion of users in social networks are widely used.

Marketing activities that have been going down to the age of 2-3 in the last few years are one of the main indicators of this situation. The new generation, which is called "digital natives" who are born into digital media, constitutes the target groups of marketing and advertising investments as potential consumers of the future with a focus on creating brand loyalty, even though the technology does not attract foreigners to an intense environment. For these reasons, advertising literacy as an integral field of media literacy education and digital advertising literacy as a specific field seem to be the only solution.

From this perspective in this study, advertising literacy, but especially in the light of developing technologies, digital advertising literacy is discussed. Since the 1990s to today's world, some studies on advertising literacy have been evaluated. And the features required to become traditional or digital advertising literate are tried to be revealed. This study is derived from the author's doctoral dissertation "Tüketime Dayalı Bilinç Endüstrisi ve Reklam Bağlamında Bir Dijital Reklam Okuryazarlığı Eğitim Modeli Önerisi (A Digital Advertising Literacy Education Model Proposal in the Context of Consumption-Based Awareness Industry and Advertising). Undoubtedly, in the original study, the subject is examined in more detail and the arguments put forward are presented with a research. However, due to the format

and limited space of the book in which this chapter is published, it was considered appropriate to carry out an argumentative study.

THE ADVERTISING LITERACY AS AN INTEGRATIVE PART OF MEDIA LITERACY

Media literacy -within very general context- is a competence that including the abilities such as knowing and understanding the media corporates' *raison d'être*, ways of working and cultural functions and the ability of relating among these elements; besides the abilities such as reading, perception, commenting and producing ideas about the contents coming from the media such as TV, radio, newspaper, internet etc. by the audiences. Within the context of the broad message diversity, which media has, it can be mentioned that the media literacy is separated to fields according to the sorts of messages. Because, media literacy has a fundamental and comprehensive point of view for all media types and all media contents. But, due to diversity of both media types and their contents, it is obvious that it is needed to make studies in significant and specific fields which will support and can be integrated to media literacy. Advertising literacy has constitutes one of these significant, specific and integrative fields and it has a very important place in media literacy. Because, advertising is the most important source of income of media corporates.

Especially, with the years when media institutions became commercial organizations, the process has brought the rating wars. This is because the ability of a media institution to receive advertising is directly proportional to the high ratings. In such an environment, the media content which has popular culture elements came to state of interrupted with the ads in which popular cultural brands make themselves even more popular, frequently. The media corporates, which in desire both to deliver media content to more people and to take as many ads as possible, seems like forgot their basic *raison d'être* is the public interest. But, in the whole world, scholars and specialists who have been working in the field of communication and education have been making researches for to remind the ethical values which are lost in these trading concerns and the principle of public interest; and they have been present their findings and emphasized their opinions. The common opinion of these researchs and findings has become the media literacy training should involve the advertising literacy, also. But, as it is emphasized before, in the "Introduction" part of this study, especially with the years of 2000's, the necessity of advertising literacy as a field of specific field which separated but also integrate the media literacy has arisen.

However, there is a question which is need to answered, at this point: "What exactly is advertising literacy?"

Tarabashkina and Quester (2007: p. 2), have defined the advertising literacy as is an ability to gain an understanding about advertising, and more importantly, to understand that advertising has content to convince. According to O'Donahue and Tynan (1998), advertising literacy means that the consumer is aware of the different types of advertising, being sensitive about the true values of the products and identifying different techniques. Also, from a very general point of view, advertising literacy can be defined as the ability to recognize, evaluate and understand messages with advertising or other commercial content by the consumer (Malmelin, 2010: p. 130). Eagle (2007: p. 1) Eagle emphasized the advertising literacy is the ability to understand the purpose of advertising persuasion. And according to Ritson (1995), advertising literacy is not only understanding an advertising message itself, but also linking it to the social context. Looking at the definitions presented, it is seen that the common aspect is

the recognition of advertising literacy as a talent. This ability is defined as being able to recognize different types of advertising and comprehend their persuasive content. Within this context, if it is needed to more comprehensively define; advertising literacy is an ability which has the features such as to know that advertising is commercial, that businesses with commercial concern present their products and brands with values other than their real values, that advertising is purely convincing messages intended to create buying behavior for consumers; to be able to comprehend the social, cultural and economic-political contexts of advertising and to understand the connection between these concepts; to be able to recognize the advertising content outside of traditional and classical practices; and finally be able to link with other elements of media content. However, the characteristics of such a definition based on advertising literacy are the features of media professionals and academicians specialized in this field. Therefore, it is unlikely that the audiences of the media will have these capabilities by themselves. As the level of education increases, it is possible to become aware of the temptation of advertising and thus to develop resistance to advertising. However, having these features, especially for the child audience, can only be achieved through training. On the other hand, it is insufficient to treat advertising as a media product alone. Therefore, advertising literacy is important as an integrative field of media literacy education.

It is not possible to explain the concept and scope of advertising literacy by providing a purely definition. Because of this, it seems appropriate to discuss some studies on this subject.

A Literature Review on Advertising Literacy Studies

There are many studies on advertising literacy in the United States and Europe. When looking at the studies in general, it is seen that some approaches have been created mainly for traditional media. Matelart (1991), Ritson and Elliot (1999), Silverblatt (1995), Potter (1998), O'Donohoe and Tynan (1998), Livingstone and Helsper (2006), Malmelin (2010), Rozendaal et.al (2011), Lapierre et.al. (2011), Spielvogel and Terlutter (2013), An et.al. (2014), Hudders et.al. (2015), Vanwesenbeeck et.al. (2016), et.al. (2016), Nelson (2016), Oprea and Buijzen (2016), Zarouali et.al. (2017) and much more take place among these studies. Because of the concern to form the basis of digital advertising literacy, this study includes two of them because they define advertising literacy and draw an inclusive framework; and carries out a discussion upon them.

The first study which has been evaluated in this chapter is "Advertising Literacy and the Social Signification of Cultural Meaning" by Ritson and Elliot (1995). The second one is Malmelin's (2010) study, "What is Advertising Literacy? Exploring the Dimensions of Advertising Literacy". And also, in this study, O'Donohoe and Tynan's (1998) research is referred, oftenly. This study is frequently mentioned, especially when describing the characteristics of advertising literate. And also, the other studies, which are evaluated in this chapter, under consideration are predominantly based on the study of O'donahue and Tynan.

Advertising Literacy Approach as Social Expression of Cultural Meaning by Ritson and Elliot

In their “Advertising Literacy and the Social Signification of Cultural Meaning” headed study, Mark Ritson and Richard Elliot (1995) examined the concept of advertising literacy in an ethnographic study of young people. They used this conceptual framework to empirically explain two important advertising elements: *audience activity* and *the role of cultural meaning*. Ritson and Elliot argue that for more than forty years advertising has been dominated by the dominant view of the information process model of information-centered or consumer behavior. These models describe a consumer as the person who constantly seeks information from advertising messages to process and then uses that information in their consumption-based choices. Two basic criticisms have emerged regarding this perspective. The first is that it will fail the culturally placed meaning-based transfer between advertising, product, and consumer during exposure. The second is that this definition of advertising components is extremely simplistic, and therefore makes it impossible to capture the activities of the ad viewer and the subsequent interactive nature of the advertising media. According to them, although both of these criticisms are widely accepted for accuracy, they lack substantial empirical evidence to show how active the advertising audience is and how they are culturally influenced. At this point, they state that their work attempts to explore cultural meaning and active audience interaction by focusing on a third concept; which is advertising literacy.

Ritson and Elliot emphasize, above all, the activity of the advertising audience, in their study. Therefore, it is wrong to see the viewer as an individual who is only informed by the advertising messages transmitted to him/her and who makes his/her decision based on the purchase after this information process. It is the disregard of cultural meaning another deficiency in the main stream approaches which reflect the audience’s point of view. However, reading of the advertising by the consumer is not only limited by understanding what the advertising conveys; it also requires a social and cultural context. Thus, the concept of advertising literacy is tried to be modeled by using contemporary literacy studies. From this point of view, the ability to read an ad is not only to understand what it means, but also to show and accelerate its meaning within the social context of its existence.

Advertising literacy, which has a social dimension, is an important concept for the cultural and interactive analysis of advertising issues, and in the one aspect, it is concerned with its own truths, particularly in the context of its practices for the socialization of young people. This social dimension of advertising consumption, especially for young people, is discussed in several studies. For example, O’Donahue (1994) gives examples of how young people use advertising to initiate social interaction. Buttle (1991) discusses empirical studies that demonstrate the use of advertising for this and other social purposes. Willis (1990) discusses how young people use advertising as a symbol for social change. All these examples illustrate the situations expressed by advertising literacy. Moreover, it is possible to note that the use of advertising meanings within this conceptual framework is effective in terms of creating and protecting sub-cultural groups (Ritson and Elliot, 1995: p. 114).

At the first level, the group, all of whose members are exposed to similar advertisements and similar environments, share the same literacy content. At the second level, they can also demonstrate interpretive literacy, as they read and then use the meanings of advertising by acting as an interpretive community. This situation applies both to detection and use of the ad. At this point, it is emphasized that advertising has a cultural context, cultural meaning is used in the structuring of individual or group identity, and that it is a social framework of exposure to similar advertising messages in the same areas as the social environment. Dialectics between culture and marketing formations provides the continuity of the

symbolic meaning that constitutes the framework of advertising that is fed with images and meanings from culture and then invests in the consumption process. This magical ability of advertising re-frames the meanings of the culturally established world to the world of consumption. As a result, as part of the external configuration of an individual's life, meaning returns to its original starting point, a stream of meanings representing culture.

Advertising Literacy Model by Malmelin

In his article of "What is Advertising Literacy? Exploring the Dimensions of Advertising Literacy", Nando Malmelin (2010) emphasized the advertising has become a more distinct part of daily life in the West World, increasingly. Consumers' lives have been surrounded by marketing and advertising messages like never before. Consumers need advertising literacy skills to interpret these messages and visual representations and these capabilities allow them to understand, evaluate, and recognize ads and other commercial messages. However, according to Malmelin, there have been surprisingly few studies on such an important issue.

According to him, advertising is a topic that has been generally discussed within the framework of media literacy. Most books on media literacy define advertising as an integral part of media literacy. At this point, Malmelin also refers to the studies of Ritson and Elliot (1995) and Q'Donahue and Tynan (1998) in relation to advertising literacy, and states that all of these studies remain in the infancy of conceptualizing and modeling advertising literacy. In fact, the concept of advertising literacy needs to be clearly developed and clarified. Malmelin states that his own study is developing an advertising literacy model to achieve this. The aim of Malmelin's study is to conceptualize advertising literacy and to give a new perspective to future studies in this field of media literacy and Malmelin stress that two questions should be asked for this:

- What is advertising literacy?
- How should advertising literacy be modeled?

Malmelin begins his work by drawing a broad media literacy perspective and distinguishes advertising literacy from media literacy with definite lines and considers it an integral part of media literacy. According to Malmelin, advertising is definitely a unique form of communication. This is why understanding and interpreting advertising requires different and distinctive literacy skills than what is required to read and produce other forms of communication. With the development of these ideas, Malmelin introduced a model of advertising literacy, and through this model, he clarified the characteristics that distinguish advertising literacy from other types of literacy. The advertising literacy model provides a variety of interpretation strategies that draw attention to different aspects and aspects of advertising. Malmelin constructs his study and model in four dimensions. The model is based on the idea of having four basic information that will enable the consumer to be able to understand the advertisements in the media and recognize a message that is ad feature. These basic information are expressed as four dimensions of literacy; informational literacy, visual / aesthetic literacy, rhetorical literacy and promotional literacy.

Informational literacy focuses on the source of knowledge and information, as well as the ability to use different sources of information and to evaluate the accuracy of information. *Visual / aesthetic literacy* focuses on aesthetic features, design and entertainment; the audience is able to analyze audio and visual forms to the extent that they can understand different styles, stories and references. *Rhetorical*

literacy focuses on meanings and tactics of persuasion; When an individual internalizes this literacy, he / she can analyze strategies, objectives and marketing objectives. The final dimension of Malmelin's model is *promotional literacy*. At this point, the individual focuses on the commercial functions and financial partnerships in the media; understand product placement, sponsorship, announcement and other advertising content messages (Malmelin, 2010: p. 133).

If it is needed to explain these types of literacy in more detail;

- *Informational Literacy*: Today, all the information that individuals acquire is almost completely mediated. Informational literacy is part of the process of acquiring information. It is the ability to obtain information from the media and judge its accuracy.
- *Visual / Aesthetic Literacy*: This type of literacy is the ability to interpret and understand advertisements as a source of aesthetic pleasure and entertainment. One aspect of advertising literacy is the ability to use the media for personal needs such as relaxation and seeking new experiences.
- *Rhetorical Literacy*: Advertising is a persuasive form of communication. Rhetoric literacy is also able to comprehend the meaning of the persuasive style used in advertising. In general, the ability to understand persuasion strategies and different meanings in advertising.
- *Promotional Literacy*: Promotional literacy is an aspect of advertising literacy that helps consumers to think and weigh and interpret commercial forms, functions and impartiality in the media in general.

In this way, it is possible to summarize Malmelin's definition of advertising literacy and his model in which it deals with the dimensions of the concept. However, if it is needed to make a general definition of advertising literacy within the Malmelin model; advertising literacy, as a integrative field of media literacy, expresses the ability to analyze ads in a multidimensional way, which has become increasingly important in daily life. Accordingly, to recognize, understand and interpret different forms of advertising; it requires multi-dimensional evaluation of its knowledge, aesthetics, persuasive content and promotional aspects. Malmelin presented an ideal literacy model, especially for traditional media; the spread of digital media and the transformations that have emerged in terms of both consumer messages, advertising messages and media in this context require a new perspective and a more specific approach to advertising literacy.

BASIC QUALIFICATIONS OF ADVERTISING LITERATE IN THE SCOPE OF ADVERTISING LITERACY MODELS

In the light of these approaches to advertising literacy, some basic features are required for an individual to qualify as an advertising literate. These features can be defined as the ability to know and understand the commercial nature of the advertisement, as well as the ability to evaluate and interpret the visual and audio elements in the ad text.

Specialized Target Groups

It is well known that the commercial nature of advertisements uses different techniques to create consumer buying behavior, has a convincing language and often uses a style that does not reflect the facts. However, advertisements continue to be influential on consumers, while academics and theoreticians continue to study on the negative effects of advertisements. One of the most important reasons for this situation can be expressed as knowing the above mentioned features of advertising but not being able to internalize it. As well as ads and other commercial content messages are often absorbed by media content, they become difficult to understand and interpret. At this point, in order to become an advertising literate, the quality of being an expert as a target audience must be in the individual.

O'Donahue and Tynan (1998) state that young people are undoubtedly ad literate, they can easily decode commercial messages in a text and explain these groups within the framework of the following basic concepts: *Competent consumers* and *Casual cognoscenti*.

O'Donahue and Tynan, in their study which they conducted on young people, stated that this target group have more ability to analyse advertising messages than the others. The youngs, who analysed on the given examples without need any semiotic analysing, perceived direct or indirect advertising messages, the meaning which they include, the emotions which they aroused on consumers and lastly the need of understanding which the messages created on themselves, showed their interpretive skills. O'Donahue and Tynan give an example of a teenager who interprets an advertisement for Galaxy Ripple chocolates at this point. The experimental person untied the connection between the chocolate in the ad and the woman wearing a brown outfit. She commented that the color of the dress brought to mind the chocolate, and the fluctuation in the dress reminded her of the Galaxy Ripple chocolates (O'Donahue and Tynan, 1998: p. 470). O'Donahue and Tynan describe the consumer who exhibits this understanding as an *Competent consumer*. The concept of *casual cognoscenti* is used to describe the ability of O'Donahue and Tynan to think of the characteristics of advertising literacy as a consumer or strategist. He / she may role sometimes as advertiser and sometimes as he / she has a consumer identity. The result of this situation is undoubtedly that these people can directly or indirectly analyze the easy-to-understand or difficult advertising texts. Although the young identities in this study seem to have special abilities, they essentially use one of the features that have a much simpler explanation: the ability to analyze advertising.

The Ability to Analyze Advertising

The ability to analyze advertising is one of the most essential features for an advertising literate. Advertising analysis has the feature of realized mainly by individuals who specialized in advertising semiotic analysis, iconographic analysis, discourse analysis etc. However, it is also possible to analyze the advertisement in a much simpler way and to read a background on the advertisement. In the context of advertising literacy, Malmelin's model and the four literacy dimensions it presents provide a suitable system for use in advertising literacy education. Malmelin has combined four basic literacy models for the advertising literacy model: informational, visual / aesthetic, rhetorical and promotional literacy. The first dimension of advertising analysis is informational literacy. This type of literacy can be defined as the ability to access information from different sources, question the accuracy of the information acquired and reflect on it. According to Malmelin, one of the main objectives of advertising is to inform the consumer in issues such as how to access the product, how to use the product. Malmelin has stated that advertising has been protecting this aim since the early periods, and with the developments in com-

munication technologies, it is aimed to direct the advertisement to the website rather than informing the consumer. And today advertising has important opportunities to inform consumers as they wish (Malmelin, 2010: p. 133). However, the development of communication technologies is also in question for the consumer and there are many sources from which they can obtain information and question the accuracy of the information they acquire. What Malmelin is trying to explain with informational literacy is that the consumer is aware of these opportunities, as well as the ability to access various sources to obtain information and to question the accuracy of the information it reaches. The second type of literacy in the advertising literacy model by Malmelin is visual / aesthetic literacy. Aesthetic acclain is also emphasized in the media literacy literature in general. Aesthetic literacy, that allows to make different evaluations of artistic explanation issues aesthetic meaning in advertising. Aesthetic literacy includes interpretation, understanding elegance in design and production and the value of artisticness (Malmelin, 2010: p. 134). This type of literacy essentially explains that Malmelin's model does not only aim to protect itself from the harmful effects of advertising, but it is also possible to have a pleasant time by evaluating media content and advertising aesthetically. The third type of literacy is rhetorical literacy. This type of literacy refers to the ability to understand, interpret and evaluate the persuasive discourse and content of advertising. Rhetoric means effective speech or lexicography. According to Aristotle, rhetoric is the art or ability to use all the means of persuasion available in a given situation (Mutlu, 2004: p. 244). Today, this art is used in many fields and one of these fields is undoubtedly advertising. By its very nature, advertising is intended to persuade someone to take action, that is to say, the consumer buying action. Advertising, as a persuasive communication type, has become in the focus point of critical point of view since about 1950's, from the times that James Vicary mentioned about his opinions about the advertising has used subliminal techniques. When Vance Packard (1957) published *The Secret Perspectives*, the arrows of criticism turned to advertising. The widespread view that advertising manipulates people with psychoanalytic methods and subconscious messages against their consent has led to the proliferation of voices against advertising. Today, there is still debate about the persuasive aspect of advertising. The focus of rhetorical literacy is to comprehend the meaning of the persuasive elements used in advertising. Rhetorical literacy is the ability to understand persuasion strategies and their different meanings in advertising and marketing communication in general (Malmelin, 2010: p. 136). The fourth dimension of advertising literacy is promotional literacy. Promotional literacy is an aspect of advertising literacy that helps consumers to think and weigh and interpret commercial forms, functions, and media neutrality in general (Malmelin, 2010: p. 136).

Interpretation

Interpretation (Hermeneutics) is defined as the methodological interpretation of the literary text, especially the scriptures. It is the study of the interpretation of human behavior through the interpretation of any type of communication message, for example by examining the text from the communicator's point of view (Mutlu, 2004: p. 320). In terms of advertising, interpretationism can be expressed as a kind of process (as can be recalled from the example given above), in which O'Donahue's *casual cognoscenti* take on different roles. From the point of view of marketing, marketing communication and advertising, it is seen that some new applications adopt interpreting as a method. For example, the interpretivist approach based on the positivist approach based on a single objective reality, developed against the assumptions of estimating and modeling consumer behavior, states that reality is socially structured, that there are many realities, that there are multiple and simultaneous relationships in consumer behavior, not causal-

ity (Ventura, 2004: p. 83). Such an approach appears to be exhibited by the consumer. In such a way, the advertising literate will see the creator to whom he or she is exposed and will be easier to analyze.

Aware of the Temptation of Ad

Self-studies generally refers to three types of *self* (Odabaşı, 1999: p. 60):

- Real self (Who am I?)
- Ideal self (Who I want to be?)
- Social self (How do I get known?)

People are not only living in the natural environment. They live in a symbolic environment as well as the natural environment. Being in this world of symbols makes it possible to realize the concept of “self” through symbols. Consumption of products and services (due to their symbolic value) contributes to the definition of self (Odabaşı, 1999: p. 61). The general idea is that the individual exhibits behaviors aimed at positioning his / her social self. However, it can be stated that the individual performs an act of consumption both in terms of both ideal and social self-especially when evaluated in terms of purchasing behaviors and consumption habits. The most important effects of advertising are on the ideal self.

Advertising not only promotes products, but also offers a lifestyle and an image. The lives that are too beautiful to be true, the people who are too happy to be real, and the image that is too good to be real are ads that give the impression that they will come true with the purchase of the product introduced only in the advertisement. It is rare that the information presented in messages in the advertisement gives the basic correct information about the functionality of the product. In general, the values and properties of the product that provide saturation and communicator are presented. Usage such as perfume, cosmetics, car and garment, content etc. The dominant message shaping technique in consumer goods packages and presents luxury, gaudy, bright life and especially sexiness. In these advertisements, the content is filled with useless images, emotional details, sex-provoking postures (Erdoğan, 2002: p. 430). Advertising is therefore tempting. If an individual is capable of advertising literacy, he should be aware of this temptation of advertising and question the reality of the promises presented to his ideal self.

ADVERTISING LITERACY IN THE AGE OF DIGITAL MEDIA

Digitalization, which became the focal point of daily life in the 2000s, applies to the media as well as many other areas. As the digital transformation in the media increases, the audience’s (or user’s) media usage habits change accordingly. This situation, leads to revolutionary transformations in many areas such as social, economic, political, cultural etc. Especially in terms of media, the familiar linear, one-way process of mass communication has been replaced by a brand new environment where even the ordinary user can produce content. This also applies to advertisements. The advertiser, advertising message and target audience, which can be expressed as the main actors of advertising, have undergone serious transformations and must somehow adapt to this digital revolution. In this context, it is possible to talk about the need to evolve the classical advertising literacy understanding to digital. Because the first ones to realize the digital revolution and adapt to the process seem to be the first advertisers. Both the diversity of applications, publications explaining how to make the target audience more affected, and

the development of new communication technologies that will further develop advertising applications support this argument. Therefore, there is a need for new literacy areas where the target audience can defend itself against the negative effects of advertising and temptation. In this part of the study, digital advertising literacy concept and features of digital advertising literate are presented.

Digital Advertising Literacy

As new media usage practices become a natural and routine part of everyday life, new media literacy, computer literacy, internet literacy, electronic literacy, digital literacy, multiple literacy, etc. definitions are included in both academic and everyday language (Binark and Bek, 2010: p. 211). In today's world, which the concepts such as new, internet, computer, technology etc. are inextricably by digital media, it can be seen that these technologies created a intricate world under the roof of literacy. In this field, different names are made for the same definition. However, in this study, the concept of digital literacy that is occurred within the concepts of new communication technologies, computer, internet, etc. is used as an overarching title. Buckingham states that the concept of digital literacy is not a new concept. Essentially, studies on "computer literacy" date back to the 1980s. Buckingham pointed out that the concepts of digital literacy or computer literacy are used in modern usage, and emphasized that this concept is defined as a sequence of minimum skills, but it is more comprehensive. Digital media literacy, on the other hand, is a type of literacy that requires basic technical and technological knowledge and skills, but requires a deeper ability to ask questions about information sources and how they represent the world, and to establish the connections between technological developments and social, political and economic forces (Buckingham, 2006: p. 267).

As can be seen from the definition given above, digital literacy refers to an approach that has both technical and technological as well as social, economic, political and cultural contexts. Another aspect of digital literacy is that it provides a suitable basis for multiple literacy. In this context, it also allows the different types of literacy to be brought together to cover a specific area. Digital advertising literacy can also be mentioned as one of these areas.

In today's world where digitalization can be seen in all areas of life, the use of digital channels for advertising is an inevitable result. This situation brings the necessity to adapt to digitalization for advertisers, advertising agencies and marketing communicators. A growing number of digital advertising agencies, social media experts, content managers, community managers, etc. -the new digital advertisers- appear to be rapidly integrated into new advertising applications where technology is used in extreme dimensions. On one side of these developments is the media audience (or user in the context of digital media). The development of advertising applications is a new area for the media user and in order to adapt to this area, it has to have digital advertising literacy.

To answer the questions such as "what is digital advertising literacy?" and "what skills does it require?", it is need to go back to the conceptualization of advertising literacy by Malmelin which is the classic one: *From a very general point of view, the ability to recognize, evaluate and understand advertising or other commercial content by the consumers* (Malmelin, 2010: p. 2). From this conceptualization, digital advertising literacy can be defined as the ability to recognize, understand and evaluate advertising messages mediated through digital media by the media user. However, this is a very generalizing and restrictive definition. One of the most important features of digital ads is that they are created and served in an interactive environment. Therefore, the ability of the user to produce content as well as the ability to provide instant feedback to the created content is also important here. Therefore, digital advertising

literate must be differentiated from the classical advertising literate at certain points and gain some positive values. These values and features are discussed in detail under the title of “Basic Characteristics of Digital Advertising Literate”.

Basic Characteristics of Digital Advertising Literate

The previous titles focused on the general characteristics of advertising literate. Digital advertising literate also has to have these qualities, but they also needs to have different skills such as;

- Visual and technical specialization
- Rapid adaptation to technological developments
- Awareness of the right to privacy and confidentiality
- Ability to produce content
- Ability to online learning

Visual and Technical Specialization

The target audience specialized in the context of traditional advertising literacy - as previously emphasized - is an advertising literate feature that can make possible to understand, interpret and evaluate the meaning of advertising, what connotations the visual and auditory elements in the advertising itself evoke, or which product or brand in a more accurate way it reminds. From the point of view of digital advertising literacy, it does not seem sufficient to evaluate advertising in a semantic way. In this context, visual and technical specialization is also required. The target audience, who is specialized in visual and technical aspects, is composed of individuals who can recognize, understand and interpret the types of advertising and advertising content encountered in digital media; who have control over the interaction with advertising applications on social media-like platforms, who have information about the personalization feature of digital advertising and protect personal information that they do not want the advertisers. In other words, visually and technically specialized target audience has the ability to make their own decisions about when, where and how to interact with advertising and to implement these decisions.

Digital media or new media exists in digital formats of audio or visual content and is distributed via the Internet; more generally, it enables the dissemination or publishing of information products in digital form in any medium (Öztürk, 2013: p. 47). This is the technological aspect; in other words, while the preparation and dissemination of information is in the expertise of the communicator, the preparation of a digital environment and the infrastructure to perform this process is a complicated field requiring engineering knowledge. On the other hand, the preparation and dissemination of information is an application that can be performed even by ordinary users. This situation is often combined with the concept of interaction, which is combined with Web 2.0 technology, which allows the production of content by the user. Interaction is a key element and a feature that digital advertising literate should be aware of. However, some authors state that this feature is exaggerated and misleads users.

According to Everett and Caldwell, environmental conditions are actually determined and regulated by the source. That is, the user's ability to freedom is limited by the level of media interaction offered by the resource. In other words, the user is not free to the extent he / she feels, but to the extent determined by the source. The feeling of freedom which increased with increasing interaction also leads to a significant increase in user satisfaction. The user, who thinks that he / she is in a free communication

with the environment, provides information both to expand the limits of his so-called freedom and to further strengthen his control over the environment (Kara, 2013: p. 27). It is of course possible to come across situations where the interaction in terms of source is used only as a showcase material. However, there are different platforms where the target audience can produce and disseminate their own content.

Rapid Adaptation to Technological Developments

Cyber space or virtual environment is rapidly normalized in daily life, has become a familiar object of common sense, computer-mediated communication and a new culture has been added to our lives. In the digital age we live in, the distance between the familiar to the virtual reality and the strangers is gradually increasing (Çetin & Özgiden, 2013: p. 174).

Prensky (2001) distinguishes individuals as digital natives and digital immigrants within the framework of technology-intensive environments. In this context, the birth date of individuals is one of the distinguishing features. Those born in 1980 and after are considered as digital natives and those born before are called digital immigrants. The fundamental distinction here is whether the individual is born into a technology - intensive environment. Prensky finds that individuals born in a technology - intensive environment are more rapidly adapting to technological developments, especially to the rapid development of communication technologies. Digital immigrants are individuals trying to keep up with new developments and digital revolution. Before touching on the link between rapid adaptation to technology and digital advertising literacy, it is necessary to address the characteristics of digital natives. Because these features also constitute a dimension of the features that must be possessed for digital advertising literacy. The use of digital natives for online environments has led to the development of a number of different skills.

These skills can be listed as follows. According to this digital natives are individuals (Bilgiç et.al., 2011: p. 5):

- who use online learning technologies properly,
- who needs learning,
- who understand and appreciate interactive and cooperative learning,
- who prone to social interaction,
- who have internal control,
- who have a strong concept of academic self-knowledge, -knows himself / herself-,
- who have the experience or skills necessary to manage their own learning process independently,
- who have the ability to learn by observing each other with social learning and have verbal ability,
- who have the ability to make individual and group evaluation,
- who can communicate by typing,
- who can think critical and make decision.

These features include elements that are effective in understanding, interpreting, evaluating, and deciding whether to interact with digital advertising applications.

Awareness of The Right to Privacy And Confidentiality

Privacy can be defined as an interpersonal limiting process that regulates the interaction of one person or group with others. Changing an individual's degree of openness to others also determines the degree of openness of this hypothetical personal boundary to social interaction with others. Privacy is a dynamic process that involves the selective control of an individual, or a group, on its boundary. Privacy is based on a regulatory process that opens and closes the boundaries around a person in order to control the degree of contact and relationship with others. Individuals have certain levels of confidentiality that they desire, which are based on boundary control mechanisms, leading to an easily accessible privacy (Mutlu, 2004: p. 205).

Protecting privacy is one of the most important elements of personal rights and is expressed as the right to privacy. The right to privacy is also contained in Articles 12 and 29 of the Universal Declaration of Human Rights, as well as in the European Convention on Human Rights.

The right to privacy and the awareness of privacy are a must for a digital advertising literate. Because in digital media, especially in social media, this issue manifests itself as serious security gaps. The social media's extremely suitable structure for advertising is not limited to the variety of advertising practices. In this way, advertisers determine which target audience they should reach with which message as a result of obtaining personal information. The scandalous news about Facebook in 2012 about the sale of users' information is an example. Facebook, which tries to show that the advertisements in its own channel reaches the right consumers and the return rate is good for the brand, started to "sell" the personal information of 900 million users to advertisers. Users' e-mail addresses, phone numbers are shared indirectly, and which page is visited on Facebook, which accounts are followed, access to friend lists and friends' information are also included (<http://ekonomi.haberturk.com/teknoloji/haber/781735-facebook-mahreminizisatiyor>; 2014). In the following years, such news appeared for many social networking networks, including Facebook. This is a serious attack on the right to privacy in the context of advertising practices presented under the guise of technological innovation and found in the literature as personalization, especially in social networks. Awareness of this cooperation, the right to confidentiality, as well as privacy between the digital media and the advertising world is one of the most fundamental features of digital advertising literacy. Most practices in social media ask the individual if he / she wants to share this information. However, some pages and applications can obtain personal information without asking the individual. The use of cookies, which has been the subject of discussion in recent years, can be given as an example. Legally, the user must be informed of the use of cookies. On the other hand, many websites provide this information to the user without obstruction. In other words, the user will either agree to the use of cookies - to share information - or not to use that site. Sometimes, clicking on the site is enough for the cookie to be placed on the computer. There are, of course, practices to prevent such situations. For example, privacy settings in social media provide an important solution in this context. Knowing these and similar solutions is an important feature of advertising literacy. On the other hand, it enables the individual to look more critically at "personalized" advertisements. Critical looking is one of the most basic conditions of being an advertising literate.

Ability to Produce Content

Content production offers significant opportunities for advertisers in digital media. Social networks, content sharing sites, blogs are quite active at this point. Content generation is directly related to Web 2.0 technology. With the enrichment of the programming language options, the doors of the new era have been opened technologically. People have begun to write their own content and share it with other people. The emergence of applications that do not require any design information for the user instead of the sites that are tried to be made with HTML knowledge, which have considered all the requests of the user, have made significant contributions to the development of the content period provided by the clients (Kara, 2013: p. 30). Today, the most popular web sites are Web 2.0 technology. The most up-to-date blogs have been created with the structure of Web 2.0 that enables content production. Producing content in terms of digital advertising literacy is one of the features that should be owned. Especially in terms of children, content production, learning the technical and practical dimensions of the subject, and making them familiar with the phenomenon used by advertisers, makes them aware of the critical content as well as their awareness of advertising content.

Ability to Online Learning

Online learning is one of the basic features of digital natives. And as a result of the rapid adaptation to technology, this feature is one of the most essential features that a digital advertising literate should have. Online learning can be defined as the work of gaining knowledge and skills through the use of simultaneous and asynchronous learning applications written, transmitted, active, supported and managed by the use of internet technology. In the simplest sense, online access to learning resources from anywhere and at any time is called online learning (Kaymak & Horzum, 2013: p. 1784). Online learning is often used especially in higher education institutions. However, its importance for digital advertising literacy stems from the fact that it can be used as an educational tool.

SOLUTIONS AND RECOMMENDATIONS

Obviously, advertising literacy is not considered important enough, despite its importance as an integral area of media literacy. However, -a very limited number of studies- have shown that advertising literacy requires a number of important features for both children and adults. These are the features that will eliminate the directives of capitalist ideology imposed by means of digital communication technologies. In other words, advertising literacy, especially digital advertising literacy education, is of great importance.

This training should be provided from an early age and extended to include digital technologies. There are some studies on this subject. In the United States, for example, there is an advertising literacy project initiated by the Federal Trade Commission (FTC). However, both the number and quality of such projects should be increased and their scope expanded.

FUTURE RESEARCH DIRECTIONS

Although not enough, the number of scientific studies on advertising literacy (traditional and digital) is increasing with the years of 2010. However, these scientific researches in the field of advertising literacy, “advertising and obesity relationship”, “video games and advertising relationship”, etc. rather specific issues. However, the framework that has been drawn so far shows that advertising literacy studies should be more inclusive. It should also cover not only traditional but also digital media. However, it is necessary to produce projects on this subject. In this way, studies based on measuring the negative effects of advertising and obtaining data on this subject will also provide a gain in practice. And, of course, advertising literacy (especially in the digital context) should not be seen as simply interpreting an advertisement. Therefore, studies on this subject should be designed in the context of social dynamics such as ideology, capitalism, politics and culture.

CONCLUSION

Today, the development of communication technologies makes many fields and phenomena inherent to each other both in daily life and in scientific sense. Communication technologies also link economics, culture, politics and similar fields that form social dynamics. Moreover, it is not possible to evaluate these dynamics only in the social context, but the situation which is called globalization, which can be expressed as the ambiguity of borders on the world in its broadest terms, makes all world societies interconnected. One of the main factors in this situation, and perhaps even the most important one, is the developments in communication technologies. McLuhan’s “global village” discourse, which he put forward in the 1960s, also explains the role of communication technologies in this context. The most binding and effective field of communication technologies is the mass media. Media is an area that is frequently discussed on its effectiveness and power in individual, social and global contexts. The main reason for the existence of the media is the function of informing the public. On the other hand, phenomena such as the spread of commercialization and globalization have changed this feature of the media. Thus, the media channels have found themselves in a position between rating battles and the race to receive advertising.

In its narrowest terms, advertising can be defined as the promotion of a good, idea and / or service in a way that constitutes purchasing behavior in the consumer. However, when it looked at advertising messages, it is seen that it is not just a product which is presented. To treat advertising only as an element of the marketing mix is inadequate to explain its place in the social and cultural context. Advertising includes -hidden or clearly- the life styles, cultural patterns -such as gender, apparel, language, consumption, etc.-, materialist or moral values; and it has become a vehicle of capitalist ideology. Advertising establishes a world of meanings through visual and audio tools. The aim is to ensure the continuous and regular reproduction of consumption culture in daily life. Thus, it plays a strategic role to ensure the reproduction and dissemination of consumption-based values underlying capitalist ideology in society. In this context, in particular, it is understood that advertising is a much more complex form of social communication than being “promotion” oriented efforts in classical definitions. However, the fundamental task is to buy, to make the purchase continuous and thus to produce a cultural process by continuously reproducing the act of consumption in the society. This brings us to the concept of consumer culture. Consumer culture is a concept that explains the cultural structure of consumer society. In the consump-

tion culture, the act of consumption has gone beyond the consumption of goods in order to meet the existing and necessary needs. From this point onwards, it is no longer the fulfillment of needs, but the quest for social status and value that comes with the act of consumption. Undoubtedly, this approach of individuals classified as consumers within the capitalist system is encouraged. The most important role in this incentive belongs to the media.

Digitalization in the media has not prevented advertising to be an ideological tool that constantly encourages consumption despite all positive comments on digital media. On the contrary, it is an accelerator to increase the effectiveness of advertising. Because of digital media, advertising is ubiquitous and reaches audiences / users more effectively. Digital advertising has features such as ubiquitous availability, interaction, virality and personalization. At this point, the praise for digital advertising, which gives the opportunity to contribute to the production of content to the ordinary user, turns into criticism. Because, when these features are considered in detail, it seems to be mainly focused on the benefit of advertising producers.

The framework so far clearly shows that developments in communication technologies require a new dimension to address media literacy and advertising literacy. This makes it necessary for the qualifications required to become an advertising literate to adapt to the digitalization process. The features such as “visual and technical specialization”, “rapid adaptation to technological developments”, “awareness of the right to privacy and confidentiality”, “ability to produce content” and “ability to online learning” should be added to “informational”, “visual / aesthetic”, “rhetorical” and “promotional” literacies.

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KEY TERMS AND DEFINITIONS

Advertising Literacy: Understanding and interpreting what advertising messages say, what they want us to do, and what they actually want to say. In addition to knowing the advertising industry and its commercial characteristics; comment and produce ideas in this direction.

Awareness of Privacy: To know how the data collected about us through digital communication technologies can be used against us as a consumer. To be aware of the existing methods to protect from this situation.

Digital Advertising Literacy: To be able to perceive and interpret advertising messages mediated in digital media. To be able to recognize digital advertisements in different formats.

Digital Immigrants: A concept created by Marc Prensky for individuals born before the 1980s and unable to adapt to technological advances as quickly as digital natives.

Digital Natives: A concept created by Marc Prensky for individuals born in a technology-intensive environment in the 1980s and beyond, who can easily adapt to technology.

Media Literacy: To be able to understand and interpret media messages, as well as to access different sources of information in order to obtain accurate information. At the same time, to understand the functioning of media institutions, working conditions and their place in the social system.

Online Learning: To be able to perform learning action through digital platforms.

Personalization: With the development of digital technologies, the data we leave in the digital world is collected by advertising manufacturers and the advertising messages are tailored to the personal preferences of the user.

Producing Content: Content generating. The ability of ordinary users to produce, save and share content through Web 2.0 technology.

Section 3

Social Media Literacy

Chapter 10

Mobile Technology and Social Media Literacy: Exploring Architecture and Interior Architecture Students' Practices

A.Tolga Ilter

Istanbul Technical University, Turkey

Pelin Karacar

Istanbul Medipol University, Turkey

ABSTRACT

Advancing information and communication technologies (ICT) are reshaping our daily lives. Mobile communication devices, especially the introduction of smartphones, changed the way we communicate both professionally and socially. Mobile technologies are spreading our daily lives with the help of social media applications. Implementation of social networks to the education programs may encourage students to reach information, share their work, get feedback more easily, and produce content that will build up their portfolios and professional identities for their future career. However, in order to achieve such a goal, it is quite important to understand their behavioural patterns on social networks and mobile technology use. In this context, this research tries to explore architecture and interior architecture students' social network patterns under the social media literacy framework.

INTRODUCTION

Information and Communication Technologies (ICT) are restructuring our everyday daily life with an increasing pace. An important part of this accelerating change is driven by advancing mobile communication devices. Enhanced by the introduction of smart phones, mobile technologies are spreading our daily lives along with the social media applications. This technological advancement changed the way we communicate both professionally and socially. Mobile devices, especially smart phones are literally becoming our extensions and people who use them are being drawn in to these social media applications

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as if they are neural networks of our natural bodies just as Marshall McLuhan predicted more than half a century ago in his book 'Understanding Media: The Extensions of Man' (McLuhan, 1964)

The generation born roughly after 1980 is called "generation Y", "Millennials" or "Net Generation". The Net Generation is considered to have grown up in an environment they were regularly exposed to computer based technology. Not surprisingly, technology marketing seems to aim more at the Net Generation as a substantial consumer group. Consequently, current higher education is being shaped by these tech-savvy millennials and the advent of web 2.0. Technology is a critical part of learning environments (Gikas & Grant, 2013), that is valid for traditional brick-and-mortar classrooms as well as e-learning settings.

Alter (2017) indicates that, the average time spent on telephone has increased from 18 minutes to an average of 3 hours a day and underlines the attribution of the social media applications on that change. Under the light of this substantial transformation, it is quite liable to acknowledge smartphones as the dominant driver of social media. However, there are some serious side effects of these technological advancement that should also be mentioned. Social media applications seem to be creating digitized medium for a virtual social life instead of boosting our personal social interactions that we used to have face-to-face. Similarly, Greenfield (2012) quotes the Internet as "... a socially connecting device that's socially isolating at the same time". Social and technological existence that are all online increases the flow of information day by day and by the time you finish checking your e-mails and social networks, it is time to check your e-mail and social media accounts again. Alter (2017) call this a ludic loop that is a process that puts you into a state of serenity such as the soothed state people are in while playing slot machines at casinos. This state of comfort relieves the anxiety we live in and has a strong potential to drag us into an addiction if it begins to fulfil a missing psychological motive. The addictive use of Internet is not a new phenomenon. This condition is commonly cited as Internet addiction disorder (IAD) whereas there are other terms used such as pathological Internet use, Internet abuse, digital media compulsion and virtual addiction (Greenfield, 2012). It is considered quite similar to other addictions like drug, alcohol and gambling which results in social, academic, and occupational impairment (Young, 1998).

Although the debate about the definition and extent of IAD is still going on, studies reveal that young users are more at risk (Ferraro, Caci, D'Amico, & Blasi, 2007). Teenagers and young adults are among the highest percentage of smartphone and social media application users (Perrin, 2015). As an apparent result, colleges and higher education institutions are in a challenge to limit and control students' smartphone and social network use as these practices are considered as distracting for the conventional education practices. On the other hand, academicians are tending to spend more time with their mobile devices and use social networks similarly. Moreover, we are on the verge of a connected world with the 'internet of things' that will be a breakthrough innovation in technological advancements and our digital environment. Under the light of all these forthcoming developments, it seems things will get tougher to leave these devices out of classrooms.

The idea of using mobile devices and social media applications for the benefit of education is being discussed by various researchers like Gikas & Grant (2013), Liu (2010), but research on using such tools and technologies for undergraduate architecture and interior architecture students is far from being extensive. Besides, existing data and insights are in line for becoming irrelevant with an unusual pace. It is essential to understand the nature of the social media context and to what extent students can reach, understand, practice and benefit social media applications in order to propose educational solutions using mobile technologies.

The motivation behind using social media can be classified under three main topics. First type of the social media use is for building networks. These networks can be professional or interest based. Second reason for using social media is to find and evaluate information which means using it as a type of information source. Third type of social media use is for producing information or knowledge generation. This last type enables users to be an active participant in the content production process instead of being just a consumer. The technology enabling user participation forms the internet medium called web 2.0. In this context, institutions of education may use this potential of interest into an opportunity to enhance both the content and the process of learning. We may well argue that using social media as an information source and as a tool for education would be much easier for design oriented programs such as architecture or interior architecture since the social network interfaces are more graphic oriented. A properly programmed implementation of social networks to the education program may encourage students to reach information, share their work, get feedback more easily as well as producing content that will build up their portfolios and professional identities for their future career. However, in order to achieve such a goal it is quite important to understand their behaviour patterns on social networks and mobile technology usage. In this context this research tries to explore architecture and interior architecture students' social network patterns under the social media literacy framework.

By the help of a series of survey data this study tries to explore undergraduate architecture and interior architecture students' smartphone and social network practice under the social media and technology literacy frameworks. These data include but not limited to their operating medium, active social network memberships, time spent online, time spent with social networks, whether they go online during classes and check their social networks, frequency of sharing new posts, their intentions about following accounts about their soon to be profession and their social interaction with academicians on these social networks. Considering the fast-track changes in social media environments and mobile technologies, a comparison between years 2017 and 2019 is also added to this research following a previous study by the authors.

MOBILE TECHNOLOGY AND SOCIAL MEDIA LITERACY

Technology is defined as a system that uses knowledge and organization to develop objects and techniques for achieving defined roles. In addition, the term "technology literacy" can be adopted in a variety of contexts adhering to the term technology. Technology literacy is defined as 'an individual's skills to adopt, adapt, invent, and evaluate technology to positively affect people's life, environment and community (Hansen,2003). It is technology literacy that contributes both to building trust in learning processes and to creating new environments for advanced learning opportunities. Personal, portable, wireless network technologies are becoming widespread in the lives of learners today.

Technology, which is identified as "uninterrupted learning spaces and marked by the continuity of the learning experience in different scenarios or contexts, appears to create potential for a new stage in the evolution of advanced learning. It enables students to learn through mobile technology whenever they are curious, between formal and informal contexts, between individual and social learning, as well as between different contexts and by expanding the social spaces in which students interact with each other.

It is technology and society that implies a special approach of mutual forming that adds the idea that technological development interacts with social contradictions. What is based on dialectical reasoning is the important theory of media and technology.

In this way, a particular media / technology has at least two potential effects on society and on social systems that can co-exist or may conflict with one another so we can see the causal relationship of media / technology and society in a multidimensional and complex way. Social networking sites, which combine different media, information and communication technologies, at least provide information that displays information describing users, links are displayed and links between displayed users provide link lists and communication between users. It is also true that social media literacy is defined as being capable of communicating appropriately, responsibly and critically evaluating conversations in the field of social-based technologies. (Tillman, 2010).

Users who gain a personal reputation for their actions on the platforms they use should be aware of this. Anyone can post something online, so the user needs to know that critical thinking is key to determining what is critical and what is not. In terms of personal or corporate branding, it is therefore important to determine which networks to use, to find people and to participate in the interaction from a brand management perspective. There is an available Oxford glossary (n.d.), which defines social media as websites and applications that let users to create and share the content of news or articles or join social networks. Some examples of social media are; Facebook, Twitter, Instagram, Pinterest and LinkedIn.

What is accessible on the Internet and can be used to share information and ideas can be regarded as social media. Social media improves itself with computer and internet technologies and in some environments it is also called new media. Social media (new media) is also used especially by young people, adults and children. However, it is not known exactly what it will bring to humanity. It makes communication relatively easy, but it raises many problems. The main reason for these problems is to use social media in an unconscious manner.

UNESCO's definition of Media and Information Literacy (MIL) is as follows and Social Media Literacy can be defined from this definition: *a set of competencies that empowers citizens to access, retrieve, understand, evaluate and use, create as well as share information and media content in all formats, using various tools, in a critical, ethical and effective way in order to participate and engage in personal professional and societal activities. This means that a 'media and information literate person must not only be a consumer of information and media content, but also a responsible information seeker, knowledge creator and innovator, who is able to take advantage of a diverse range of information and communication tools and Media.* Social media literacy (SML) can therefore be understood as the *...specific set of technical, cognitive and emotional competencies that are required when using social media to search for information, for communication, content creation and for problem-avoiding and problem-solving, both in both professional and social context* ("What is Social Media Literacy?," n.d.).

What the media literacy research reveals is a rich and productive, yet controversial work structure. Media literacy is a widely accepted definition, although it is difficult to define, as it has the capacity to communicate, understand, evaluate and communicate in all forms. (Aufderheide, 1993). While the concept of media literacy has recently been expanded, sometimes digital literacy or digital media literacy has been re-labelled (Hobbs, 2008).

Today's social media community, discussions on the experience and information, ability, competencies and attitudes or orientations needed to successfully access and succeed were distorted and framed in connection to the concept of literacy (Banaji, 2015). When this approach is adopted, a technologically deterministic perspective is clearly avoided. It also opens up skill discussions for a number of key sup-

porting but important skills and competences, such as experimentation, problem-solving skills, or the ability to gather information and move towards a common goal with others.

The adoption of new media literacy can be defined as cultural competences and social skills developed through collaboration and networking. Jenkins & Foundation (2006) identifies eleven different skills that underlie traditional literacy, research skills and critical thinking skills considered in the traditional education system.

Jenkins & Foundation (2006) suggested the following new skills indispensable for new media literacy:

- **Play:** It is the capacity to experience problems as a way of solving.
- **Performance:** It is the ability to obtain alternative identities for improvisation and discovery purposes.
- **Simulation:** It is the ability to interpret and establish dynamic models of real-world processes.
- **Appropriation:** It is the ability to sample and remix media content in a meaningful way.
- **Multitasking:** It is the ability to scan a person's environment and change the focus as needed for outstanding details.
- **Distributed Cognition:** It is the ability to make meaningful interaction with the tools that increase their mental capacity.
- **Collective Intelligence:** It is the ability to gather information together and compare notes with others for a common goal.
- **Judgment:** It is the ability to evaluate the reliability and validity of information sources from different locations.
- **Transmedia Navigation:** It is the ability to follow story and information flow in multiple modalities.
- **Networking:** It is the ability to search, synthesize and disseminate information.
- **Negotiation:** It is the ability to travel in different places, to distinguish different perspectives and to respect them and to understand and follow alternative norms.

For people who can distribute messages from economic information to political, economic, social and cultural and defence and security, mass media means a source of information. There is an increase in information dissemination channels and easy access to all kinds of information in today's digital age. In the 21st century, when the network society was widely discussed, it became a social network community. Political and personal agendas are including social media. Official and nonofficial education, information search, introduction of oneself, entertainment, games, socialization, CV creation, job search, archiving, networking, cyber activism and civil and political campaigns are among these agendas. There are people with relatively unobstructed attainment of internet, and they are getting increase residing in a hyperlinked arena. Private and corporate profiles are profiles that can be created (individually or jointly), divided, maintained, linked to, and updated on a range of platforms, both static and mobile.

The discussions of mass media, such as Facebook, Twitter or Wikipedia, which always pursue the next innovation, emerge with discussions of social media. These online spaces are geographically dispersed and bridged, apparently not hierarchical, and it is said that their architecture is to provide more recent and o from time to time more egalitarian learning, sociality and policy forms (Bennett & Segerberg, 2012).

In this framework, multiple profiles, groups and pages are created and maintained in different platforms and ways in which social media is used and accessed. Therefore, some questions arise for teaching and research. For example, what does literacy history mean in a social media age? Can a particular literacy be distinguished from what is related to social media that does not require an additional legion of literacy? Can they be social, political or technological? Is social media really 'social'? Or does it mean that individuals remain alone by making them dependent on them? In this perspective, the outlines of the study have started to be formed. (Sabancı, 2018).

In addition to contextual information, tendencies and orientations are observed more prominently in teens's social media literacy in the age of social media. The use of Facebook is researched, and at the end of this research reveals that the distinction among a skill-based approach to media/social media literacy and a critical/political approach is typical of this research context (Selwyn & Grant, 2009).

A social media literate can find, participate or found and protect relevant communities of interest in relation, for example, entertainment or politics; present ideas for different contexts and audiences using codes and rules of individual and co-written texts and platforms. It is possible for these people to find and track information on resources on tweets, hyperlinks and social networks. Relevant skills and competences may include, but are not limited to, decoding and interpreting data hyperlinked or embedded in social networks; separation of large amounts of data; finding, merging, and using networks or applications; effective use of privacy settings; customize profiles within the boundaries of certain social media platforms; effectively implement online rules, agreements, and codes of conduct online; recognize, report and avoid bullying, exacerbation and trolling, including unpleasant or controversial content on the accounts, pages and networks of friends, groups or unknown persons; and distinguishing ad from non-commercial content (Selwyn & Grant, 2009). Therefore, social media literacy studies will include research on how property, social media website profitability, governance and social control, as well as pleasure, identity, expression and participation are facilitated by social media.

RESEARCH METHODOLOGY

To assess the social media literacy of architecture and interior architecture students, a cross sectional descriptive study is used. Semi structured questionnaire forms are applied both in the researchers' institutions and also sent to academicians known by the researchers, with a request to disseminate their students of different universities.

Data collection is done by conducting two separate questionnaires in April 2017 and April 2019 respectively. In both cases, the structure of the questionnaire is developed using recent research studies (Vural & Bat, 2010), (Tektas, 2014), (Liu, 2010) in order to obtain data about the mobile technology practices and social media literacy of architecture and interior architecture students. Survey questions are not grouped structurally on the form but planned in groups as follow: (1) Students' general perception and habitual approaches towards Internet usage, (2) Social media literacy, social networks they actively use, (3) Internet and social network practices during the time they spend in their university, (4) Their interest in architects, architectural offices and architecture schools on social networks and which of them they follow, (5) Demographic questions pertaining students' institution, department, grade and gender.

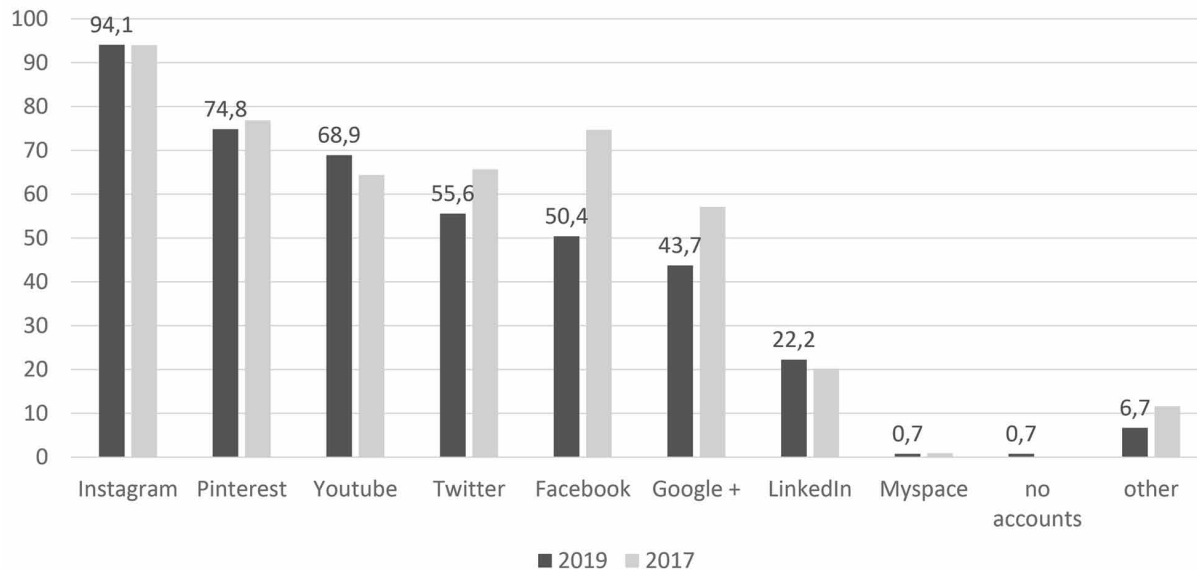
The link for reaching the questionnaire was sent to the students by e-mail. Students of architecture and interior architecture/design departments of three universities in 2017 and five universities in 2019 were included in the research as the request was accepted by relevant department academics. While the majority of the Universities in both surveys are located in Istanbul, students of a university in the western province of Edirne also joined both surveys. Duration for both surveys were limited by 15 days. During this time period two separate e-mails with the questionnaire link are sent as a reminder to draw attention and increase the participation.

The collected data are analysed by using Microsoft Excel and SPSS software. Microsoft Excel is used for the descriptive analysis of the results, where SPSS is used for variance analysis between different groups of students. As the initial findings of the first questionnaire was summarized in a previous paper (Ilter & Karacar, 2017) this article reports the difference between the two time periods using the gathered descriptive data. Number of universities conducted and the limited time assigned for the answers were significant limitations of this research.

FINDINGS

The first questionnaire, that forms the first stage of this research was applied in 2017. It was sent to 1126 students of department of architecture and interior architecture in three different Universities in Turkey. At the end of the given time period, 240 valid questionnaire forms were received. The amount of valid answers were corresponding to 21,3% of the total population and at a confidence level of 95% margin of error was 5,6%. The second set of questions used in 2019 are meticulously revised for minor changes in social network brand names and mobile technologies. All revisions are made staying authentic to the purpose and construct of the questions. As the second stage of the research, a similar questionnaire is sent to 844 students and the number of responses to this second questionnaire is 136. The amount of valid answers are corresponding to 16.70% of the total population and at a confidence level of 95% margin of error is 7,7%. As the number of responses are well behind the first questionnaire, the change in the margin of error should be considered while interpreting the two sets of data.

In this section, descriptive analysis and comparison of the survey data gathered from 2017 and 2019 surveys are reported according to the planned groups in this order: (1) Demographic questions pertaining students' institution, department, grade and gender, (2) Students' general perception and habitual approaches towards Internet and smartphone usage, social networks they actively use, (3) Internet and Social network practices at the university and for their education, (4) Their interest in architects, architectural offices and architecture schools on social networks and which of them they follow, (5) General insights for using social media for architectural education.

Figure 1. Percentage distribution and change of the students' social network accounts 2017-2019 (%)

Demographic Data

Representing over two thirds of the total population, 68% of the respondents were female in 2017 survey where this percentage is 71% in 2019. In 2017 survey, about 65% of them were architecture students compared to 35% interior architecture students. Similarly, 63% of them are architecture students and 37% are interior architecture students in 2019. In both surveys, most of the students are at their first year at their University with 41% and 46% for 2017 and 2019 respectively. However, compared to 35% second year students in 2017, this rate is 13% in 2019. Third year students are represented with 14% and fourth year students 6% in 2017. These ratios are slightly different in 2019 survey with 20% and 15% respectively. In 2017 survey, 3% of the students were studying in their department for more than four years. In the recent survey this ratio is 6%.

General Perceptions: Internet, Smartphones, and Social Networks

All the students answered the questionnaire are regular Internet users. Meanwhile students using mobile phones to go online have increased from 76% to 89% in last two years. As a result, notebook computer users to go online decreased from 21% to 9% and common desktop computer users and tablet computer users to connect Internet, which were smaller than 1% in 2017 seem to prefer other tools as no one did select this option in 2019. However, students using private desktop computers to go online are stable with 2%. Most of the students are spending between 2-6 hours going online with 51%. For about 30% of them this time extends to 6-12 hours. Going online more than 12 hours represent %10 and less than 2 hours %9. Percentage of students using mobile phones to go online is 97,5%, where the smartphone owners are a noble 99,2%. Around 57% of these phones are using iOS, 42% Android and less than 1% of the students claim using “other” operating systems for both time periods.

99,3% of the students state that they have active accounts in social networking sites raising from 96,7% in 2017. Instagram is still the most popular social network with 94,1% followed by 74,8% Pinterest. However, as Pinterest has a slide of around 2%, Facebook accounts lessened from 74,7% to 50,4%, twitter from 65,7% to 55,6% and Google+ from 57,1% to 43,7%. With these percentage changes, YouTube became the third most popular social network by 68,9% followed by Twitter and Facebook. LinkedIn accounts have an increase around 2%. On the other side, students stating 'other' social network accounts have a significant drop around 5% and became 6,7%. Distribution of the social networking sites that students have accounts and the change between 2017 and 2019 are shown on Figure 1". Students have 4-6 social network accounts on average with 64,81%.

Students are also asked about their preference to use the social network accounts they have with a grade of 1-5, where 1 is the most preferred and the others follow up to the fifth preference. Instagram is again the most preferred social network by 56,7% raised from 55,2% in 2017. Second one is YouTube by 28,4% up from 20,5% and the third is now Pinterest defeating Facebook by 21,6%. These preference percentages also strengthen the change in the account holders. 25% of the students have their personal weblog and about 30% of the students visit weblog sites regularly. These percentages were 10,4% and 20,25% in 2017 survey respectively. Regular visitors of the blog sites are asked about the weblog sites they visit and the blog owners about the weblog sites they own a blog. Answers show that Tumblr is both the most visited and most blog owned social network site between the ones that have interest. That one is followed by Blogger, Weebly and WordPress in popularity.

A significant amount of students with 87% are checking their social media accounts many times daily which raised from 71% in 2017. However, students stating that they check their social network accounts less than once in a week have also raised from 1% to 3%.

Using Social Networks at the University

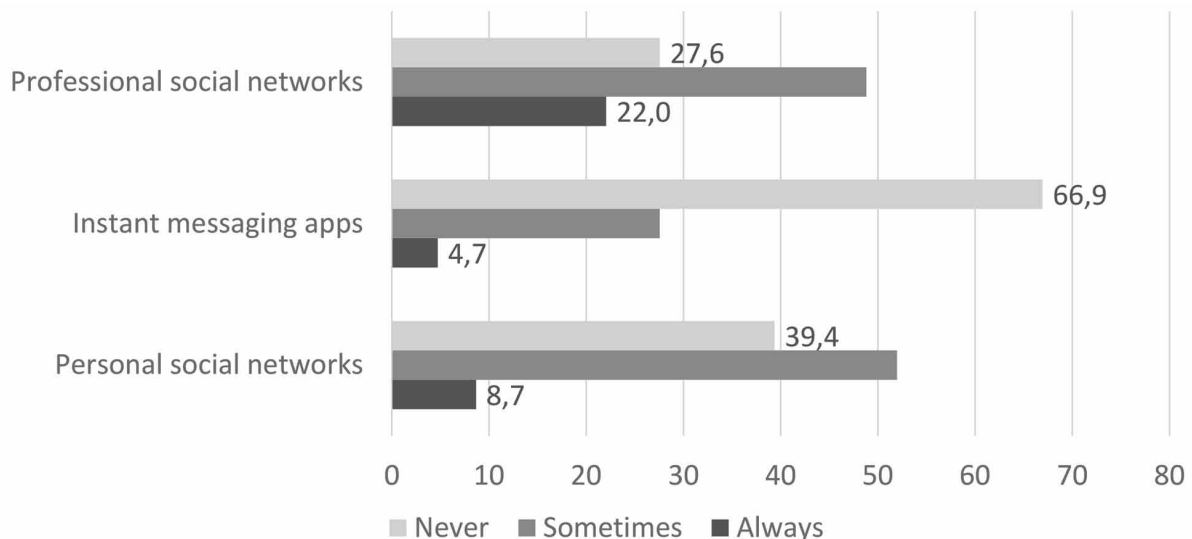
Students' answers show that about 70% of them can reach Internet using their University's wi-fi infrastructure and 67% of the students use that connection for reaching their social networks. These ratios display a change over 10% as these numbers were both 78% in 2017.

In the 2017 survey, 3,8% of the students admitted that they never go online during the classes. In 2019 this ratio is 7,9%. In 2017, 10% of students were admitting that they never check their social network accounts during the classes. In 2019 this ratio raised to 13,5%. Similarly, students that rarely check their accounts have raised from 26,5% to 34,9% and answers for "occasionally I do" dropped from 41,2% to 31%. Answers for "I do most of the time" and "I regularly do" seems alike. 4% is regularly checking social network accounts during the class activities.

When students are asked about the daily average time they spend online, 39,7% of students state they spend between 4 to 8 hours, 35,7% between 2 to 4 hours and 15,1% less than 2 hours daily. Students who admit spending more than 8 hours daily online are 9,5%. When it comes to social networks, none of the students stated that they plan to spend more time for social media. 51% is planning to spend the same amount of while 49% is planning to reduce the time spent on social media.

85% of the students follow architects or architectural offices on their social networks with a rise from 70% in 2017. Meanwhile Architectural schools are followed by 46% with a slight difference compared to 48,6% in 2017. Notable in 2019, apart from their own schools, a foreign architectural school is also stated by a significant ratio of 4,4%. Most popular network for following both schools and architects/architectural offices is Instagram by far. Students are also asked if they use instant messaging applica-

Figure 2. 'Do you accept strangers' friending requests in social networks?' 2019 (%)



tions. Quiet similar to 2017, 99% of the students admitted using them as it was 97% in 2017. Between these apps, WhatsApp is on top with 97%. The second most popular instant messaging app is Instagram by 80%, which was Snapchat in 2017 with about 61%. In 2019, Snapchat becomes third with 25% which is in close proximity with Facebook Messenger with 23,4%. However Facebook Messenger is also losing ground as it's ratio was about 35% in 2017.

Friending, Following, and Posting for Architecture

When students are asked if they use their real name on social networking activities, 84,1% admitted doing so. In 2017, the same ratio was 89,7%. When asked about further personal content they would share in their posts, 59% admitted sharing their school, 53% personal photos, 48% birth date, 47% the city they live. Mobile phone numbers are the least shared personal detail of students with a sharing ratio of 10%. Another question was about students' friending patterns. Students are asked if they accept friending requests of strangers on their social network accounts in three different categories. While 22% admitted that they will accept all requests in professional networks, this ratio became 8,7 in personal networks and 4,7% in instant messaging apps. Answers for students' behaviour against friending requests is shown in Figure 2.

2019 results show that 29% of the students also follow their academician's social networks, joined by another 43,5% who do the same occasionally. These numbers were 41% and 36% in 2017 respectively, showing a fall of around 5%. In the latest survey, Students state that 63% of their design course lecturers share course documents and information on social networks at least occasionally. However in 2017 this ratio was 78%, showing a sharp fall for lecturers sharing course information and material on social networks. When students are asked about posting course related online documents to the social networks, 17% of the students admit posting documents regularly and 45% admit occasionally. In 2017, the same question was answered as 31% and 39% respectively. Meanwhile, in 2019 the ratio of the students who "strongly agree" or "agree" that their lecturers are efficient users of the social networks is 35%. The same

Figure 3. 'Do you think your lecturers use social networks effectively?' 2017-2019 (%)

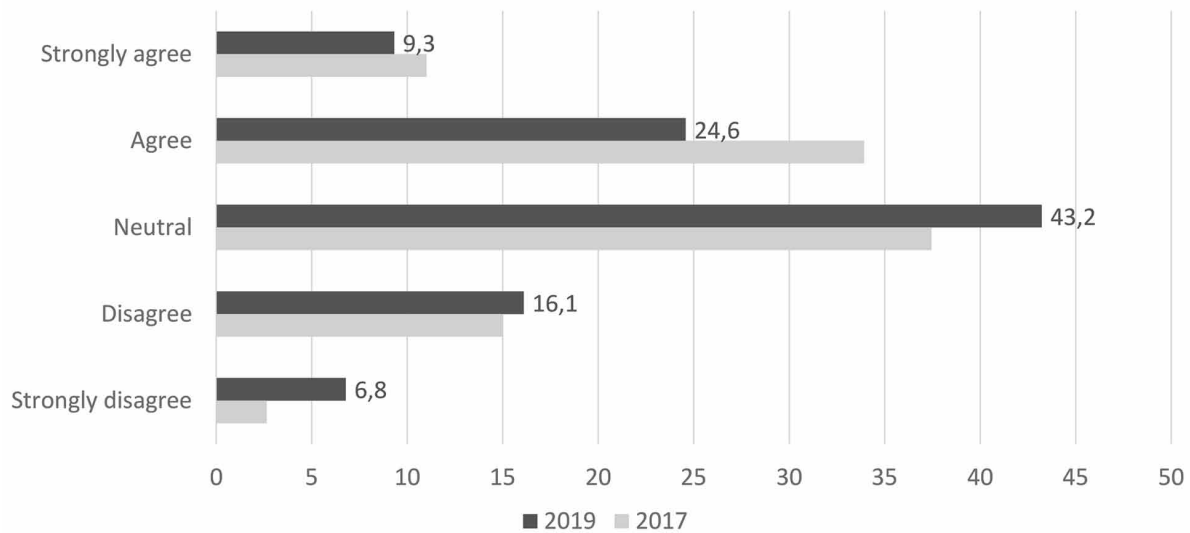
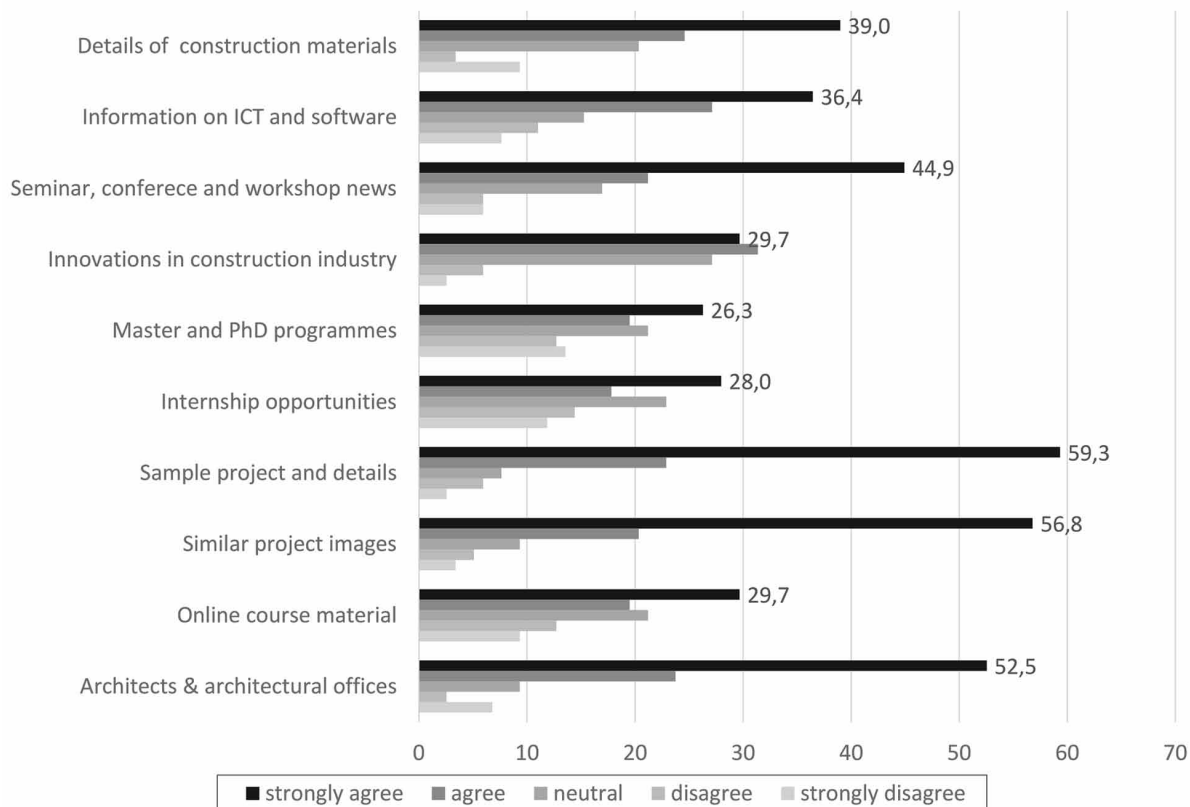


Figure 4. 'Do you think social networks can help your education by reaching these features?' 2019 (%)



ratio in 2017 was 45%. Percentage ratio of the answers for the question ‘Do you think your lecturers use social networks effectively?’ in the 2019 survey are shown in Figure 3.

Social Networks for Education

Students are asked if they agree that social media networks can be helpful for proposed topics concerning their education. The first three topics that students ‘strongly agreed’ are ‘Reaching sample project and details’ with 59,3%, ‘Finding similar projects’ images’ with 56,8 and contacting architects and architectural offices by 52,5. All the result of this question are shown in Figure 4.

As the last question of the questionnaire, students were asked to indicate their thoughts about using social networks as a tool for their design education. In 2019, about 55 students out of 136 have expressed their thoughts and ideas with 40,4% in this open ended question. In 2017, it was 52 students out of 240 with 21,6%. With nearly the same number of students in two subsequent surveys, initially, all the students who answered this question are affirmative and demanding from using social networks as an educational intermedium.

Most of them are asking for a dynamic portal that will contain an archive of photos, videos, detail drawings, sample projects, presentations, book recommendations, articles, architectural terminology in both Turkish and English, interviews with famous architects and their work, enabling sharing and brainstorming between students and lecturers. They request video tutorials and an archive about current lectures and/or technical drawing, like CAD, BIM lectures, announcements about architectural competition and apprenticeship opportunities. They want to freely express their design work and also want to see other project groups’ and university students’ work and evaluation. There is also a demand for the social networks to be introduced by lecturers and professionally managed faculty and department social media accounts behaving like social platforms between students and lecturers globally. Students are also asking for establishing mobile ready social networks and offer social responsibility projects for the community. These demands are more or less the same in both 2017 and 2019.

There are also complaints about divergent practices of different architecture schools, starting from unclear jury and grading criteria to social media abuse by students. Although some students criticise their peers for using social network sites such as Pinterest as cheat sheets, they are still positive about the idea of using social media for educational purposes. Nevertheless, in the 2019 survey, two students stated that social networks are being effective enough for their education and the rest should be more personal.

SOLUTIONS AND RECOMMENDATIONS

Results and comparison of the two surveys highlight some changes and affinities about both mobile device and social media use for interior architecture and architecture students. Students using mobile phones to go online have increased from 76% to 89% in last two years while notebook computer users to go online decreased from 21% to 9%. These ratios show us the change towards the mobile devices. However notebook or the so called laptop computer genre is no more considered as mobile for the ‘Net Generation’.

Besides the change towards mobile, smart phone or up to 'Phablet' devices which are hybrid devices of mobile phones and tablets, we are so close to the point where every student has a social media account. And again the ratios show us that the social networks are moving towards being a monopolistic corporations as the number of students who admitted using other than the most known brand name social networks lessened down under ten percent as they have a share about 6,7% in 2019 survey. The number of monopolistic corporations are decreasing too. One network buying the other or supplementing new features like adding instant messaging function to an image sharing network enables them to secure more shares of the social media market for the acquiring company.

In this context, nearly nine in ten students are checking their social network accounts daily with an addition of two in ten in the past two years time. On the other hand, number of students who pay less attention to social media are quiet few in ratio but the number of this students have tripled since 2017 and raised to 3%. In the 2019 survey, none of the students stated that they plan to spend more time for social media. 51% is planning to spend the same amount of while 49% is planning to reduce the time spent on social media. Findings of the two consequent surveys discussed here both have similarities with other researchers work like Vural & Bat (2010), Tektas (2014) and Liu, (2010). However, global survey results about smart phone and social media use put forward a consistent amount of difference between different cultures (Poushter, Bishop, & Chwe, 2018). Besides, during the literature analysis, similar research work dealing with architecture and interior architecture students could not be identified which restraints subject specific comparisons.

Although the sample size of this research is not sufficient to test and validate more wide-ranging implications, interior architecture and architecture students are drawing a picture where we have an almost full-time online generation who are feeling a bit distracted by the social media and trying to limit or at least stop the amount of time they spend on. Results show an up to date mobile technology infrastructure afforded by the students themselves and an increasing interest towards social networks on the student side. However, academic institutions and the system of education seems to lag behind. Such an output shows that this highly opportunistic environment brings us challenges. We are paying attention to using social media and investing on mobile technologies but on the other hand struggling to put these technologies on the right track to improve the system of higher education.

Mobile devices and social media applications can help students learn new skills such as Jenkins & Foundation (2006) suggests. Architecture and interior architecture students can be motivated to blog their design work, share their studio work on mediums like Instagram, Facebook or similar sharing platforms. Follow and comment on their classmates designs as well as famous architects and designers. During the practice, academicians' active involvement is needed to motivate the students and manage the process to reach aimed results. These activities are considered to be promising for some of the needed skills in the new media culture such as play, simulation, networking and collective intelligence.

FUTURE RESEARCH DIRECTIONS

In a digitized world, reaching any kind of information is getting easier everyday by undeniable contribution of social media. However while the amount of information on any kind of subject extends beyond our imagination by using social media tools, it is getting more and more complex to reach precise and unmanipulated information in a highly complex and 'polluted' nature of this clutter. As the students also mention in both surveys, social media slightly moderated by academic institutions or lecturers have the potential of eliminating the negative connotation attached to it. As well as a major number of citizens in our global village Turkish interior architecture and architecture students are spending a remarkable amount of time within the social media. This opportunity to use the potential for developing new educational mediums is worth making further research. As an initial stage, using social networks such as blogs, dedicated networking groups or pages where studio work can be posted, commented, archived and shared with a wider community seems worth looking for as a future direction.

CONCLUSION

Mobile technologies have spread into our lives initially as tools enabling verbal communication and short message services. They got adopted by businesses as they enabled reaching people anytime and anywhere who are considered lucky enough to be under the coverage of phone operators. In a couple of decades, while the limited coverage area enlarged and the data transmission speed increased multiple times, the simplistic need to speak to other people for doing business turned into streams of data flow forming networks of a virtual world that is for business as much as any other need or desire of mankind.

Social media evolved as a dynamic virtual network that has broad effects on social life and business environment globally. While the access speed increased with an unbelievable pace, number of social media accounts have soared globally. However the limited control over the internet and social media caused security concerns as well as a serious issue of identifying the pure form of the information and its manipulated state. Although it still seems quiet far to identify social media slightly moderated by academic institutions or lecturers have the potential of eliminating the negative connotation attached to it.

It is obvious that more detailed enquiries should be made to go further in understanding and improving social media literacy and use these findings to adopt and develop the tools and technologies for educational purposes. We need more research on social media literacy, how they identify, understand, use and adapt to these technologies. Understanding perceptions towards social networks and their 'designed' online existence in wider communities seems to be the key to enable researchers to identify new ways for education and to develop next generations' knowledge and potential.

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ADDITIONAL READING

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KEY TERMS AND DEFINITIONS

Following: Social media users that choose to see all the posts of other users in a social network platform.

Friending: Act of adding or granting someone to a list of ‘friends’ on a social network that allows that person special privileges of viewing and posting to that person’s ‘timeline’.

Instant Messaging App: Usually a mobile device or online computer service that provides text as well as voice communication.

Mobile Technology: Generally referring to hand-held computer devices such as smart phone and tablet computers.

Posting: Act of sending or ‘sharing’ content in a social network that can be both private or public.

Social Media: Web-based platforms that people broadcast text, images, graphical expressions, images, video etc.

Social Network: Web-based platforms that people that people interact with one another in which the communication has a two-way nature.

Chapter 11

Case Study on Patient Groups on Facebook in Turkey: Through the Lens of Critical Health Literacy

Aslıhan Ardic Çobaner

 <https://orcid.org/0000-0002-8210-6938>

Mersin University, Turkey

Beste Sultan Gülgün

Ankara University, Turkey

ABSTRACT

Increasing prevalence of chronic diseases and ageing population necessitate access to accurate health information for better health. The internet and social media affect and transform the communication of health-related information. Online platforms are enabling patients and patient groups to find common ground to discuss their health and diseases. Focusing on disease/patient group sites, this chapter investigates these sites through analyzing their features, inclusion of social and economic determinants of health in their contents, and level of critical health literacy calling for decision and action. Furthermore, these sites and their organization structures are analyzed by netnography. The findings show that disease/patient sites on Facebook are highly benefitted as an information and experience sharing platform. However, the critical health literacy level of the contents is quite low. Therefore, the role of social media as an improvement area for critical health literacy in health communication is getting more important.

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INTRODUCTION

In the twenty-first century, digitalization in health information is indispensable and inevitable that any individual can both benefit and suffer from this conversion. Tremendous growth in the use of information technologies enable everyone who has access to the Internet to seek and find information. Today, it is possible for anyone with internet access to diagnose oneself with any disease just by searching online their possible symptoms, interpret test results on their own or learn about better health and well-being. Is this a correct way of using health-related information on the Internet or is it harmful and abusive? In our digitalized and connected world, is searching or seeking health guidance on the Internet really helping us or directing us towards misinformation. The ongoing discussions about the use of online information is also valid for health-related information. The answers to these kind of questions are and will be the subject of other studies. This Chapter attempts to connect the significance to ‘critical health literacy’, which is gaining importance after the digitalization of health information. Understanding how we make use of available information has become vital and is a topic of concern for scholars to analyze and study from multiple perspectives.

Building on an attempt to contribute to the digital use of health information through the lens of critical health literacy, this Chapter investigates patient groups’ interactions, information exchange and communication on a widely used social media platform. The study discussed focuses on the most prevalent chronic diseases to contribute to the ‘more’ component of the broadened literacy definition in the digital age as well as engaging the social determinants of health.

Until the mid- twentieth century, infectious diseases and infant deaths were the leading causes of global mortality. Progress in health, medicine and pharmaceutical sciences and sectors, such as increased use of technology in medicine, growing funding to health sciences, advances in types and availability of medicines and vaccines, has helped in reducing and controlling epidemic diseases and their mortality/morbidity rates. Hence, chronic diseases such as cardio-vascular disease, chronic pulmonary diseases, cancer and diabetes have replaced the infectious diseases in prevalence and become the leading causes of mortalities in this era (Bilir, 2014, p.62).

Today, chronic diseases kill approximately 40 million people annually. And, this figure makes up almost 70% of all deaths around the world and 80% happen in low and middle income countries. In parallel to the global trend, the prevalence and mortality rates of chronic diseases are also increasing in Turkey. 77.5% of all deaths in Turkey occur due to chronic diseases. Among them, cardiovascular diseases, chronic obstructive pulmonary diseases (COPD), cancers and endocrine diseases like diabetes constitute the primary mortality causes (WHO, 2018, pp. 1-4).

Several factors lead to chronic diseases and for this reason chronic disease control is harder than the control of many infectious diseases. Some of these factors include an individual’s residential and work environment whereas some are related to their behavior and lifestyle. Accordingly, ensuring a balance between socio-economic status (income, education, housing, social norms), culture (media, traditions, religious affinity, values, social institutions and political system) and social networking (school, job, family, religious entities) plays a significant role.

Accurate understanding of health related messages and their implementation are important for both prevention and treatment of chronic diseases. Building this competency is relevant to the health literacy level. Health literacy implies that the ability of individuals to “*gain access to, understand and use information in ways which promote and maintain good health*” for themselves, their families and communities as health literacy defines their cognitive and social skills determining individuals, personal

decision and empowerment for good health (WHO, 1998; WHO, 2013; NAP, 2004). Studies show that individuals with insufficient health literacy are also inadequate in managing their health, illness and treatment knowledge, particularly when it comes to chronic diseases (Çiler Erdağ, 2015, p. 7). As Nutbeam (2000) argues, health literacy is clearly dependent upon levels of basic literacy. While general literacy and education are imperative determinants of health and inadequate literacy is a risk factor for low health literacy, literate people are not necessarily health literate (Kickbusch, 2001, p.295).

The improvement of the health literacy *“leads people to know the variables at stake, to understand how they interact, and to be able to integrate them in their daily lives, for the sake of a better health for themselves and for their community”* (Santos, Sá, Cauto & Hespagnol, 2017, p. 7). An informed population is more conscious to be able to freely take the most appropriate decision in each case, demanding the best evidence, filtered by the experience of the doctor that they trust and integrating it into their own system of values. In other words, people demand for the best evidence-based personalized care, capable of being applied to their specific case. Health literacy is then a public health priority towards an effective approach in medical care. Health literacy is a skill based process that individuals can use to identify and transform information into knowledge and action. Hence, it is not only about the knowledge they pursue, but most importantly, how the knowledge enables them to act to promote their health and the health of others’ as well as to become aware of the roles of community and society at large. Indeed, recent discussions have highlighted the importance of moving beyond an individual focus considering health literacy as an interaction between the demands of health systems and the skills of individuals (Mantwill & Diviani, 2019, p. 139).

Underlying the contributing impact and skilled-based interaction of health literacy to individual and community empowerment, Nutbeam (2000) identifies a three level classification for health literacy. These are “functional health literacy”, “interactive health literacy” and “critical health literacy”. These levels reflect increasing degrees of autonomy and personal empowerment, dependent on cognitive development and exposure to different information (Nutbeam, 2000). Individual’s intellectual inquiry of health information starting from the diagnosis stage and making their decisions about acceptance of the information; and questioning the relevance and reliability of acquired information should be considered in the context of health literacy (Çınarlı, 2015, p. 20).

Over the past few years, social media has increased its weight as an information source for health along with interpersonal communication (health professionals, family and milieu). Increased internet usage has caused an upsurge in the demand for searching health information, health promotion, patient empowerment, publicity and risk communication through online sources (Carillo-Larco, 2012). The Internet and social media affect communication and interaction among individuals in regards to health. Hence, individuals spend more time accessing health information on the Internet before accessing health information physically; often via joining disease groups on social media or other digital communities, seeking social support or sharing information. This trend is becoming so common that social media, as a cost-effective health communication tool, becomes more preferable as a leading source compared to blogs or online support groups (Park, Rodgers & Stemmler, 2013, p. 2).

Internet usage in Turkey shows a raising trend as well. According to Turkish Statistics Institute (TUIK), its use in the whole population was 45% in 2011 and 72.9% in 2018. Approximately 83% of households have access to the Internet (TUIK, 2018). “Digital in 2017 Global Overview” report illustrates that among social networking platforms, Facebook holds the first place both in Turkey with 48 million users and globally with 1.88 billion of an overall 2.8 billion (<https://wearesocial.com/blog/2018/01/global-digital-report-2018>).

Being defined by interaction, multi-dimensionality and self-content creation, social media has come into the light of numerous studies over the past decade which aim to explore its role in and effect on mass media and health communication. Networking through social media enables a new form of social gathering and social movement on online platforms and can lead to social change. Building on this capacity, social networks can also raise critical health literacy levels by increasing awareness of social determinants of health and offering platforms for uniting patients around their health and illnesses. This Chapter suggests that patients groups, virtually established organizations through social networking, can play a functional role in gathering individuals around their diseases for a personal or social interest and taking action towards or against it. Therefore, this Chapter explains the relation between health literacy, critical health literacy and social determinants of health and explores chronic diseases patient sites on Facebook. Through this study, the authors attempted to find answers to below critical questions:

1. What is the number of members of the group sites? And, what are the demographic features and individuals' role in the selected groups?
2. What are the types of shared contents?
3. What are the main topics of discussion?
4. Based on Nutbeam's health literacy levels, what is the percentage of the content that can increase the critical health literacy level by aligning the content created with social and economic determinants of health and call for action to activate social and political changes? Does this percentage differ in terms of gender and kind of illnesses?
5. Can these patient sites on Facebook be identified as new forms of social movements/virtual communities that can gather patients around a common interest and motivate them to take action?

Background

Critical Health Literacy and the Social Determinants of Health

Health literacy, brought into light for the first time by S.K. Simonds in his book titled *Health Education and Policy* in 1974, has been the subject of several discussions over the years and redefined since the 1990s, with a strong focus on its impact on individual and public health. Health literacy can be defined as individuals' knowledge on basic health information and services that guide their decisions and behaviors; their access to such information; and their use and transfer of this knowledge to other generations (Sezgin, 2011, p. 141). World Health Organization (WHO) defines health literacy as "*the cognitive and social skills which will determine the motivation and ability of individuals to gain access to, understand and use information in ways which promote and maintain good health*" (WHO, 1998, p. 10).

According to the "Healthy People 2010" objectives, its definition expands beyond the patient-oriented approach of health literacy towards health promotion by defining health literacy as "*the capacity to obtain, interpret and understand basic health information and services and the competence to use such information and services to enhance health*" (U.S Department of Health and Human Services, 2010). In WHO's Health Promotion Glossary, it is highlighted that "*health literacy implies the achievement of a level of knowledge, personal skills and confidence to take action to improve personal and community health by changing life styles and living conditions. Thus, health literacy means more than being able to read pamphlets and make appointments*" (WHO, 1998, p.10). By improving people's access to health information and their capacity to use it effectively, health literacy is critical to individual empowerment.

Health literacy is itself dependent upon more levels of general literacy. Poor literacy can affect people's health directly by limiting their personal, social and cultural development, as well as hindering the development of health literacy (WHO, 1998). Health literacy is fundamental if people are to successfully manage their own health. This requires a range of skills and knowledge about health and health care, including finding, understanding, interpreting and communicating health information, seeking of appropriate care and making critical health decisions (Keleber & Hagger, 2007, p. 26).

Underlining the individual and community empowerment, Nutbeam (2000, p. 266) identifies three levels for health literacy: Basic/Functional Health Literacy, Communicative/Interactive Health Literacy and Critical Health Literacy. Functional health literacy mainly focuses on the individual and aims to increase their knowledge of health services and health risks. Communicative/interactive health literacy prioritizes the development of an individual's skills, knowledge and motivations. And finally, critical health literacy pays more attention on the promotion of both individual and community health awareness and active behavior to overcome challenges in taking action. According to Nutbeam, health literacy is not the sole source of benefits of an individual, but instead it should increase awareness, stating that health has social, economic and environmental impacts (Nutbeam, 2000, p. 264).

With a more emphasis on social and economic determinants of health, critical health literacy enables a further evolving health literacy. Critical health literacy is a process in which individuals as citizens realize societal problems, engage in critical dialogue, and actively get involved in decision making related to health issues (Sykes et al., 2013). From this angle, health literacy covers not only health education for individual health behavior and life style but also the social determinants of health of groups and society (Mogford, Gould, & Devoght, 2010, p.5). Defined this way, health literacy goes beyond the narrow concept of health education and behavior-oriented communication, and addresses the environmental, political, economic, gender-related and social factors that determine health (Nutbeam, 2000). Critical health literacy empowers individuals and communities to critically analyze information and use it to exert greater control over life events and situations. By improving individual and community capacities to act on the social, economic and environmental determinants of health, activities to promote critical health literacy will be beneficial for the individual and the community. Helping people to develop confidence to act on knowledge and the ability to work with and support others will best be achieved through community-based actions. An example of activities to improve critical health literacy is the provision of technical advice to support community action (Christmann, 2005, p. 5; Nutbeam 2000). This meaning of health literacy has gone forward as a result of shifting focus towards critical health literacy on the social determinants of health. Thus, health literacy becomes more involved in the social and economic determinants of health defining the health status of individuals, groups and communities rather than concentrating on health education to change individual health behaviors and life styles (Mogford, Gould, & Devoght, 2010, p.5).

Health of societies interlinks with their social and economic organizations as well. WHO defines the social determinants of health as *"the conditions in which people are born, grown, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities-the unfair and avoidable differences in health status seen within and between countries"* (WHO, 2007).

Community support and networks have critical places among the social determinants of health. According to Stansfeld, the community network of an individual is their connection with the community. Community support on the other hand, is a sort of confirmation that the individual is accepted, liked by the community and has their share of responsibility within and for the community. The quality and

power of the community support is closely related to the variety of community networks, the number of people in communication process and frequency of communication (Stansfeld, 2006, pp. 173-175). The community support is not only one-way as it involves both interaction and mutual agreement among its members. During a community interaction both “sending” and “receiving” process happens and this process can lead to better health for the individual and for the whole society. Community support can provide different dimensions to health as a result of a change in communication types and channels. For example, internet technologies and social media have certainly brought new opportunities for community interaction. When it comes to illnesses, the Internet is not only a source of information but offers patients a platform to share their experiences. Sharing similar experiences also creates a mutual support of a community built with those who share their experiences. People who suffer from a certain disease are likely to feel less lonely and more confidence against their illnesses. In this regard, this positive dimension of the Internet and social media boosting community support increasingly becomes a ‘hot’ topic for recent researches. Similarly, critical health literacy is beneficial for the interests of an individual and a community. In this sense, patient groups and organizations, as for providing new platforms for gathering individuals around their diseases and for enabling individual and community benefit, can be classified as a critical health literacy activity. This Chapter looks into two critical areas of health literacy by focusing on selected patient group sites on Facebook: a) how social determinants of health are reflected and, b) how much critical health literacy is effective to call individuals to take action against their illnesses?

The Internet, Critical, and Digital Health Literacies

The wider internet usage has increased individuals’ access to health information regardless of its accuracy and reliability. More and more, patients create or are provided with opportunities to make their illnesses visible through various online platforms (Robledo, 2012, p. 84). Online health information “search and share” has become more popular for individuals. For instance, a recent study shows that 59% of US population seeks health information on the Internet (Fox & Duggan, 2013). 95% of the participants of a survey in 2015 goes online to search health information in Turkey, and 15% of smart phone users access to health information either online or via a mobile health application (Doğanyığıt & Yılmaz, 2015). According to TUIK 2016 data, the average for seeking health-related information accounts for 65.9% (60.6% among men and 73.2% among women) (TUIK, 2016).

Increasing use of online platforms as an information source, particularly for health related information, necessitates both media and health literacy. Media literacy is a fundamental skill for becoming health literate. Despite recent efforts to explain the role of media in health literacy, there is a need for other researches to demonstrate the link between health and media literacies (Kickbusch, 2001). Lewin-Zamir, Lemish and Golfin’s (2011, p.324) definition of media health literacy sets a noteworthy example to interlink media and health literacies around health-related media. Furthermore, Higgins and Begoray (2012) has contributed to the area by their *critical media health literacy* concept which connects three significant components, attributes of skill, empowerment and engaged citizenship, of health literacy. Their point of view proposes a critical interpretation and use of media as a means of engagement in decision-making processes and dialogues, exerting control over their health and everyday events, and making healthy changes for themselves and their communities (p. 142).

Case Study on Patient Groups on Facebook in Turkey

Digital health literacy (or e-health literacy) is the ability to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained to address or solve a health problem. Digital health literacy consists of several components: traditional literacy & numeracy, computer literacy, media literacy, science literacy, information literacy, health literacy. Age, health status, educational background, motivation for information seeking, and digital literacy skills are key determinants for digital health literacy (Norman & Skinner, 2006). In addition to the Internet, new media channels, mainly social network platforms, have become the primary communication channels for patients, health professionals and institutions. Gathering around similar interests, individuals can connect with each other and create networks on prominent platforms like Facebook and Twitter. With this dimension, new communication technologies and social media can directly affect the health literacy level of their users as a result of their access to and make use of information (Park, Rodgers, & Stemmle, 2013 from Ratzan 2011, p. 4). As a social platform, Facebook enables its users to connect with other users, share their stories in written or visual forms such as photos and/or videos, as well as re-sharing content from an external source. But, different from other social media tools, Facebook facilitates a multi-modal content creation and at the same time enables semi-automatic expressions that changes or replaces other content creators (Eisenlauer, 2014, pp. 309-310).

Several facilitating features of online social platforms increase the attention and use of these channels as online support groups. Such expediting features like 24/7 accessibility, no geographic boundaries, economic advantages and anonymity assist overcoming loneliness and depression among patients and help producing psychological, social and health outcomes. On the other hand, not everyone has access to the Internet and social media, mainly low income, disadvantaged population groups (for e.g., women and elderly in some countries); fundamental and computer illiteracies are the foremost factors for this disparity. Data from many developed nations show a relationship between low literacy levels and declining use of available health information and services.

New Community Organizations on Facebook

The Internet has brought several so-called effortless opportunities to individuals' lives and their interaction with the 'outside world': communication with 'the other' for solidarity, collaboration, organization for common goals, meeting and interacting for developing relationships and, creating and discussing areas of interest are to name a few. This new era we live in, witnesses increasing "fragmentation", "hyper-individualism" and "alienation" (Bozkurt, 1991, p.1) of humans but at the same time creating a new age of progressive socialization opportunities and online communities with the growing usage of social networks. According to Manuel Castells, individuals are building a digital community by sharing their sorrows and hopes by connecting each other independent from the control of the political and economic powers (2013, p.18). Replacing physical connections, social networks established online goes beyond temporal and spatial restraints and, enable interaction between individuals who have never met before. The interaction and discussion functions previously used to be continued via e-groups and/or mediums; however, with the rise of social media, this interaction has moved to online platforms which operate on a real-time basis reaching much wider audience.

The amassing function of the Internet is also defined as the "virtual communities". Rheingold, for example, identifies these communities as "interactive communication network on the Internet among people within certain feelings and at certain times sharing common interests or expectations (1998). van Dijk describes the virtual communities as the "social organizations that enable people, who do not have

the chance to meet each other in any other way due to their life styles, socio-economic status to come together regardless of time and space". Despite different definitions, this new organization type puts forward two structures: the 'communities online' and the 'online communities'. Communities online refers to representation or extension of traditional communities to online platform whereas the latter defines communities which have not existed physically before but created online by people who are gathered online (van Dijk, 2006; Campbell, 2005). Even online communities receive certain criticism for losing connection with the 'real world' and for being artificial unities borne from technology. There is a large chance that such communities could extend their existence to the 'real world' if the members of the artificial communities decide to take action.

Centered on the socialization phenomena of virtual communities, two different opinions are dominating on how to acknowledge their actual effects on individuals. The first group of scholars propose that online social networks and communities built inside of these networks contribute to socialization of an individual whereas the second group argues that the relations initiated and maintained on social media lead individuals to loneliness. Yet, once and if the rationale to create and join a virtual community decisions and the following intercommunity interaction structures and relations are taken into consideration, the contributions of the members of the community increase the effectiveness and activity of the virtual communities. Consequently, the effectiveness of virtual communities on social networks are determined by the number of their members and the frequency of their interaction. In order to define a community as a virtual community, it should at least carry some common qualities, which are;

1. Existence of interaction between its members
2. Sustainability of this interaction
3. Social control over the members
4. Activities on the site to be in line with the interests of the members
5. Open discussions of ideas and activities
6. At least a reasonable level of consensus among the members (Haberli, 2012; Dawson, 2004).

From a general point of view, Facebook can be called a "virtual democracy platform" as a result of the purpose and practices of its users. Members, on their Facebook sites, can discuss their personal opinions openly, and can connect with others sharing similar views and then create a sort of organizational practice to make their voices heard with the 'others' (Toprak et al, 2009, p. 203). This organizational practice is not different for social communities uniting around health related issues, such as diseases, and transforms this information and experience exchange into a network of information and social support. This Chapter, based on the study explained, looks into the selected patient communities over online sites for a period of one month, presents the structure, functioning, and content of the communities and the interaction of their members.

MAIN FOCUS OF THE CHAPTER

This Chapter shows the content analysis of selected patient group sites on Facebook created by its users related to the most prevalent four chronic diseases (WHO, 2018) in Turkey, which are recorded as cardiovascular diseases, chronic respiratory diseases, cancer and diabetes. The contents were analyzed through two criteria of critical health literacy: engaging social and economic determinants of health and a context urging individuals to take action related to their own health (Nutbeam, 2000, p. 266; Sykes et al., 2013, p.2).

In the framework of conceptual similarities between the posts on the patient group sites on Facebook, the below questions were asked and answers were analyzed:

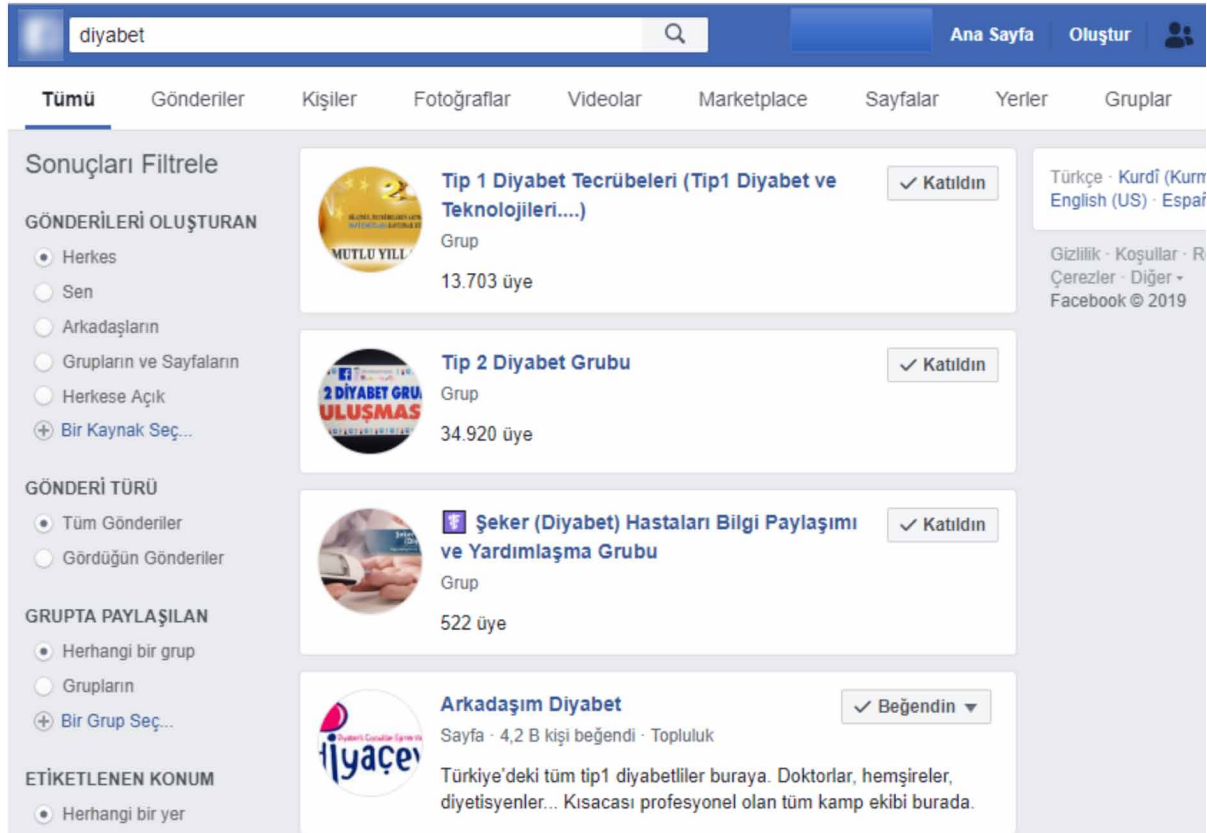
1. What is the number of members of the group sites? And, what are the demographic features and individuals' role in the selected groups?
2. What are the types of the shared contents?
3. What are the main topics of discussions?
4. Based on Nutbeam's health literacy levels, what is the percentage of the content that can increase the critical health literacy level by aligning the content created with social and economic determinants of health and call for action to activate social and political change? Does this percentage change in terms of gender and kind of diseases?
5. Can these patient sites on Facebook be identified as a new form of social movements/virtual communities that can gather patients over a common interest and motivate them to take action?

Issues, Controversies, Problems

The study presented in this Chapter describes the link between health, media and digital health literacies through the health literacy levels defined by Nutbeam: critical health literacy at the crossroad of individual and societal empowerment, and digital health literacy concept (which is a recent type of literacy as a product of new media). The study presented looked into Facebook, the most popular social network in Turkey, and identified sample patient group sites. The sampled patient group sites and organizational structure of these sites were evaluated with "netnography technique", an online ethnographic research method. Netnography is a research technique used to examine individuals' behaviors gathering online based on their common areas of interests. According to Kozinets, netnography technique is "the ethnography of the Internet or the World Wide Web; it is the technological ethnography adjusted to the comprehensive relations of in our contemporary social world." Identified by Kozinets as an exploratory tool for understanding trends and expectations of consuming behavior, netnography can be used to as a research method to study online groups established in the form of social networks (Kozinets, 2002, p.62). These groups can be online networks created for a cause like forming patient groups, activist movements, and/or friendships. The tools of a netnographic research consist of analysis of texts, audio and video contents, observations of the researcher and online interviews. Such researches use data analysis, coding, classification and interpretation (Çomu & Halaiqa, 2014, p.71).

In this chapter, the group sites were monitored over a period of one month (1-30 March 2019) and all posts and comments were collected as "screen shots" with print screening tool. All copied images were saved and documented under relevant folders. During the research, all participants were informed and their consent was received for ethical purposes by the system administrators during the research

Figure 1. Example of search on Facebook with the words related to “diabetes” (1.03.2019)



process. The researchers had no interaction with the observed groups. The literature analysis was used to identify the categories as a starting point for this research. Coding was conducted by two researchers working independently from each other and inter-coder reliability was recorded as 90% (Poindexter & Mc Combs, 2000, p. 203). All posts (640) were analyzed according to the research questions listed above and the participants were kept anonymous. The content was transferred to and analyzed by Statistical Package for the Social Sciences (SPSS) 16.0 software.

The study focused on chronic diseases as these diseases are the leading causes for mortality and morbidity not only in Turkey but globally. The top prevalent diseases cardiovascular diseases, chronic obstructive pulmonary diseases (COPD), diabetes and cancers were identified and included in the study. Therefore, a screening were carried out through key words to find the groups which would be the subject of the study to ensure meaningful results. The key words used for screening on Facebook search engine included; cardiac diseases, cardiovascular diseases, cardiac patient, cancer disease, cancer patient, COPD, COPD patient, diabetes, diabetes patient. The search with the key words was conducted in Turkish, and therefore, some key Turkish words for the diseases were included that are defined by only one word (has no synonym) in English such as diabetic patient, alternatively searched as “şeker hastası” as a lay term used commonly instead of “diyabet hastası” (for an example of the search please see figure 1). Following the initial screening, group sites which are dedicated as patient sites, promoting and selling a medical product or an institution (hospitals and etc) were eliminated. As a result of this screening process, the

Case Study on Patient Groups on Facebook in Turkey

Table 1. Screening results from Facebook search engine (01.03.2019)

Group Name	Total Number of Members
Type 2 Diabetes Group (Closed Group)	34919
Dance with Cancer (Closed Group)	30406
COPD Asthma-Emphysema-Bronchiectasis (Closed Group)	4909
Association of Heart Patients and Heart Transplants (Closed Group)	1554

Figure 2. Type 2 diabetes group site

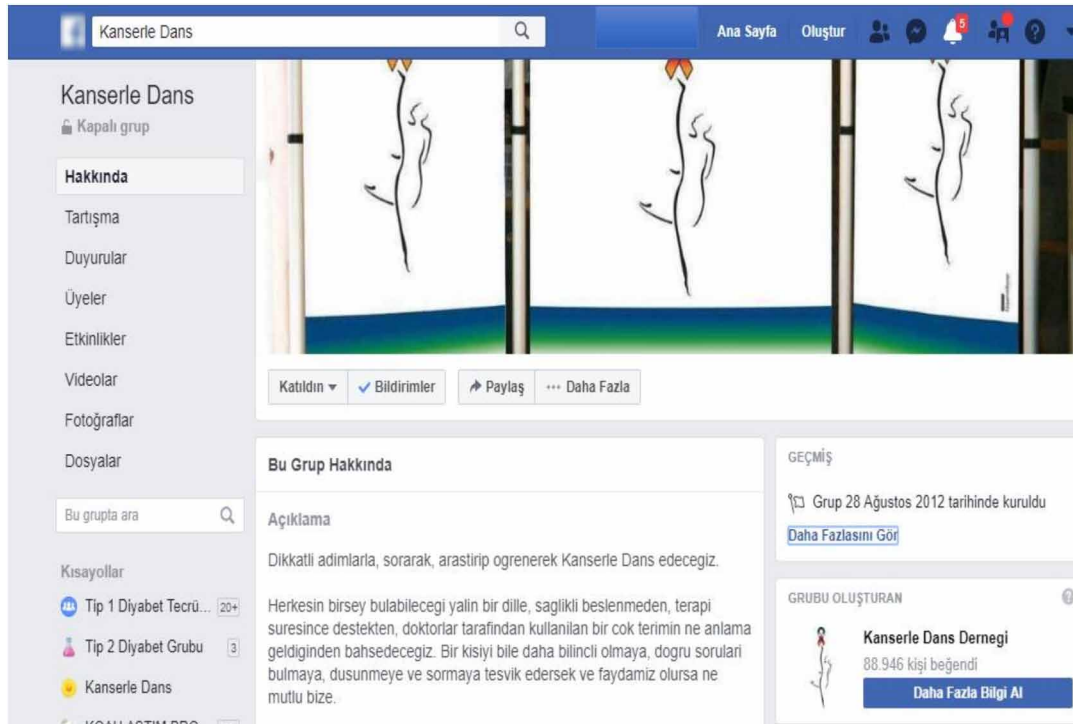


below four groups were designated to deliver meaningful results as they represent and include the highest number of members. (Table 1).

The Characteristics of the Analyzed Group Sites

This section of the study analyzed the general characteristics of the patient group sites, the number, gender and role within the group of the members and the content of the posts shared. At the end of this analysis, the general characteristics of the four patient sites were recorded as below.

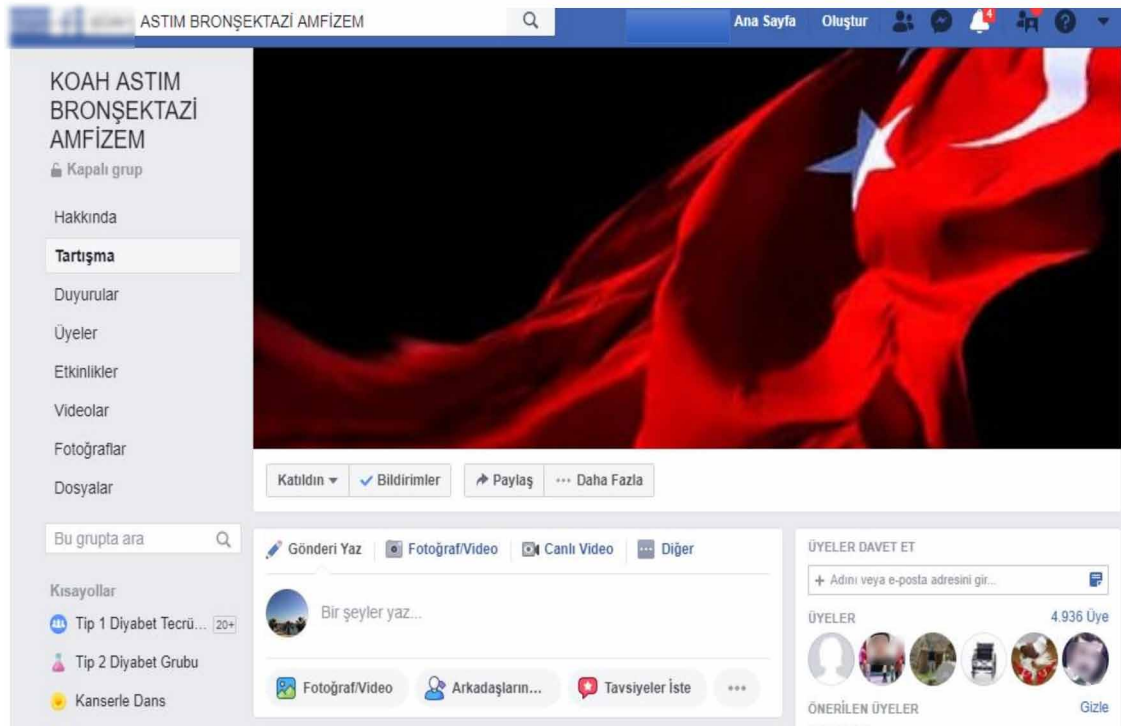
Figure 3. Dance with cancer group site



Type 2 Diabetes Patient Group Site (Tip 2 Diyabet Grubu): The site was created on 7 February 2015. The group defines itself in the ‘about’ section as “*everything about Type 2 Diabetes Disease...*” It is a closed group with 34,919 members (Figure 2). During the study period, 46.1% (295 posts) of all posts evaluated of the 4 groups were created by this group. With a very slight difference, male members recorded as more active. Of all posts, 51% (150) was created by men and 47% (139) by women. Among all posts by this group, 13.2% (39 posts) belonged to site-owner/ moderator and 86.8% were created by the members (Figure 2).

Dance with Cancer (Kanserle Dans): “Esra Ürkmez and Ebru Tontaş are two friends whose fathers were diagnosed with cancer. In search of finding reliable information about nutrition, drugs, side-effects and treatment modalities, they created “Kanserle Dans/Dance with Cancer” blog and Facebook page on April 2012. In a short period of time, due to increasing demand and the rapid growth of the community, they decided to launch an association. “Dance with Cancer Association” was officially launched in January 2013 in USA, and in May 2013 in Turkey. The Association is growing day by day by adding new dimensions to its services and welcoming new members. It is a closed group with 34,406 members, which actually was a patient group in the first place but has become a physical organization upon the establishment of Kanserle Dans Derneği (Dance with Cancer Association) in 2013” (<http://www.kanserledans.org>). In the ‘about us’ section the group is described as “We will dance with cancer with careful steps, by searching and learning. We will talk about nutrition, support during treatment period and the meaning of terms doctors use, with a simple language for everyone can understand and learn about. If we can encourage even one single person to be more aware, to ask the right questions and to think on them, and we can be helpful in these, it will be a pleasure for us” (Figure 3).

Figure 4. COPD asthma-emphysema-bronchiectasis group site



260 posts were shared within one month, which make 40.6% of all posts collected during the study period. Woman members of the group were observed to be more actively engaged as 71.2% (185 posts) of the posts were shared by women. 50 posts were shared by site owner/moderators making 19.2% and the rest (210) were by group members (Table 2).

COPD Asthma-Emphysema-Bronchiectasis Group Site (KOAH, Astım, Bronşektazi, Amfizem Grubu): This closed group was launched in August 2012 and currently has 4,909 members. The purpose of the group is defined in 'about us' section as *"Dear Friends, I created this group believing that he who has fallen from a roof can understand how it feels to have fallen from a roof so it is better we who have fallen from the roof exchange information..."* (Figure 4). During the study period, 84 posts were shared which accounted for 13.1% (84) of overall posts. Male members were more active in the group as they shared 67.9% (57) of all posts whereas women's posts were recorded as 21.4% (57 posts). Of all posts on this site, 18 posts (21.4%) were shared by the site owner/moderator and the remaining 78.6% (66) were by the group members (Table 2).

Association of Heart Patients and Heart Transplants (Kalp Hastaları ve Kalp Nakilleri Derneği) Group Site: It was launched on 8 July 2012 as a closed group and had 1554 members at the time of this study. The Association of Heart Patients and Heart Plants is an actual association which has other activities in addition to communicating via this social networking group and the site is an extension of the Association. The purpose of launching the site is described in the 'about us' section as: *"Our association will provide psychological support to heart patients and heart transplantation candidates through their treatment processes and offer voluntary consultation after treatment and transplantation. We will work to smoothen this journey as easy as possible for the patients. Our main goal is to put constantly organ*

Figure 5. Association of heart patients and heart transplants group site



transplantation on top of agenda and encourage wider populations for increasing awareness and sensitivity (Figure 5). During the study period, only one post was shared (Table 2).

Emotion/experience sharing was the leading type accounting for more than half of all posts with 50.5% (323 posts). These were followed by posts containing disease-related questions with 36.4% (227 posts), news items shared from external sources and mass media channels with 6.7% (43 posts) and, finally information related to health and illness with 6.4% (41 posts) (Figure 6).

44.8% (287) of all posts contained at least one visual content. Visual contents accompanying the texts shared consisted of personal photos (6.4%); anonymous photos (20.3%); illustrations or graphic visuals (11.7%) and videos (5.6%). The majority of the visuals were posted on the Dance with Cancer Group Site (48.8%-140 posts) (Figure 7).

More than half of the posts in all 4 groups were shared by woman members (55% -352 posts) and constituted the most active members on Dance with Cancer group site with 71.2% (185 posts). The majority of the posts were created by the group members with 83.3% (533 posts) when compared to site owner/moderator posts. The site owner/moderator posts took the lead in COPD Asthma-Emphysema-Bronchiectasis group site with 21.4% (18 posts) (Table 2).

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Table 2. The general characteristics of patient group sites

Group Site Characteristics	Site Name				Total N=640 (n, %)
	Type 2 Diabetes Group (n, %)	Dance with Cancer (n, %)	COPD- Asthma- Emphysema- Bronchiectasis (n, %)	Association of Heart Patients and Heart Transplants (n, %)	
Total Members (as of 01.03.2019)	34919	30406	4909	1554	71474
Total Posts (n, %)	295 (46.1)	260 (40.6)	84 (13.1)	1 (0.2)	640 (100)
Types of Posts					
Emotion/Experience Sharing	157 (53.2)	127 (49)	39 (46.4)	0	323 (50.5)
Question	108 (36.7)	95 (36.5)	29 (34.5)	0	227 (36.4)
News	16 (5.4)	17 (6.5)	9 (10.8)	1 (100)	43 (6.7)
Health/Illness Information	14 (4.7)	20 (8)	7 (8.3)	0	41 (6.4)
Visuals					
Personal Photo	55 (45.8)	117 (83.6)	8 (30.7)	0	180 (62.4)
Anonymous Photo	40 (33.4)	2 (1.4)	15 (57.7)	1 (100)	58 (20.3)
Graphic	12 (10)	19 (13.6)	1 (3.8)	0	32 (11.7)
Video	13 (10.8)	2 (1.4)	2 (7.7)	0	17 (5.6)
Total	120 (41.8)	140 (48.8)	26 (9)	1 (0.4)	287 (100)
Gender Distribution					
Women	139 (47.1)	185 (71.2)	27 (32.1)	1(100)	352 (55)
Men	150 (50.8)	75 (28.8)	57 (67.9)	0	282 (44.1)
Unknown	6 (2)	0	0	0	6 (0.9)
Role of Content Creator					
Moderator/Site Owner	39 (13.2)	50 (19.2)	18 (21.4)	0	107 (16.7)
Member	256 (86.8)	210 (80.8)	66 (78.6)	1(100)	533 (83.3)

Content With Critical Health Literacy

The study discusses whether the patient groups hold a potential for change towards critical health literacy. In this regard, the study found out that such groups, as a form of community organization, can provide this potential as they can initiate and continue actions for social change; engagement in decision-making process by creating awareness on social factors (income, social status, milieu, education, literacy, working conditions, access to health services, culture, gender and etc.) that can affect the health status and well-being. All content shared through the posts was analyzed for two components of critical health

Figure 6. Types of posts

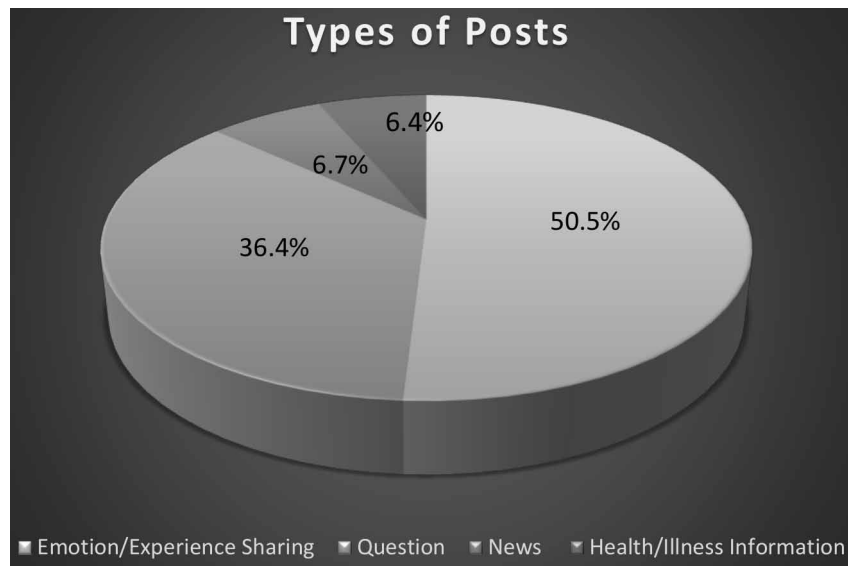
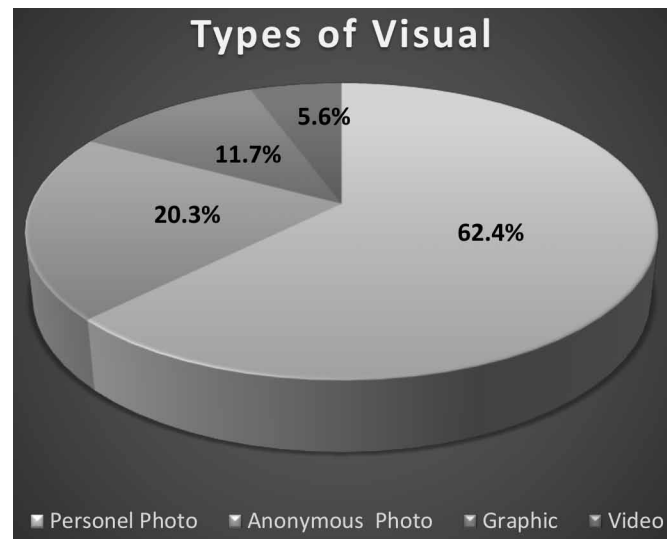


Figure 7. Type of visuals



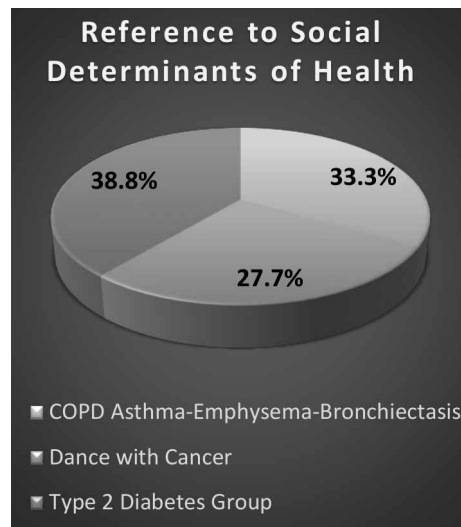
literacy a) reference to the social determinants of health, and b) call for unified action or joint activity. Furthermore, the analysis involved the interaction among the members, the content of the posts and the comments to the posts. As a result, 26.3% (168 posts) contained at least one of the two components of critical health literacy. However, the content with reference to the social determinants of health were lower with 2.8% (18 posts) when compared to the other component of the critical health literacy which called the members for unified action or joint activity (23.4% -150 posts) (Table 3).

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Table 3. Content with critical health literacy

Content with Critical Health Literacy	Type 2 Diabetes Group (n, %)	Dance with Cancer (n, %)	COPD Asthma-Emphysema-Bronchiectasis (n, %)	Association of Heart Patients and Heart Transplants (n, %)	Total (n,%)
Reference to the social determinants of health	7 (38.8)	5 (27.7)	6 (33.3)	0	18 (2.8)
Call for united action or joint activity	25 (16.6)	112 (74.6)	14 (9.3)	0	150 (23.4)
Total	32 (18.5)	117 (69)	20 (12.5)	0	168 (26.3)

Figure 8. Reference to the social determinants of health

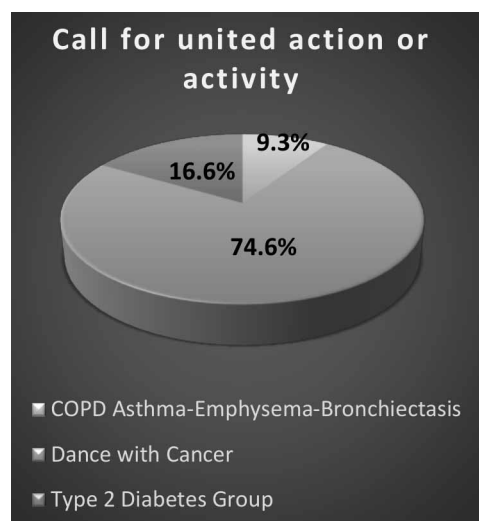


Dance with Cancer group site had the most frequent content including critical health literacy component (69% -117 posts). Likewise, ‘reference to the social determinants of health’ with 27.7% of a total of 18 posts and content with ‘a call for united action or joint activity’ 74.6% of all posts (150 posts) were shared on the same group site (Figures 8 and 9). On the other hand, all group sites posted invitations for activities or meetings.

SOLUTIONS AND RECOMMENDATIONS

The Internet is a developing and interactive medium and has great potential to provide understandable and useful health information, especially to people whose demand for information has elevated due to a threat to their well-being. This is also observable for people with chronic diseases whose health information, claim or support from others increase due to worsening of their well-being but their willingness

Figure 9. Call for united action or joint activity



to improve their quality of life. Textual or visual content for information exchange and feeling of being comforted and/or supported among the same sufferers via social media can create new opportunities for critical health literacy. The analyzed patient group sites have provided their members the above-mentioned opportunities by offering them a platform where a series of discussions take place to find information about the ‘correct’ treatment, adverse effects of medicines, doctors and hospitals, alternative medicines and so on and so forth. These platforms, in the form of a social space, expedite finding answers to questions related to their diseases and brings enjoyment by way of the comments/feed-back/experiences of others. Obviously, the members of these community groups, some account for thousands, will not find this kind of an open and easily accessible meeting platform outside of the virtual world, let alone of being at the same place at the same. Eventually, such gatherings and joint efforts create a new form of organization.

The study shows that there are significant numbers of group sites launched and enjoyed by chronic disease patients on Facebook. It also submits that the members of the aforementioned group sites frequently share information, experiences and emotions. These findings set forth that the social support characteristic of the patient groups take the lead among the purposes of becoming a member or user. One of the main questions of a patient, a common psychological reaction following a diagnosis of losing well-being or good health, the answer to “Why me?” seems to be sought among these groups who are likely to ask the same question. The diseases analyzed in this study bring together a number of challenges and assert certain pressure due to decreasing life quality. Thus, it can be argued that being among the others who have similar challenges and pressure also decreases the feeling of “loneliness”. As a good example of “innovative expressions of unity” was observed in Type 2 Diabetes group. The members of the group salute each other as “sugar”, which can be identified as a coping mechanism with a humorous manner. Similarly, the members of the Dance with Cancer group site address each other as the “dance partners”.

The study yields that being a part of the community is a helping tool for the members as the group sites enable a certain degree of increased positivity by helping others. The researchers argue that this kind of interaction can empower the individuals during the course of their treatment. Such support group

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structures can be seen in below examples from the group members about their descriptive comments on information exchange:

It is our human duty to share information about our diseases. (Type 2 Diabetes Group)

For a better quality of life, of course, we need to help each other and exchange information...After all, it is not ending by just seeing a doctor (COPD Asthma-Emphysema-Bronchiectasis Group)

Who can understand us better than us; the ones who are going through the same experience? Our best dance will be our dance with the Cancer (Dance with Cancer)

Everyone in this group can share whatever they feel, however they feel. Can share their innermost thoughts and their frustration...If you want, you can even cry...Dear friends, why have we launched the group? We have launched it to make sure that we are not all alone by ourselves... Who can understand the feelings of a congenital bronchiolitis disease patient? Who can share his/her frustration about the limits surrounding him/her? (COPD Asthma-Emphysema-Bronchiectasis Group -Moderator).

I learned that I am a diabetic almost one year ago and became a member of this group and have been following the comments since then. Also, I have had the chance to understand diabetes in details. Diabetes Group Site)

A prominent characteristics of the patient sites is seen in this information sharing function. Through these new community groups, the members share high number of information related to the disease concerned; discuss medical approaches; compare notes on medicines used among others. In this regard, it was witnessed that a series of questions were raised by the members about their diseases and responded by other members, which eventually lead to an enriching and enlightening discussion fora. Some sample questions are as follows:

Hi. I have breast cancer and metastasis to bones. I am receiving chemotherapy. Will this metastasis of the bones be treated with chemotherapy? Is there anyone who has the same faith with me and get cured? I wish all of us a full recovery (Dance with Cancer).

What do you think about the balloon therapy? The ones who received it, can you please share your comments? (COPD Asthma-Emphysema-Bronchiectasis Group).

Haberli and Dawson (Haberli, 2012, p.127; Dawson, 2004, p.85) suggest that a virtual group should have certain criteria in order to be identified as a community organization. First and foremost, there should be an interaction among the group members and this interaction should be sustainable. The members need to have a constant username and a certain amount of social control should be exerted on the members. Furthermore, the activities continuing in the group site should be shared and agreeable with the interests of the group members; opinions and activities should be carried out in the public domain and a reasonable percentage of the group should be engaged within the group. All four group sites were analyzed through the Dawson's criteria and the study found how the groups in question display these criteria. Association of Heart Patients and Heart Transplant Patient Group Site is an extension of the actual organization to a virtual platform. COPD Asthma-Emphysema-Bronchiectasis and Dance with Cancer Patient Group Sites were launched virtually and both evolved into an actual organization. Type 2 Diabetes, Dance with Cancer and COPD Asthma-Emphysema-Bronchiectasis group sites show consistent and sustained communication and interaction. The members of all groups have constant user names and social control over the groups are managed by the group moderators or administrators. Association of

Figure 10. Invitation of the Dance with Cancer Group to Hatay Peace Marathon (Hatay Peace Marathon...Dancing with the Cancer means being hand in hand, being supportive. Who would like to join the 2nd of the 17 March Hatay Marathon?)



Figure 11. An announcement of the Type 2 Diabetes Group for an actual meeting (Type 2 Diabetes Group is gathering- 4 February, Sunday, 14.00-16.00-Sahra Hospital, Pendik İstanbul)



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Figure 12. Dance with Cancer activity for sharing smiling photos with the hashtag “daring cancer” (#inadına Kanserin inadına, gülüşümüzü ve mutlu bir anımızı paylaşıyoruz. Sizlerin de #inadına hashtagini kullanarak paylaşımlarınızı bekliyoruz) (daring, daringcancer, (we are sharing our smiles and our happy moments. We look forward to your posts with the hashtag #daringcancer.)



Heart Patients and Heart Transplantation shared only one post through the study period and therefore, the interaction, sustainability and social control among the group could not be observed for a meaningful finding; even though membership is only confirmed by moderators. Type 2 Diabetes and Dance with Cancer groups' members organize and participate on both virtual and actual platforms (Figures 10 and 11). Some examples of the engagement and interaction among the group members can be observed in their photo sharing activity with the hashtag #inadına (#daring cancer) (Figure 12).

FUTURE RESEARCH DIRECTIONS

Social media is widely used in Turkey and is commonly popular among patients. When compared to a similar study completed five years ago, the number of patient group sites show an increasing trend (Çobaner & Gülgün, 2014). Given this increasing trend and the demand for patient social media groups, strategic research on new media literacy and health literacy are needed. Findings from such research will enable voices of patients to be heard by health professionals, activists and health policy makers. This way, a potential transformation and/or change can be expected against micro and micro level violations against patients and discriminative policies can be avoided through these community groupings.

The authors propose that studies focusing on different patient groups through the lens of correlation between health literacy and the social determinants of health and looking into whether “digitalization” will mean “democratization” can contribute the literature. The findings of such research should also be made available as a contribution for digital service providers, policy-makers and patient organizations.

CONCLUSION

In the twenty-first century, whether an opportunity or a challenge still questionable, individuals' health-related information self-search and access has increased tremendously in this digital age. On one hand, without much effort and time, any internet user can find information about their health and well-being as there are millions of online resources to serve this purpose. On the other hand, the credibility of some of these resources are dubious and whether or not knowledge/information provided is reliable or accurate is to be debated. Yet, it is for sure that understanding how we make use of available information has become vital and a topic of concern for scholars to analyze and study from different perspectives.

The authors assert that critical health literacy is of growing importance considering these questionability, curability and reliability issues. The patient group sites discussed in this Chapter show us that the digitalization of health call for a broadened literacy definition and suggest that critical health literacy can serve to establish and continue reliable and supportive social media networks.

The new communities, which are built on social networks by using new communication technologies, are increasingly connecting people of the same opinions, beliefs and expectations but who are at the same time disconnected from each other in terms of temporal and spatial dimensions. One of the most promising consequences of the generalization of online platforms is the facilitation of formation of virtual communities that aim to provide individuals with enabling environments in which they can find answers to their questions in the subjects and topics they are interested in, and seek and find emotional support and help for common challenges and problems. These effects of these new online communities can be observed in health related issues and allow them to share their experiences along with supporting each other.

The study discussed in this Chapter shows that the number of patient group sites on Facebook are growing in the thousands, and further allow patients to access to information as well as to others' similar stories. And these sites, at the same time, offer platforms to share their opinions, emotions, health status and information. Hence, it can be asserted that such communities built around health issues can give opportunities to improve health literacy. One out of four posts (26.4%) in the analyzed group sites has a reference to critical health literacy. And, the call for action aspect of critical health literacy prevails in all groups. On the other hand, 'association with the social determinants of health' is recorded quite low at only 2.8%. Yet, evidence related to the health impact of the social determinants of health is increasing. According to the definition by WHO- which identifies these determinants as conditions in which individuals are born, grow, live, work and age-deforming interventions to the social determinants can affect the individuals' lives adversely (WHO, 2007). Taking into account, its increasing function, there is a need to further benefit from the media to ensure individuals' access to information, to understand and process that information and then to act on it. Such improvement in the use of media will be a significant step in elimination of inequalities in health and well-being of individuals and communities. Social networks can contribute to increase the level of critical health literacy by creating awareness and allowing individuals to take action through their virtual communities. Thus, the approach to social media, through the critical health literacy, should be revisited and elaborated by looking into awareness on social and economic dimensions of health and illness; questioning content created and shared on social networks and finally, understanding its contribution to discuss health policies and engagement in decision-making processes.

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KEY TERMS AND DEFINITIONS

Community Engagement: It is a strategic process with the specific purpose of working with identified groups of people, whether they are connected by geographic location, special interest, or affiliation to identify and address issues affecting their well-being. The linking of the term ‘community’ to ‘engagement’ serves to broaden the scope, shifting the focus from the individual to the collective, with the associated implications for inclusiveness to ensure consideration is made of the diversity that exists within any community.

Digital Divide: It is used to identify a situation of inequalities among individuals, communities, regions, nations and institutions in the use of new media tools. It also refers to content-related barriers, such as lack of local information, literacy barriers, language barriers and lack of cultural diversity.

eHealth: The use of information and communication technologies (ICT) for health.

eHealth Literacy: It is defined as the skills of searching, finding, understanding, evaluating health information and exercising this information to discuss and/or resolve a health issue.

Health Communication: Health communication is an inter-disciplinary academic area that aims to inform people related to their health and health risks and to increase access to mass media with a view to keeping health related issues in public agenda. Health communication covers a range of areas education or enter-education, health journalism, inter-personal communication, media advocacy, corporate communication, risk communication, community engagement and social marketing.

Media Literacy: It refers to accessing, understanding, interpreting, analyzing and self-creating media content disseminated via mass communication channels.

Mobile Health (mHealth): The use of mobile and wireless technologies to support the achievement of health objectives.

Social Mobilization: It is the process of bringing together all societal and personal influences to raise awareness of and demand for health care, assist in the delivery of resources and services, and cultivate sustainable individual and community involvement. In order to employ social mobilization, members of institutions, community partners and organizations, and others collaborate to reach specific groups of people for intentional dialogue. Social mobilization aims to facilitate change through an interdisciplinary approach.

Chapter 12

Electronic Trading, Electronic Advertising, and Social Media Literacy: Using Local Turkish Influencers in Social Media for International Trade Products Marketing

Yurdagül Meral

 <https://orcid.org/0000-0001-9244-1994>

Istanbul Medipol University, Turkey

Duygu Ecem Özbay

Istanbul Medipol University, Turkey

ABSTRACT

The internet has a huge impact on everything including by converting traditional trade methods into electronic trade and traditional marketing/advertising methods into electronic advertising and digital marketing methods not only in local trade but international trade as well. The purpose of this study is to increase literacy about electronic advertising, social media, digital marketing, by giving examples of how Turkish local influencers are used in social media to increase sales of international products. As a result, it is seen that the advertising posts made by influencers could reach a large audience in the local market.

INTRODUCTION

Social media has been widely used in the last decade, according to the eMarketer estimates 2.46 billion people which is one-third of all world is using social media platforms in 2017 (Emarketer, 2017). The highest rates are China, United States, Europe followed with Europe and Asia Pacific countries (Chaffey, 2016). As of February 2019, 52 million social media users mostly preferred Youtube in Turkey, ranking

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first with 92% of utilization rate. Then, Instagram ranks second with 84% usage, Whatsapp ranks third with 83% usage, Facebook ranks 4th with 82% usage and Twitter ranks 5th with 58% usage.

Technology has changed current and potential customers interaction between the organisations and customers (Siamagka et al., 2015). It took nearly 38 years for radio to attract 50 million listeners, 13 years for television to attract 50 million, however it took 18 months for Facebook to have 50 million accounts (Nair, 2011). As of 2019, exceeding 1,6 billion worldwide users are in social network websites according to statistics (Statista.com, 2019).

The term ‘social media’ is derived from communication and sociology. Social media can be defined as “communication systems of multiple relationships of social actors”. Social media is different from traditional and other online media. It is not under control of another institution, it is dynamic, interdependent, equal and interactional (Peters et al., 2013).

Brand messages passive content has passed from buyers to active participants with social media. The power has been transferred to customers. In parallel with this change, social media researches, have focused on information, behaviour and communication after sale, which are considered to be important factors that affect consumer behaviour (Mangold ve Faulds, 2009). Using social media has positive contribution to the brand performance and consumer loyalty (Rapp et al., 2013).

Social networking is defined as that where individuals can display with each others lists, where they can share their links, services of which is constructed public or semi-public service (Boyd and Ellison, 2008).

MARKETING

Marketing has been redefined by AMA several times over the last 10 years, reflecting developments in the 2000s. According to the definition of American Marketing Association (AMA, 2019) “Marketing means creating, promoting and presenting value for customers. Customer relationship management is the primary element of the business while an enterprise introduces its goods or services to the market in order to meet customer needs. Along with the changing economic environment, with the help of technology and internet, information has changed marketing strategies and practices. In this context, the global financial crisis that shook the whole world in mid-2008 caused major problems in production and employment. All sectors restructured their purchasing strategies by shaping their marketing strategies according to the economy. In this way, the economic problems that affect the marketing activities, yielded to offer low-prices of to sell, to increase sales. Thus, it has been suggested that it caused less damage to brands (Mucuk, 2014).

Traditional Marketing

The idea of differentiation was introduced in the 1930s by Chamberlin (1933) and Robinson (1933). The authors claim that when brands succeed in differentiating themselves, they build a wall with themselves and their competitors and increase their profitability by selling at high prices (Aksoy, 2017). The differentiation that marketing circles have mentioned is differentiation with brand perception. The most famous of differentiation theories is Ries and Trout’s positioning theory in 1970 (Ries, Trout, 1970). Marketers believe that by adopting one of the 8 positioning strategies proposed by Ries and Trout, they can differentiate by positioning brands in consumer’s minds. The strategies proposed by Ries and Trout are: 1.

Leadership, 2. Being first, 3. Owning a property, 4. Historical heritage, 5. Market expertise, 6. Preferred by a user group, 7. How to produce a product, 8. To be the last to enter into the market (Aksoy, 2017).

Digital Marketing

Digital marketing was used in the form of internet marketing and the movements of brands on websites. Today, however, different application areas occur in the digital field (Bulunmaz, 2016). With the combination of social media and mobile marketing, new marketing trends emerged. Brands use their social networks like Facebook, Twitter, Instagram and Youtube in addition to their own websites while making online sales plans for their products. The target customers have the power to follow everything through networks. Brands are trying to sell their products or services by participating in these networks for their services and market. The logic of social sharing sites are canonical in its own way. As Guy Kawasaki says, brands need to adapt the new world to themselves. Even if the consumer does not shop on the internet, he / she can access all the information about the product by his / her smart phone, gets information comparing the features of the brands in the store with its competitors. The more brands are in these platforms, the more recognition, preferability, profit will be compared to brands that are not in social media (Aksoy, 2017).

There are many departments in digital marketing that require expertise. Search engine optimization (SEO) is one of the key points of digital marketing. The visitors of web sites information are converted via Google Analytics optimization. The most remarkable digital marketing is social media marketing. Social media marketing incorporates strategies within itself. Product advertising is promoted with the help of social networks on many topics such as the times in which brands share posts, the applications used, the ways in which they will be addressed to the target audience, crisis management and customer relations. There are two types of classification as 'pull and push' in digital strategies. In the pull strategy, the consumer sees the marketing product while surfing the internet. The consumer is actively accessing marketing content while watching stream videos and browsing websites. The push strategy is the event of sending messages without the user's permission. The difference is that spam advertisements and text messages are received without consumer consent. Therefore, it is very easy to market among the benefits of digital marketing. Choosing one of the different types of advertising shows the advantages of instant access and instant feedback from customers. According to Castell's, although the new economy spreads everywhere, it does not spread in some areas in the same way. In other words, this new perception of economy is defined as both inclusive and exclusive (Terkan, 2014).

Kotler answers the question "Why should customers buy your products instead of competing products?" (Kotler, 2017). Brands need to create the necessary marketing strategies in order to capture opportunities and provide better services to reach everyone. In order to perform these functions, it must identify multi-channel users about the purpose of providing conversions and their purpose. First of all the data must be grouped and the best strategies must be created to obtain customer comments from web site traffic. Regardless of the customers they address, companies should have enough information about their products, and must show their products to the right audience with social media and brand in the digital area. If the brands do not show any strategy in this regard, the user's orientation towards the product will decrease and the relationship between the customer and the product will not be established. The competitor firm has the power to capture the target by moving ahead of the brand with the strategies it determines.

First of all, the brand should have a good knowledge about the product related to the market. It should determine how customers use digital spaces and establish a mutual balance in purchasing accordingly. Clearly formed strategies and methods enable to capture the target audience by drawing an idea about the identified subject and by drawing a path about its objectives. The majority of customers are available online on social platforms. Now they need to provide the best service for existing users all over the world. Determining strategy should be seen as an important issue for every brand. Thus, the strategies that need to be formed are determined more easily and how the data is provided is determined. The biggest objective in determining the marketing strategy is; increasing the market share of the brand by identifying the target audience. Ryan, (2016) listed the following in determining the strategy:

Recognizing the Business: First of all, brands need to determine whether their products or services are suitable for the digital field. The appropriate hardware and business processes that are not compatible with digital may cause problems in obtaining digital marketing space.

Understanding the Competition: After recognizing the brand product, it must identify its competitors by recognizing the market. Competitors may be from the same sector as well as new brands entering the market. According to Kotler, the way to determine the competitors can be determined with the understanding of competing companies that meet and intend to meet customer needs of the company (Kotler, 2017). Brands must follow their competitors in every aspect and carefully examine the methods they determine. The methods used to avoid lagging behind the competitor should be followed in the most appropriate way for their own brands. The digital platform is the best medium to stand out from differentiation and to provide services that are offered to the customer unlike competitors. Therefore, digital companies need to know and know the strategies of their rivals in the world in addition to their analysis in their own countries. Brands should determine the areas they will be affected in determining their strategies well. Therefore, the company must take into account some factors by conducting the environment analysis of the brand related to the outside world. With online data analysis, a good analysis should be drawn about the steps that customers take to get the product they want and how they behave on the website. The main strategy is to reach the customer with the right marketing so that customers follow even without buying the product or service. In this respect, when determining the digital marketing strategy, an analysis that is constantly renewed and developed should be studied. Customer-oriented brand ideas must be applied. Therefore, the user's activities of social media must be well monitored. The customer should feel close to the brand and tactics should be developed to determine what he wants.

Digital Marketing Channels

In the digitalizing world with the development of technology, the channels used for marketing activities have changed. These channels offer new areas for brands. These fields can be defined as follows:

Mobile Marketing

For Yuan (2009), the fact that mobile devices are always carried by people and that every consumer is close to access at all times has led to the use of mobile marketing in marketing activities. As mobile devices belong directly to their customers, they have the opportunity to reach the target audience directly. Video calls are made thanks to the cameras on mobile phones. It creates customer-specific marketing in applications and creates a user-specific feeling. Businesses are starting to change their spending habits. This is because marketing expenditures generally create a problem. For those interested in mobile

marketing, it also benefits some basic issues. These; mobile devices generally remain open and have high ability to reach the customer. With these features, brands reach the targeted customer at any time.

E-Mail Marketing

E-mail marketing is an environment where one-to-one communication is provided between brands and customers by making use of digital fields. Content, texts and brochures that provide advertising and product promotion by keeping up with the communication of the age are formed within e-mail marketing. The brands aim to inform their users by adding E-mailing platforms to inform their users about brand works related to their products in order to catch up with their customers and new customers. Brands usually communicate one-on-one to requests such as campaigns, complaints, customer satisfaction, and events through E-mailing networks. First and foremost, brands use a variety of methods, enabling more customers to open and read e-mails. In e-mail marketing, everything should be appropriate, including the way the message is addressed, the language used, the visuals in the content. The visuals help customers increase their turnaround rates with videos. In order to increase brand awareness, the name of the brand must be on the sender's name, otherwise, sent e-mails may fall as spam. It is important that the title used to attract attention of brand users in reading e-mail is an effective title and/or subject of the mail.

Website Marketing

- Brands need to pay attention to some issues in order to create efficient and effective websites;
- Brands should create their sites in line with the customers of their target audience.
- The results that the target audience can reach in the search engine for the topics they want to search should be determined.
- How customers reach their websites and what they expect when they arrive should be determined.
- When designing the website, particular attention should be paid to the design of the products or services, so that users would be able to reach what they want easily.
- There should be no restrictions on user access areas.

Web marketing creates content for marketing in a quality way using various aspects of the internet.

Search Engine Optimization (SEO) and Search Engine Marketing (SEM)

SEO is searching with quick results to gain new customers and increase traffic flow with key words. All consumer information required for brands is made possible by SEO management practices in search engines. In this way, it is possible to reach more users. SEO helps companies to create a high-yield marketing strategy to reach the target audience which provide high return. The most used search engine is Google. Google is engaged in SEO management as well. The fact that the ad appears in the top positions while searching on Google makes its presence felt in many respects. Usually Google determines whether a website is popular or not, by the number of visitors, shares on the site. The more links you have, the more interest you will get. The naturalness of the studies gains importance in this regard. For example, any article published on any site would be realized if the user is in the channels that will benefit the SEO work. In other words when people are curious about products and want to compare with brands, they do their search engines through computers or mobile. It is important that the brands they search for are

placed at the top of the search engine ranking and have a high value in the clickthrough rate. Because every brand wants to gain competitive advantage over competing brands. Today, Google, as a search engine has been identified in the presence of Google advertising and commercialization.

If brands sell a product or service on their website, it is not enough to do SEO work. This is because using SEM (Search Engine Marketing) for marketing strategy is more accurate than advertising on websites. Thus, it is possible to catch more users. It is easier to get results without waiting with advertisements running without intermediaries. Search engines, such as Google, Yandex platforms prepared to take place in paid advertising places to increase the traffic with ads appropriate to the target audience. Two results appear in the search engine search. One is natural and the other is paid searches. Paid searches appear as search engine marketing. First of all, you need to know which search engine is used more. It is possible to determine this by using analytical results. Google uses Adwords as search engine marketing. Yandex uses Yandex Direct in search engine marketing. Brands are working with search engine marketing in order to generate advertising revenue.

Influencer Marketing

Influencers have a prominent position in social media that is popular and attracts online users. An influencer can be an internet phenomenon, youtuber or instagram vowel. The masses of followers of these people are described as believing in the posts of the influencer, they are loyal to the influencers and trust them. Since the target audience in digital marketing is online customers, the sales of brands pass through the people they represent on social media.

Thus, the marketing strategy called “Influencer marketing” stands out. As well as consumers on the internet, consumers in social media and brands bring together the dynamics of influencers. Influencers are the social media equivalent of “word of mouth” in marketing. Social media phenomena (Influencers) has a significant impact. Brands can have great impact on the image power of their products or services by making use of consumers and social networks. However brands can remain under debris while becoming marketing leaders.

Influencer marketing is able to influence the entire audience. Because online users follow what is happening on social media, comments, make positive or negative reviews. Influencers can be experts or a social media phenomenon. The effects of these people are enormous. Because they have the ability to convince their followers who are influenced by them. Brands should establish good relationships with Influencers. Brands can create images in the eyes of the users and reach potential customers. They are effective in changing thoughts and behaviors and also in the realization of desired consumption. Influencer gets its marketing power from social access, original content and consumer’s trust. They can reach out to the majority through social access, produce extraordinary marketing content with original content, and gain their trust by connecting with the consumer.

Influencers can reach users as well as the extent to which these users are relevant to brands. Brands detect Influencers and find the most relevant users from their social media accounts. The right audience is reached by researching which social media can reach more audiences. For example; In a brand fashion industry, the best Influencer should be reached with Instagram. Youtube Influencers will be more effective if the brand wants to increase video interactions. Hashtag Influencer is effective in research.

Social media has advertising models. In addition to showing ads to certain audiences, social media marketing can be realized by creating advertisements in written and visual form. But Influencer marketing remains popular.

Influence marketing advantages are creating interest, creating image, introducing the brand and appealing to large masses and the disadvantages are to overtake the brand behind, pricing, image change and public debate.

SOCIAL MEDIA EFFECT ON MARKETING

With the emergence of social media platforms, the marketing strategies of brands have changed. The perception of marketing, campaign management, creating content, the relationship between the brand and the consumer and the structure of marketing perception in general have different effects on the marketing field.

According to O'Reilly (2009), uninterrupted information and fast interaction with the internet has been included in our social media lives, which is a return of Web technology. Social media is a platform in which we communicate with constructions in general, exchange information according to the fields of interest and exist at every moment of our lives. For Evans, social media brings individuals together as an area where knowledge is produced more active and free content is produced (Evans, 2008).

Social networks are known as virtual communities that allow users to communicate and share content. In general, users can create their own profiles, comment and share content at any time. Users who interact with each other generally share text, photos, videos etc. come together in a free space. Individual account users can also spend time joining social networking groups. They participate in groups of their own interests and see everything and share their own data. Social networks cause the growth of every new social network. This growth is made possible by the strategies in the digital field of brands' promotion and advertising. The newly created user in a network also creates other ports. Today, social networks are also transformed into a medium where brands can obtain information about their competitors, identify customers' needs and needs, and evaluate pre- and post-sale transactions. Brand communities generally represent the target audience. For a real brand community, it is necessary to talk about volunteers who join the group of their own accord.

Social Media Tools

Social media tools generally vary according to usage channels. It has a wide range of usage from video sharing to photo sharing, blogs and networking sites. Various social media tools are used for different purposes. Social media tools are examined in 5 different categories according to purpose and use as follows;

- Social Networking, to be in contact with people, to endure different groups and to focus on interests e.g. Google+, Facebook, LinkedIn
- Microblog for short text publishing, e.g. Twitter, Tumblr
- Blogs for sharing stories, articles e.g. Blogger
- Photograph sharing sites for sharing photos with others e.g. Instagram, Snapchat
- Video Sharing Sites for sharing videos with others e.g. Youtube, Periscope

Thanks to its interaction, social media tools, which have increased their usage day by day, have become digital advertising networks. Brands generally reach their target audiences through these social media. The most preferred digital media are social media platforms that are fast, easy to interact, cheap and have access to detailed information about the target audience.

The most well-known social media tools are blogs, RSS (“really simple syndication”), wikis, podcasts, and social networking sites. Blogs are personal or corporate websites with regular comments and blogs. It has some social features. These are commenting, feedback, subscribing. Blogs are social media tools that can integrate with marketing activities.

- RSS is an automatic way to display content according to the person’s interests, gives a summary of the site. It has a personalized style in general. In addition, e.g. as sports site allows you to publish.
- Wikis create a domain where users have information about themselves. The most popular wiki is Wikipedia. It is known as the Internet encyclopedia. It is a multi-authored structure based on many authors and collaborators. In other words, there are more than one author.
- Another social media tool is podcasts, videos posted on the Internet and audio recordings. The term vodcast is used to name video services. Podcasts are subscribed. Thus, since a new podcast is sent, the subscribers are aware of the podcasts. The program is downloaded to the computer’s hard drive.
- Finally, social networking sites allow users to open an account profile to view other pop-up profiles and add them as friends. Businesses are also trying to reach the target audience from these channels. Social media is made valuable as the advertising space of brands with many important features.

Statistics show that (Statista.com, 2019) there are 36.770.000 Facebook users, of which 30,5% are between 25 and 34 years of age, as of June, 2019. Where else 34,040,000 Instagram users as of May, 2019.

Facebook and Advertising

Mark Zuckerberg, a Harvard student, and his friends founded the social networking site Facebook in 2004. Its popularity has increased with each passing year. Facebook is a social platform where users can create personal information. Personal information includes the possibility to create a profile, including religious views, the team they hold, birthdays, favorite movies, professional information and political views. Users can post photos, videos and their friends’ content on their own profile. There is also the possibility of sending messages and instant messaging within this platform. Facebook is a popular platform for group creation and online chats. There is a feature to comment on photo videos published on Facebook. Users can view each other’s personal information, photos and relationship status with the profiles they create. Over time, the features of Facebook has improved. First, the “Facebook Wall” feature has emerged. With this feature, users can view their friends’ profiles and send messages to enter their profile. In 2006 Facebook took its place on mobile devices. In 2009, the “Like” button was introduced and users liked to like each other’s posts. In 2011, video calling via Skype was launched in 2015 with Messenger. In addition, in 2015, it was possible to make a live broadcast. As per ‘We Are Social’s 2019 data, monthly number of active facebook users in Turkey is 43 million. Accordingly, it makes Facebook brands important and valuable for brands and businesses. In addition, Facebook hosts a wide range of target audiences, and small or large businesses show their ads in this medium. Facebook ads

are a network that can create the target audience of an ad. Thanks to the ability to comment thanks to the two-way interaction benefits. Different ad formats are available. Advertisers generally choose ad format according to their target audience, advertising purpose and price. Facebook's ad formats are photo ads, video ads, slideshow, collection, loop, canvas, leads and link ads. **Photo Ads:** The brand must have an assertive image of its product or service. It is a very easy to create advertising model. In addition to the visual, short texts can also be entered. It is a clear advertising model.

- Video Ads: Broadcasting the video of the brand's product or service. Users' likes and comments are also visible in their friend lists. Thus, the interaction increases more.
- Loop Ads: 10 images or videos are shown in a rotating format. Rotating ads are generally used for brand awareness.
- Slideshow: This type of ad is generally intended to attract the attention of the audience. It is desired to give advertisement message by combining features such as photo, video and audio. Quality ads can be created with a slide show.
- Link Ads: Allows users to receive information about the product or service. User ads may refer the target audience to the brand's account. Buttons such as "Shop Now ", "Learn More", "Sign Up" guide. This format is also used in Instagram advertising applications.
- Canvas Ads: Canvas Ads is a mobile advertising model. It is generally used to inspire shopping via mobile by highlighting products or services.
- Potential Customer Advertisements: If users are interested in the product or service, they fill in forms and contact the brand. When the user clicks on the advertising area, he / she is asked to send his / her personal information with the format that comes before him. In this way, brands gain information about their target audiences.

Facebook provides advertisers with a wide range of formats. Comments and likes are displayed by the users' friends to interact. As a result, a large number of target groups are reached with a small budget. With some targetable ads, you can reach the right audience and make the right ads. Facebook shares statistics and data of ads.

Youtube and Advertising

Youtube was established in 2005. This is an environment where users can upload videos, view uploaded videos, and comment. Free video content is displayed. It is the largest video sharing area in the world. The reason for so much attention is that it is an interactive platform. Users can create their own video sharing channels. In addition, the video search engine is remarkable for its ability to comment on videos. Any video on Youtube can be shared on other sharing sites. How many times a video is watched and how many people comment are among the features of Youtube. It is an easy and convenient social platform network with its unique style and the number of views being displayed statistically at the bottom of the video, sorting the frequently watched video list according to the user's video watching movement. Watching videos online has an important position. The feedback of the video made it more relevant for advertisers. It has also received more attention from Youtube as watching videos is a popular perception. Youtube has introduced some services for advertisers. The most basic ad formats are:

- Display Ads: Ads appearing where video suggestions are located and to the right of the video.
- Overlay Ads: Ads that appear at the bottom of the video in a 20% space.
- Skippable Video Ads: An ad that can be skipped after 5 seconds when the viewer does not want to view the video.
- Unskippable Video Ads: Videos that a viewer should watch without skipping a video. Ads in this format are shown 15-20 seconds long before, in the middle, or at the end of the video.
- Bumper Ads: This is an advertisement that can take up to 6 seconds to be viewed and cannot be skipped.
- Sponsored Cards: In general, the contents of products that may be in the video are shown. The user can browse the displayed card information within a few seconds.
- Home Ads: The ad which is on the top of the main Youtube page.

Twitter and Advertising

Twitter is a social platform where users can share their feelings and thoughts in real time and communicate directly with other users. One of the main differences in this platform is the character limitation. Twitter posts are called “Twit ”. The basic terms published on Twitter are as follows:

- Handle, user’s name,
- Tweet, is the message by the Twitter user
- Retweet (RT), to retweet another tweet and sharing it in your page
- @ reply (Mention), while replying, the user’s name is given with @ sign.
- Direct Message (DM), to send private message to twitter user.
- Follower, followers of an account in twitter

Hashtag, to define a tweet, shown with the sign “#”.Twitter also offers the “Trend Topics” feature. It is known as a system that lists the most talked about on Twitter. It is generally updated periodically and offers various features to users. In addition to sharing a certain text, there are opportunities to share photos and videos, and to open live broadcasts. The number of followers increases with funny, humorous and interesting articles. Users with more followers are called “Twitter Phenomenon.. With “Hashtag” feature, “Topics Trends” list is determined. Although Twitter has lagged behind, Instagram and Facebook users, it has a popular place with its own unique users. Twitter is also of interest to advertisers. Because it contains its own advertising models.

Twitter advertising models can be examined under 3 headings;

- **Sponsored Account:** The brands' twitter accounts are located on the right side of the twitter home page. This encourages users to follow the business's Twitter account. The field that you should follow is also marked as sponsored. In order to see these areas, the target audience's geographical, shared contents, region and interests play a role.
- **Sponsored Tweet:** A specific tweet made in some twitter terms is the top ranking in the search engine in line with the messages that brands want to send. Flexibility is possible in this advertising model. In other words, targeting is done in the same way as sponsored accounts.
- **Sponsored Trend:** Twitter creates trend agendas by analyzing the topics that users talk about. He sees the sponsored trends as with the Word "Sponsored" at the side, in addition to the agenda items. These are usually done to announce launches and campaigns.

Instagram and Advertising

Instagram is generally defined as the free photo and video sharing area used on mobile. Users are liked by sharing their photos or videos they want to share with their followers. At the same time, users can review and view shared photos and videos. It's easy to sign up on Instagram by entering your email accounts and specifying a username. Developed for Iphone in 2010, this app is now known as the most used and largest social media platform. It was founded by Kevin Systrom and Mike Krieger. Everything shared via Instagram is shared in other social media channels. Users can also use features such as location determination, person tagging, filter identification when sharing photos or videos via Instagram. In addition, with the feature of sending messages, it is possible to send messages to other users. Another feature offered to users is the story feature that their instant photos and videos can share. They can share gifts with their followers by adding gift, person tagging, location determination and live broadcast feature in their stories.

It is one of the most popular social media platforms with 38 million users. Of course it is seen as important for brands as an advertising medium. In general, Facebook has the same features as ad formats. Ad formats can be listed as follows;

- **Photo Ads:** Ads are shared horizontally or vertically as photos.
- **Video Ads:** Video ads are displayed for 60 seconds. It has a high quality sound feature and it can be shared in the desired position.
- **Rotating Ads:** Users can generally see multiple ads by sliding their fingers.
- **Instagram Stories:** Stories appear in a new format. It is available in both video and photo format. Advertisers share their photos and videos using the drawing and techniques they want.

The photos and videos that brands use for advertising are supported by some hashtags. Thus, the interaction is more. With these ads, the user can access their business account profiles with a single click. The most notable ad format is advertisement with 'Sponsored' story ads.

Determining Target Audience Methods in Social Media

One of the features that distinguishes traditional media from digital advertising is the time limit. The advertisements made in digital channels are generally planned individually. This situation creates differences in terms of traditional media. Achieving the target and the right audience in digital advertising formats is an important element. Because the advertising campaigns should be reached with the right target audience. Social media platforms have some options to help advertisers reach the right audience. Facebook offers successful formats for targetable advertising. To reach the target audience is made with Facebook's targetable panels. There is a large database in the selection of the target audience. Target audiences; age, gender, relationship status, education, job title, interests and behavior. The advertiser can determine his / her target audience with the target group and the special groups he / she chooses. Facebook is leaving its place for targeted, personalized ads for annoying ads and low-click ads. Other social media tools also have specific goal setting criteria. In this way, social media helps advertisers reach the right audience for their product. There are social media tools that can benefit from meeting the right audience. The social media tools are as follows;

- Facebook Social Chart: This is a map-style structure. A lot of information is gained about users and their friends. These generally include information about users, information they share about others, birthday, age, gender, interests, comments to other posts, and photographs. The Facebook Social Graph also includes data such as the user's mobile number, location information, and operating system.
- Facebook Interest Analysis: In general, it includes the celebrations agreed by the advertisers with the other users. The users' interests include music, teams, athletes. This event facilitates behavioral division.
- Google Analytics: The existence of a business in online media is known as an advanced technology for measuring. Google analytics;
- Where do customers come from?
- What do they do on the sites?
- Which keywords are synonymous with customers?
- Why do people stop at the site?
- Which customers are most valuable?

It helps to answer such questions. The overall success of advertising campaigns on social media is to determine the right target audience.

Demographic Targeting

It is one of the most basic methods of determining traditional target audience. Some classifications are made to users. It provides better results when performed with other target audience determination tools. For example, when selling a company's product or service, if the user's demographic characteristics are determined first and the geographical characteristics are classified, the chance of success increases. The better this target audience is defined, the easier it is to reach large audiences.

Contextual Targeting

Social media is also an effective method of contextual targeting. In this type of targeting, the content of ads is placed on web pages. The basic premise is quite easy. For example, when the user visits pages with travel, cosmetics and food content, ads appear on them. For example, cosmetic ads are placed on beauty sites. Thanks to the algorithms in the search engines, ads that are compatible with the content of the website are shown to the specified audience.

Online Behavioral Targeting

In general, it is the method of targeting in which ads are displayed for the fields to which users are concerned. It is used by advertisers by monitoring how users behave on the internet and their movements. Thus, special ads are created for users.

For example, a user browsing web pages related to personal care will encounter ads related to personal care on other visited web sites. The pages visited by internet users, the clicks, the pages they view are tracked with cookie tracking features. To reach the right user in the market with the right targets determined, behavioral target audience methods are reached. It allows the selection of low-cost channels in behavioral targeting in general. It enables cost increases in media acquisitions.

Location Based Targeting

Location-based targeting is known as geo-targeting. It is determined by reaching the target groups by positioning in general. Advertisers generally consider targeting their marketing strategies in specific areas when determining their target audience. These targets are used for customers who want to interact with the product or service. Advertisers realize location based targeting according to latitude, longitude and area codes. These targets are very important for advertisers. Because the target audience is determined by giving geographical targeting. While determining these, online statistical methods can be used. Location-based targeting helps to increase brand awareness. It also enables the target audience to be aware of the brand.

Day Partitioning

Day segmentation in general has features like, targeting messages in advertising, creating the target audience size, the product category dependency, and the characteristics of the audience, Using this method to capture the right audience at the most important times of the day and to determine the cost in this direction is known as day segmentation. It aims to reach a large number of consumers by bringing together the right advertising message that the advertiser wants to convey to the target audience. This message is broadcast at certain time intervals. They also maximize their costs at certain time intervals. This method is mostly used in advertiser's advertising campaign areas and branding efforts. When targeting the day segmentation, either at specific time intervals of the day or on specified days of the week. Advertisers categorize a specific day of the week and specific time intervals for that day in campaigning.

Interest-Based Targeting

Users generally like the websites they are interested in. They only follow some websites with more liking. So they spend more time on the websites they like and want to follow. They are also less disturbed by ads appearing on these websites. In this context, attitudes towards advertisements are characterized by assuming that those who like to spend time on the website stay on more websites. According to this targeting, users are more interested in the advertising content they see on their web pages, and it is considered that they will react positively to some of the advertising and advertising content published within the site.

Purchase Based Categorization

This targeting method is one of the new approaches. Goal; The behavior of users is defined as the monitoring of data by monitoring online. While serving ads to Internet users, advertisers claim that the brand is in the target market. They integrate the statistics displayed by the brands by analyzing the target audience data to the purchase. Purchasing-based targeting is to create a new target audience of the products or services to be advertised in this direction by targeting the purchase of a product or service in advance. Thus, by reaching consumers, it helps to increase the loyalty of the existing consumer to the brand.

Real Time Targeting

With some technological advances, it has become possible for businesses to display their advertisements to the target audience at any time. To achieve this, some methods are being tried. These methods are:

Reaching the Audience from the Web Browser: In this targeting, users can be targeted with their mobile devices. With the help of GPS technology, potential customers are identified around the spaces owned by brands. It is based on physical property. Brands endeavor to realize these consumers by influencing their buying behavior.

Reaching Online Audience: To apply this method, advertising must be purchased on Google+ Local. It makes certain ads appear on search engines when users search anywhere.

When we look at traditional and social media marketing, it is possible for brands to become accustomed and to succeed in advertising campaigns by determining the right target audience. Identifying the right target audience is through the use of the right channels. So the best shot is to determine the right target audience. It needs to be well defined.

It has become easier, more dynamic and more accurate to determine the right target audience in digital marketing. It offers advertisers many opportunities to identify the right audience in social media. This is possible with huge databases.

These methods of identifying the target audience are known as digital services. At the same time, it has been provided the opportunity to recognize the target audience even more with the technologies provided by the internet and social media services. Demographic characteristics, interests, hobbies and the time period used by social media constitute a large database. The advertisements provided in these channels serve to the advertisers and help the communication between the brand and the consumer to be realized and to create the right target audience in this direction.

SOCIAL MEDIA ADVERTISING AND INFLUENCERS IN LOCAL ADVERTISEMENT FOR INTERNATIONAL PRODUCTS

People use social media as communication channels. The phenomenon of digitalization that emerged with the Internet has led to the use of different advertising methods. The most widely used social media network with digitalization is Instagram. The advertising content of well-known Influencers from their personal Instagram accounts will be investigated. The format, content, the meanings of the local advertising messages will be examined by using the indicators.

Instagram is undoubtedly one of the most used networks in social media. Advertisers promote advertising and product via Influencers. The goal of influencer using in advertisement is that the people who adopt the idol as the people to take care of their lives, their activities, products they use, they go to the places they go to identify themselves by putting them in their place seen as in advertising. The social media posts of our era, which are used effectively in the Instagram Influencers posts with the content of advertising posts were examined. Gizem Hatipoğlu, Sebile Olmez, Melodi Erbiller, Rebecca Buyuktetik, Rachel Araz Kiresepi users' Instagram advertising posts were examined with some methods. These methods outline the advertising in terms of meaning, format, content of shared posts. Then, it was analyzed which sector the advertisement contains and how many likes the shares received. At the end of the research, it was stated what the subject was reached and wanted to tell. It is considered that shared Instagram advertising posts have an impact on the target audience. In addition, most of the shared shipments are women's products. Through these posts, users can obtain the required information and access to the product they want or are interested in with a single click.

Research Method

The objects used in Influencer's shares with the public reflect the external world. These objects are known names. Therefore, each object has a different meaning. Each object is reflected differently from each other. When the projected indicators are called correctly, it is easier to detect the message.

Making sense of something is done by using indicators. The relationship between the demonstrator and the object displayed is important. When the indicator is generally planned as a tool, we try to connect it as an image of emotional aspects in our minds. Meanings generally refer to the physical state of the shares. For example, when looking at a photograph, we see what the object means. This is known as "understanding". Although the cat photo has been shown in many places, it will still have the same meaning as the cat.

In this study, it is aimed to examine the attitudes and changes reflected in the local advertisements of the social media channels that developed with the emergence of the internet. Influencer, a famous personality or phenomenon, has a huge impact on people. People generally follow famous phenomena recognized in social media. Because they are trying to be like these people, they choose as a model person. Therefore, people begin to use the products or services used by these people they follow as role models, by performing the same activities or imitating them they try to look like them.

The public shares of influencers selected will be examined. These influencers are; Gizem Hatipoğlu, Sebile Ölmez, Rüya Büyüktetik, Rachel Araz Kiresepi and Melody Elbirliler are all well-known personalities.

These Instagram users are mainly followed by women. Most of the posts they share are cosmetics, personal care products, jewelry and accessories, bags and clothing for women.

In this research the following first when the Influencers shared the posts will be examined, then how many likes the posts received will be determined, then it will be shown in a table. Afterwards, meaning, form and content transfers will be examined by using some declarations.

The Scope of Research

Instagram, Facebook, Youtube, Twitter, Google Plus etc applications create social media. Considering the abundance of channels in social media, it is not possible to examine all of these channels. In this respect, the universe of the research will be realized through Instagram network. Instagram, which is the research universe, perceives the posts created by the masses, the attitudes made on this perception, the impressions and the results created by the advertisements and the results of the research.

Sample of the Research

The number of followers of Influencers is very important for the posted advertised product on Instagram because advertisers generally choose influencers with high number of followers for the product or service to be advertised. In this study, the advertised posts are examined in general terms and Influencers are selected according to their number of followers. The products are to be examined were determined randomly. The number of followers of the influencers discussed in the study are as follows;

Gizem Hatipoğlu is known as 1.9 million followers (Instagram.com, 2019),
Rüya Büyüktetik 175 thousand followers (Instagram.com, 2019),
Sebile Ölmez 438 thousand followers (Instagram.com, 2019),
Melodi Elbirliler 337 thousand followers (Instagram.com, 2019),
Rachel Araz Kiresepi 341 thousand. Followers (Instagram.com, 2019).

People follow well-known influencers for some reason. The admiration of influencers, the fact that the products and services they offer are reliable and the likes of the posts they have shared can be concluded. With the admiration of the influencers followed, they are directed towards the product advertisement they share, and the perception of the advertisement made to that product attracts the attention of the target audience. People's perception of trust in influencers makes it reliable for the product advertisement they share. When these events are examined in general terms, there is a link between the number of followers of Influencers and the Influencers chosen by the advertisers. The posts shared by influencers are generally female-oriented. For this reason, the target audience of the posts I will examine is women. Because Instagram does not specify the time intervals that posts are shared clearly, the duration of the stay and the number of likes were reviewed.

Table 1. Influencer - sector – time – like number

Influencer	Sector	Time duration passed after the post	Number of Likes
Gizem Hatipoğlu	Cosmetics	4 Month	9.970
Gizem Hatipoğlu	Bebek Ürünü	3 Week	54.897
Gizem Hatipoğlu	Cosmetics	2 Week	35.890
Sebile Ölmez	Cosmetics	1 Month	2.990
Sebile Ölmez	Baby Product	3 Month	6.149
Sebile Ölmez	Personel Care	2 Week	5.082
Sebile Ölmez	Personel Care	3 Week	7.376
Rüya Büyüktetik	Cosmetics	1 Month	2.410
Rüya Büyüktetik	Textile	2 Month	1.397
Rüya Büyüktetik	Technologic Service	2 Week	1.508
Rüya Büyüktetik	Jewellery and Accessories	1 Month	13.528
Melodi Elbirliler	Cosmetics	1 Month	7.789
Melodi Elbirliler	Cosmetics	1 Month	13.645
Melodi Elbirliler	Cosmetics	5 Month	7.766
Melodi Elbirliler	Cosmetics	7 Month	5.721
Rachel Araz Kiresepi	Cosmetics	2 Week	15.069
Rachel Araz Kiresepi	Cosmetics	3 Week	9.983
Rachel Araz Kiresepi	Accessories	2 Week	11.860
Rachel Araz Kiresepi	Cosmetics	3 Week	12.922

Research Findings

Firstly, a table is prepared about the international product like how long ago it was shared with the followers and number of likes, then a screenshot of the shared product is taken and a brief information is given about the product. Lastly, when the post is shared and the number of likes are examined. Each post details are analyzed like the meaning, form and content of the submissions, summary of the shared products are given in Table.1 as follows.

Influencer Gizem Hatipoğlu's Social Media Advertisement via Instagram

Posts in her personal instagram account (@hatipogluzizem) is examined.

L'Oreal Paris has produced Magic Invisible Dry Shampoo which can be used for oily heavy hair. The post had 9.970 bin likes.

Soobe Turkey's lottery announce with sale advertisement is shared in the post. The shared post had 54.897 likes.

Rossmann Turkey has cosmetics advertisement via Instagram. The advertised post had 35.890 post.

Figure 1. L'Oreal L'Oréal Magic Invisible Dry Shampoo advertisement



Table 2. Advertisement content for L'Oreal Paris

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
L'Oreal Paris	The first invisible dry shampoo	With Magic Shampoo for heavy hair, you can apply to this dry shampoo to all parts of your hair without being afraid	The influencer/account holder is recommending the new product to the her followers after using it herself.

Influencer Sebile Ölmez's Social Media Advertisement via Instagram

Posts in her personal instagram account (@sebibebe) is examined.

To harmonize your hair and eye brow colour, you can buy Toneit product. The post had 1.047 likes.

The post aimed the use of the shampoo by explaining. The post had 6.149 likes.

Advertised Neutrogena skin care product, the post had 5.082 likes.

Bioderma's skincare product is advertised via Instagram. The post had 7.376 likes.

Figure 2. Soobe Turkey's baby products advertisement



Table 3. Advertisement content for Soobe

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Soobe	Soobe Turkey Baby Clothing	Influencer/Account Owner's photo displaying baby's clothes with her hand	Influencer/Account holder declared that the company has sales season.

Influencer Rüya Büyüktetik's Social Media Advertisement via Instagram

Posts in her personal instagram account (@ruyabuyuktetik) is examined.

Eco-Fashion's supporter TENCEL's advertisement was posted via instagram, the post had 1.397 likes.

Mac's new matte colour lipstick advertisement post in her instagram account had 2.140 likes.

Figure 3. Rossmann Turkey's cosmetics advertisement



Table 4. Advertisement content for Rossmann

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Rossmann	Rossmann ürünlerinin seti	Rossmann ürünlerinin bavul içinde çekilmiş fotoğrafı	Hesap sahibinin çekiliş yapması ile birlikte bu setlere sahip olabileceğini anlatmaktadır.

Influencer Rachel Araz Kiresepi's Social Media Advertisement Examination

Posts in her personal instagram account (@rachelaraz) is examined.

Channel parfüme advertisement was posted had 15.069 likes.

Dior, in Cosmetics sector is advertised in Instagram had 9.983 likes.

Shisedio skincare products's advertisement via Instagram had 12.922 likes.

Figure 4. Toneit eyebrow dye advertisement



Table 5. Advertisement content for Toneit

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Toneit	Eye brow dye	The eye brow dye cream which does not contain hydrogen peroxide and tested dermatologically	Influencer/account holder has mentioned the perfect harmony between her hair and her eyebrow.

Influencer Melodi Elbirliler's Social Media Advertisement Examination

Posts in her personal instagram account (@melodielbirliler) is examined.

Sephora advertisement via instagram had 7.790 like.

Jo Malone London, from Cosmetics sector advertisement via Instagram, had 13.645 likes.

Smashbox Cosmetics brand advertisement via instagram had 7.766 likes..

Lancome brand known with its beautiful smell is advertised via instagram had 5.720 likes.

Figure 5. Johnson's baby product advertisement



Table 6. Advertisement content for Johnson's baby

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Johnson's Baby	The Johnson Baby event in Esma Sultan Yalısı Istanbul	To take a photo with the product package	Influencer/Account owner, after giving information about the product, explains that the packaging is environmental conscious.

Figure 6. Neutrogena selfcare product advertisement



Table 7. Advertisement content for Neutrogena

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Neutrogena	Neutrogena skin care product	Influencer/Account holder has a photograph with the skin mask.	Influencer/account holder is trying to motivate the followers to have a skin like her own. .

RESULTS AND DISCUSSION

In the Instagram, the influencers' posts covered 11 cosmetics, 2 baby products, 2 personal care, 1 textile, 2 jewelry and accessories.

As a result of examining the advertisements made by the influencers in their personal accounts, it is concluded that most of them are shared on cosmetics, especially women as target groups. The cosmetics sector is followed by baby products, personal care, jewelry and accessories.

Following the spread of the perception of digitalization with the development of the internet, social media shares and advertisements made via Instagram, the most widely used social media, provided the audience with access to information about the product. Product instances of well-known Influencers on

Figure 7. Bioderma sunscreen cream advertisement



Table 8. Advertisement content for Bioderma

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Bioderma	Bioderma suncreen cream	Influencer/Account holder has a photo with the product in vacation.	Influencer/account holder mentioned that the product helps to protect her skin from sun.

Figure 8. Tencel textile company advertisement

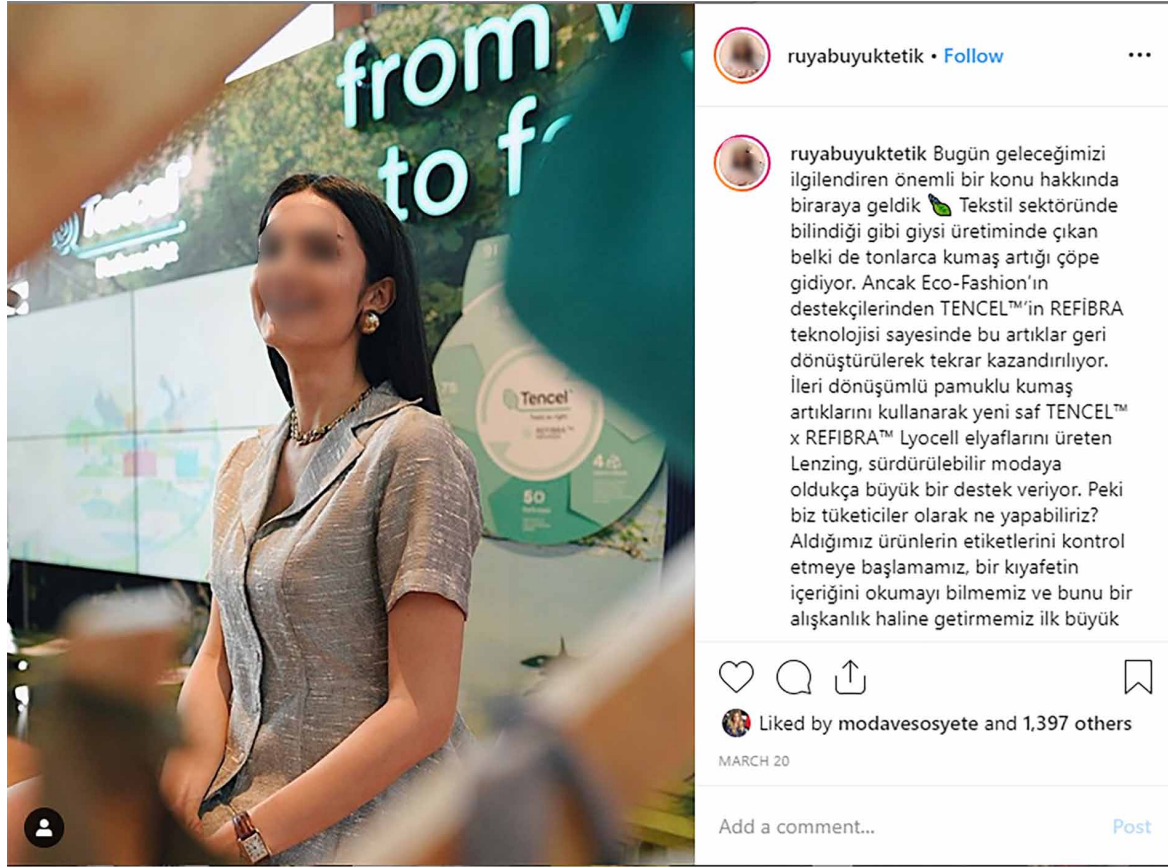


Table 9. Advertisement Content for Tencel

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Tencel	Rüya Büyüktetik and the company's Logo	Influencer/Account holder's photo in front of the company's logo	Conscious shopping with the new pure TENCEL using recycled cotton fabric scraps.

Figure 9. MAC Cosmetics Advertisement



Table 10. Advertisement content for Mac

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Mac	Advertisement video	Influencer/Account Holder's advertisement video with the brand	Mentions MAC Powder Kiss Lipstick and her colour

Instagram can reach numerous followers per second. Traditional marketing channels have been replaced by effective social media elements.

SOLUTIONS AND RECOMMENDATIONS

With the globalization, changes have taken place in the world. One of the reasons for these changes is the introduction of the Internet into our lives. Because it is used by every population. This brings some innovations. The Internet has incorporated social media and social media channels into our personal lives and corporate businesses. In general, it has led to the use of communication and marketing activities for brands in our lives. Especially brands prefer social media channels in their marketing activities.

Figure 10. Channel perfume advertisement



Table 11. Advertisement content for Channel

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Channel	Channel perfumes	Channel products in an elegant basket	Influencer/Account holder gives information about roses/plants cultivated for channel and the product.

In these channels, recognition as a brand and the determination of digital strategies to compete in the trade of products or services becomes essential.

Among the most important characteristics of social media is that people communicate with each other. Being aware of what they are doing by following each other and interacting with other people brings innovation in terms of marketing. In addition to communicating with each other via social media, people comment on the products or services they use in these channels and follow the brands through these networks. Those who collect information about brands and want to learn about the product they

Figure 11. Dior cosmetics advertisement

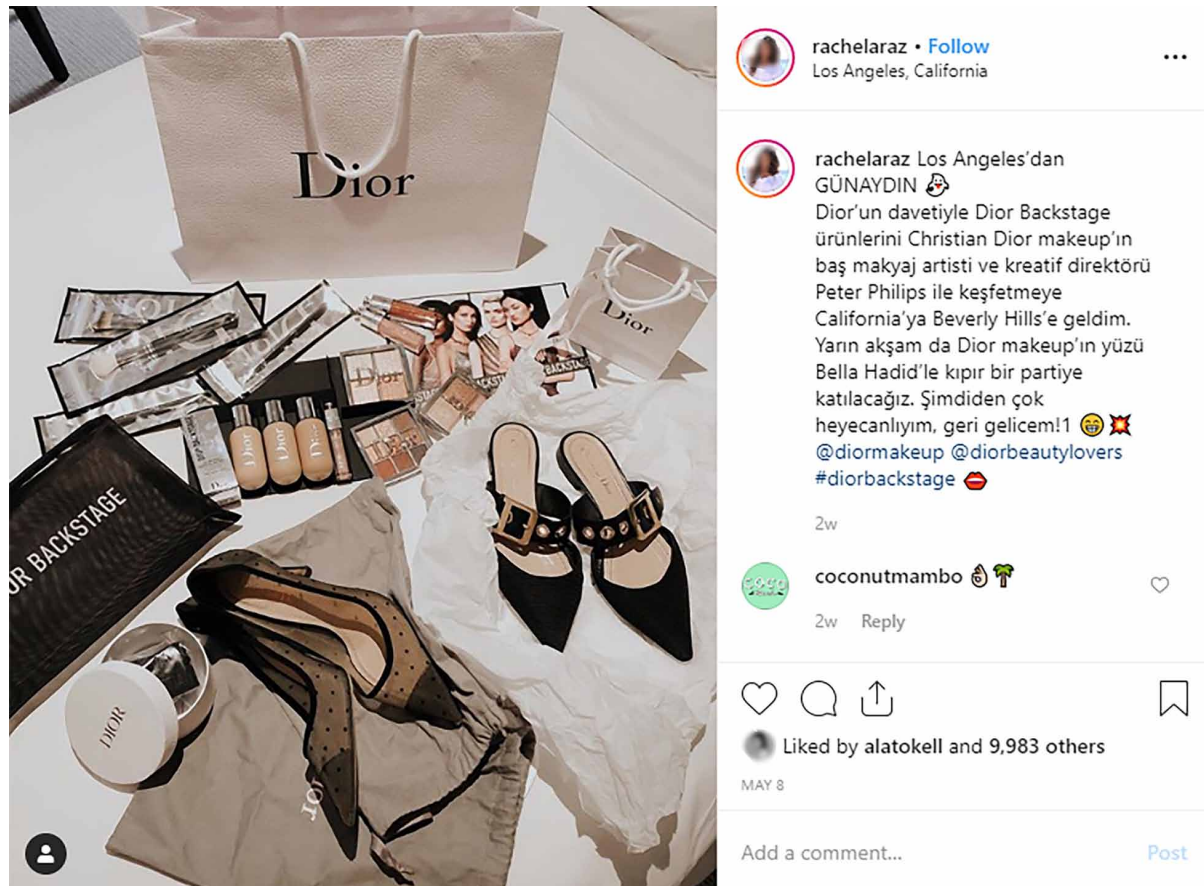


Table 12. Advertisement content for Dior

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Dior	Dior make up products	Photo of Dior make up products on a cloth	With the promise of influencer/ Account holder's beauty, potential customers are tried to be provided

want to try again to apply these channels. These innovations become advantageous from the perspective of brands. Because introducing their product or service is both an easy process and a low cost event. With the accounts opened for their own brands, it is easy to capture the target audience. The ability to respond to people's needs and communicate in two ways is among the services offered by these channels. Brands have started to realize their sales targets in these social channels. One-click advertising and access to the brand account and brand activities are announced instantly.

Figure 12. Shisedio skincare product advertisement



Table 13. Advertisement content for Shisedio

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Shisedio	Shisedio Sports BB and spf-50 factor protection sunscreen cream	Photo of Influencer/Account holder's face and the product applied to her face	The influencer/account holder wants to increase the sales with BB cream which is as if not applied on the skin.

The opportunities offered by social media are valid for brands in every sector. What is important here is to be able to use the effective social media accounts of the brands and attract the attention of the target audience. Brands should use their social media accounts correctly and formulate the right strategies in order to stand out from their competitors. Brands that are not included in social networks and those who cannot use these channels effectively do not remain in the minds of consumers in terms of brand images. Because the consumer wants to reach the desired product or service from every channel. The consumer is now present in every medium. In the field of social media, brands must be included

Figure 13. Sephora cosmetics advertisement



Table 14. Advertisement content for Sephora

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Sephora	Sephora make up product	Photo of influencer/account holder's Sephora product in her hand	Influencer/account holder mentions about the advertisement and potential customers are created from followers

in social networks in order to be positively positioned. Otherwise, they are not able to outperform their competitors in sales and marketing.

Today, marketing activities are shifting to social media. The efforts of brands to publicize their campaigns and works in social media are known facts. It is certain that marketing activities will be widely used in social media in the future. It is imperative to use these fields in order to meet the sales targets of the target audiences of the brands. They need to create the most accurate activity events. They should follow up their strategies and evaluate those who have achieved success and they should establish their

Figure 14. Jo Malone London perfume advertisement



Table 15. Advertisement content for Jo Malone London

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Jo Malone London	Influencer/account holder and the product	Photo of the influencer/ account holder with the product in her hand	Influencer/account holder mentions that the smell is sweet and tries to motivate the followers to buy the product

activities by investigating the reasons of the unsuccessful studies. Therefore, brands should measure their strategies in social media. Brands are required to review customer comments made about them when carrying out these processes. It is important to evaluate these comments and analyze the relevant data to reach a conclusion on behalf of their own brands. Brands should make media measurements in order to reach comments about themselves. When looking at the speed and constantly changing flow of social networks, these interpretations should be realized simultaneously. Interaction events occur frequently in social networks. To increase the interaction of brands, the number of followers must be high. When the

Figure 15. Smashbox cosmetics advertisement



Table 16. Advertisement content for Smashbox

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Smashbox	Smashbox X The Latest Thing concept	Photo of the influencer/ account holder photo with make up Smashbox products and the product	The influencer/account holder's mentions her favourite Smashbox product and tried to increase interest.

studies and campaigns are taken into consideration, the measurement structure is a necessary study for social media in order to determine how much interaction occurs. Brands get detailed information about the content videos they watch and how many people visit the page. With this in mind, brands should make the right choices for the consumer mass and pursue the right marketing activities. In order to conduct deeper analyzes, brands should use the management tools of social media. Thanks to this, brands help to reach detailed data such as visits from social media accounts to websites, and from which social network customers can purchase products or services.

Another area that needs to be carried out in the field of social media is customer service. Because customers express their appreciation, satisfaction and complaints about the products or services they buy from brands in social platform areas. For this reason, brands need to be careful against these events.

Figure 16. Lancome perfume advertisement



Table 17. Advertisement Content for Lancome

Brand Name	Advertisement Form	Content of Advertisement	Local Advertisement
Lancome	Lancome La Vie Est Belle product	Photo of influencer/account holder's in an elegant place with the product in her hand	The influencer/account holder is well groomed account holder promises elegant smell.

They should constantly keep track of their social media accounts. Brands have the opportunity to manage complaints from some social media channels. It is also an environment with more transparency due to its social media structure. Dialogues that can be established between the brand and the customer do not take place in any other form of marketing. It provides benefits for the consumer and the brand with the works used correctly in social media studies. It is inevitable that brands that do not use social media correctly and who stay connected to traditional and communicate with one way will meet negative results. Social media is gaining credibility with this aspect. Because it is possible to distinguish between the wrong information and the right information with social media and customers' comments about the use of the

product provided awareness and the right to speak. Social networks, which have become a part of life, become a world where every sector exists. As in our world, it is a need to continue advertising activities in this world. In the networks such as Facebook, Instagram, Twitter, Youtube, advertising activities are generally tried to be eliminated through famous people. People who have become idols by using the brands they want to be like and using them are among the situations encountered. Instagram has become one of the fastest growing social platforms in terms of advertising usage. Advertisers avoided the trouble of running their ads at a high cost to capture the target audience. Brands have the chance to advertise on their personal pages by sending the gift of their product or service to celebrities or renowned influencers. With the choice of social media and the right Influencer, it is not possible to reach the target audience of any product. In this advertising activity, it is aimed to bring together the product and the target audience. It is an important fact in terms of determining the draft of the advertisement. One of the most important features of the social media is that it allows to reach too many audiences. Too many users have accounts in these social networks. These users have different structures, thoughts, lifestyles, perspectives on life. All of them are united under one roof. Even customers who are not interested in certain issues will be informed with advertisements made on social media and will get new customers for brands. Most people see people with phenomena through their Instagram account as role models. By imitating them, they try to adopt their style as their own. This has facilitated sales by reaching out to the targeted audiences through Influencer, the new fashion of the era. The place covered by social media has not become underestimated. The opportunities it provides have made people see it as indispensable. For this reason, brands should take a place in the social media that they see as great power and try to capture the innovative lifestyle. Brands are required to implement social media marketing activities in order to make sales. In order to increase productivity in social media marketing, it needs to provide experience to customers. It should provide the customers with experience with augmented reality by benefiting from the features in social media. The experience that brands provide to their customers before the purchase of their products is an opportunity offered to them. In this way, when customers dilemma about whether or not to buy from brands' products or services, they experience a quick decision-making process and shorten positively.

FUTURE RESEARCH DIRECTIONS

Future researches about using local influencers for international products could be in different sectors, covering not only women but other consumers groups as well. At the same time researches held in other countries, with different cultures could also be conducted.

Influencer's affecting followers reasons may vary according to the consumers or depending on the characteristics of the influencer as well, these aspects also can be investigated in future.

CONCLUSION

According to the statista's statistics, there are more than 1,6 billion social network users in the world and more than 64% of internet users have online social media services. As per the statistics, the social network, is a popular way for the users to spend time and communicate with their friends, families and at the same time to follow the news. Especially North America's internet users show that more than half percent are at the same social network participants. In United States, there are more than 160 million

users enter to social web sites at least once a month. Facebook was the web site which covered 50 percent of the social media user till 2013 however now along with YouTube and Twitter, other social network sites like LinkedIn, Instagram and Pinterest with digital contents are also used.

In Turkey, the users' first preference is YouTube followed with Instagram, and WhatsApp then comes Facebook. In this study, the international companies products have used local Influencers for their marketing their products in Turkey. Five female influencers were examined with their posts advertising the international companies'. Gizem Hatipoğlu, Sebile Ölmez, Rüyam Büyüktetik, Melody Elbirliler, Rachel Araz Kiresepi are all known among the users. The major parts of each shared shipment are the services for women, such as cosmetics, jewelry and accessories, and personal care products. In this study, it was concluded that Influencer followers' interest in advertising was evident from the comments made from the number of likes. At the same time, sharing on the target audience is extremely effective. Female users get information thanks to the advertising posts that Influencers have shared. Considering the reliability of the shares, users trust the Influencers they follow and see as role models. Users also have some advantages. Because they can instantly reach the people they advertise. Users can access detailed information about the product and access their brand accounts. The influencers chosen in my research have very high followers. Followers spread their advertising shares by sending messages to each other. In my research findings, it was concluded that the advertising posts made by influencers could reach a large audience.

The studies about social media show that advertisers must use local advertisements and offers to use media advertising efficiently (Almsafir, 2015).

Yaman (2018) found that the followers of mothers where influencer mothers used are interviewed and found that the follower mothers were affected from the influencers, and the most important factor they looked for was sincerity in the advertised posts, and that solely advertised posts were not liked by the followers.

Atalay (2019) in her study, about social media and child, about a YouTube channel 'Babishko Family Fun Club', criticised that children are used as commodity and as audience in the capitalist systems, and that, social media-child relationship, and that parents' exposing their children in YouTube or similar platforms is another problem, to be taken care of.

Peltekoğlu (2018) in her study, suggested that social media phenomenons could be used for social responsibility campaigns and that the target age group who uses social media most could be informed about the social responsibility campaigns, can participate in these campaigns and the social media phenomenons role. She also mentioned that the social media users among the young age group (18-29) was 83 percent, with YouTube 57 percent, Facebook 54 percent, Instagram 49 percent in 2017.

Yaylagül's (2017) has also a research about social media phenomenons among university students, and measured the university students commitment to social media phenomenons and found that there was meaningful differences depending on the students spending time in internet and social media, purchasing and selling experience with social media channels and using Snapchat and YouTube using frequency.

Mert (2019) has depth interview with three influencer and evaluated different aspects of influencer marketing practices.

As a result, internet has changed everything, including marketing methods. Social media marketing is one of them, and using local influencers are very effective in target groups. Researchers are focusing in different aspects of this marketing method. Turkey, with young population of social media users, the international companies, must take into consideration to use social media marketing and must use influencers who can help the target group, especially the young population.

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KEY TERMS AND DEFINITIONS

Influencer: An influencer can be an internet phenomenon, youtuber or Instagram vowel. Influencers are the social media equivalent of “word of mouth” in marketing.

Search Engine Marketing (SEM): With SEO they both help the related website to be reached in search engines. SEO is helping the website traffic. If there is “AD” box in the search, it is a paid advertisement.

Search Engine Optimization (SEO): One of the key points of digital marketing. The visitors of web sites information are converted via Google Analytics optimization. It helps the website to be higher in the key words search engines like Google, Yahoo.

Social Media: Social media is a platform where people communicate with each other in general, exchange information according to the fields of interest and exist at every moment of our lives.

Social Media Marketing (SMM): All digital marketing on social media like Facebook, Instagram, Twitter, etc.

Social Networking: Where individuals can have social contacts, display each other’s lists, where they can share their links, which can be open to public or only to specific groups, friends etc. like Facebook, Twitter, LinkedIn, etc.

Twit: Twitter posts are called “Twit.”

Twitter: Twitter is a social platform where users can share their feelings and thoughts in real time and communicate directly with other users. One of the main differences in this platform is the character limitation.

Chapter 13

Cyber Bullying and Violence Literacy in the Context of Digitalization

Hüseyin Kazan

 <https://orcid.org/0000-0002-1458-2860>

İstanbul Aydın Üniversitesi, Turkey

ABSTRACT

The fact that technological developments are dominant in all areas of society has increased the number of communication channels and determined their quality. These media, which provide positive results in the context of interaction, provided important opportunities for individuals to interact interactively. The interaction process that started with mail, blog, and chat rooms has become more important with Web 3.0 and has become the most important channel that directs the communication of the society. The use of environments that offer important interactions such as Twitter, Facebook, and Instagram have not always been the right way. The violent language used in these places and the sharing of elements of violence have had negative consequences in society. The main purpose of this study is to present these results and propose solution options. In this context, digital literacy and especially violence literacy are the focuses.

INTRODUCTION

The phenomenon of violence is as old as human history. It is one of the innate impulses of every human being. Violence is the extreme behaviours that, when it is controlled, lets you be human beings but when the virtue and the values that make you humans are lost, it damages other people. According to the structure of societies, there are many different types ranging from economic violence to physical violence, sexual violence to emotional violence. Especially as technological developments spread to all layers of society, both the number of channels in which people communicate has increased and the forms of communication have changed. The process that started new expansions in terms of communication with mails, chat rooms, blogs has evolved into a completely different evolution with social networks and

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sharing platforms such as YouTube. These platforms, which people rely on except the choice of spouses, have gradually turned into media that produce emotional violence such as snubbing, revenge, intimidation, frightening, destructive criticism, swearing and insulting. In many countries, which have more virtual populations in these environments, with the increase of opportunities provided by the technology day by day the spent time and interaction will increase at the same rate. What is sad here is that this interaction produces types that are described as 'keyboard heroism' and produces violence. Particularly those who disregard the limits of respect and turn these environments into oppressors have led to the emergence of a new form of violence, referred to as cyber bullying. The increase in the number of digital channels, its impact on more and more people every passing day, and its being widespread alternative media people use to make their voices heard have raised certain problems. The fact that most of the shares, especially those with violent content, are shared without thinking and without having any self-control, causes the reproduction of violence repeatedly at every minute of the day. The negative effects of the contents are ignored since there is no other concern other than anxiety and appreciation in many shares. In addition to violence against individuals, there is also violence produced in commercial broadcasting institutions, whose effects are much deeper. Most of the broadcasts such as television, internet newspapers, radio, etc. contain emotional violence and are often not perceived by individuals. Emotional violence is often projected on the screen through roles assigned to people loved by the community, and is accepted innocently or even often by individuals as if it were a good situation. However, it can lead to trauma in individuals in terms of results. Explaining in detail these violence and its derivatives, which have a greater impact on children, organizing curricula for it, raising awareness of the content producer, and control mechanisms that will not reach censorship should be increased. In this context, the situation the author suggests is violence literacy. The main point of the study is violence literacy. In this study, it is aimed to deal with violence in digital environments in the context of literacy, to minimize the negative effects and to contribute to the literature.

BACKGROUND

There are four descriptions discussed in this chapter. The effects of all the descriptions to the process of digitalization are especially enlightened here. Discussed terms are digitalization, digital literacy, cyber bullying and violence. The concept of "digitalization" or "digitization" constitutes one of the important technological components of the new media era, which is also defined as a process in which information and communication technologies are included in the media field (Değirmencioğlu, 2016:593). Milkovich (2018) describes digital literacy as the ability to use computer technologies effectively and to comprehend the implications of those actions at the same time. The concept of cyber bullying is defined as the behavior of intentionally harming the other person using information and communication technologies (Campbell, 2005: 69). Finally, according to the Turkish Language Association (2019), violence is defined as the use of brute force to the opposing viewers and extremes in emotion and behavior. All these concepts were tried to explain clearly to present readers a perspective of the importance of preventing violence in the digital platforms.

DIGITALIZATION AND DIGITAL LITERACY

The impact of the Internet can be evaluated in a wide range from ease in communication to increasing performance of individuals in their work and together with the changes in civil society organizations, government agencies, schools, labor market and economic growth, equality, health, information and environmental quality (Daly, 2000). All these ranges are explained within the scope of digitalization.

Digitalization has enabled the free circulation of information in different media and has pioneered the transformation of traditional journalistic practices. Digital technology is generally defined as the conversion of all kinds of information in the form of data, sound, music, text, photographs and images into bits or computer languages with the help of microprocessors.

According to Legner et al. (2017) “digitalization” is the manifold sociotechnical phenomena and processes of adopting and using digital technologies in broader individual, organizational, and societal contexts. However, they define digitization as the technical process of converting analog signals into a digital form.

According to Gimpel et al. (2018) digitalization mirrors the adoption of digital technologies in business and society. It also contains the incorporated changes in the connectivity of individuals, organizations, and objects.

According to Loebbecke (2006) digital technologies are all technologies for the formation, transaction, transmission, and use of digital goods. Digital technologies provide platforms, autonomous products, sensor-based data collection, analytical insight generation, as well as analytical and augmented interaction (Urbach & Röglinger, 2019).

Sabbagh, El-Darwiche, Friedrich and Singh (2012:7) define digital technologies and implementations as contributing elements to the economic strength, societal well-being, and effective governance of a nation. According to them, the extent of a country’s digitalization could be evaluated across six key attributes. These attributes are given in the picture below:

In the picture above, key attributes can be seen in detail as titled: Digitization Score.

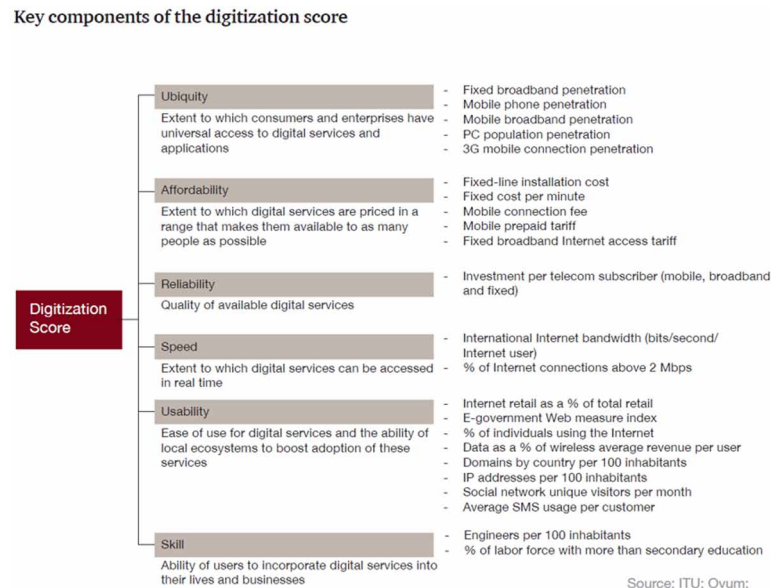
The concept of digital literacy has emerged as a result of digitalization. With the advances in information and communication technologies, traditional environments have been replaced with digital ones. The widespread use of digital media has increased the content richness and brought about disinformation. However, negative contents, especially violence, which damage social values have emerged. In order to protect individuals from these negativities of digitalization, digital literacy has become a discipline in itself. In order to protect individuals with digital literacy, first of all it is necessary to know digitalization and focus on its dynamics.

The debate on description of digital literacy started as early as the 1990s (Kaeophanuek, Na-Songkhla & Nilsook, 2018). Digital literacy has been defined in various ways since the term was first introduced by Gilster (1997). In 1997, the concept of digital literacy appeared in a book entitled “Digital Literacy”. In this book, the author described digital literacy as the ability to understand and apply various forms of information science from several sources to present information on the computer.

Martin (2005) made a more complete description for the term of “digital literacy”. He defined digital literacy as the ability to succeed confrontation with the electronic substructures and tools that make possible the world of the twenty-first century.

Figure 1. Key competences

Source: Sabbagh, El-Darwiche, Friedrich and Singh (2012:7)



Digitalization is the process of transforming digitalized resources into operational results that will add new revenue, growth and value to the company, rather than having an integrated information technology infrastructure. In other words, digitalization means developing new business models, creating unique customer experiences by combining knowledge, company resources and digital technologies with new combinations, enabling technology to make new products and services more efficient and using company resources more effectively (Accenture Dijitalleşme Endeksi Türkiye Sonuçları, 2015:12).

Digital literacy is the ability to recognize, use, examine, produce, and avoid harmful effects by making accurate reading. On the other hand, while Livingstone (2004) argues the term of digital literacy by taking into consideration the concepts used in literature such as information age, digital space, cyber literacy, and digital world, she stated that literacy framework is drawn by social studies related to culture, media education, human-computer interaction and technology.

Besides its descriptions, there are other terms used for “digital literacy”. These terms occasionally have the same meaning with digital literacy and they refer to computer literacy, information communication technologies (ICT) literacies, 21st -century literacies, Internet literacies, multiliteracies, information literacy, and online reading comprehension (ORC) (Osterman, 2013:135).

Ba, Tali and Tsilakas (2002:5) offer a wide description of digital literacy and they describe this term as a “set of habits through which youngsters use information technologies for learning, work, and fun”.

Eshet-Alkalai (2004) points a different dimension of digital literacy definition. According to him, the continuing enhancement and utilization of online media content for collecting information also defies the learner to set and form information in a nonlinear fashion and this is commonly referred as digital literacy.

Leu, Zawilinski, Castek, Banerjee, Housand, Liu, and O’Neil (2007) assume that most new literacies - also containing digital literacy- have four assumptions in common. One of these assumptions is that new literacies should encompass the new skills and social practices required by new technologies for information and communication; the second one is that new literacies are centric to full attendance in a

Figure 2. Processes of digital literacy Source: Spires & Bartlett (2012)



universal society. The third one is that new literacies regularly change as their describing technologies change; and lastly they are multifaceted.

Above, the author mostly mentioned the ability to use technology. But digital literacy does not consist of only this term.

Spires and Bartlett (2012) have segmented the various intellectual processes associated with digital literacy into three categories and these are locating and consuming digital content, creating digital content, and communicating digital content (see the figure below).

Digital literacy practices encompass the ability to settle and drain, compose, and communicate digital content, while at the same time employing a process of critical evaluation.

As the Internet has turned out to be this century's describing technology for literacy and learning, schools have not taken up Internet access into the classroom or have begun instruction in the new literacy skills needed for the Internet (Leu et al., 2007). Besides, the school and the home should be coordinated to support digital literacy. But, the digital divition among school, home, and the workplace is quite uncertain, and this divition brings about a clash among the learning experiences in each ambient. Teachers should help students associate digital literacy customs from their private lives with educative applications in school (Leu et al., 2011).

The use of information technology tools is important in assessing information literacy, but the events that cause cyber violence in the social sense are related to social use, not technical use of the computer. For this reason, it is considered that more consciousness and awareness training should be given in subjects such as computer rights and freedoms, harmful behaviors, hate speech as well as technical characteristics of the internet (Turan & Dilmen, 2016:28). Therefore, policymakers should give importance of education in cyber world.

CYBER BULLYING

Before addressing the concept of cyber bullying, it is appropriate to define the concept of bullying. The word “bullying” has been translated into Turkish from Greek. Turkish Language Institution defines “bullying” as follows:

The person who does not grant the right to speak and freedom of conduct to the people under his rule, the descendant, the contractor, the despot, the dictator.

“Bullying” is used to refer to any situation where individuals are forced to do so against their will. Olafsen and Viemero (2000) defines bullying as a form of aggression. According to Ministry of Education in Turkey, “aggression” is the tendency to reveal aggressive behaviour; anger, an individual’s frustration, injustice, the feeling that he feels in the face of the threat to his own self; but violence is all individual or collective action that causes people to suffer bodily or mental harm by applying force and pressure (www.meb.gov.tr, 2019).

In the literature, it is reported that bullying behaviors are different in boys and girls (Perkins and Montford, 2005:671), and that the rates of bullying and being bullied are higher among children who have been subjected to violence in their families (Grinberg et al., 2005:573).

After the placement of computer systems in the center of individuals’ lives, bullying started to be done through the computer in daily life. Especially with the increase in interaction with Web 3.0, negative consequences such as cyber bullying have produced positive results. This has brought the concept of cyber bullying into a form of violence in the literature. Information and Communication Technologies Authority (ICTA) defines cyber bullying as follows:

Cyber bullying refers to the deliberate acts of humiliation, slander, gossip, harassment, threat, embarrassment and exclusion that an individual or group performs electronically on others.

Cyber bullying is defined as the spread of messages that will cause trouble and embarrassment through new communication technologies, in other words digital media technologies, and includes problems arising from misuse of new media (Özmen, 2018:958).

When looked at the literature, before the matter of “cyber bullying”, communicators show an interest to the concept of “viloence”. The issue of violence is often addressed within the framework of television and violence for researchers dealing with communication sciences. Most of these studies from the 1970s to the present have focused on the issue of impact and have addressed issues such as how children and young people are affected by the content of violence or what kind of media texts contain violence (Yanikkaya, 2016:17). Studies done in this period were discussed within the framework of theories such as caution effect, desensitization effect, social learning theory, constraint hypothesis, Kathari hypothesis, preparation for use, distraction and escape effect, personal relationships, personal identity and supervision (Mutlu, 2005; Oskay, 1971; Uslu, 2000, Dilber, 2014). It will not be wrong to say that These discussions over television have been replaced by social media use, violence and cyber bullying (Ulusoy & Bostanci, 2014; Aydeniz, 2012; Korkmaz et. al, 2015; Karahisar, 2014; Asrak Hasdemir, 2014; Peker, 2015).

In order to avoid cyber bullying, it is necessary to focus on the factors that trigger and reveal cyber bullying. To capture and share the images of individuals through mobile devices without permission, to send messages that are humiliating, derogatory, threatening, sexually abusive or violent to individuals in online environments such as social networks or chat rooms, to share one's personal information through social media without their consent and knowledge, to spread gossip about someone in social networks, to prepare defamatory, humiliating web pages for a person, to open a false account on behalf of someone else and to impersonate it, to monitor all accounts of a person online persistently, and to effect common acquaintances to delete and block selected target individuals from their friend lists, ie, to exclude socially are cyber bullying's emerging factors (Akşam, 2017).

With the increase in mobile devices and computers connected to the internet, cyber bullying rates also increase in direct proportion. Pew Research Company's Online Harassment 2017 report reveals that 4 out of 10 Americans have personally suffered at least one form of online harassment. This result also shows an increase of 14% compared to the company's latest survey in 2014.

The types of harassment reported by online users are as follows: Giving online nicknames (27%), efforts to embarrass someone (22%), physical threats (10%), stalking (7%), continuous harassment (7%), sexual harassment (6%), being called to cyber bullying (41%), chasing (18%), "particularly violent forms of harassment" such as sexual harassment and long-term harassment. 66% of the 4,224 surveyed American adults say that they are witnesses that these behaviors are directed towards others. Social media platforms such as Facebook, Instagram, Twitter and Snapchat stand as a particularly productive basis for online harassment, while these behaviors take place in a wide variety of online locations (NTV, 2017).

Here is an example of a cyber bullying on Instagram: Magazine's not losing popularity Şeyma Subaşı "Sadece Şeyma" has organized for the signing day for his book. When one of the fans who participated in this signing day cried at this ceremony, this situation was photographed and the affair was mocked by a page on Instagram "anası kitap çıkarsa ağlamaz (she wouldn't cry, if her mother wrote a book)". There are so many cyber bullying examples on socail media.

It should be noted that violence in the media and violence in real life have the same effect on the perception of the individual. The researchers do not evaluate the violence in the media and the violence in the real life independently, and examine the interaction between them (Turan & Dilmen, 2016:28).

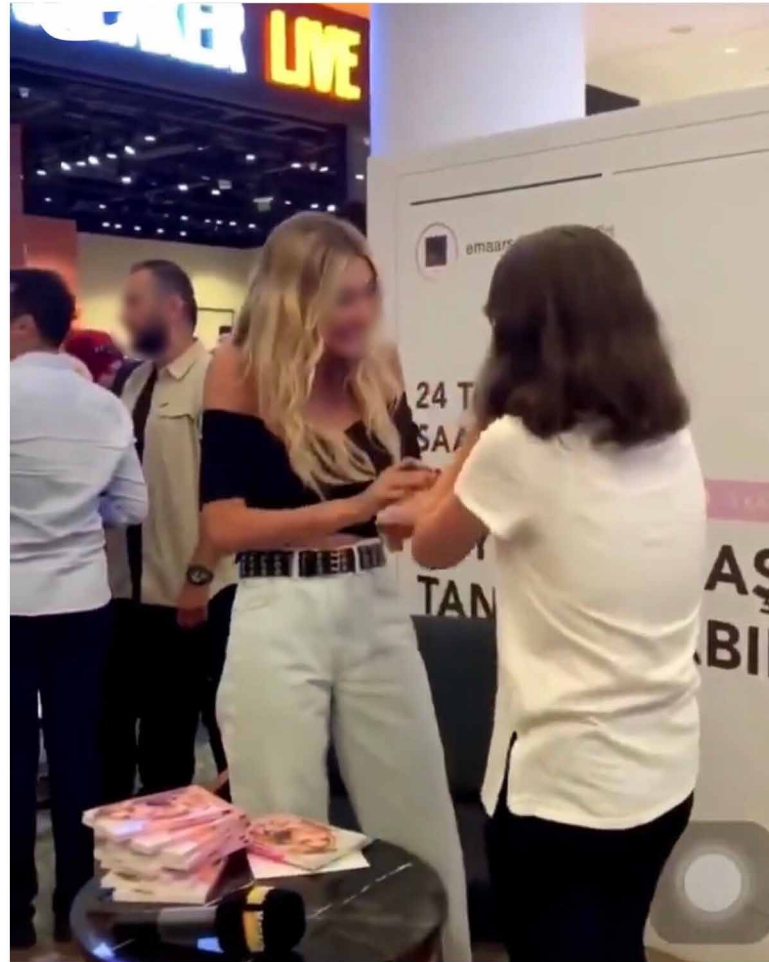
According to the results of the study by Turan and Dilmen (2016), it was found that the levels of information literacy, emotional deafness and exposure to cyber bullying have an effect on the legitimacy of cyber violence. This effect is manifested at different levels according to age, gender and the extent of violence.

Tamer and Vatanartiran (2014: 5) point out that there are two types of cyber bullying that they refer to as technological bullying. The first one involves the technical aspects of the actions, seizing the passwords of people, hacking websites, sending spam messages. Underlining that the technical aspect of cyber bullying, which they refer to as electronic bullying, can be individual as well as organized, bullying states that in addition to damaging software and hardware, actions also affect the emotions of individuals. The second element is the psychological element. Tamer and Vatanartiran presented the types of cyber bullying with psychological effects in a table.

As described in table, cyber bullying is a type of bullying done with technological tools. Examples of cyber bullying behaviours include many forms of behaviour such as shooting inappropriate images of sexual content and spreading them on the internet, conducting humiliating actions, acting as someone else and threatening them.

Figure 3. An example of cyber bullying

Source: Instagram, 2012



anası kitap çıkarsa ağlamaz

Sending annoying sms or instant messages with whatsapp and derivative applications, gossiping about the person in the online world, sharing the person's private information in a virtual environment, and sharing disturbing images of the victim can be counted as bullying movements by means of communication (Altundağ, 2016:17).

Cyber bullying can be divided into two in general as “technically based cyber bullying” and “communication based cyber bullying” (Arıcak, 2015: 76). Compared to technical-based cyber bullying that requires expertise, it can be stated that communication-based cyber bullying is examined more based on

Table 1. The types of cyber bullying Source: Tamer ve Vatanartıran, 2014: 5

Violence	Sending electronic messages with abusive and offensive language
Disturbing	Sending unwanted rude messages in a repetitive manner
Slander	Spread rumors or lies about someone in order to disrupt their friendship and /or dignity
Imitation	Pretending as someone else
Expressing	Revealing the secrets or embarrassing information of others without their consent
Deception	Talking with someone about his/her secrets or embarrassing information and then explaining them on the internet
Excluding	Removing intentionally someone from an online group
Cyber Abuse	Repetitive abuse and harassment with great fear or threat

Source: Tamer ve Vatanartıran, 2014: 5

more observations. Each Internet user is also a content producer. Cyberbullying, which is an extension of the negative content produced by users, is inevitable for this reason.

Cyber bullying can also vary according to social media platforms. Social media platforms have different behavioral patterns depending on their design features (Aslan ve Öney Doğan, 2017: 103).

There are many studies on this subject. The “Potinss” sample is important to shed light on this point (Aslan ve Öney Doğan, 2017: 103). Cyber bullying is experienced in various areas of social media as well as through smartphones and applications. One of such applications is “Potinss” application. “Potinss” is an application developed by two high school students. They stated that they could not think that so many private information would be shared through the application, stating that they wanted to move the chat environment during breaks to the virtual environment through the application (Kadüker, 2017). There have been reports that numerous insults and private information sharing in the application have disturbed students and educators.

Cyber bullying is more dangerous than ordinary violence and face-to-face peer bullying. Because in cyber-bullying, even if the victims stay away from the Internet and turn off their mobile phones, they cannot prevent attacks on themselves in electronic environment. Moreover, many adolescents are faced with cyber bullying of multiple status in electronic environment (Mishna, Cook, Gadalla, Daciuk ve Solomon, 2010; Huang ve Chou, 2010; Pereira, Spitzberg ve Matos, 2016). Researchers revealed that any kind of cyber bullying such as gossiping, anti-group opening, revealing the secret etc. (Pereira, Spitzberg and Matos, 2016) were observed among woman and man adolescents widely (Arıcak, 2008; Li, 2007; Kowalski ve Limber, 2008; Erdur-Baker, 2010; Schneider, O'Donnell, Stueve ve Coulter, 2012).

However, it has been found by some researchers that the most common type of cyber bullying among adolescents is harassment and that adolescents do not see cyber attacks as bullying, they only see it as a fun (Huang ve Chou, 2010). However, when the various studies in the literature are examined, the types of cyber bullying have been revealed according to the type of actions.

Willard (2007) categorized the different types of cyber bullying as follows:

Flaming: It is a hot debate between the sides often involving offensive, aggressive, vulgar, obscene language, insulting and sometimes threatening.

Harassment: The target is to send aggressive, offensive messages to a chosen person. These offensive messages are usually sent through personal communication channels such as e-mail, instant messaging.

Denigration: The goal is to share harmful, inaccurate and cruel words about a chosen person. These damaging messages may be published in a certain online environment or sent to others in order to disrupt the victim's relationship with friends or damage their reputation. **Impersonation:** A cyber bully impersonates the person he is targeting and sharing content that will make him look bad or harm his friendship.

Outing and Trickery: Outing refers to the publication or transmission of private information, secrets or images of a person, especially those of an intimate and embarrassing ones, publicly or to others.

Exclusion: Exclusion may occur in an online gaming environment, group blogs, or in any password-protected environment, by deliberately removing or not including the target person in the group.

Cyber Stalking: The goal is the continuous delivery of aggressive, scary and extremely disturbing messages that threaten to harm a chosen person. The cyber stalker may try to undermine the victim's reputation and disrupt friendships.

Patchin and Hinduja's (2012) study of 35 articles published in academic journals until January 2011 showed that cyber victimization rates ranged from 5.5% to 72% (average 24.4%); their study by scanning 27 articles shows that cyberbullying rates vary between 3% and 44.1% (average 18%).

As a result, the intentional and disturbing behaviors of a person or a group by using information and communication tools aimed at the person chosen as target are called cyber bullying. And, For the last 15 years, the state has been conducting awareness-raising activities for the psychological violence behaviours that shows up with the new communication technologies contextualized such as digital bullying, cyber bullying, technological bullying, internet bullying, e-bullying, virtual bullying, online bullying, and electronic bullying (Özmen, 2018:958).

VIOLENCE LITERACY

Before addressing violence literacy, there is no doubt that it is necessary to recognize the concept of violence and to see the patterns of violence and its impact on individuals. Because, it is not possible to eliminate the negative effects without knowing the consequences of violence.

Violence is Arabic in terms of its origin and comes from the word "şedd". It is defined as the degree of a movement, force, or power. As the word essentially contains extremism and abnormal behavior, the extremity of an emotion also means using brute force instead of convincing or compromising (Meydan Larousse, 1990:777). Violence is defined by the World Health Organization (WHO) as the state of "causing injury or the possibility of injury, death, and psychological harm on the exposed person as a result of the deliberate application of physical power or potency to another in the form of a deliberate threat or reality" (Polat, 2016: 1).

The phenomenon of violence, which emerged with the history of humanity, presents a complex structure with many individual and social elements. Therefore, it is not easy to identify and reveal the phenomenon of violence. The phenomenon of violence, which can manifest itself in many different ways, is a common situation both in individual and social dimensions. Oppression, torture, suppression, killing, punishment and rebellion are the types of violence that are encountered gradually but continuously in daily life. But with the rapid advance of technological developments, many digital media have emerged and they have brought about new forms of violence. This type of violence, expressed as cyber violence or bullying, has negative consequences for individuals.

Either as a passive consumer like on television and social media or as an active consumer such as video game players, exposure to violence programs appears to cause effects on violence, aggression, introversion, alienation, excessive psychological and emotional arousal at children and adolescents (Bushman ve Huesmann, 2006:350). It is observed that children and young people who are exposed to these effects have committed various crimes, especially violent crimes, and act deviant (Anderson ve Bushman, 2001).

Donnerstein, Slaby and Eron (1994) draw attention to the four effects of violence. The first effect shows up as “Aggressor Effect”. The increase in the watching of violent media leads to an increase in the level of aggression and tendency to violence and moodiness in both children and adults. “Fear of Victimization Effect” is described as the second effect. The increase in the watching of violent media leads both children and adults to perceive their environment and the world as a more fearful environment. The third effect that confronts us is “Desensitizing / Bystander Effect”. The increase in the watching of violent media causes desensitization and stolidity between both children and adolescents to the violence affairs and violence victims in their environments. It will be suitable to mention about the “Appetite Effect” that is the last one of the effects. The increase in the watching of violent media increases the desire to access and monitor more violent material between both children and adolescents. This triggers the reproduction of violence. Because violence is a process that can be learned just like other cases.

Accordingly, both aggression and non-aggression behavior is a learnable behavior pattern. As a result of the dizzying developments in communication technology, the widespread consumption and the influence of mass media on societies make this issue more prominent. For example, the introduction of the female body to the public through advertisements and other pornographic messages can adversely affect both the man’s view of women and the woman’s view of herself, which may lead to internalization of this situation (Aziz, 1994:502). Within the framework of the socialization process, it is important to solve the conflicts caused by aggression behaviors that can be learned easily by the influence of mass media both in childhood and adulthood (Kocacik, 2000: 111). And here, the main purpose of the violence literacy comprises. The aim of this course is to protect the individuals from the negative effects by using the digital media actively and by evaluating the media texts especially the violent ones correctly. Its struggle is vital, especially since the patterns of digital violence are underestimated compared to physical violence. In this context, emotional abuse is the most common situation in digital content.

Emotional abuse is the state where children and young people are subjected to psychological damage according to social and scientific standards by being exposed to negative attitudes and behaviors that affect them or deprived of the care, love and care they need. These behaviors; age, status, information, such as the characteristics of the person or people who have an impact on the child or young people (Polat, 2016: 21) are applied by using various means. In recent years, these tools are Twitter, Facebook, Youtube, LinkedIn, Instagram. In addition; televisions, computer games and cinematic productions are the main channels where digital production of violence occurs.

One of the most common types of violence in daily life is emotional violence. Emotional violence is based on the psychological damage experienced by individuals. They can lead to major destruction in women, the elderly and especially children. Emotional violence differs from other types of violence with its two characteristics. These are:

Cyber Bullying and Violence Literacy in the Context of Digitalization

1. Lack of concrete physical findings, such as physical and sexual violence
2. It can be found alone or in most cases with other types of violence.

The person who is exposed to sexual or physical assault is also exposed to emotional violence. Verbal violence is very common in cases of emotional violence. It is the most observed form of emotional violence against women and the elderly in particular.

Verbal violence: Verbal violence is the regular use of words and actions as a means of intimidation, suppression, and punishment. One of the most prominent acts of verbal violence is to shake confidence and say words at regular intervals in order to undermine the trust of the person and to injure the woman. It is also considered to be verbal violence to denigrate women and to criticize and ridicule her in a negative way. The main behaviors that cause emotional violence are:

1. Rejection: Failure to meet the needs of the adult or child, not accepting her/him as a separate individual, not doing anything to motivate the opponent or to reveal the positive aspects, rejection of requests for assistance, avoiding physical contact, and not revealing proximity by touching him/her.
2. Isolating: Keeping the partner or parent away from the child and social relations, not providing opportunities for women and children to engage in such relationships or deliberately blocking such opportunities, and convincing the child or person that he/she is lonely.
3. Terrorizing: Scaring the person or child with verbal or physical attacks, threatening, causing to live in a fearful environment by hectoring about.
4. Corrupting: Being directed to the anti-social behaviours, encouraging to this, being a bad social example, directing that way by showing bad examples.
5. Denial Emotional Responsivness: The origin of such actions is that there is no response to a person's healthy, emotional and social development.
6. Degrading: Conducting behaviors that will cause humiliation of the person or child and damaging his/her dignity, calling with nicknames arising the feeling of inefficacy and systematic implementation of such behaviours.
7. Exploiting: It is one's use of the other's own interests. Such events are seen as the use of the child as marital security, especially in problem marriages.
8. Adultifying: Having unrealistic expectations from the person and expecting such successes, suppressing to do the things that he/she cannot, assigning responsibilities that are not appropriate for age development.

The causes of both emotional and verbal violence in daily life are frequently revealed in television series. Almost all of the scenarios, which are the reflections of daily life, with containing fictional elements feed on violence. An important part of this violence is emotional violence. When the series fed with the patterns of emotional violence are watched without critical media literacy, all violence patterns, especially political, economic, physical and emotional violence on the stage affect the subconscious of individuals and have negative consequences. The fact that violence news in the media is fictionalized and published, given in a romantic way or justified as 'love murder', 'jealous husband murder', and 'honor murder' contributes to the spread of violence as a cause of normalization. People adopt specific roles and behaviours as examples. This includes aggressive behaviours, too. In particular, male identity is attempted to be identified with aggressive typing in societies. In addition to the news in the media, this

is mostly seen in film and TV series characters. In most of the series, there is one or more aggressive, angry, angry male characters. People in society, especially young men, adopt this aggressive attitude and words as examples. This causes violence to spread (NTV, 2019). Psychiatrists emphasize that this violence increases peer bullying, especially in schools. In a dissertation, the scenes of violence in a very famous youth series were counted. According to the census, two hundred and eighty two violence scenes were found in twelve chapters. These include physical violence, verbal violence, and psychological violence. The most handsome main character is the one who applies it most. This is a very bad example for children and young people. That means if you are going to be popular, or if you are going to pass on the others, then you are going to endure. Because young people are like the mirror of society. Therefore, this mass absorbs everything experienced and witnessed in society like a sponge. So peer violence in schools continues to be a serious problem (Doğan Haber Ajansı, 2019). A striking research on the series that triggered violence was conducted in 2019 under the leadership of Taşçier. Taşçier, who stated that in 2018 in Turkey four hundred and forty-four women were killed by men and sexual violence was applied to three hundred and seventeen women, said that the television series had a clear effect on it; therefore, they prepared a report named "Violence Rating Cards of Series". The study consisted of reporting by watching the first episodes of eight productions determined randomly among the most watched series. The series were examined under the headings of violence against women, showing women as weak, discourse of violence, supporting psychological violence and gender inequality, and scenes with guns and death. According to the results of the study, violence against women was performed in twenty-three scenes in eight series. Only one episode of a series involved violence against women at least three times. Four of these scenes are from the father to his daughter and the others are from the man to his wife or a woman. These scenes contain violence, torture, attempting to rape, tying to a chair, and the gun rests on the woman's head by force. Thirty scenes of general violence were encountered. These scenes include strangulation, slapping, beating with sticks, poisoning with rat poison, shooting with guns and torture. Weapons were seen and fired at least two hundred and nineteen times in eight series. There are all kinds of weapons in the scene. The situation has become such that it is impossible to shoot a scene without a weapon. The common feature of all eight series is the presence of a weapon scene. There are many scenes of physical violence in the series. There are violent discourses on fifty-two stages, thirty-two of which are death threats. The negative situation created by the threat of death in society, especially the impact on children, also requires careful consideration. Deaths are almost indispensable in the series, and only a part of the eight series were reported to have killed forty-one people from conflicts and executions (Sputniknews, 2019).

One of the other topics discussed in the relationship between media and violence is imitation of the characters in media by children and adults, the tolerability of unacceptable behaviors in social norms, and evaluation of them by reasoning in a logical manner. For example, socially unacceptable polygamy, having illegitimate children, substance abuse or bullying are presented as an authority to be handled as well as forgetting completely that the series characters that deal with such issues are "fictional", and attributing their behaviour to childhood traumas and bad environmental conditions are also important factors in legitimizing violence (Turan & Dilmen, 2016:28).

In Turkey from past to present in our native series adventure, native series characters, who enter our lives and affect most part of the society deeply, constitute their popularity over their lives surrounded by violence, love and conflict. Male characters of native series lay claim on their women without letting take her any breath and jealous to death. If a woman has done wrong, her sentence is immediately suspended; if a woman is guilty, rape is inevitably the most common punishment. Female heroes are

ready to give up everything for their men at any moment. They instantly push all the skills and equipment they acquire in life with the reverse of their hands for their love. Sacrificing herself for honour, her family and children and showing fidelity are among the roles of female characters (Aljazeera, 2015).

Today, many stereotyped codes used by Yeşilçam melodramas for male and female characters confront the audience by mutating in the changing image of our indigenous series. For example; in the series of *Şehnaz Tango* (1994-1997), because of extramarital relationship and pregnancy of Şehnaz character, the series has been discontinued in great debate. In “İkinci Bahar” –one of our popular series- (1998-2001), the relationship between the characters Ali Haydar and Hanım was condemned at first by their close circles, especially by their children, because both of them were widows and at the end of the series the relationship was approved on the condition that the couple married and had children (thanks to the expected boy gospel). Another record-breaking example is *Asmalı Konak*’s (2002-2003) Seğmen Ağa and Bahar couple. Their epic love, relationships and pressure in a traditional mansion life, and the rape scene had a great impact on the audience (Aljazeera, 2016).

In the series of *Binbir Gece* (2006-2009)-another popular example-, Şehrazat character tried to confront all kinds of violence and humiliation of his boss, Onur. In the second of the series, Onur, who is one of the main characters, offered one hundred and fifty thousand dollars for a one-night stand to Şehrazat, who is the other main character of the series. In the fourth episode, the second immoral proposal was made as three hundred thousand dollars (Haber3, 2006). The relationship for money was condemned mostly via the female body and became a subject of humour on social media. Its reflection in daily life has decreased to the level of primary school. When an elementary school student in Adana were inspired by the series and offered three hundred dollars for a night to his girlfriend, it caused indignance (Sabah, 2006).

As an important example, in “Muhteşem Yüzyıl” (2011-2014), the relationship between Suleiman the Magnificent and Hürrem Sultan, love, intrigue, and desire to be in power / to remain in power were reflected through the walls of the palace. This time, the public recalled the pressures experienced by women within the palace culture and life. The harem life in the palace, the race to be appreciated for the sultan and the effort to give birth to the prince conveyed the patriarchal values to women in a different frame within the historical fiction of “Muhteşem Yüzyıl”. The murders, rapes, and frequently emphasized sexist social values in the series were legitimized by making it appropriate for the history through palace rules and relationships (Aljazeera, 2015).

Looking at the crime and mafia series of recent years, heavier patterns of violence are encountered. In the series such as *Deli Yürek*, *Kurtlar Vadisi* series and *Çukur*, in almost every episode, murders are committed within the framework of certain ideals and their correctness is defended. The reflections of these series in society were heavy. The results of the violence series have reached as far as gang formation. People, who are affected by *Adanalı* and *Kurtlar Vadisi* and started a gang, reflected to the media as if it was a normal affair.

Violence, sexist social values and murders, which the native TV audience witnesses for hours every day through stories and characters in both dominant and alternative media, continue to exist. This situation is not only seen on television series but also it is seen on all digital media environments such as television programs, newsletters and social media, which is dominant. Uncensored videos of violence, especially terror news, are published and galleries are formed.

Violence is repeatedly reproduced through individuals as new media have become widespread and popular environments where individuals conduct social communication. Twitter, Facebook, Instagram and YouTube are the most important ones. The language of anger and hate used in these areas affects

individuals as an abuse in itself. Individuals who do not carry autocontrol and use negative language such as slang expressions, insults, blasphemy constitute their opponents and violence causes violence.

Another problem is the rapid spread of violent articles, photos and videos on social networks. These uncontrolled distributions can be viewed by everyone, including children, and cause negative consequences.

One of the environments where digital violence is most frequently produced is the internet sites. In fact, patterns of violence are produced many times in the news published on the websites of national newspapers. Murder images, blood, cutting tools, executions, heavy traffic accidents and news of terror constitute the main causes of this violence. With the presentation of the violence news in full clarity, videos are served to get more clicks by making photograph galleries.

When the words ‘gallery of violence’ in Turkish are searched on the Google search engine, it is seen that the video of the news of the violence against women about an event in a supermarket in Beylikdüzü district of İstanbul was displayed with all its nakedness. The source of the images is stated as social media. The images of violence published on social networks without autocontrol are also published by national and local newspapers without considering the ethical principles.

When looked at another example, A Haber channel, which broadcasts nationally, uses the following statements regarding the violence in Istanbul on September 9, 2019: “Security camera footage of killing the 23-year-old Halit Ayar, a graduate of ITU, by stabbing on İstiklal Street was showed up. Here are those blood-freezing images...” (A Haber, 2019). That the reporter interprets the news by reflecting the images of the event on the big screen in the live broadcast as if he is telling a match leads the reproduction of the violence. In this way, the violence that is reproduced repeatedly in different television channels and digital media brings along normalization and legitimization. Similar statements were made in a news report published on the website of the same channel on October 21, 2016. The news with the spot of “New images which belong to Hurdacı Himmet Aktürk, who confessed killing Irmak in Akşehir, Manisa in “Tatlı Sert” program of Müge Anlı, showed up. In the footage, there are blood-freezing moments which he threw the body of little Irmak into trash.” (A Haber, 2016), images of violence were served. It is useful to go back and give an example of violence from the printed newspaper. In 2011, Habertürk Newspaper published a photo of a woman lying and stabbed in the back in the bathroom, without censorship. Even the knife used as a crime tool is displayed with all its nakedness in the photograph used in the news (Medyaradar, 2019). It can cause deep sores in a small child who goes to a newsstand to buy a newspaper, when he sees this photograph. Although the news has been discussed in the Turkish press for days, the desired course has not been received. In fact, on 27 June 2019, the images of another woman who were stabbed in the back in Samsun are served with news on video sites with all their nakedness. The knife, which is an element of crime, has even been moved to the headline on some news sites to attract attention. The headline of Hürriyet “Hospitalized with a knife on her back” (Hürriyet, 2019) is a concrete example of this. The number of such examples is quite high in internet journalism. Another medium in which violence is reproduced is social networks. In these highly populated networks, images of violence reach millions of users in seconds like a virus.

On July 28, 2019 in Frankfurt, Germany, police officers’ battering citizens were recorded on camera. The images were first spread to social media and then transferred to the web pages of newspapers (Cumhuriyet, 2019). As it can be seen in this report, social media both reproduces violence and provides resources for newspapers.

Images of violence against animals, ISIS head-beating images, street fights, traffic accidents recorded with amateur cameras are images of violence frequently served by social media users. These images, which are easily reached by individuals of all ages, adversely affect human psychology and mental health of society.

In order to protect the society from these effects, media literacy trainings must be included as a course in educational institutions and curricula should be organized in order to reach all segments of the society. Teaching the language of media to individuals is extremely important in terms of learning the fiction-real distinction. The main reason of the negative effects of media, especially violence, having an effect on the target audience in the framework of identification logic is this distinction's not being recognized.

Sub-modules should be created within the framework of media literacy and details should be taken into consideration. At the beginning of these details, violence literacy should be turned into a module and taught in depth. The discourses used throughout the digital media, their sharing and their spread should be emphasized and their effects should be focused on. These environments should be closely monitored and the curriculum should be updated. Because as the technology develops, digital media develops and new types of crimes and violence emerge. The legal, social, psychological and communicative infrastructures of both television content and internet-based digital media should be shaped in a way to protect the society. Autocontrol should be done by the content producers before censorship and the elements of violence that negatively affect the individuals should not be included. The biggest poison producing media here is actually the biggest antidote. The contents of the media should be integrated with the values that are important for the society and should be free from harmful contents. Educational, instructive, informative programs, series and newsletters will have beneficial results for the society. The same situation applies for web-based media, too.

An emergency action plan should be prepared for the solution of the problem, all aspects of the violence that the society is exposed to should be dealt with and an urgent solution should be taken.

SOLUTIONS AND RECOMMENDATIONS

The patterns of digital violence are increasing day by day due to the technological developments. Together with the fact that there is a need for dissuasive legal arrangements in the point of fighting against it, there is also a need for curricula that will explain the violence literacy to the masses and gain the merits of literacy. Regardless of the medium in which it is produced, the response to violence which happens in the middle of the street must be given to all forms of violence. Guides should be prepared to read accurately the common mass media such as newspapers, radio, television and social networks. Like media literacy, violence literacy should be turned into a discipline and taught in all educational institutions. The main content of the curricula should be how to deal with the digital content, how to examine it, what content may have negative reflections on the communication and psychology of the individual, how to protect children from such content, and how to display violence images such as terror news, which are subject to television programs, without harming individuals. These programs should be applied strictly to all segments of society in the context of children, young people and adults. As with the elective media literacy courses previously applied, it will be positive that the course is not optional, in terms of the consequences of violence literacy. Researches that measure the impact of violence produced on all digital media on individuals should be made widespread and their results should be analyzed. These studies, which will be applied in different age groups and different geographies, should be analyzed individually and their

effects on age, education, gender, culture and socio-economic context should be examined and their results on individuals should be determined one by one. Within the framework of these results, needs should be identified and curricula should be established. By following the curricula that are going to be applied, success measurement should be made and its results should be analyzed. Considering that digitalization constantly produces new channels, the curriculum should be updated and its impact on individuals should be monitored. The studies to be done in the context of violence literacy should not remain as civil society studies and should be supported by public institutions and organizations. The issue should be approached in the context of a total policy and struggle. Because at this point, the most fundamental reasons underlying the negative communicative and psychological transformation in individuals, the increase in crime rates and the decrease in mutual understanding and respect are violence pumped from digital media to the masses. Violence that is mostly given via cute characters sympathetically is practiced by individuals by modelling and it spreads in the community layers. In order to preserve social values, not to disturb social peace, and to prevent individuals from turning into characters that adopt violence, rapid steps should be taken by focusing on violence literacy.

FUTURE RESEARCH DIRECTIONS

With the rapid increase in the number of digital media in the future, digital violence is expected to increase. In this regard, increasing the number of studies on digital violence will play an important role in preventing violence.

CONCLUSION

The transformations made by technological developments in individuals do not always have positive results. Technology addiction and hard language used by taking shelter behind technological opportunities are among the most important problems. The language used in virtual environments reach the point of insulting and swearing from time to time. In the advanced dimension, it becomes threat and bullying. This bullying takes the dimension of continuous violence by being reproduced through digital media almost every day. At this point, this violence does not differ from the violence experienced in daily life except physical contact. It gives the same results in terms of psychological and legal consequences. The usage of derogatory and self-injurious language affects individual psychology negatively and arouses the feelings of anger and hatred.

Regarding the legal consequences, in many countries separate regulations are made for information crimes. In countries where there are no special laws regulating these offenses, the proceedings are carried out in accordance with the relevant articles of the criminal law.

Violence in digital environments occurs in two ways: the violence that people direct against each other and the violence generated by both individuals and institutions through sharing. Although the consequences of both types of violence are severe, adequate measures cannot be taken to prevent them. Different types of violence are produced by storing Internet Protocol Address (IP) on computers connected to the Internet. It is often not possible to identify individuals who produce this violence. Violence produced by individuals or by various hacker groups is defined as illegal, but in general, shared violence is

more dangerous because it is not considered as illegal. Because the consequences of this violence, which entered into a process of legitimization over time, are much wider both massively and psychologically.

While individuals' need of informing and enlightenment and the pleasure given by the shared things that arouse interest cause an increase in the number of shares of violence, they lead to the reproduction of the violence many times. Violent sharing through social networks such as Twitter, Facebook, Youtube, LinkedIn, Instagram is becoming widespread and reaching large audiences. Since the age of individuals using such networks falls to the age of six, young children are also exposed to the patterns of this violence. The constant contact of the mother, father and close environment by telephone has also been negatively reflected to the children. While children face violence on mobile devices used by their close family environment, they are exposed to harmful content, especially violence, by creating accounts on their own mobile phones and computers from primary school level.

Television channels are another medium in which patterns of violence are produced twenty-four hours a day. Violence is constantly directed to the masses through a wide range of content, from newsletters to TV series and programs. Especially, the violence that was performed as a part of the act by the people who have become iconic on television, loved and respected by the society becomes effective on the fans. In a sense, the behaviors exhibited by the people who are seen as role-models are accepted and put into practice without questioning, especially by young people. Despite the fact that there are many press laws related to television broadcasts, there is no serious interference with television content that does not include national security, indivisible integrity of the state, grudge and hatred, constitutional crime. Referring specifically to the example of Turkey, the controls of Radio and Television Supreme Council do not appear to have any restrictions on violence. As if there is no television series without weapons. Violence is involved in almost every program, both physically and through various means. However, there are no serious sanctions for television channels that broadcast these contents. Sanctions are generally limited to situations like compulsory publication and fine. The same situation arises in newsletters, too. All kinds of violence, from the publication of the terror news in full nudity to traffic accidents, from the news of murder to violence against animals, from street fights to family conflicts, are permanent guests in news bulletins. Violence, which is reproduced in widely watched programs such as news, series and programs, becomes legitimate after a certain point and its consequences are not realized. Because the number of television patterns which reflects on daily life from individuals who emulate gang TV series to suicides is so much to deny. Traffic accident and martyr news are among the most typical examples of this. The fatal traffic accidents that took place in the 1990s used to drive people to grief. It did not matter who or how many people died, which city or country is involved in the accident. At this point, the impact of accidents on people varies depending on factors such as the number of deaths and the degree of closeness. The same situation applies to countries that are constantly fighting against terrorism. Conflicts with security forces, which have been one of the unchanging news items of the agenda for years, can find a place to themselves in the newspapers and on television with their number of martyrs. As the number increases, the response and approach of the press and the public to the news becomes more aggressive, but when the number decreases, the approach to such news becomes ordinary.

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KEY TERMS AND DEFINITIONS

Bullying: Bullying is used to refer to any situation where individuals are forced to do so against their will.

Cyber: Cyber is of, relating to, or involving computers or computer networks (such as the internet).

Cyber Bullying: Cyber bullying refers to the deliberate acts of humiliation, slander, gossip, harassment, threat, embarrassment, and exclusion that an individual or group performs electronically on others.

Digital Literacy: Digital literacy is a set of habits through which youngsters use information technologies for learning, work, and fun.

Digital Media: Digital media are any media that are encoded in machine-readable formats.

Digitalization: Digitalization is the manifold sociotechnical phenomena and processes of adopting and using digital technologies in broader individual, organizational, and societal contexts.

Violence: Violence is defined as the degree of a movement, force, or power.

Section 4

Miscellaneous

Chapter 14

Religious Literacy Culture in the Digital Age

Mustafa Ozturk

Marmara University, Turkey

ABSTRACT

The major aim here is to analyze knowledge literacy in general and religious knowledge literacy in particular. Knowledge literacy can be defined as the ability to find, select, evaluate, and at the same time, effectively use the desired information. Religious literacy in Turkey can be addressed in two categories. The first category is of scientific and intellectual nature, and the second is of popular nature. These two categories recall the distinction between “gentry and commons” (elites and ordinary people) in classical Islamic sources. The scientific and intellectual dimensions of religious literacy manifest itself in the work of scholars in the faculties of theology. However, most of the academic studies of theology community can be considered as insufficient and incompetent in terms of certain qualities such as selecting and criticizing the information and using it effectively to draw conclusions, because of the fact that these studies are shaped within the frame of existing templates and knowledge that passed through a sectarian interpretation filtering.

INTRODUCTION

In general terms, literacy is defined as the ability to effectively use communicative symbols that are attributed a meaning with social consensus. Reading and writing consist of the abilities to decode and generate the codes based on the alphabet system. Literacy, on the other hand, involves “construction of the meaning or interpretation”, which corresponds to a higher level of mental process, as well as decoding and matching the meaning. In this respect, literacy does not have an available alphabet. Different elements such as time, ground, context, and events can form the alphabet, however, the elements forming this alphabet lack a fixed/static meaning involvement. Moreover, the meaning is constantly renewed through the processes of re-interpretation, evaluation, and construction.

In today’s world, where information technology and communication opportunities develop and diversify very rapidly, many types of literacy are mentioned with respect to various fields, such as media,

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advertisement, technology, finance, culture, and information. The subject that we will analyze here is the information literacy in general and the religious information literacy in particular. Information literacy can be defined as the ability to find, select, evaluate, and, at the same time, effectively use the desired information.

Religious literacy in Turkey can be addressed in two categories. The first category is of scientific and intellectual nature, and the second is of popular nature. These two categories bring to mind the distinction between “gentry and commons” (elites and ordinary people) in classic Islamic sources. The scientific and intellectual dimension of religious literacy manifests itself in the work of scholars in the faculties of theology. However, most of the academic studies of theology community can be considered as insufficient and incompetent in terms of certain qualities such as selecting and criticizing the information and using it effectively to draw conclusions, because of the fact that these studies are shaped within the frame of existing templates and information that passed through a sectarian interpretation filtering.

The prominence of a sense of belonging to a sect in the use of sources in Islamic sciences and the transmission of the information in those sources have a narrowing and intensifying function in the religious literacy reflected in the academic studies. However, all information in the religious sources, including the text of the Quran, is of interpretive nature from the moment that it is subject to the human mind. Therefore, almost every information, view, and interpretation produced in the field of religion is both a scientific/intellectual activity itself such as *ijtihad* or *tawil* and the product of these activities. In this respect, religious information literacy as it should be requires a comprehension-based approach to evaluate different views and interpretations in the sources which are the product of different paradigms in both sectarian and methodological terms. However, academic theology community in today’s Turkey does not pay much attention to the information, views, and interpretations that are not approved by the *kalam*, *fikh*, and *sufic* doctrines of the classic *Ahl-Sunnah* sect; and therefore, literacy in this field is reduced to a process of adopting and promoting a certain sectarian interpretation to a great extent.

The Directorate of Religious Affairs can also be discussed in this context; however, religious information literacy in this institution is too weak to be even mentioned, because of the fact that this institution is rather structured for *fatwa*, religious service, mosque, and *irrad* services and that the persons in positions such as *imamate*, *muezzin*, and Quran course instructorship regard themselves as civil servants who are solely in charge of *imamate*, oratory, *azan*, preaching, teaching Quran, and taking care of mosques. The publishing activities of the Directorate of Religious Affairs aim to create a literature that is intended for meeting the needs of the people’s piety and thus lack any intellectual and informative depth. It can even be said that the Directorate of Religious Affairs takes steps to reinforce the existing level of knowledge and consciousness rather than improving the religious knowledge and consciousness of the people, just like religious communities and cults do. This suggests that the Directorate of Religious Affairs does not enlighten the people about religion, but rather makes the religion instrumental to consolidate the social body in its present state.

Religious masses in Turkey listen to the narratives in the style of stories and anecdotes rather than reading writings in the field of religion. This can be related to the fact that the dominant religious structure in the Anatolian territories is based on oral culture and the tradition of chatting holds a very important place in this culture. It can be said that chatting culture in Ottoman period, which was based on telling stories and anecdotes, grounded on the popular religious literature works of the assemblies serving as autodidactic educational establishments, such as *Anwar al-Ashiqin*, *Mahammadiyya*, *Ahmadiyya*, *Qara Dawod*, and *Muzakki al-Nufus*. Religious literacy of religious people seems to be intended for increasing emotional intensity in religious experience rather than satisfying the need for reliable knowledge.

Ihyā Ulūm al-Dīn (The Revival of Religious Sciences) of Abu Hamid al-Ghazali (d. 505/1111) also holds a very important place among the main source of religious knowledge of the conservative masses in Turkey. This work, which seems to be the project of reconciliation of Sufism and fiqh or sharia and tariqa, was so effective in the Sunni Islamic world that Abu'l-Fayz al-Zabidi (d. 1205/1791) spoke of a common conviction that "If all the books about Islam were to have been lost but Ihyā had remained, no other books would have been needed" (al-Zabidi, n.d.).

On the other hand, religious literacy attained a protest character as a result of the fact that Muslim intellectuals such as Sayyid Qutb (d. 1966), Abul A'la Maududi (d. 1979), and Ali Shariati (d. 1977), whose works were translated into Turkish as of the 1960s, brought about different dimensions to the Islamism thinking in Turkey and that both academic theology community and conservative intellectuals began to discuss the critical thoughts and views of Muslim scientists-intellectuals about Islamic sciences, including Fazlur Rahman (d. 1988), Mohammed Abed al-Jabri (d. 2010), Nasr Hamid Abu Zayd (d. 2010), Roger Garaudy (d. 2012), and Hassan Hanafi. While this protest character essentially meets on a point of questioning the traditional Islamic understanding, it differs in terms of what kind of Islamic approach is more reliable.

OVERVIEW OF RELIGIOUS LIFE IN TURKEY

The issue of religious literacy in the digital age can be addressed through different religious perceptions and religiosity styles in the social structure; but before getting into that issue, drawing a general picture about the religious life in Turkey may be helpful, because there is close contact between religious life and religious literacy culture. In other words, there is permeability between people's lifestyles and life habits and their religious thinking and understanding, because individual and social lifestyle and the style of religious belief and understanding affect and even direct each other.

Turkey has a multi-colored and patterned appearance in terms of religious beliefs and cultural life because it is located in a territory which has been the cradle for many ancient civilizations since ancient times. Therefore, the overview of religious life in Turkey is very difficult to describe to the full extent. Moreover, it is hardly possible for an article to portray all the frames of the religious life in a country where there are many traditional and modern variants even of the Sunni Islamic interpretation and almost every variant musters up a considerable number of supporters. For this reason, it seems that the most reasonable way of this is to analyze the religious life in Turkey on the basis of rough geographic and human classifications with a high level of objectivity, such as village-city, male-female, young-old, and educated-uneducated. At this point, conceptualizations such as traditional folk Islam-high Islam or cultural and political Islam can be taken as basis; however connection of all these normative conceptualizations with modernization in the final analysis requires a sociological explanation of the phenomenon of modernization, and such an explanation involves the risk of shifting this article to a field which is partly out of purpose.

Religion also includes the photograph of the religious life in society, as it corresponds to the experience of the feeling about divinity in real life in anthropological terms. From a sociological perspective, many social dynamics are effective in the course of religious life. Since religion is not independent of the human environmental conditions, the religious life of almost every society changes to some degree in parallel with the historical and social developments. As a matter of fact, the phenomenon of industrialization and urbanization, which emerged in the West over the last few centuries and spread all over the

world in time, brought many socio-cultural changes together, and significant changes and transformations took place in the religious life of societies evolving from traditionalism to modernity in this process. The religious life in Turkish society, which has not yet fully completed its experience in this field as it was not able to produce modernization from the center, has been greatly affected by this change.

The multi-faceted change in Turkish society has taken place in a period involving rapidly increasing urbanization since the 1950s. In this context, it is possible to identify the industrialization and population growth which took place after the Second World War as the main factors that accelerate urbanization and at the same time lend impetus to domestic migration and social mobility. Urbanization refers to a comprehensive transformation that affects not only those coming from rural areas but also the established culture of the city as a process that leads to noticeable differentiation in human relations, attitudes, and the codes of behavior as well as the organization, division of labor and specialization within the society. In the urbanization process in Turkey, religiosity and the religious lifestyle has changed in parallel with the change in the settlement patterns of society, the used technology, and the types of roads and houses. This change varies from religious individualization to religious communities that changed in terms of their new social and political functions (Çelik, 2002: 73-99).

Although the religious life in Turkey united in the common ground of Islam in theory, it has a pluralistic view in practice. First of all Sunniism and Alevism correspond to two very different interpretations of Islam. Apart from this, the society, which in the past had a largely homogenous structure in the commitment to the religious values constituting the basic elements of symbolic integration, has today gained a heterogeneous appearance in religious life due to various factors. It is possible in all the settlements of Turkey to find strict and “sincere religious people” who have commitment to the religious beliefs and practices encompassing all areas of life, “groupist religious people” who believe that religious life intensifies in established structures such as religious communities and tariqa, “particolored religious people” who show weakness in performing worship although not having weakness of faith, “seasonal religious people” whose interest in religion increases only in Ramadan month, religious holidays, holy nights, mawlid ceremonies, and funeral services which conduce to an intensification in collective religiosity, “opportunistic religious people” who organize their religious life based on the actual state, people who are completely uninterested in and indifferent to the religion, and “showoff religious people” whose religious life is no more an attitude to respond to the divine invitation with faith and devotion but subjected to the worldly exchange.

It is also possible to categorize the appearances of religious life in Turkey in a more general level. The religious lives of the rural people and the city inhabitants with a low or midlevel of income and education in Turkey can be defined as traditional folk religiosity. Among the most distinctive qualities of traditional folk religiosity are indifference to theological issues, formalism, imitation, and adherence to the rituals. In addition to the issues determined by Quran and Sunnah, the knowledge produced by the Islamic authorities, sufistic motifs and finally, extremely interesting rituals which are the manifestation of various beliefs some of which come from ancient culture and some from neighboring cultures but became Islamic in time, such as visiting the Oruc Baba tomb with a bottle of vinegar also occupy an important place in this type of religiosity dominated by the elements established and stereotyped within the folkloric culture. However, there is also a religious lifestyle in the traditional folk religiosity, which excludes the elements described by the Sunni scholars as superstition. It is possible to categorize this as the religiosity of the masses which have a certain level of religious knowledge and intellectual background.

Another religiosity type in Turkey is the secular religiosity based on the idea that religion is a spiritual bond between God and man, which argues that Islamic doctrines should be devoted to the afterlife issues and the task of regulating the earthly life should be transferred to the reason and science. Another type is the transitional religiosity which alternates between the traditional religiosity and secular religiosity depending on the conjuncture (Günay, 1999).

While traditional norms in Turkey seem to be greatly changing due to the modernization process that became functional with the progressivism and tied the destinies of different societies together, it can easily be said that religiosity is still an effective factor in families, family relations, and education. This reality is concretely proven by the fact that the majority of people even in Izmir and its surroundings with a high level of secularization feel the need for religious marriage ceremony at least as a complementary element. On the other hand, it is not possible to say that religiosity is equally determinative in the fields such as state, politics, economy, and trade. The codes of conduct required by the religion are not very effective in economic relations, although it is a generally accepted idea that wealth, which is generally attributed a positive value, cannot be obtained only by working but it should be predestinated by God. Therefore, the idea that religious people are more honest and reliable than the non-religious in commercial life does not find many supporters in today's society. In short, although religion is desired to be effective in commercial life, it is seen that practice is in favor of secularization. Indeed, even religious people prefer values like dollars or gold when lending, on the grounds that economic conditions change very quickly and they should keep pace with this change to survive.

The fact that religion is no more a determining factor in economic morality is a phenomenon which is, in one hand, closely related to the dominant "catechism religiosity" in society that requires respecting fiqh or fatwa rather than taqwa in behaviors and, on the other hand, to the laicism program of Turkey in the history of modernization. In the process started with pushing religiousness (Islamicity) out of the central authority in the early years of Republic, it was aimed to eliminate the manifestations of Islam in the social life, at least as it is practiced among the people. There is no doubt that a set of modern sanctions demand towards eliminating the appearance of religiousness in this area were intended for a more secular lifestyle. For this reason, in parallel with the perception of secularization as a sociological process in which religious institutions and rules are isolated from other fields of activity in society, great efforts were made to isolate Islam particularly from the fields of education, economy, and politics and thus to make it regarded only as a spiritual experience limited to the conscience of the individual (Sarıbay, 1994).

In this context, secular and positivist values were tried to be replaced by religious values in the social field to fill the gap arising from religion. However, this political project, created by the founding elite of the Republic, was not very successful in dissolving the religious and cultural codes fed by historically deep-rooted veins. When the same founding elite did not allow the traditional values and symbols in public life to change within their own natural evolution, a serious reaction to secular norms emerged in social consciousness. In other words, society could not easily absorb secular norms, and this led to a moral value erosion at the social level. Indeed, when we compare today's Turkish society with an average Western society, it is possible to observe a disquieting corruption, especially in the field of commerce and business ethics (Çaha, 2001).

Religious services in Turkey are organized by the Directorate of Religious Affairs. However, as mentioned above, the knowledge and ritual aspects of the religion, rather than its spiritual and moral aspects, come into prominence in this state organization. This situation is required by the mission of the Directorate of Religious Affairs. Indeed, Islam, which was equated to a belief system completely reduced to the private sphere and restricted to the conscience of the individual by the laic ideology, was

converted into an accessory that could be adjusted according to the needs, as the result of a set of political operations that led tragic consequences in Turkey's own westernization adventure.

In this process, the Directorate of Religious Affairs, which was established as an institution in charge of dosing Sunni Islam that had a very important role in the continuation of the unitary state, was commissioned from its earliest days to serve fatwas to the political authority, to hold mosques open through imams and muezzins, to meet the needs of Muslims who are going on pilgrimage, to train children in courses as Hafiz or teach them to read Quran properly, to answer the questions about issues such as fitra, oblation, zakat, and missed prayers through the experts in muftiates. The focus of the Directorate's activities on these areas led to the inability of the people to perceive the inner/spiritual dimension in the nature of Islam, which has a very essential purpose as building the man of faith and morality for the peace in the world and salvation in the afterlife.

Another form of erosion in the institutional dimension of religious life is observed in the theology community. Although the curriculum in the faculties of theology aims at religious education, the actual situation proves that training rather than educating prevails these institutions. The main reason for this is that Islam is addressed in the faculties of theology as a historical experience instead of a divine doctrine encompassing life as a whole; therefore, the transfer of knowledge of this historical experience is prioritized over the Islamic ethics and spirituality. It is also an important problem to draw attention in this context that the lecturers who transmit the knowledge to the students have to experience the tension that frequently arises between Muslimism and academic profession, because the sensitivity required by being a Muslim does not allow to perceive Quran and Sunnah, the two most fundamental sources of Islam, as mere objects of knowledge, and academics with naive claims such as absolute scientificness and objectivity does not allow preaching and guidance jargon in religious education. For this reason, engaging in preaching and guidance activities towards the public is regarded as an occupation that eliminates the distance required by the academic style for an academician who works in a faculty of theology.

The examination of Islam as a historical experience in the faculties of theology also changes the students' perception of the religion to a certain extent. Indeed, the findings of empirical researches document that the importance the students who study at the faculties of theology devoted to the religious values and concepts has decreased significantly over time. This allows us to say that the curriculum in the faculties of theology is informative (teaching) rather than raising consciousness (education). Although the students, who come to the faculty of theology with the religious knowledge they learned in an environment in which traditional religiosity prevailed, initially exhibited attitudes and behaviors parallel to their former knowledge, the tendency of students to attach importance to the religious values decreases with the cumulative effect of the information they have learned over time and with the desire to plan their future and economic concerns emerging as they approach the final year.

THE PHENOMENON OF RELIGIOUS COMMUNITY AND TARIQA FROM THE PERSPECTIVE OF RELIGIOUS LITERACY CULTURE

The most important dimension of religious literacy in Turkey sociology is associated with the phenomenon of religious community and tariqa. It must first need to be noted here that religious life in rural areas of Turkey is very vibrant and strong in its traditional form when compared with the cities. In other words, the folk religiosity which represents the traditional aspect of religious understanding is dominant in rural areas. Various superstitions, folkloric beliefs, visitation, and oblation rituals, as well as the effects of Sufism and tariqa, also have an important place in this form of religiosity.

On the other hand, the group/community structure outweighs the religious life of village communities and the individual in this small world cannot get out of the community's (group) sphere of influence in his/her religious life as in many social attitudes and behaviors. However, society's decreasing control power on religious life and the increasing individualization of life as a result of urbanization are also observed in open village communities to a certain extent. Moreover, religious life in such villages is changing parallel to the spread of communication instruments such as television and the Internet, which are particularly effective in the formation and transformation of popular culture.

As for the cities, modern urban life includes phenomena such as secularization in the first place, the institutionalization of relations, the weakening of kinship and neighborhood relations, the proliferation of voluntary units, the increase of social conflicts, and the increasing importance of mass media. People's consciousness and perception patterns change due to the factors such as rational planning and organization specific to earthly life, maintaining social relations through bureaucratic institutions, widespread education and training activities, and mass media guiding the cultural structure. Consequently, traditional religious values and concepts undergo significant changes in the direction of rationalization, dissolution, and even meltdown. As a matter of fact, the intensity in religious life is relatively low in the upper level of the social structure and increases as we approach the middle and lower levels and particularly the slums, which are not yet fully integrated into the city life.

Slums areas, in the words of Şerif Mardin, is not the "cardboard settlements" but rather the settlement of the communities that can be defined as a kind of "upward mobility" when compared with the poverty of the place they came from. People who migrated from the countryside to the outskirts of the big cities rebuilt their original settlements where religion occupied a central place. They built mosques in these regions mostly with local financial supports. It is possible to see the religious life in these regions, where the Islamic rhythm in daily life is much more vibrant than in the city centers, as a successful transfer of the traditional and moderate Islam in Anatolia to the city (Mardin, 2003). At this point, it can also be mentioned that in the context of religion-politics there are meaningful correspondences of the feelings of deprivation and the political orientation and attitudes of the people living in the slums areas.

As much as it is individual, religion has a community or a group-forming characteristic that transcends the individual. Despite the modernist prediction that religious beliefs and practices will largely disappear or individualized due to the secularization, it is observed that the religious communities with various characteristics are becoming widespread, along with the individualization tendencies in the urbanization and modernization practice of our society. The socio-cultural origins and equipment of the people, as well as the manifestation and the nature of the phenomenon of urbanization, are decisive in this situation. The tendency to participate in religious communities is, in one aspect, linked to the subjective state of the individuals and, in other aspects, to the characteristics of the environment or city they live in. As well as having a historical background, the vitality of religious life at the level of reli-

gious communities and groups has increased especially in the last half-century in which urbanization process has accelerated. Tariqa groups, which are, in a sense, movements of a warning, objection, and protest that arise from the desire to live the religion more sincerely and deeply, have differentiated not only in their functions but also in the social strata they address. For example, Naqshbandi tariqa gained power and popularity by developing new organizational models that mobilized lower income groups. The tendency towards social, cultural, economic, and political activities played an important role in the popularization of Naqshbandi tariqa. Besides, it can also be said that Naqshi groups, which put aside their classic style in view of the new dynamics of the modern life and assumed new functions from education to economics in the societal level, became widespread owing to their ability to satisfy the sense of trust and demand of solidarity among individuals who feel loneliness and alienation in a changing environment that leads to the dissolution of traditional ties and the spread of individuality in the process of urbanization (Çelik, 2002: 318-329).

For this reason, various religious communities have become attractive addresses that meet the orientations and needs of people who are out of the system due to the failure of modernization processes and, in some areas, to their extremism. More specifically, while the traditional structures of the socio-economic transformation process in Turkey rapidly dissolve, modern structures failed to substitute them immediately. In this process, the social structure created its own specific buffer mechanisms. Parallel to the rapid industrialization and urbanization, individuals in large cities faced problems such as settlement, employment, and relations with the official institutions. Tariqa groups which took other functions besides their religious functions worked almost like a social security mechanism and constituted an intermediate form/institution in order to solve such problems (Atacan, 1990: 89). This phenomenon is supported by the fact that tariqa groups are widespread in the middle and lower classes, and especially in slums, which are the most affected circles of cities. In this context, tariqa groups can produce resistance to the change and foreign cultural values thanks to their mystical cultural codes that have the potential to integrate with the socio-cultural identities of their followers. Therefore, affiliating to a tariqa or a religious community in a city environment is the expression of the need to repair and maintain the identity in a sense.

On the other hand, tariqa groups working as a means of adaptation in the process of change develop a secular patronage network due to their common activities in the field of social relations and to the tools they use. Likewise, tariqa groups fill the gap in the social system by undertaking new functions in the process of urbanization and gain a different dimension by reproducing the relationship of disciple-master and thus the tariqa based on this earthly patronage system. These groups, which became widespread through Qur'an courses, dormitories, publishing houses, tutoring centers, and associations and are also the motivators of some investments in the economic field, differ in their tendencies to create the tools and institutions of the religious socialization (Atacan, 1990: 17-18).

Religious communities and tariqa have a fundamentally oligarchic structure, but they also have tone diversities in terms of religious beliefs and practices. For example, dogmatic religiousness prevails in some religious communities and tariqa groups, which we do not feel the need to specify their names. Indeed, almost every matter is explained as poles apart like right-wrong, good works-sins or licit-illicit in these circles where everyday life continues in a ghetto surrounded by spiritual walls. On the other hand, some religious communities represent a line that we can call conservatism depending on factors such as modernization, socialization, and development at the educational level. Islamic measures are determinative in daily life in conservative religiosity. Islam is the most fundamental element that makes life meaningful for conservatives. While conservatism does not oppose the development and change in theory, it always remains distant from the "new" and takes a dim view of new ideas in religious issues,

particularly due to its traditional understanding of *bid'ah* (a belief, worship, opinion, and behavior that is not based on any religious evidence) (Yapıcı, 2002: 102).

It is possible to say that “conservative religiosity” also involves some religious communities, which are mainly fed by Sufic veins but present a different model of organization, discipline, and education and try to express themselves in the Turkish-Islamic synthesis’s love of the state. In addition to creating civil living spaces such as student houses and dormitories to form strong ties among their members, these religious communities try to open up new public spheres for themselves by using formal and informal institutions, produce main patterns of social institutions such as education and finance institutions, foundations, sports clubs, TV and radio channels, newspapers, and magazines, and gain right to be named as “moderate ideology religious communities” due to these qualities.

To sum up, the processes of urbanization, modernization, and secularization together with the industrialization with Western origin have created a medium that highlights individual tendencies and preferences in rational world design, breaking people from all kinds of traditional ties on a global scale. This process has led to similar results in Turkey. However, as the religion (Islam) largely determines the commitment to the traditional in Turkish society, the changing/transformational effect of modernity on all structures faced strong resistance. Religious communities/tariqa addressing different segments of society formed the center of this resistance. However, this process showed that some religious communities are well able to adapt to the new situation. It is possible to read this paradoxical situation as the modernization of the circles, which are expected to be very difficult to adapt to modernization, through their own organizations.

ISLAMISM MOVEMENT AND ISLAM OF QUR’AN DISCOURSE IN TERMS OF RELIGIOUS LITERACY CULTURE

Although Islamism did not gain an ideological structure in the modern sense and a definition with a doctrinal integrity, it can be evaluated as seeking solutions that have religious, scientific, and political aspects for the matters such as civilizing Muslims by making Islam as an entire life system dominant in the fields like faith, worship, morality, philosophy, administration, politics, economics, law, and education, recovering Islamic countries from underdevelopment, Western domination, oppressive rulers, and arbitrary regimes, and purifying the religion from imitation, superstition, and *bid'ah*.

According to this, the main ideas and theses in Islamism movement can be summarized as follows: (1) Islam has a universal content that will meet the modern needs, determine the worldview of people in relation to the modern developments, explain the changes and dominate every aspect of life. Although Islam provides this broad political-social content from a sacred source, it is also a religion that can be rationally grounded. (2) Islam is a religion open to all modern developments. It is not an obstacle to development and progression as it is easily adaptable to the innovations brought by age. (3) The Western world is superior in many ways. Muslims have to develop their own societies by taking science and technical procedures that gave superiority to Western societies. (4) Islam brings a national principle for all Muslims, like Western nations. Muslims can unite around this principle to form a political community.¹

Within the framework of these main ideas, the Islamists determined the solution to the backwardness in the intellectual life as turning towards “Qur’an and the Sunnah of Muhammad, which are two main sources, and ‘Salaf’, which refers to the religious beliefs and understandings of the first Muslim generations”. However, this orientation also aimed to find support in the main religious texts for the

views on religion, world, nature, and politics that were developed in accordance with the requirements of modern times. On the way to this goal, the verses were explained in a more or less naturalistic and deterministic manner with the inspiration from the modern Western-rooted currents of thought in order to show that there is no conflict between religion and science and reason and revelation. The traditional religious, scientific and cultural heritage which was incompatible with such explanations, i.e. conflicting with modern imagination, were either rejected or accused of ignorance and misunderstanding. Likewise, Sufism was generally regarded as the product of misunderstanding Islam (Özcan, 2001: 62-65).

Islamism, which had such an intellectual line during the late Ottoman period, was represented in 1970-1980s' Turkey by the circles that purified themselves from their statist, nationalist, and conservative background and embarked on a quest of a more authentic Islam, and, in this period, a tendency to perceive Islam as the ideological buttress of the conflict with laic political regime became widespread, especially with the intellectual guidance of the books of Sayyid Qutb (d. 1966), Hassan al-Banna (d. 1949), and Ali Shariati (d. 1977) which were translated into Turkish. During this period, Islamic intellectuals standing out with their writings and other activities felt the need for reviewing their intellectual lines in the direction of democracy and human rights, under the force of political experiences in recent years, intellectual and political developments in the Western world, and Turkey's specific socio-political realities (Kutluer, 2001: 65-67).

There is also a line in Turkey Islamism which remains distant to the active politics and realpolitik engagements from the very beginning. The activities in this line are based on ideas, poetry, and literature. Almost symbolized places of this line in Ankara include Literary Magazine office, Akabe Bookstore, and Maveria and Hece Magazines, the shop of Watchmaker Musa, Ercüment Özkan and İktibas Magazine, Sait Çekmegil and Malatya circle, and conversation places of Atasoy Müftüoğlu. This new version of Islamism which is mostly based on ideas and literature, except for Sait Çekmegil, Ercüment Özkan, and Atasoy Müftüoğlu, takes a dim view of critical approaches and new interpretations about religious field, and moreover, Islam is carefully preserved as decorated with traditional and cultural motifs by dusting out from time to time just like family heirlooms or relics. Naturally, religious life in this line largely gains consistency with the reference of tradition, and some famous poets known as "Islamist" take "Mızraklı Catechism" as the basic religious reference.

There is another current of thought in Turkey based on Islamism, and many people who represented this current were grown reading translated books of thinkers such as Maududi and Ali Shariati but, in following years, met with the works of intellectuals and thinkers such as Fazlur Rahman, Hassan Hanafi, Nasr Hamid Abu Zayd, Mohammed Abed al-Jabri, Mehmed Said Hatiboğlu who were known for their critical views of Islam, and thus gained a new perspective which was at variance with the traditional mentality in the religious-scientific area. This new perspective conducted to the discussion of issues, such as Islam and modernism, the historicity of Qur'anic provisions, in the academic world.

Religious literacy in Turkey is largely a matter of understanding regarding religious sources. For this reason, it is necessary to set a special place in the field of religious literacy for the approach which considers Islam as nothing more than the Qur'anic text. The tendency to count the religion of Islam as nothing more than Qur'an is a tendency and orientation that has gained some popularity under different names/denominations in the last period Islamic world to a certain degree. Among the main characteristics of this modernist and also fundamentalist orientation are protecting rather marginal ideas and considering the opposition to tradition in almost every matter as the most distinct quality of the authentic religion understanding, on the basis of the idea that the Islamic scientific and cultural tradition, mainly

the Sunnah-Hadith, as well as the religious understanding and practices coming from the past should be brought to account.

Among the very interesting examples of religious literacy is the trend of “scripturalism” which was formed with the intellectual contributions of Syad Ahmad Khan (d. 1898) and Aligarh school in the Indian subcontinent, conceptualized by Abdullah Chakralawi (d. 1914) under the name of “Ahl al-Dhikr wa'l-Qur'an” in 1902, advocated in a more extreme way by names such as Dr. Muhammad Tawfiq Sidqi (d. 1920) and Ahmed Subhy Mansour in Egypt under the slogan of “Islam is nothing more than Quran”, became popular around the Islamist intellectual circles in Turkey as of mid-1970s until the late 1980s, and brought up to the agenda by names such as Hüseyin Atay, Yaşar Nuri Öztürk, Edip Yüksel, Muhammed Nur Doğan, Ferec Hüdür, and Bayraktar Bayraklı under the sloganistic conceptualizations like “Islam of Qur'an” or “Islam in Qur'an”.²

According to the determinations of some researchers, the discourse of “Islam of Qur'an”, set its targets as follows (1) to emphasize that the only source of Islam is the Qur'anic text, and therefore nothing other than the Qur'an has the characteristic of being source and evidence in religion; (2) to try to prove that the Sunnah, in particular, is not the main source of religion; (3) To get rid of the mistakes that are thought to exist in the traditional Islamic understanding and to grasp Islam in its pure form.

Scripturalism³ trend in Turkey should also be mentioned in the context of “Islam of Qur'an”. It was in the mid-1970s that rhetoric and discourse of scripturalism began to emerge and to be heard. However, it can be said that this discourse passed through a phase of formation before that date. Namely, efforts emerged in Turkey as of the 1960s, which aimed to build a Muslim identity that tries to dissociate itself from the nationalist, desecularist and also statist Islam understanding and has a desire to be critical, rejectionist, and even revolutionist. As of the same years, the translation of books of Egyptian and Iranian thinkers into Turkish brought momentum and excitement to these efforts, in parallel with the development of socialist movements in Turkey and the Middle East geography.

In the relatively free environment tolerating all political orientations in Turkey after 1960, particularly the exegesis “Fi Zilal al-Qur'an” (In the Shade of the Qur'an) and the book “Ma'alim fi't-Tariq” (Milestones) of Sayyid Qutb, who was among the contemporary thinkers whose works were translated into Turkish, met the demands of scripturalists at that time which was nourished by nationalist-conservative-desecularist tradition but embarked on a quest of a more authentic and reliable Islam over time, and, at the end of this quest, reached to the idea of returning to the main source of Islam.

According to scripturalist tendency, Islam has a single truth despite its diversity in the real world, and the only source of this truth is the Qur'anic text. This basic acceptance gives two important results. First is to accept no other source in Islam than Qur'an, and the second is to reject the fifteen century of scientific and cultural accumulation (tradition) of Islam as the logical result of the first, making shift with the Qur'anic text. According to another claim of scripturalist tendency, the fact that Muslims fell into countless conflicts throughout history was related to that the Qur'an was not seen as sufficient. Not making shift with what Qur'an said caused a misunderstanding that second, third, and fourth sources were necessary, and this understanding, which was generally accepted in the historical process, led people to a wrong understanding that Qur'an cannot be understood on its own and other sources should be applied to understand it.⁴

The following determination is possible regarding the discourse of “Islam of Qur'an” and scripturalist tendency: It can be asserted that this discourse and orientation resembles the understanding regarding the religion and the holy book, which started with the Reformation and Enlightenment process in the West. The idea of abandoning the Catholic tradition and the need for getting rid of the domination of

this tradition over the Bible (The Holy Scripture) gained power in the West along with the Reformation, and, in parallel, the principle of “Sola Scriptura” (Solely the Holy Book) was adopted in Protestantism. In this process, the Bible was seen as the sole source of authority and salvation rather than the Church and tradition, and it was accepted that there was no need for additional sources, as the Bible contained all the information and this information was easily understandable even by ordinary people.⁵

As a result, when evaluated in terms of religious literacy, the main claims of “Islam of Qur’an” and the main claims of scripturalist tendency can be summarized as follows: (1) The Qur’anic text is the sole source of Islam and religious provisions. (2) Qur’anic text is sufficient in all respects. (3) The Qur’an contains almost every detail, including matters such as how to make the prayer. (4) Qur’an is a very clear and understandable text. (5) There is no need to have knowledge and expertise in fields such as tafsir, hadith, fiqh in order to understand the Qur’an. (6) Every Muslim should read the Qur’an as if it were sent down to him/her, and he/she must not introduce any other means between himself/herself and the Qur’an. (7) Fifteen centuries of Islamic tradition is the biggest obstacle to understanding the Qur’an correctly. (8) Therefore, the tradition, which is attributed a religiousness, should be brought to account or completely eliminated.⁶

As we have seen, according to the Islam of Quran discourse, understanding the religion and living as a religious person is considered as something that can be produced from the holy text. More precisely, the main claim of this discourse is that Islam and Muslimism should be produced in the most accurate form from the Qur’anic text. This claim, which seems to be problematic from the very beginning because it sees the Qur’an as a text only, and thus an epistemic object, is unfounded and inexact, because life, especially a Muslim life, cannot be produced from the Qur’an, which is perceived as a text that must be explored with some kind of meaning archeology. In other words, no better Muslimism is and can be lived by reading the Qur’anic text, because the experience called Muslimism was not produced only from the book/text in any period of history after Qur’an’s revelation process was completed. On the contrary, it was learned from living Sunnah and tradition and passed on from generation to generation.

The first generation of Muslims learned Islamic life in the guidance of Muhammad, personally observing and internalizing his exemplariness, and passed it to the next generations not as a subject of knowledge, but as a lived life. Therefore, it can be said that today Islam is a subject of good representation in the real world, rather than crude knowledge and verbal communicate; hence, the main problem is not failing to understand Qur’anic text on the technical level, but rather failing to transfer the religious-moral principles that are known and understood all along the line to the life.

RELIGIOUS LITERACY ORIENTATIONS OF YOUNG GENERATIONS AND INSUFFICIENCY OF CLASSICAL DISCOURSES IN RELIGION

Religious literacy orientations of young generations is a subject of research-analysis on its own. Since literacy is a self-expression which begins with the process of vocalizing and interpreting the writing symbols and involves using these skills effectively to understand entities, events, and facts and adding his/her essence to what is understood (Aşıcı, 2009: 11-12), religious literacy also has to be related to issues such as what religion-referenced sources, concepts, beliefs, and understandings express in relation to the understanding and interpreting the life that a person lives, and therefore to the place and function of religion in the practical life.

Considering today's Turkey sociology, it can be said that young generations feel strange from the institutional religion because of the unlikable and unattractive discourse and behaviors that some media figures of various religious communities reflect to the public. In addition, the fact that many organized religious groups work just like commercial companies and their efforts to transform religion capital into profit in the secular area produces a result that especially the young people who were raised in a secular environment become insensitive about religion and religiosity and even react to almost everything about religion. Such serious problems mean that religion has lost its function as a guide in the lives of young generations. On the other hand, the fact that Islam is still being discussed in the context of theological discussions of the Middle Ages in both the visual and social media and in magazines and books plays an important role in the inclination of the younger generations away from Islam or at least their distance from Islam.

The increasing distance of young generations in Turkey from theistic concepts, values, and symbols is evaluated as deism's becoming widespread countrywide. Although there is no unanimously accepted definition for deism, it can be defined as follows: God exists as the first cause that creates the world. However, God does not interfere in the order of the universe and is not interested in the field of human and history. Therefore, the phenomenon of revelation and prophecy must be at least considered with doubt. Religion must be natural and morality should be based on rational foundations. In short, deism is the conception of a natural religion based on a belief in God that does not intervene in the universe and on human understanding/comprehension.

In our opinion, one of the important reasons for the deism's growing popularity among young people is that both the archaicism of language in traditional Islamic theology and that the discipline of Kalam (Theology) which is about the Islamic belief principles cannot produce satisfactory answers to the great questions of contemporary man, especially about existence. Kalam can be described as "a discipline that determines and rationally supports the principles of the religion of Islam about faith and behaviors with reference to the Qur'an", and this discipline has the function of shaping the world view of the Muslim community. However, the knowledge, opinions, and evaluations in the classical literature of Kalam discipline are not such as to provide satisfactory answers to the subjects such as the origin and evolution of the human being discussed frequently and to the philosophical problems such as evil and theodicy.

The inadequacy of Kalam discipline was in fact recognized in the XIX century in which the Islamic world came into contact with the Western culture. In this period, when Western societies entered the process of secularization, major changes took place in the philosophical field, and positive sciences made rapid progress. In this process, currents of thought such as naturalism, materialism, and positivism, which had the function of breaking the ties of the human mind with religion and sanctity, became popular and also philosophical, psychological, and sociological criticisms were directed to the religious

beliefs. These criticisms presented in a scientific form severely undermined the religious thought in the Western world. These criticisms were carried to the Islamic world by the intellectual activities of the intellectuals who were educated in the West.

The classical Kalam discipline, which reflected the culture of thousand years ago, remained inadequate in the face of critical thoughts about religious belief, so the vast majority of scholars and intellectuals in the last period of the Islamic world felt the need for the construction of a new Kalam discipline. Thinkers such as İzmirli İsmail Hakkı (d. 1946), Ahmed Hilmi of Filiba (d. 1914), İsmail Fenni Ertuğrul (d. 1946), Muhammad Farid Vajdi (d. 1954), Jamal al-Din al-Afghani (d. 1897), Muhammad Abduh (d. 1905), Syed Ahmad Khan (d. 1898), Shibli Nomani (d. 1914), Syed Ameer Ali (d. 1928), and Muhammad Iqbal (d. 1938) who are among the Muslim intellectuals of recent period offered serious proposals about the update of the Kalam discipline.

The recent theological understanding considered the existence of as the main problem and attached importance to the proof of the goal and order confirmed by scientific data. In this context, evolutionism was criticized emphasizing that the idea of mechanism is unfounded and the materialist evolution is not proven by scientific methods, and positivism was criticized referring to XX century experience, stating that people did not give up religion. On the other hand, new topics such as the relationship between religion and science and the social and individual status of women, which were not the subject of discussion in classical times, were included in the discipline of Kalam, and it was argued that Islam does not conflict with science, it provides women with legal assurance and approaches them in accordance with their psychological and physiological creation (Özervarlı & Arayışları, 1998: 22-26; 53-89). However, despite all these, the scientific and intellectual efforts related to the discipline of the Kalam was not very successful in refuting criticism towards religion. Even views of some thinkers such as Sayyid Ahmed Khan on religion and prophecy formed a reference for deism. According to Ahmed Khan, who was influenced by the dark deterministic nature philosophy of the XIX century and rejected the reality of events exceeding the laws of nature (miracle), therefore preferred to interpret the miraculous events attributed to some prophets in the Qur'an within the framework of natural laws, the principle of cause-and-effect is dominant in the universe, and the system in the universe operates according to this principle. The creator, the first cause of all beings is Allah Almighty. Allah created the laws of nature and made them certain. Therefore, nothing violating these laws can happen in nature. Revelation is a natural phenomenon and is the state of the prophet hearing the divine word not through the angel, but his own ability (Troll, 1995: 49-60).

These views of Ahmad Khan can, of course, be discussed; but a scholastic mentality, which speaks within the boundaries of classical Kalam discipline, trying to respond to the intellectual and philosophical problems of the modern state with the Islamic scholars' polemics of centuries ago, prefers to rely on traditional belief and dogmatize it for almost every issue related to the field of religion and to code discussing every critical matter as an indicator of advocating beliefs and views that will lead to losing religion (deviance), instead of discussing the questions of man about God and real life in a self-confident way and making a great scientific and intellectual effort to find satisfactory answers to these questions.

Scholastic mentality, on one hand, identifies a certain historical-sectarian interpretation with religion and, on the other hand, it assumes that it preserves the only valid/authentic religious understanding. Moreover, the same mentality supposes that it will carry Islamic civilization to a very bright future through a "mass of adolescents" that it collected from its sociological environment with provocative sloganistic discourses and then made militants by indoctrinating them with heroic discourses. However, the more ideas and opinions diversified and were discussed in the free thought environment in the historical

experience, the more the Islamic civilization developed. On the other hand, the more religious thought scholasticized and the different views were blocked by repressive measures, the more the civilization became poorer.

If we return to the issue of Deism, deism's starting prevalence among young people in Turkey seems to be a protest attitude against the inadequacy of theistic belief systems, rather than a conscious choice of belief, because religion became a topic which is discussed so much so that an important part of society got tired of listening to what is told about religion. Even there emerged a situation that could be called religion fatigue in the social structure, and this religion fatigue was most influential on young people.

Considering this situation, it is possible to talk about a search which is expressed in the concept of "Hanif", rather than the spreading of deism. While the word "Hanif" is used in Qur'an to express Abraham's faith and as the opposite of paganism, Qur'an also emphasizes that Abraham was not Jewish or Christian (Al-i Imran 3/67; Baqara 2/135) and Jews and Christians were also commanded to worship to the God as hanifs (Bayyina 98/5). Also, Muhammad and those who obey him are commanded to worship to God as hanifs (Jonah 10/105; Rome 30/30). According to this, hanifism is neither polytheism nor Judaism and Christianity. The religion that Allah revealed to the people from the very beginning is the religion of tawhid. This is expressed in the Qur'an as follows: "So direct your face toward the religion and the fitrah upon which Allah has created [all] people. No change should there be in the creation by Allah. That is the correct religion, but most of the people do not know" (Rome 30/30). This attitude, which the Qur'an suggests and describes as the Hanif, is the opposite of polytheism (Nahl 16/120) and different from the belief style of the People of the Book.

In the Qur'an, God called out to people not to teach them something they did not know, to say something new, or to give religious identities, but to remind them of their identity, that is, their servitude. Indeed, religious affiliations such as Judaism, Christianity, and Islamism are tolerated as unavoidable human situations, unless they are transformed into an opposing identity contrary to the self-identity of humanity. Qur'an's remarkable positive attitude towards Hanifs which it sees as the representatives of the conformity with creation (fitrah) becomes meaningful in this context.

As a result, the younger generation in Turkey both takes a dim view of religious and classical literature books and generally does not read religious publishing in the form of articles and books. One reason for this is that religious literature is incompatible with the reading habits of younger generations in terms of language, style, subject, composition, and text volume. Another important reason is that young people find the information regarding almost all fields from the internet and social media channels more convenient to obtain for their lifestyles and life habits. It may even be said that many young people find it hard to read more than 140 characters texts on Twitter and perceive reading texts with so many words as a waste of time. In this respect, it is worth focusing to create a religious language compatible with the very fast and dynamic lifestyles of young people and to present the religious texts through channels like Youtube as short videos formed with this language system which is compatible with the social media language.

The discipline of Kalam should be restructured in the first place in order to positively transform both the religious literacy habits of young people in Turkey and the negative perceptions they have regarding the religion in a positive way because religion-based world view in Islamic tradition is shaped within the framework of this discipline. According to some contemporary Muslim scholars like Hassan Hanafi, the primary subject of the Kalam discipline must be not Allah, but the human itself. While the human is at the center of the revelation, which constitutes the source of religion, the Kalam scholars of the classical periods made it God-centered (Hanafi, 1988).

It is necessary to look at “human” rather than “god” in the field of religion, and therefore to establish the religious discourse with an anthropological approach. It does not seem to be a healthy approach to break the religion away from history and society and try to understand it in a separate compartment by itself. Moreover, it is not possible to understand religion independently of the history of anthropology, culture, and civilization. On the other hand, the explanation of religion in a single-truth and imposing language and the denigration of different views and understandings in the religious sphere as a heresy lead to a very serious sociological problem which can be expressed as “religion fatigue”. Nowadays, many Muslims fail to sufficiently understand the close relation of Islam with human, society, time, space, historical context, and conditionality, and, even if they understand, they seem to be reluctant to accept it. It is necessary to talk about not a single and absolute Islam in every place where the religion of Islam is moved into human and social life, but different understandings of Muslimism. If this simple fact is rejected and everyone insists on the claim of “a single and true Islam” in his/her own practice rather than a plural Islam, religion becomes a battle-ax.

It is necessary to rethink the nature of religion in order for religion to be perceived as a source of motivation that contributes to peace and well-being rather than fight and conflict and also to find a meaningful response in the life of the younger generations. At this point, Hassan Hanafi’s concept of “natural religion” may open up a new horizon. Natural religion is based on tawhid (monotheism). God is not only single but also transcendental. The principle of God’s unicity is united with His transcendence. Natural religion is rational. The basis of revelation is the reason. There is no mystery and secrets in such a religion. Reality is explicit and clear; it can be perceived, comprehended, and judged. Natural religion is based on free will. No external assistance is needed in practice. Miracles do not constitute evidence for the existence and absolute power of God nor for the factuality of the prophecy. The laws of nature are universal, compulsory, and in harmony with each other. Natural religion is individualist. Therefore, it accepts the autonomy and human’s independence of religious systems. The individual took over his/her own responsibility. No one can sin on behalf of him/her, and no one can bring him/her to salvation. There is no expectation of a savior (messiah, mehdi) as well as the belief of intercession and intercessor in the natural religion.

One can establish a direct relationship with God in the natural religion. In fact, there is neither the clergy class nor the priesthood or the church in Islam. Man is an autonomous entity. Obedience should be only to Allah. Prayers and penitence are only towards Him. There is no need for any mediator between man and God. A natural religion prioritizes everyday life rather than dogma. There is no religious knowledge apart from life. Life itself is, in a sense, the knowledge of religion. Natural religion is not dogmatic. What is important for natural religion are representation, practice, and action rather than communiqué, theory, and discourse. Religious truths are hardly meaningful and important as long as they remain at the theoretical level, that is, they are not carried to and applied in real life. Natural religion offers a more advanced social system based on social justice and the equality of people. It prevents all kinds of exploitation and monopoly. No social class is allowed. Allah is the owner of all things on earth and in heaven. Man has only the right to use them (Hanafi, 1997: 117-122).

EVALUATION AND CONCLUSION

Our age is considered as the “information age”. Knowing that only one million books were published in the world only in 2005 may help us to understand why the era we are in today is called the “information age”. In order to be able to read all of these books, we must complete a book every 32 seconds. In addition, 31 million hours of television programs are produced annually around the world, and it is necessary to allocate 35 centuries to watch all these programs (Kurudayıoğlu-Sait Tüzel, 2010: 293). From this point of view, religious literacy can be said to require having skills of conscious orientation, selectivity, critical view, and evaluation as much as it requires having the knowledge in basic religious sources. Thus, it can be determined that religious literacy is also “information literacy”.

Literacy in religion means to reach the basic religious sources, to understand the information in these sources and to use them properly. The main source of the Islamic religion is Qur'an and the Sunnah of the Prophet Muhammad. However, these two sources are in Arabic. In this respect, an extensive body of knowledge of Arabic is essential in religious literacy; but undoubtedly this is not sufficient, because the language of the Qur'an is Arabic which was used in the Arab society fifteen centuries ago. Arabic in the Hadith texts is of the same character. Therefore, it is also necessary to know Arabic of fifteen centuries ago in religious literacy. For this, it is necessary to have extensive knowledge in the field of Arab cultural history in general and the historical codes of the era and environment in which Muhammad lived in particular. However, having information and equipment on all these issues may not be enough, because the knowledge of methodology is necessary to understand the normative statements in Qur'an and hadith texts and establish new provisions on these statements. This situation requires proficiency also in the area called the methodology of fiqh (Islamic methodology of law).

In short, there is no doubt that there is a need for extensive knowledge in various fields, especially in Arabic language and literature, in order to understand and interpret the Qur'anic text, which is the main source of religion. Since it is not possible for every Muslim individual to have such a background, especially the Muslim masses supply their need for sources and information in the religious field from the sects they adopt through tradition and culture. At this point, sectarian identity and belonging can be very effective and determinant. However, every sect is just a different interpretation of religion or basic religious texts. In other words, what is called sect is “the interpreted religion”. Since the interpretation is a variable and open-ended activity, it can be said that sects should be open to change. However, it is observed that the sects in the past and today are perceived as constant religion and even the general religious identity is dominated by the sectarian identity.

This is mostly true for the mass of people. Since the religious masses in Turkey are very unfamiliar with the scholarly and intellectual activities such as examining the sources, analyzing the opinions, and criticizing the information provided by tradition, the religious literacy in large masses of people inevitably relies on the widely accepted approaches and practices of tradition and folkloric culture.

Religious masses of people in Turkey do not have the habit of reading about religion. One reason for this may be that religion is a critical issue and there is a concern about discomforting the mind. The easily accessible and reachable nature of the information coming through sects can be seen as a second reason. The more important reason than those two reasons is that religious people in Turkey are mostly affiliated to a certain religious community, tariqa, or an opinion leader figure and perceive all kinds of views of this authority as true. This reminds of the issue Eric Hoffer discusses in his book *“The True Believer”*. According to Hoffer's analysis, a true believer closemindedly believes that “his/her religious or political preference is the only absolute truth, and he/she has the right to impose this on others”. He/

she has no doubts or even curiosity about what he/she believes in. A true believer is extremely strict and uncompromising. He/she is an enemy to concepts such as change, transformation, differentiation, softening, and reconciliation (Hoffer, 1980: 10-19; 46-97).

Being a true believer is a very obviously observed phenomenon in religious communities in Turkey. As a matter of fact, many of the religious communities are known for their views of a certain charismatic figure about religion as an absolute right and for ignoring a religious source other than the works of that figure. For example, the most basic source of religious information for the groups, which are known as Nur Movement and divided into many different fractions is Said Nursi's (d. 1960) works called "Risale-i Nur". The main source of religious knowledge for the religious communities which are the representatives of Naqshbandi-Khalidi tariqa is the statements of their community leader. The individuality almost seems to have evaporated in both religious communities mentioned here, because the individual seems to have integrated and dissolved his/her free will into the will of the community. As such, it can be said that religious literacy in community and tariqa religiosity includes a meaning which is tantamount to a loyalty to the religious community and/or the community leader and a blind imitation.

There are also movements and discourses which assume a protest attitude against the traditional religion in Turkey and argue that Islam should be learned from the Qur'an, which is the most reliable source. For example, some figures who are known for criticizing traditional Islam in a strict and uncompromising way and argue "Islam of Qur'an" ground solely on the Qur'anic text and its translation (maâl) in religious matters. It is possible to say that religious literacy in this approach which has a Salafi character with respect to the need for learning Islam from its most reliable source has almost the same content with the principle of "Sola Scriptura" (Solely the Holy Book) in the Protestant tradition. Religious literacy for the approach arguing "Islam of Qur'an" means making shift with the Qur'anic text and its translation. This can be considered as a modernist understanding. Religious literacy in the traditional Islamic conception includes a meaning such as knowing the opinions of sects, communities, and tariqa groups and accepting them without criticizing.

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ADDITIONAL READING

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ENDNOTES

- ¹ For detailed information, see İsmail Kara, *Türkiye'de İslamcılık Düşüncesi*, Dergâh Publications, İstanbul, 1987, I. XV-LXVII; Mümtaz'er Türküne, *Siyasi İdeoloji Olarak İslamcılığın Doğuşu*, İletişim Publications, İstanbul, 1991, p. 26-28, 34-36, 42-45, 77-92, 99-134; Tarık Zafer Tunaya, *İslamcılık Cereyanı*, Cumhuriyet Kitapları, İstanbul, 1998, I. 2-20.
- ² For detailed information and evaluation see Mustafa Öztürk, "Modern Döneme Özgü Bir Kur'an Tasavvuru: Kur'ancılık ve Kur'an İslam'ı Söyleminin Tahlil ve Tenkidi" (A Quranic Vision Peculiar to Modern Era: The Evaluation and Criticism of Qur'anism and Islam of Qur'an Discourse), *Marife: Turkish Journal of Religious Studies*, volume: X, issue: 3 (2010), p. 9-44.

- ³ What we mean by this concept in this article is the trend that began to popularize in Turkey especially after 1980s which involves the consideration of Quranic text and its translation (maāl) as not the main, but the only source of Islamic knowledge and hence sufficient for every muslim who wishes to understand Islam and live accordingly. The Turkish word for this tendency is “mealcilik” (lit. maālism) which is also referred to by some authors as “meāl trend”. See Kathrin Eith, “The *meāl* Trend: The Rising Popularity of Qur’an Translations in Turkey in the 1990s and the Reactions of Turkish Academic Theologians”, *Journal of Quranic Studies*, volume: 17, issue: 3 (2015), p. 183-195.
- ⁴ For detailed information and evaluation see Mustafa Öztürk, “İslami Kökenciliğin Bir Tezahürü: Mealcilik” (Scripturalism as a Manifestation of Islamic Fundamentalism), *İslâmiyât*, volume: X, issue: 1 (2000), p. 117-138
- ⁵ For detailed information see. Hakan Olgun, *Sekülerliğin Teolojik Kurgusu Protestanlık*, İz Publications, İstanbul, 2006, p. 145-158.
- ⁶ For detailed information and evaluation see M. Suat Mertoğlu, “Doğrudan Doğruya Kur’an’dan Alıp İlhamı: Kur’an’a Dönüş’ten Kur’an İslamı’na”, *Dîvân: Disiplinlerarası Çalışmalar Dergisi*, volume: XV, issue: 28 (2010), p. 69-113.

Chapter 15

Health Literacy From a Pediatrician's Perspective: Health Literacy

Nazan Sarper

Kocaeli University, Turkey

ABSTRACT

Health literacy describes individual's skills to understand and use the information on health issues, compliance to the prescribed therapeutic regimen, prevention of disease and accidents, filtering the information, and making good judgments to maintain a healthy life. Low school education and fundamental education and poverty are barriers to gain health literacy. If TV broadcasts are used optimally for training in health issues, they may reach many people. The density of the active physicians, nurses and midwives, national health coverage, and training activities of the civil associations for chronic disease contribute to health literacy. Controversy exists about the benefits and risks of social media and mass media to health literacy due to information pollution. Self-diagnosis and marketing of under-the-counter drugs are problems of the digital age. Some projects aiming to improve digital health literacy skills will help people to reach reliable health-related information. Communication skills of healthcare professionals are also important.

INTRODUCTION

It is clear that without being healthy, everything in life loses its meaning and importance. A cancer diagnosis in the family changes living or working conditions, economic status and mood of every member in the family. It may change future plans of the individual or may even cause death. A vaccine preventable infection may change a healthy child to a disabled individual. In the history, three major plague pandemics named also as 'Black Death', caused millions of deaths until cause is understood and spread is controlled. Pathogen bacteria infects small rodents (like rats, mice, and squirrels) and is transmitted to humans through the bite of an infected flea. It was a disaster in Europe, Asia and Africa. But it is suggested that this disaster induced the development of science and even the emergence of Renaissance.

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Health is the most important issue for well-being of the individuals and even nations. (Center for Disease Control and Prevention, 2019a)

For a physically and mentally healthy individual and community, in addition to preventive and clinical medicine organization of the country, health literacy is important. In this chapter main components and issues of the health literacy, preventive care and recommendations to improve health literacy in the digital age are discussed.

BACKGROUND

Since introduction of the health literacy concept in 1970's many definitions were suggested (Simonds, 1974). In 1998 World Health Organization (WHO) definition was "The cognitive and social skills which determine the motivation and ability of the individuals to gain access to understand and use information in ways which promote and maintain good health" (Nutbeam, 1998). In United States it was used to define relationship between the patient's literacy and compliance to the prescribed therapeutic regimen (Ad Hoc Committee on Health Literacy, 1999). European Union definition in 2007 was "The ability to read, filter and understand health information in order to form sound judgments" (European Commission, 2007). Australian Bureau of Statistics' definition in 2008 was "The knowledge and skills required to understand and use information relating to health issues such as drugs and alcohol, disease prevention and treatment, safety and accident prevention, first aid, emergencies, and staying healthy" (Australian Bureau of Statistics, 2008). These definitions cover some important elements. a) Personal skills to understand the information b) The ability to filter and make good judgments (critical health literacy) c) To use the information to maintain a healthy life (to prevent disease, accidents, compliance to prescribed therapeutic regimen). It is important to discuss the contribution of good health literacy to a healthy life and factors effecting health literacy skills. These factors are related to individual's capacity, national health policy and organizations of the community. Health literacy study of America showed that about one thirds of the people had very low health literacy (Kutner et al, 2007). Another issue is the contents of the health information that should be given to community. As an experienced physician, the author thinks that preventive medicine has extreme importance. Information about clinical medicine can be gained when a patient developed a disease. In this setting, communication skills of the health care providers, training materials and organizations of the community will help to improve patient's skills for compliance to treatment. Poor school literacy and fundamental literacy is an obstacle for good health literacy. Printed media, mass media, TV broadcasts and internet may be used to improve health literacy but they may be also harmful by releasing unreliable information and advertising and marketing under the counter drugs.

MAIN FOCUS OF THE CHAPTER

Components of the Health Literacy and Health Care

Individual's Capacity to Have Good Health Literacy

Poor visual and auditory acuity, learning disabilities, advanced age, language problems due to immigration and low fundamental education levels are all obstacles for good health literacy. Some of these problems may be overcome by the help of more capable relatives or translators of the institutions.

Primary and secondary school education or fundamental education is essential for individual's skills in prose literacy, document literacy, numeracy, problem solving and oral communications. Some patients struggle to understand written information. Giving genetic counseling to parents having a child with an autosomal recessively inherited disease due to consanguineous marriage is not always possible if they are not familiar to the terms like "gene", "chromosome". They generally do not believe that they are carriers for this mutation and the same risk is present for subsequent pregnancies. In addition to fundamental education, adult education programs are required for people who completed this education but did not gain adequate skills or who did not have the chance for attending school or who is immigrant and requires to learn the formal language of the country. Some treatments as hematopoietic bone marrow transplantation are very complex both for the hematologists and the patients. After discharge from the unit, many medications should be taken on the right time and dose. Care of an immunocompromised patient also requires good health literacy. Food must be cooked and preserved in hygienic conditions. Parents should learn using central venous catheters. Compliance of the family should be evaluated before planning such complex treatments.

In the clinical trials, the most important issue is enrolling the right patient to the study. This is not only the patient carrying the enrolment criteria, but the patient with good health literacy who will understand the study objective, informed consent form, take the medication on time, record some data to the diary, will not miss the visits and will inform the investigator about the adverse events.

Some parents with low literacy even give harm to their children with poor compliance to treatment. In the author's experience a two-year-old boy with thalassemia major was lost to follow-up for one year after the first packed red cell transfusion. Then the patient presented with a huge splenomegaly, failure to thrive and severe anemia. Parents confessed that they did not believe in the diagnosis because they do not know somebody with that disease and everybody in their family is healthy. Patients with poor literacy do not read and/or understand the booklets about the disease or search the subject from the internet.

Contents of the text-books, the education programs, skills and the post-graduate training of the teachers are important elements in the basic education. Text books in schools are not generally interesting for the students when necessary integration of this knowledge to the daily life is missing. Poor consequences of the consanguineous marriages due to autosomal recessive inheritance should be emphasized in biology classes. This is a real problem in the East Anatolia similar to Middle East, West Asia and North Africa. This social trend is also observed globally due to immigration in the North America, Europe and Australia (Hamamy, 2012). In less developed South-East Anatolia, the incidence of the consanguineous marriages is 42.6% (Türkiye İstatistik Kurumu, "Turkish Statistical Institute", 2017). There is premarital screening program for hemoglobinopathies in many cities of Turkey, but to detect carriers and inform the carrier couples just before marriage is not enough in preventing birth of thalassemic babies due to poor health literacy of the individuals. Family physicians, academicians of the medical schools, professionals aware

of the health problems of the community and preventive medicine must be among the authors and the editors of the biology text books of the fundamental education.

Health literacy study of America was performed with 19,000 adults representing 222 million adults of the country. As expected, this study demonstrated close relationship between the general literacy and the health literacy. Detailed health-care assessment material was embedded in 152 tasks in 3 health-care domains: clinical medicine, preventive medicine and the navigation of the healthcare system. The study showed that 36% of the adult participants had basic or below basic health literacy skills. Adults aged 25-39 showed the best performance whereas more adults aged 65 and older showed below basic or basic health literacy skills compared to the younger participants. Study also showed that as education level decreased, people used less printed material (brochures, books, magazine, newspaper and internet) as a source of the health information (Kutner et al, 2007). Insurance forms, consent forms, and the medication instructions are often very complex for people even in the intermediate level of prose literacy. They must be very simple and clear even for people with low literacy.

People should keep appointments for hospital visits and find their way in a busy hospital. Patients should have enough communication skills to express themselves, to tell the physician his complaints, history of the disease and administered treatment. They should ask questions to healthcare professional to understand and clarify homecare of the disease. They should have enough skills to fill out health insurance enrollment and to understand the informed consent forms. People should reach the accurate health information on the internet or in periodicals and books and they should filter the knowledge on health issues and should be aware of the reliable websites. Written material on health issues should be available in all languages of the targeted population. These materials or videos should cover the needs of people with hearing and vision disabilities. Hospitals should even employ translators for verbal communications of minorities with health care providers.

Individual's Income and Health Insurance

Health literacy study (Kutner, Greenberg, Jin, and & Paulsen, 2008) showed that health literacy skills were low for those living below poverty. Poverty is an obstacle to access school education, internet, and printed media and sometimes to the health-care providers. Individuals with low general literacy, but high income have better access to experienced specialists and have more opportunity for prolonged visits where they could have a chance to receive more detailed explanations about their disease and more of their questions can be answered.

Access and interest to the television broadcasts is more common among people with low literacy and low income compared to the printed media. If TV is used optimally for training, it may improve health literacy of these people. But at this point, media literacy is important. Media literacy is individual's ability to access, evaluate, and analyze the broadcasts, the news and to raise the right questions about what he is watching, reading or listening to.

If people have health insurance they visit physicians more frequently and have more chance for communication with health care professionals. This will improve their overall health and health literacy. If one has health insurance, she can visit the physician every month during pregnancy or can take her baby to the pediatrician every month during infancy for follow-up of growth and the development of the baby. For people with low or intermediate literacy level, face-to-face recommendations of the health care professionals are more effective for the health literacy and the outcome of the chronic diseases.

Government Policy for Health Promotion, Health-Care Organization, and Health Insurance

Prevention of the communicable diseases, promotion of the maternal and child health, promotion of vaccination, preventing of substance misuse, promotion of healthy life styles and prevention of the obesity are among the main global health issues. Easy access to the primary health care (family health physicians) is important for preventive medicine and for communication of the individual with local physician in health issues. Number of the active physicians and their dissemination in the country is effective in health literacy and health care. Statistics show that over 45% of the World Health Organization (WHO) Member States report to have less than 1 physician per 1000 population. Number per 1000 population is about 2.6 in the USA and Canada, 8.1 in Cuba, 4.6 in Greece, 4 in Italy, 5.3 in Sweden, 1.7 in Turkey, 1.1 in Iran and 0.7 in India. (World Health Organization, 2019a). In addition to inequalities between countries, dissemination of the practicing physicians throughout country shows great variation. To overcome this problem, in Turkey, physicians are obliged to give service in less developed regions of the country for some years. Shortage of time for communication and diagnosis during outpatient visits causes a vicious cycle increasing frequency of the patient visits. Over 60% of WHO Member States report less than 4 nursing and midwifery personnel per 1000 population (about 25% report to have less than 1) (World Health Organization, 2019b). In some chronic diseases like diabetes specialized nurses are required in patient training about diabetic diet, blood glucose measurements, insulin administration and management of the hypoglycemic episodes.

Many European countries provide national health care for all their citizens. This will improve public health, prevent early disability and even death but the risk of utilizing health resources more than necessary exists. To overcome this risk in Turkey, people are obliged to pay about 1-2 Euro for every visit (except family physician visits) plus 10 to 20% of the cost of the prescribed drugs in outpatient visits. In every hospitalization except for emergency care, intensive care and cancer, patients also have to pay a fixed price.

In 2001, Health Promotion Board, a government organization for promotion of healthy living was established in Singapore. To achieve a healthy nation, they built partnerships with individuals, private and community sectors, schools and healthcare providers. Aim was to prevent illness, disability and premature death. Programs for encouraging healthy workplace as "Singapore health award competition" were implemented. "Healthy Lifestyle Festival Singapore" has been performed every year. There were programs for healthy eating and drinking, preventing substance abuse, immunization and regular health screening for different age groups and for chronic illnesses (diabetes, hypertension) and cancers. Physical activity programs and "FREE 12-week weight-loss program" for overweight and obese through self-monitoring via the "Healthy 365 mobile application" are available (Health Promotion Board, Singapore Government, 2019).

Health literacy is closely connected with primary health-care organization. Private-sector introduces new and expensive health technologies and biological agents. Pressure of the private stakeholders on the health system causes reservation of the money for medical care thus public health and primary care is in some way may be neglected. Sufficient health care professionals, technological, and financial resources should be reserved for primary health care.

It is declared by WHO Director-General in 2017 that "The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition" (Ghebreyesus, 2017).

Main Topics of the Health Literacy and Preventive Care

Prevention of the Communicable Disease

Vaccination is an important issue of the primary care. The Expanded Program on Immunization (EPI) was established in 1974 throughout the world to fight against diphtheria (D), pertussis (P), tetanus (T), poliomyelitis, measles and tuberculosis. In that age, in developing countries less than 5% of the children were receiving a third dose of DPT and poliomyelitis vaccines in their first year of life. By this program thousands of measles deaths were prevented. Maternal immunization program decreased deaths due to neonatal tetanus (Keja, Chan, Hayden, & Henderson, 1988).

It is reported that in underdeveloped regions of the world children of the mothers that delivered at home and unaware of the importance of immunization missed routinely recommended childhood vaccines. The immunization status of each child should be updated at every contact with the health care system. In missed opportunities, immunization practice of the nurses and the physicians is very important. (Malual, Jowi, Irimu, & Admani, 2018). Global vaccination coverage remains at 85%. An additional 1.5 million deaths could be avoided, if immunization coverage improves throughout the world. In current reports of the WHO, polio has been stopped in all the countries except for Afghanistan, Pakistan and Nigeria. Polio-free countries have been infected by the imported virus, and all the countries – especially those experiencing conflict and instability – remain at risk until polio is fully eradicated. Maternal and neonatal tetanus persists as public health problems in 14 countries, mainly in Africa and Asia. (World Health Organization, 2018a).

Despite these facts and increasing traveling facilities and immigration, in the 21st century a trend for vaccine hesitancy or refusal has emerged in the developed countries. Hesitancies are due to religious reasons, personal beliefs, safety issues, and a desire for more information from healthcare providers because they are unaware about vaccine preventable disease and benefits of the vaccines. The reasons reported by the parents for refusal are acute adverse events like fever, learning disabilities that vaccines may cause and due to production process. Measles, mumps, rubella (MMR) vaccine was produced in cell cultures derived from human abortion material. Medical abortion is not accepted due to some peoples' beliefs. People should be informed that the cell lines were taken from one or more fetuses aborted almost 40 years ago by the decision of the parents and no abortions were performed with the aim of vaccine production; then their attitude may change. Disinformation of the media or of religious brotherhood also causes vaccine refusal. Some Muslim people believe that vaccines contain pork protein or vaccination causes infertility or collapse of the immune system. Some religious brotherhoods and newspapers also release such knowledge without giving evidence. In some internet websites it is reported that some enemies give harm to nations by exporting harmful vaccines. Even a pediatric immunology specialists claim that vaccines are responsible from increase of allergy, autism and some autoimmune disorders in the community and to persuade the community he reports that his children are very healthy without any vaccination (Yıldıran A, 2018). Physicians should explain disaster of polio epidemics before global vaccination. (Gresham, Joseph, Farber, & Silverman, 1962; Molner, & Agatha, 1960). Global polio eradication program was started in 1959 and supported by WHO, United Nations International Children's Emergency Fund (UNICEF), Rotary International, ABD Centers for Disease Control and Prevention (CDC). It is very easy to reject such vaccines after these life threatening infections have been already eradicated or controlled with vaccination and herd immunity. Oral polio virus vaccines and inactivated polio virus vaccines have reduced the incidence of poliomyelitis, with only 74 wild-type poliomyelitis

cases worldwide in 2015, restricted to Afghanistan and Pakistan (Global Polio Eradication Initiative, 1988). In addition to having good communication skills, health professionals should be well trained about vaccine history and life threatening outbreaks and inform people about these disasters to encourage vaccination. Face to face communication is the most effective way of health literacy. Vaccination should be in the program of the primary education. Students should be aware of the complications of these vaccine preventable infections. Booklets should be performed about vaccine preventable disease and should be delivered to the families by family physicians. TV broadcasts also should be used for training the community. There must be TV programs about prevention from contagious disease, isolation of the patients with infections, importance of hand-washing and preservation of the food.

Awareness About Common Infections and Their Management

Common infections must be in school programs. Students must be familiar to the symptoms of common viral upper respiratory infections and gastroenteritis.

They should gain skills to take a patient's temperature and evaluate if it is abnormal. People should be informed by the family physicians about supportive care in upper respiratory infections and gastroenteritis. People must be informed about alarming symptoms and findings that require urgent care.

Antibiotics are life saving in many bacterial infections but CDC reports that more than half of all the antibiotics prescribed are not necessary (Center for Disease Control and Prevention, 2018). Colds and flu are viral infections but people insist for antibiotics and generally they believe that, they will recover in a shorter time when antibiotics are prescribed. Many parents even accuse pediatricians when they did not prescribe antibiotic to a febrile child. Even this attitude of the physicians may be a reason for exposure to violence by the parents (Ersoy, 2018). Inappropriate antibiotic usage not only increases medical costs but lead to antibiotic resistance which means we will have no weapons to fight against infections. Bacteria develop resistance to overused antibiotics by changing their genetics. There are some facilities in USA as "Be Antibiotics Aware" which is a national effort to help to fight against antibiotic resistance and improve antibiotic prescription and use. People must learn that they should not take antibiotics that were prescribed for someone else or left over from a previous infection. They should not also withdraw prescribed antibiotics early. They should not insist their physician for prescription of antibiotics. Many healthy children or adults without an underlying chronic health problem will recover ear infections and bronchitis without antibiotics because viruses almost always cause these infections (Yvette & Terrie, 2004). Governments control over access to antibiotics is also required. In many countries these drugs are available only after prescription of the physicians.

Promotion of Healthy Pregnancy

Vitamin, folic acid, calcium and iron supplementation is recommended during pregnancy. Folic acid supplementation is recommended to women in childbearing age to prevent spina bifida and other neural tube defects of the babies. (Milunsky, 1989). Pregnant women with iron deficiency have increased risk for a preterm delivery or delivering low-birth-weight baby. Screening for anemia in the first trimester and supplementation with iron throughout pregnancy and encourage women to eat iron-rich foods is recommended (Center for Disease Control and Prevention, 1998).

During pregnancy maternal calcium intake should provide maternal daily requirement and also demands of growing and developing fetus. Calcium supplementation in pregnancy has the potential to reduce hypertensive disorders during pregnancy. Prevention of low bone mass and osteoporosis is recommended for a healthy mother and baby. Calcium is also important for muscle contractility and to prevent post-partum hemorrhage (Kumar, 2017).

Web sites of national health authorities, family physicians, TV broadcasts, written media should be used for training of women and men in childbearing age. Family physicians and midwives should follow-up pregnant women and prescribe folic acids, calcium and iron.

Improving Maternal Health

This is one of the millennium development goals of the UNICEF. Each year about 529,000 women die from complications of childbirth. Majority of these women live in developing countries. Maternal deaths are due to post-partum hemorrhage, infection, obstructed labor, and hypertensive disorders of pregnancy, and complications of unsafe abortions. About 8 million babies die before or during delivery or in the first week of life in every year. Maternal nutritional deficiencies cause low birth weight and birth defects in babies. Malaria and human immunodeficiency virus (HIV) threatens babies' life. Lack of antenatal care causes untreated hypertension and iron deficiency. UNICEF tries to start antiviral treatment to parents to prevent mother-to-child transmission of HIV. Getting girls to school for six years or more improves their prenatal care, postnatal care and childbirth survival rates. UNICEF reports that "education is good medicine for children and mothers". In sub-Saharan Africa and South Asia millions of births are not assisted by a midwife, a doctor or a trained nurse. In addition to midwife assistance in every labor, transport to referral service should be available for obstetric optimal care in emergent situations. (United Nations International Children's Emergency Fund, 2003). School education and antenatal training of pregnant women by primary care staff will improve maternal health in developing countries.

Promotion of Breast-Feeding

Breast feeding is the best way of nutrition for babies. In addition to supplying enough nutrients with optimum protein, carbohydrate, lipid, mineral, vitamin and water, breast milk has biological properties that support the baby immunologically and psychologically. It has distinct bioactive molecules that protect the baby from infections. It contributes to the immune maturation and healthy microbial colonization. It supplies all the nutrition needs of a baby in the first 6 months. In the 6th month weaning should start but breast feeding should continue at the first and second year. During breast feeding contact between mother and baby is a very important function for emotional needs of the baby. Breast milk is the gift of the nature to the baby and mother and every baby has the right to be nourished with breast milk. It protects the baby from infections and contributes to the survival even in disadvantageous environment conditions. It reduces the risk of asthma, obesity, type 2 diabetes, ear and respiratory infections, sudden infant death syndrome and gastrointestinal infections (diarrhea/vomiting). It decreases the risk of high blood pressure, type 2 diabetes, ovarian cancer and breast cancer of the mothers. CDC encourages obstetricians, pediatricians and nurses to educate new mothers about breastfeeding. In European Union employers create places to pump and store breast milk. Flexible work hours, and maternity leave benefits (financial support in place of a parent's salary, and is paid for 28 weeks in European Union) also encourage breast feeding (Ballard, & Morrow, 2013). For successful breast feeding, mothers should

be trained for using right technique and psychological support must be given for self-confidence about feeding the baby with their milk.

WHO and UNICEF started a global program to support successful breast feeding. This is baby-friendly hospital initiative and hospitals should adhere to the following steps (World Health Organization, 2018b). There are limitations in marketing practices of the breast-milk substitutes. Training of the obstetrics and pediatrics staff to support breastfeeding, having written infant feeding policy, training of the pregnant women, limitation of the foods and fluids other than breast milk, providing mother and infant's remaining together in 24 hours a day, counseling mothers about risks of feeding bottles or pacifiers and coordination of discharge after enough time for support of breast feeding are among these steps.

Healthy Eating and Obesity

Obesity is a health problem of the modern world. It is a global epidemic. There is more than 2% increase from 1975 to 2015 in the world's body mass index (BMI). This increase is 4% in the United States. To find solutions to the problem the first step is "defining obesity as a disease". Lack of obesity treatment training of health care providers is an important problem that must be solved. It is known that globally more than three fourths of the adults do not perform physical activity recommended to prevent obesity. There must be safe environments for physical activity in daily life. Schools should have physical activity programs. People should give up eating ultra-processed foods, instead cook themselves and traditional habits should be preserved. Some time and energy should be spent to cook food. Home-made food is consumed by sitting down the table rather than eating while watching TV or doing other work. All processed food should have clear, front-of-package labeling, demonstrating calories, additives and saturated fat. Warning labels can be used. Food industry developed a labeling system which is hard to understand. Increasing taxes in sugar-sweetened beverages might decrease their consumption. Globalization of the food supply contributes to the obesity epidemic. Obesity is defined as a BMI greater than 25. People should learn how to calculate the body mass index, importance of waist circumference and should be aware of their ideal body weight. They should be aware of the obesity complications as increased risk of heart disease, type 2 diabetes, stroke and certain types of cancer. It is also harmful for the joints (National Health Service, UK, 2018).

Animal derived protein sources are more expensive than fat and carbohydrates. It is clear that main causes of the obesity are dietary pattern and physical inactivity. Some endocrine problems as hypothyroidism, genetics and epigenetic (change in gene expression due to change in life style) are contributing factors. To lose weight, people generally search for a magic and easy solution instead of eating home-made healthy food, getting lower calories and increasing physical activity. People purchase some under-the-counter drugs from the digital market to lose weight and these substances might be toxic or lethal. Some false diets are also released from media.

Walking is a good physical activity. Cities should be bikeable. National strategies should be developed for awareness campaigns using media. There must be easily accessible obesity clinics in government hospitals. For healthy nutrition and prevention of the obesity there are many guidelines in websites; examples are websites of CDC and Department of Agriculture of USA. They show food groups (proteins, carbohydrates, dairy products, vegetables, fruits, vitamins and minerals), daily requirements for different age and sex and even have some quizzes for training. They explain healthy nutrition in a clear and simple way. (The National Academies of Sciences, Engineering and Medicine, 2019; Center for Disease Control and Prevention, 2019b; Food and Nutrition Service, US Department of Agriculture, 2019)

Prevention and Early Diagnosis of Cancer

Comprehension of written and spoken health messages about cancer is the first step in people's behavior for cancer prevention and screening. Prostate cancer, breast cancer, colorectal cancer and cervical cancer are subject to screening. Serum prostate specific antigen and rectal examination, mammography and physical examination, colonoscopy and cervical smear are the screening methods. Videos in mass media, news in printed media, face-to-face interviews of physicians and peer leaders of civil organizations should be used to warn people about early diagnosis. Easy-to-read educational materials and videos using plain language, avoiding medical jargon should be developed. The teach-back communication method is effective in increasing comprehension of the people (Simmons RA, et al, 2017)

Sexual Education

Traditional sexuality education mainly focused on biological approach and preventing sexually transmitted infections or unwanted pregnancy. But in European Union this concept also comprises human rights (Westeson, 2013). Young people can make informed choices about sex and relationships and learn to respect others' choices. Enjoyment of sexuality is important, it is not only a function of reproduction and it should not be perceived as guilt. This education must begin in primary school and continue through all the levels of formal and informal education. Otherwise adolescents may get the information from unreliable sources. For sexually transmitted infections as HIV, multiple partnership, sex between men and with sex workers are risk behaviors. Later marriage in developed countries has increased the prevalence of premarital sex (Wellings et al, 2013). Condom usage for safer sexual behavior should be encouraged. Double standards of the community exist in the perception of sexual behavior in many countries of the world. In Thailand 'National AIDS Education and Condom Promotion Campaigns' used the mass media and workplace programs. Condoms were made freely available.

Prevention of Tobacco, Alcohol, and Drug Abuse

Drug abuse is a global disaster. In 2016 it is reported that about 275 million people used illicit drugs at least one. In 2015, 450,000 people died as a result of drug use. Opioids, cannabis, cocaine, synthetic drugs, inhalants (paint thinner, glue) threaten lives of adolescents and adults. Initiation age to these drugs is as early as 12 years. Peak period for substance use is 18–25 years. Ecstasy, methamphetamine, cocaine, ketamine, liserjic acid diethylamid (LSD) and gama-hydroxybutyrate (GHB) are used in high-income societies for entertainment. They are club drugs but they are available in college bars and house parties. Street children who are exposed to physical trauma and sexual abuse use inhalants to cope with their difficult circumstances.

Lack of parental or social support, sexual abuse, negative school climate, poverty, mental and behavioral health problems, peer substance use are all risk factors for substance use of adolescents. Women tend to use tranquillizers and opioids after post-traumatic stress or due to risk factors in childhood or adolescence. In the U.S benzodiazepines and other tranquilizers were among the most commonly misused illicit or prescription drug (United Nations Office on Drugs and Crime, 2018; Votaw, Geyer, Rieselbach, & McHugh, 2019).

In prevention of the drug abuse, family, school authorities, civil organizations, government authorities should be in close collaboration to eliminate risk factors for the initiation of the drugs. Incidence of sexually transmitted infections as HIV and hepatitis C are also high among these people and spread of these infections is also a serious problem. Efforts to decrease sexually transmitted disease by training about changing sexual behavior decreased HIV prevalence among young people (The Joint United Nations Program on HIV/AIDS, 2010). Training of teens about adverse events of these drugs, administration of antidotes, prevention of overdose is important in decreasing mortality. Training for awareness about contamination route of HIV and hepatitis C is also essential to prevent spread of these infections among these people and community. Wars, terrorism, and unemployment creates suitable environment for cultivation of illicit plants and their production and trade. The use of illicitly supplied tramadol, a synthetic opioid used to treat moderate and moderate-to-severe pain expanded in Africa and Asia. Parents should be informed by school authorities and media about the problem and they should be aware of the effects of these drugs on adolescents' behaviors. Parents should control the relationships of their children and places they visited and try to spend more time with them. There are also peer to peer prevention programs and other activities as poster contests at schools (Addiction Campuses Blog, 2018). Programs developed about the "demand reduction" and "supply reduction". Lectures to large audience about harmful effects of drugs were not effective. Teaching should be interactive and peer leaders should be used. To make teenagers aware of the tactics employed by the tobacco industry to encourage young people into smoking was an effective strategy. Adolescents do not like to be manipulated and try to be resistant to the strategy of the industry. For prevention of alcohol and tobacco use, role plays, simulations, brainstorming, small group activities, and class discussions are effective (Ranaweera, & Samarasinghe, 2006). Multidisciplinary approaches are required to provide social needs of young people. Saving children from the dangerous environment of the streets, providing young people with skills, giving opportunities for education and employment are essential. Prevention programs, treatment interventions for drug use disorders, rehabilitation programs to establish positive relationship of young people with their families, schools and community are required.

Preventing Home Accidents

Children carry high risk for unintended poisoning in the home setting. For prevention of poisoning parents should keep all medicines, rodenticides, dishwasher machine powder, and oven and grill cleaners well out of reach of children. For prevention of children from electric shock safety plug socket covers should be used.

Aspiration of food is another hazard both for infants and toddlers. Toddlers generally are not able to consume nuts safely. In addition to food allergy, there is risk of aspiration which means food goes to the trachea and bronchus instead of esophagus. This leads to sudden coughing attack, cyanosis, sometimes dyspnea, atelectasis (partial collapse of the lung) and pneumonia. If the parents are aware of this issue they will ask for emergency-care and give aspiration history to the physician. Obstruction of the trachea completely by the foreign body causes sudden death with asphyxia or even if the patient is resuscitated it may cause loss of brain functions due to hypoxia. Foods with small pits as olives, grapes and cherries are also risky when served to infants and toddlers without removing the pits. Also hard candies are not allowed to infants and toddlers. Toddlers generally aspirate nuts, small pieces of toys and small batteries. Parents should be warned on these issues by the pediatricians, family physicians and mass media. For adults also, eating in a quiet area, limiting talking, sitting upright during eating, chewing well,

not using straws while drinking, drinking from cups instead of cans and avoiding rush while eating is recommended. Foods of more than one texture as vegetables or meat in a soup are also regarded risky for aspiration. Grinding the vegetables in soups is recommended (Capital Health, Nova Scotia, 2013).

Workplace Health Promotion

Healthy and safe environment in workplace, pollution and exposure control and health screening are essential for healthy workers. Healthy workers will be more productive and will raise healthy families. Silicosis disaster in denim sandblasters was an example for poor working conditions. It caused progressive dyspnea, fatigue, weight loss in young workers. Progressive respiratory dysfunction was the result of deposition of silica particles in the lung alveoli and terminal bronchioles. It is incurable but preventable by controlling exposure to silica. Workers died after about 6 years of exposure just to manufacture more fashionable jeans. Projecting sand on denim was a cheaper and quicker technique that can be performed by unqualified workers and even by teenagers. To soften the fabric and provide a more worn and faded look is fashionable. Alternative methods, such as the use of sandpaper or brushes were not used (Baş., Baeer., & Nuge, 2016). Workers and worker unions must be literate about potential toxic or dangerous exposures in workplace. Capitalism may induce poor business ethics. Animal right activists were very effective in prevention of killing animals for their fur. Activists protested celebrities who wore fur by using media (Ranker, 2019). This started a trend for wearing coats produced from synthetic materials instead of fur. If worker unions also could provide such activities to protest projecting sand on denim, this may put pressure both on the employers and people wearing faded look jeans. Occupational health and safety technicians should train employers and workers for physical, biological and chemical hazards.

In the hospital setting, staff is exposed to many infections and other hazards even to radiation exposure. In 2003, in Toronto after hospitalization of a patient with respiratory symptoms 69 health care workers were exposed to unexpected exposures of severe acute respiratory syndrome (SARS). They were quarantined and SARS developed in 7 of them. In addition to direct contact with person's skin or mucous membranes, the infection transmitted by large droplets. Intubation of the patient was very risky for the staff. After this disaster, in addition to wearing gown, gloves, N-95 masks, protective eye wear was started for patient encounters (Scales D.C et al, 2003). Hospital staff should be trained on these subjects.

Health care workers may be injured accidentally by needles infected with a hepatitis B or HIV carrier's blood. Vaccination and periodic screening of the hospital staff is important. In addition to strategies to prevent such injuries staff must be trained about waste management. There are many high- risk wastes in the hospitals. Pathological waste (amputated extremities or excised organs), sharp waste, pharmaceutical waste (anti-cancer drugs), genotoxic waste, chemical waste (disinfection solutions) and even radioactive waste. Staff should be aware of the absorption through a cut in the skin, through the mucus membrane and through inhalation or ingestion. Waste segregation guidelines are developed. Segregation at source minimizes the chances of infection and injury to the persons who handle the waste. Safe waste and risky waste all have different colored plastic containers or bags. Staff should be trained for using the right waste box. Training is essential for safety of both health care workers and patients. To prevent hospital infections, hand-washing training of the staff is important because hand contact of the staff is an important vehicle for transmission of infections from one patient to another.

Regular training of the staff and audits will improve occupational health and safety management.

Factors Effective in Improving Health Literacy of the Individual and Community

Communication of Patients With Health Professionals

Physicians and nurses should be trained for improving verbal communication skills. Training of physicians in communication skills is generally missing in pre and post-graduate setting. Health care professionals must not only be aware of prose literacy level of the patient but their culture, traditions and beliefs. Pregnancy termination is generally not accepted in Muslim populations when a prenatal diagnosis detects congenital malformations or chromosomal abnormalities that will cause morbidity or mortality. In this situation preimplantation genetic diagnosis seems more practical. Physicians should also try to give recommendations considering socioeconomic status of the patient. For child nutrition, physician should recommend cheaper protein sources to poor mothers. Health care professionals should use plain language, “teach back” and “show back” techniques to assess and ensure patient understanding, limit information provided to two or three important points at a time, use drawings, models or devices to demonstrate points and encourage patients to ask questions. Patients must be informed about all of their medications, diagnosis, test results, plans for follow-up, important side effects of the medication and alarming symptoms of adverse events. They must be integrated to the treatment plan. (The Joint Commission, 2007). It is a fact that the patients either do not understand fully or forget most of the information and recommendations given during office visit. In the teach-back method, health care professionals ask the patients to explain what they understood from the explanations. This is a good way of confirmation that the explanations are clear enough and had been received by the patient. When patient explains in his own words instead of parroting the physician, this shows that the patient has fully understood. In show-me method, patient is asked to show for instance measuring blood sugar or injecting insulin.

Some methods are developed to increase understanding of the patients at all literacy levels. (Agency for Healthcare Research and Quality, 2018). During discharge from the hospital a clear document (about medications that must be used at home, dosages, next visit date, outreach calls) must be given to the patients. Some simple pamphlets or drawings of physicians are very helpful. Shortage of physicians and time limitations in the government hospitals is an obstacle for oral communications especially in emergency care units and out-patient visits.

Patient school programs and patient-centered education materials should be developed for chronic diseases as diabetes, hemophilia, cystic fibrosis and immunodeficiency. Waiting period and limitations in communication causes patients’ verbal and physical violence to physicians and nurses.

Clinical research is essential to offer new drugs to the patients’ treatment. Enrollment of the patients to these studies and completing the study requires good communication skills of the investigator and good health literacy of the volunteer.

Patients should be informed clearly before any invasive procedure, test or any medical treatment. Using medical terms should be avoided; if necessary medical terms should be explained. Written informed consents should be obtained.

In teaching hospitals residents who are already inexperienced in the medical practice and communication with the patients or their guardians are tired due to long working hours up to 24 hours or more. Their career development anxieties, workplace stress, fear of malpractice and unsatisfied salary expectations cause feeling burn-out and depressed. Overcrowded emergency units, lack of enough supporting staff,

unsatisfactory waiting rooms impair communication between patients and physicians. Patients' expectations and rights are exaggerated by the health authorities and they are encouraged to blame health professionals for every negative outcome of the diseases. Physicians are even exposed to patients' violence (Sağlık Sen Stratejik Araştırma Merkezi,'Health Union Research Center, 2015).

In USA physicians complain of "too many bureaucratic tasks", "spending too many hours at work," and "increasing computerization of practice" (electronic health records). Growing number of quality programs and demands of private insurance companies increase clerical work and decreases professionals' time they will spend to treat their patients. Some healthcare systems adjust physicians' income based on productivity. This leads to overwork, sleep deprivation and causes burnout and decreases quality of the patient care (Reith, 2018). Long working hours increase female professionals' stress more because they commonly manage household work and care with children in addition to their professional responsibilities. If they are residents or academicians in the University Hospitals they have to accomplish their carrier and continue post-graduate training. Fear of malpractice and working in the settings where patient mortality is high (intensive care units) increase physicians stress. To improve physician-patient communication, health literacy of the patients and patient care, mentally and physically healthy health-care professionals are essential. Problem of shortage of physicians and nurses should be solved to improve quality of communication between patients and staff. If enough medical secretaries are employed for clerical work, physicians and nurses will have more time for communication with the patients.

Print Media, Broadcast Media, Internet, and Health Literacy

In the digital age, global usage of smart phones gives people chance for access to health information 24 hours a day. Some films and TV series may give wrong messages to the people that will increase their expectations from physicians and nurses. People watch on the screen that as soon as they approached to the entrance of the emergency unit, doctors and nurses will be waiting in front of the door and they will take the patient directly to the operation room. In fact this is not the procedure. Staff is busy with other patients in the unit and patient should be physically examined, history of the patient should be learned, blood samples should be drawn, imaging studies might be required, and even supportive care might be necessary even if the patient has appendicitis or any trauma that requires operation. Blood group, coagulation studies, blood counts and blood chemistry are essential tests before operation procedures. In addition, some fluid infusion and supportive care may be required. In many TV series, children have leukemia and the first treatment approach is searching a stem cell donor and planning hematopoietic stem cell transplantation. But in fact the routine initial treatment approach is chemotherapy and only minority of the patients also require transplantation as second line treatment or when leukemia relapse develops. Although there are many benefits of media, the false information may cause real problems in health literacy.

A massive rubella outbreak emerged in United States in 1964. A Time magazine article encouraged rubella parties, so that especially all the little girls would get the infection before pregnancy. But due to the undesirable exposure of pregnant women to the infected children despite warning, nearly 50,000 pregnant women got infected. Outcome was thousands of miscarriages and 20,000 congenital rubella syndromes. Outcome was more than 8,000 deaf, 3,500 both deaf and blind children and billions of medical costs. (The College of Physicians of Philadelphia. History of Vaccines, 2018)

In addition to poor access to healthcare, vaccination refusal due to news depending on unproven information about vaccine safety caused measles outbreaks in some European Union countries between years 2005-2009 (Muscat, 2011). A measles outbreak due to refusal of vaccination of children also started in October 2018 in New York and 764 cases were reported until the first week of May 2019. The earliest source of information about severe adverse effects of vaccines was the publication in an important medical journal reporting that measles, mumps, rubella (MMR) vaccine cause autism. This report was depending on families' observation of only 12 children (Wakefield et al, 1998). After two years following the judgment of the UK General Medical Council's Fitness to Practice Panel on Jan 28, 2010, the paper was retracted due to several incorrect elements in the paper. Media may cause dissemination of such knowledge without critical approach and may be harmful for public health. All TV channels or newspapers must have medical consultants for filtering and edition of health news. In this point media literacy is also important. Reader must ask some questions and should not easily believe all the comments on the internet. Is the website reliable? Is the main aim of this website to get attention and to sell a product with colorful advertisements, flashing graphics, pop-ups and video? It is very important to look at the site's Uniform Resource Locator. For example, '.gov' is an official government website and the information on these sites are reviewed prior to posting. University and school sites are identified by '.edu'. These websites have established standards for posting information and they are reliable.

Cancer is not always curable with current medical treatment methods. There are many advertisements on the internet or printed media about some plants that cures cancer. Patients with cancer generally need hope and use these plant extracts. They even use these plants during medical treatment and may suffer from some organ toxicities.

Health authorities may give some useful messages about health in the printed media or TV broadcasts. If these effective communication tools are used optimally messages and training programs will reach to large number of people. But all public service announcements must be produced meticulously, because they may cause unintended perception of the audience. In a TV broadcast which aimed to remind people to visit their local primary health care physicians, there were no patients in the waiting room and physician was welcoming his patient shaking hands, addressing with patients' name and saying "We were waiting for you, Mr.....". But in the real life offices of the primary care physicians are generally overcrowded due to the large number of patients per physician and people have to wait for a long time. These unreal TV programs and advertisements increase patient expectations and decrease their patience while waiting. They enter physician's room in a nervous manner and are ready for a violence attack against healthcare workers. (Medimagazin, 2018). Such violence tendencies are parallel to the increasing violence to women, to children and to any people in the community. In Turkey in 2012, government had to establish an emergency code system, "white code system", for the healthcare professionals to use when exposed to patient or patients' families violence. This system is planned also to give judicial support to the health care professionals (Sağlık Bakanlığı, "Ministry of Health" 2012). There is an emergency call number - for the staff. Patients also should be trained for developing good communication and showing empathy to the health care professionals. Negative behaviors generally do not come from chronic patients who frequently visit the same center. They generally appreciate the service and have respect for the physicians and nurses.

On the internet, there are websites of some institutions with programs named "symptom checker". When the symptom is chosen from the list and age and sex is recorded, the program gives the list of all the diseases related to that symptom. This generally causes unnecessary anxiety in the patients due to the long list of differential diagnosis ranging from simple, common conditions to cancer. One can even

get appointments for physicians of the institute from these websites. This is a way of marketing medical service. Physicians have to convince the individuals most of the time that there is nothing serious about their health by ordering unnecessary tests and imaging studies. Such systems encouraging self diagnosis could be harmful for the patients. Patients should be encouraged to read from reference sites about their disease after the diagnoses is made by the physician.

Internet can be successfully used for health literacy. For improving digital health literacy skills in Europe, a European Union Project was developed. This is a website (<https://ichealth.eu/>) for training people how to seek reliable health-related information. Website trains people in eight languages. Massive open online courses are developed for this purpose. It has offline and online co-creation activities for improving the courses (Europe IC-Health).

Food Industry also use digital media for marketing food supplements to healthy people. People and even physicians consider that they are drugs. Manufacturers are not obliged to demonstrate efficacy and safety of these products. Food supplements do not have pharmacological, immunological or metabolic activity as drugs. In European Union and USA, they are regulated as food. Food supplements are vitamins, minerals, amino acids, essential fatty acids, fiber and various plants and herbal extracts. They are easily available and internet advertisements are very attractive. But the users must be careful about tolerable upper intake levels in chronic use. In a study performed in the US armed forces staff to detect the side effects of the food supplements, staff reported that they use multivitamins and minerals, individual vitamins and mineral, protein/amino acid supplement, combination product, herbal supplements, purported steroid analogue and 'others'. Study objects reported that 7% experienced abnormal heart beats, 6% tremors, 5% stomach pain, 3% dizziness, and 3% numbness/tingling (Austin et al, 2016). About 85,000 unique products are currently on the USA market (Garcia Cazarin et al, 2014). Hepatotoxicity is among many reported side-effects of the food supplements (Peterson et al, 2013). They are not medicine and their safety and efficacy is not evidence-based. Currently probiotics are suggested to improve immunity. They are quite expensive and obviously are not covered by the health insurance. Their contribution to health and dose is uncertain and carefully designed clinical trials are needed in order to make firm conclusions about their benefits.

People should be aware of "evidence based medicine". After researchers solve the mechanism of a disease in the molecular level, drugs are produced. Efficacy and safety (adverse events) should be studied on animal studies. To work on laboratory animals, researcher must be trained and licensed. Hypothesis about the study drug and method of the trial on the laboratory animals must be approved by the ethical committee. Specialists of the related subject review the study before supporting studies with institution's funds. If animal studies are successful, clinical studies are initiated. Healthy volunteers and patients sign informed consents for using the study drug. Physicians throughout the world after being trained and licensed for "good clinical practice" administer the drug to volunteers. Researchers have to report efficacy and adverse events. Every phase of the study must be approved by the organizations as Food and Drug Association (FDA) in USA, European Medical Association in European Union or Ministry of Health of the countries. "<https://clinicaltrials.gov/>" is an open access website that shows clinical studies conducted around the world. Every medicinal product should complete these phases before being on the market.

Contribution of Civil Organizations for the Management of Chronic Diseases

Civil organizations are important in prevention of some diseases and patients' compliance to treatment. They release some guidelines, booklets, run camps and contribute to increasing life quality of the patients. There are associations for kidney diseases. Their aim is patient education for early detection of disease, increase transplantation and promotion of innovation. They organize summits and congress. Similar organizations are present for diabetes, hemophilia and for some other diseases. Compliance to prescribed therapeutic regimen is an important component of the patient outcome. In patients with diabetes mellitus and congenital coagulation disorders like hemophilia, training activities of civil associations with collaborations of the specialists is important. Sharing knowledge and experience among patients is a real contribution to the compliance to treatment in addition to psychological support.

Contribution of Health-Related Activities in the Work Place to Health Literacy

Employers should establish a healthy environment in the workplace. Physician of the institute is effective in providing primary care and health literacy. Healthy nutrition and physical activity facilities should be provided. Employers should offer courses on social competences, as dealing with stress and helping employees to quit smoking. Regular health checks to monitor blood pressure and cholesterol levels should be offered. Daycare facilities should be offered. Government regulations are essential for a healthy workplace.

SOLUTIONS AND RECOMMENDATIONS

Projects should be developed to evaluate health literacy level of the community. Some questionnaires should be developed for this evaluation. Associations of family physicians, internal medicines and pediatricians and officials of ministry of education should collaborate in these studies. Health literacy and media literacy programs should be developed for fundamental education and for adult education. Clear documents with basic language and in languages of minorities and videos should be performed. Documents must be in main health issues as immunization, baby nursing, birth control, prevention of obesity, management of common chronic diseases and prevention and early detection of common cancers. These documents should be delivered in primary care centers and hospitals. Municipalities may develop free interactive courses for adults, pregnant women, young mothers and older people. Government websites should be performed for training people in using internet to gain reliable health literacy. Government programs should be developed to increase number of physicians and nurses per capita and their distributions throughout country. Physicians and nurses should be trained about communication skills. Health promotion boards should organize healthy living in schools, community and workplace. Work place physical activity programs and sports organizations should be developed.

FUTURE RESEARCH DIRECTIONS

Research to investigate the relationship between health literacy, use of health care services and cost of health care

Research to investigate the relationship between health literacy and health outcomes and mortality

Research to develop free patient schools in hospitals to train people with chronic disease like diabetes, hemophilia, chronic kidney disease

Research to develop programs of health literacy classes in schools

Research to increase communication skills of health care providers

Research to simplify printed documents (health insurance policy, informed consent forms, drug labels, drug prescriptions, appointment labels) and develop documents in different languages

Research programs to understand patients' needs to increase their health literacy and to develop education program (questionnaires and open ended questions using qualitative research methods)

CONCLUSION

Health literacy is related to individual factors (general literacy, fundamental literacy and media literacy), organization of health-care system, health coverage, communication skills of the health care professionals and civil organizations for management of chronic disease. Mass media (printed and TV broadcasts) and internet are very effective in behaviors of people on health issues. These tools may be misleading but also may be used very effectively in training people on health issues. People should be trained for filtering unreliable websites. It is clear that good health literacy and training of community on preventive medicine and maintaining compliance for treatment of chronic disease is essential for a healthy life.

Governments should try to learn the level of health literacy of the community by questionnaire studies and establish councils that will make plans to improve health literacy of the citizens. Members of the council should be chosen among experienced practicing health care professionals who are aware of the problems and patients' needs. Preventive care services should be free and easily accessible to citizens. Preventive medicine is always cheaper and more useful than clinical medicine. There must be obligation for vaccination from communicable diseases. In Italy, school attendance of unvaccinated children is prohibited which is a good approach to prevent spread of communicable diseases and to encourage vaccination.

Biology text books of primary schools should have chapters on main health issues and should be updated to cover current health problems. Schools should have facilities to prevent children from drug, alcohol and tobacco abuse and to promote healthy eating. Students should be encouraged to participate in sport activities for developing a healthy body.

Hospitals and primary care centers should be encouraged to establish patient schools. There must be staff whose duty is only training of the patients similar to nurses whose duty is training new mothers on breast-feeding in baby-friendly hospitals. Booklets with simple and plain language should be developed for patient education on preventive care and chronic disease.

Printed media and broadcast media should be obliged to have medical consultants in order to give true information to people on health issues and they should be used for training of the community on health issues. Internet may be audited to prevent spread of harmful news on health issues as marketing under-the-counter drugs.

It is obvious that people with good health literacy will have good birth control, grow healthy children and have good compliance in the treatment of chronic disease. Sources of the countries will be used more logically if governments are aware of problems of health literacy of the community and develop politics to improve it.

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KEY TERMS AND DEFINITIONS

Digital Market: Marketing by using internet advertisements and mobile phones.

Fundamental Education: Training of children and adults who had no opportunity for primary education (formal schooling in underdeveloped areas).

Information Pollution: Spread of low-value, harmful information.

Mass Media: Transmission of information to large populations via printed or broadcast media. Mass media use technologies as films, radio, recorded music, television, newspapers and physical objects as journals and books.

Poverty: Not having enough income for a person's needs.

Self-Diagnosis: An effort of diagnosing medical conditions in oneself by using the resources on the internet or books or self-experience.

Show-Back: Patient is requested to practice the explained procedure to confirm that he fully understood the procedure.

Social Media: Peoples' interaction and sharing of knowledge using internet-based applications via networks.

Teach-Back: A technique used by health-care professionals to confirm that patient has clearly understood the given information. Patient is requested to repeat the given information.

Under-the-Counter Drugs: Illegal drugs that are prohibited by law.

Universal Health Care: Government's provision of health care to all citizens even if they do not have ability to pay.

Chapter 16

How to Read Cultural Literacy Globally in Digital Age

Can Ceylan

İstanbul Medipol University, Turkey

ABSTRACT

Cultural literacy is what one should need to know to be able to understand, join, and participate properly in a certain culture. This may work temporarily for a short-time contact with a culture against some fatal failures. However, cultural literacy is also what one should and maybe must know not to fall into the blindness of ethnocentrism. Since this blindness is inevitable in any place and any period of time, we, as the people of contemporary times, should be aware of the function of cultural literacy. The function of cultural literacy is based on cultural relativity, which seems to be disappearing under globalization and cultural imperialism.

INTRODUCTION

Since it was coined by E.D. Hirsch (1988), the content and the definition of “cultural literacy” has varied a lot. These variations has been inevitable due to the fact that “culture” has numerous definitions which take it from the view point of history, ethnography, religion, language or politics. So no matter how long it is, but for a text it is not possible to have and express each and every point that culture is in touch.

Cultural literacy is not only what one should and need to know to be able to understand, join and participate properly in a certain culture. This may work temporarily for a short time contact with a culture against some fatal failures. However cultural literacy is also what one should and maybe must know not to fall into the blindness of ethnocentrism. Since this blindness is inevitable in any place and any period of time, we as the people of contemporary times should be aware of the function of culture literacy. The function of cultural literacy is based on cultural relativity which seems to be disappearing under globalization and cultural imperialism.

Moreover, contrary to what claimed in the title of some books such as Cultural Literacy for Religion: Everything the Well-Educated Person Should Know (Berkson, 2012), cultural literacy is not only for well-educated people. Although well-educated people can be lucky enough to have higher level of

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cultural literacy, they should also be aware that need for cultural literacy and the advantages it provides are not under their monopoly.

HOW CULTURE WORKS

Many people tend to define culture as a term that is composed of refined, ideal, finished, excellent items and issues. So, terms such as “cultured” stands for those who are well-educated, enlightened, mature and gentle. Although this framework is not wrong, it is not sufficient and satisfactory. This is because not only educated people are “cultured”. In addition this because culture does not only consist of positive, useful, favorable things, but it also is composed of negative, harmful, undesirable things. For instance in the life style of people in a certain place, they can help each other just for the sake of humanity and they can betray their partners. So the best to handle the term culture is to be aware that culture is structure in which not only good thing but also bad things exist and should exist. Otherwise culture would be a sterile structure instead of a hygienic structure. The difference between these two structures is so vital that in the former one, natural way of life is not possible. Natural way of life is possible only in hygienic occasions in which all whites and blacks exist synchronously.

In a sterile social structure in which “culture” stands only for of positive, useful, favorable things, social tensions and collisions appear, because that form of “culture” ignores natural existence of many other not negative and neutral issues and takes them as threat against its own existence. This is simply defined as ethnocentrism/sociocentrism and cultural imperialism against which no alternative is tolerated and allowed.

Cultural Literacy

Literacy has broad framework in which it has many variations such as critical literacy, informational literacy, media literacy, digital literacy, financial literacy, scientific literacy and cultural literacy. Since we will deal with the content of cultural literacy in the further lines, other types should better be revealed briefly. Critical literacy asks questions such as whose voice is being heard and who is silenced. Informational literacy tries to answer questions like what information is needed and how needed information can be located, evaluated and used effectively. Media literacy makes one able to interpret techniques and understand how messages in media are constructed and manipulated. Digital literacy is used to locate, organize, understand, evaluate and create information. Financial literacy provides people with informed judgments and effective decisions about the use and management of capital. Scientific literacy provides people with literature background about scientific concepts and processes. Yet cultural literacy has too broad content to be defined in brief.

The terms “culture” and “literacy” have a very common point that they are both learned and also taught. Through the processes of enculturation, inculturation and acculturation, one learns the culture he/she is born into. (Eller, 2009:26-28) So literacy, with its basic definition, is learned and taught. Moreover, cultural literacy is conveyed best in social structure. So we learn how to “read” a culture. Culture we learn to read is the culture we are born into. Next step in learning cultural literacy is to learn how to “write” a culture. This writing process is a process of production. In this production we make addition to our culture. The simple and little addition is our conscious presence in our family. They are

not the same as they are before us. The further step in cultural literacy is to “read” other cultures from our neighbor to foreign countries.

Literacy is not simply to read and write a text. One who reads this text is and I, as the author of this text, am literate, but literacy is not limited with text reading and writing. Literacy cannot be prisoned into the walls of formal educational institutions. Also literacy is not only knowledge and ability to learn and talk about history and major points of a culture. In addition, literacy is not having common knowledge about a culture. “Cultural literacy is the cornerstone of all other forms of literacy in the sense that all forms of literature and media will have influence from its culture of origin” (cultural literacy tutorial:2019). From cultural point of view, being literate means to be open and sensitive to observe and to acquire as much as possible to gather through five senses and empathy. Cultural literacy means seeing what is not directly shown, hearing what is not vocally express, observing what is not explicitly expressed.

Cultural literacy makes us able to understand what people do not need to explain in detail. Although it is not possible for an individual to learn each and every symbols and references even of his/her culture, the notion of cultural literacy helps us not to misunderstand and to be misunderstood even in daily life. In international sense, acceptance of this notion may prevent negative effects of globalization.

Cultural literacy is not possible through a list of dos and donts, famous and popular names and titles. This is because no list can be broad enough to cover all cultural points and elements. Also any list cannot be valid forever and will be outdated in a certain time. So even when a list is not a matter of fact, the notion of cultural literacy helps us to accept our innocent insolvency to learn and know all points and elements.

Since culture has not only good or bad things, but both good and bad things, cultural literacy makes one able to look his/her own culture and other cultures neutrally seeing both good and bad things all over.

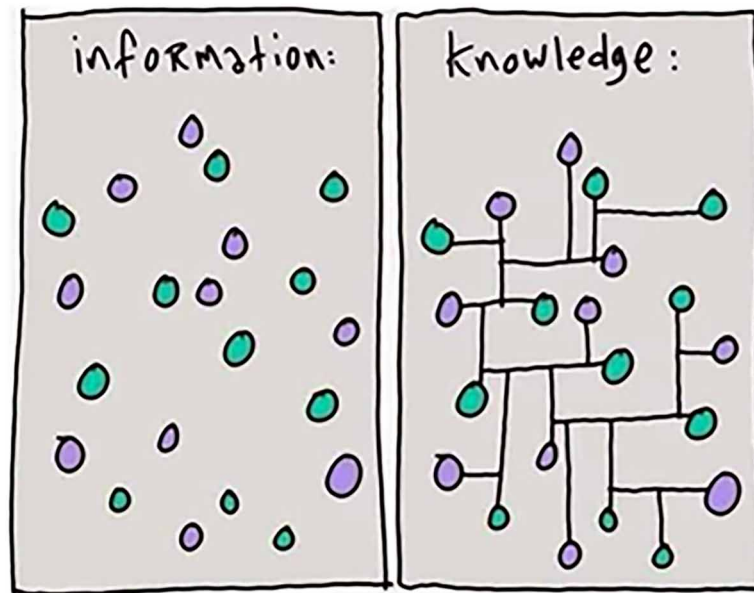
Cultural literacy helps us to transform information into knowledge (Figure-1) (gapingvoid.com) which is more durable in long term and which makes one who possesses it able to criticize and interpret.

This is because as the notion of cultural literacy is embraced and internalized, dependence of an individual on others to learn decreases and a cultural illiterate becomes more free and unbound. Being cultural literate means to have critical thinking, not taken anything for granted, creativity and desire to develop skills.

CULTURAL LITERACY AND GLOBALIZATION

Globalization is to have anything in the same way everywhere and within the same cause-and-effect relationship. As items given by Hirsch are criticized (Youtube-01), no matter how broad and well-intentioned they are, any lists will inevitably be culturally oriented and time-barred. Also because of American-dominated globalization, local or national cultural items and elements of American lifestyle are separating all over the world in a way that the items and elements even in the culture of developed countries are under the threat of extinction. This is because especially the members of new generation take American items as those in their own cultures replacing the local and national ones. So not as Hirsch points out (1983:160), cultural literacy do not only mean to have information about “national culture”. Also it does not mean to have information about personal life within limited span of relatives and friends.

Figure 1. From information to knowledge



Globalization is the ineluctable reality of contemporary age. Since we cannot close ourselves and ignore globalization, we should be prepared to recognize globalization as broad and deep as possible not to let it make us blind through ethnocentrism and cultural homogeneity. We cannot defend ourselves keeping it away, but we can if we can manage to know how to handle. Curiosity is the magical term to manage it. It can be discussed if any cat was killed due to curiosity, but cultural literacy nourishes our curiosity.

Cultures are getting more intersected and intertwined as multiple ways of communication is getting availability in global sense. So we can and need to know more about “the other” not be “polarized” with the same society. Globalization is making life more and more common. More and more patterns and values are emerging. Since monocultural social structure is not globally possible, possibility of globalization depends on how deep members of a culture know about the members of another and/or the other culture(s) to be able to live in shared times and places. Relationship between cultural literacy and globalization brings out some concepts such as connectivity, proximity, intimacy, cultural homogeneity and unity. (Tomlinson, 2014:12-24)

WHERE TO USE CULTURAL LITERACY

Language and Literature (Translation)

It is the most apparent that cultural literacy expresses itself through language because language is not what is spoken through words but also symbols. Among these symbols we have architectural works from bridges to towers, from temples and public building to houses; we have pots, pans, glasses and other kitchen utensils, we have furniture indoor and outdoor; we have clothes. For instance, if a foreigner approaching to a village sees minaret, he/she can strongly estimate that Muslims are living in this village. The translators should know the meaning of those kind of symbols in the text he/she translates. They must not translate the word “minaret” as “call for prayer tower”. This is possible, because in Christianity churches have bell tower and translators may easily choose similar words from source language to target language.

Another example will be more explanatory. It is very normal that in every language different titles are used for family members and relatives. For instance Turkish is one of the richest language in this respect. In Turkish we have individual words for “elder brother” and “elder sister”: They are respectively “abi” and “abla”. Also we have individual words for “maternal uncle”, “paternal uncle”, “maternal aunt” and “paternal aunt”. They are respectively “dayı”, “amca”, “teyze” and “hala”. Moreover we have an individual word for brothers-in-law who are married to two sisters. This word is “bacanak”. Similarly we have individual words for sisters-in-law who are married to two brothers. It is “görümce”.

More importantly some technical expressions that are not possible to find in dictionaries must be learned and used in process of translation to prevent misinterpretation and to provide convenient transference between two languages. For instance, the best medical translation from English to Turkish can be done by those who have medical education. Although there are many and updated dictionaries on medicine, translating medical texts requires background on medical education and experience.

Politics

Cultural literacy can work for peace and welfare not only in local and national sense but also – hopefully – global and international sense. If the notion of cultural literacy literally existed and applied in organization such as United Nations, NATO, European Community, many political and military problems would at least less destructive and maybe with no loss of lives. The national and international political circumstances we do and unfortunately will experience show the deficiency of cultural literacy. Those nations and states that have political, economic and military power block the facilities and potentials of cultural literacy for their own interests not taking the interests and natural rights of other nations and states. They can rationalize themselves to occupying the lands of others to make use of natural resources regarding themselves having priorities before others. Academic literature on international relations and politics is chock-full of works written on these unequal, unjust and unfair facts and cases. In brief, politics with cultural literacy cooperate with justice and balance.

Education

In the best-seller book by Kirsch (1988), cultural literature is constructed for education system and positioned into the curriculum of American class. Kirsch tries to adopt cultural literacy into formal education:

“To be culturally literate is to possess the basic information needed to thrive in the modern world ... That children from poor and illiterate homes tend to remain poor and illiterate is an unacceptable failure of our schools, on which has occurred not because our teachers are inept but chiefly because they are compelled to teach a fragmented curriculum based on faulty educational theories. Some say that our schools by themselves are powerless to change the cycle of poverty and illiteracy. I do not agree. They can break the cycle, but only if they themselves break fundamentally with some of the theories and practices that education professors and school administrators have followed over the past fifty years. Literate culture excludes nobody; it cuts across generations and social groups and classes; it is not usually one’s first culture, but it should be everyone’s second, existing as it does beyond the narrow spheres of family, neighborhood, and region” (p.21).

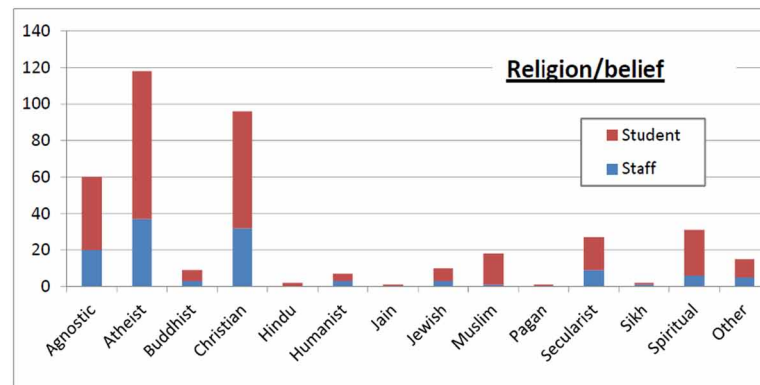
However cultural literacy is strong and enriched enough to be adapted to social perspective of people who have life also not only in but also out school, and not also during formal education but also before and after it. Also it is also likely that notion of cultural literacy can be paralyzed through formal education that is mostly cut-and-dried. The paralyzed output is criticized as follows:

“The problem with the argument that cultural literacy is irrelevant is that does actually matter to some. It matters to the upper-middle and upper classes, who hold the reins of wealth and power. Those families who can afford to send their children to top schools can be sure that their offspring are inculcated with precisely the kind of cultural fluency that some are trying to persuade us hold no importance in today’s diversified world. The more we argue the importance of cultural literacy among the general populace, the more we relegate the possession of this knowledge to the province of a socio-economic elite, thereby contributing to a hardening of social stratification and a lessening of social mobility. In the upper echelons of society, cultural literacy indicates belonging, and it signals the circulation of knowledge within tightly knit coteries” (Schweizer, 2009:54).

Cultural literacy makes a common literate person able to “read” what is not written through an alphabet. So that person can understand, comprehend and give meaning to what he/she observe and sense around.

Cultural literacy converts education into training. So learner can keep him/herself away from being “another brick in the wall” and can prevent him/herself seeing any other one any of these bricks. So next to extinguishing ethnocentrism and egocentrism, cultural literacy make one look down on him/herself. As education is converted into training, learning is not limited within the building of school and it takes place not only from teacher to students. Learning, teaching, acquisition, expressing occur simultaneously not regarding the ethnic, religious, economic, political, historical, geographical background and situation of the sources of information. Formal education that put one into a sterile atmosphere makes his/her immune system weak. However cultural literacy brings out hygienic ones who have strong immune system that continually develops and evolve according to the needs most of which are not possible to forecast.

Figure 2. Religion in universities



Another aspect of cultural literacy in education is a matter of making decision on which type of school to go. Many people may think that schools of medicine, schools of computer engineering or schools of law are among “the best” schools to go. Mostly being the best indicates the salary that the graduated people earn. This point is also open to discussion. The importance of high salary for “a happy life” cannot be ignored. However wealth is not equal only to high income. Those who have the notion of cultural literacy can apply it to match their personality and the best job to do.

For cultural literacy, education is not only important in the sense of curriculum but also in that of environment. There can be some exceptional schools in secondary level but ideally universities are the best place for literacy through education. They provide their students, faculties and other frequenters with some advantages for cultural literacy. These advantages can be listed as follows:

“Universities are a good place to start for at least four reasons. First, they are places of peculiarly intense encounter, especially but not exclusively among young people. Second, they are often even more plural and mixed than the rest of society around them, though sometimes the precise opposite is true—which brings with it a different set of problems. Third, they are also conceived of as places where debates about interesting and difficult issues are encouraged. Fourth, universities embody what liberalism takes to be essential freedoms” (Dinham and others, 2017:276)

Universities with their colorful structures provides natural environment to see, observe and learn about “other” which is essential for cultural literacy. This otherness is mostly through nationality and religion. The figure (Figure-2) below (Dunham and other, 2017:15) on UK universities can be visual example for this argument.

This effect of literacy of educational environment on religious literacy makes the connection between these two issues broader and stronger. In educational environment, the members of the environment get the chance to learn about religions different than theirs through their natural practices and approaches.

Religion

The fundamental of cultural literacy for religion (religious literacy) is freedom of belief that is canon for human rights. Whether a believer or not, one has to have religious literacy for every system of beliefs and even for his/her belief in which others may have different approaches than him/her.

History of mankind is full of wars which have been the result of religious varieties and dissimilarity. For instance Crusades in Middle Ages or mass murder today in Myanmar by Buddhists against Muslims are the examples of deficiency in religious literacy. Christians charged Muslims with infidelity only due to Muslims believe in different book than Christians although Muslims consider Christians as “people of the Book” (Demirkent, 1996:525-546). We can illustrate with an example. Muslims wash some certain parts of their body each time before they perform prayer. They respectively wash their hands, mouths, noses, faces, arms, heads, napes, ears and feet. This is called “abdest” or “wudu”. It is an obligation and a precondition as a part of ritual of prayer. Also it principally has nothing to do with literally cleaning and getting rid of dirt. Those who consider having bath or washing hands only as cleaning may misunderstand performance of wudu and its place in Islam and its importance if he/she sees a Muslim having wudu. However who have religious literacy on Islam can easily interpret this performance that the one who having wudu is a Muslim and he/she will go for prayer.

The deficiency in religious literacy causes great conflict even within the same religion. The Thirty Years’ War (1618-1648) was due to conflict between Catholics and Protestants (Alganer and Yılmaz, 2016:96). The effects of this and similar wars such as Eighty Years’ War (1566-1648) were so disastrous and destructive that European nations initiated movements for union and integration and the foundation of European Union (EU) has been laid.

Travel

Whether it is long-term or short-term, travel is an occupation alone with itself. It is connected with many staffs and issues such as health, education, trade, religion, gender, tradition. This is because people do not travel from one place to another just for the sake of moving. While travelling like many famous historical travelers such as Marco Polo, Evliya Çelebi, Ibn Batuta, Piri Reis and even Charles Darwin, people come across with different cultures than that of their own. All those names who worked as a kind of medium in between numerous cultures and accelerated dealing among cultures in distant geography. This still happens in more faster, intensive and compact processes. These processes should be experienced from the view point of “others” for empathy which is one of the key concepts in social anthropology that puts cultural relativism at the center. Being culturally literate prevents one from culture shock and makes him/her be more available and open for neutral observation and comprehension. For those who have and had the notion of cultural literacy while traveling, travelling opens and opened gates for new discoveries and exploration. This is because those names are not and were not travelling like tourists whose observations are planned and directed beforehand by others who have different priorities and agendas.

For example Marco Polo (died in 1324) had acquired his culture of literacy from his father and uncle. He experienced many noteworthy things through his travels into Asia. However when he came back and told these things people in Venice, they did not prize, because they did not have same cultural literacy background to comprehend and to show sympathy to his narratives. (Şakiroğlu, 2003:41-43) Evliya Çelebi (1611-1684) (İlgürel, 1995:529-533) was not as unlucky as Marco Polo. His writings and narrations that are called “seyahatname/travel books” with ten volumes are accepted as the first examples

of anthropological works and are still being published. Into his work, he included many other famous resources such as *Testimonium Flavianum*, *Pappa Mundi*, *Atlas Minor*. Moreover he is still being taken as example by those who want to develop their cultural literacy. He describes many stories in his work as “weird and extraordinary”. (Tezcan, 2009:16-19) Even only this description shows that Evliya Çelebi had notion of cultural literacy at high level that he was open to write and document things that were not “normal” in his own culture. Also Charles Darwin made great steps in his ideas and thoughts during his long travel in Galapagos Islands. These steps are defined as “eureka-like” (Sulloway, 1984:30). He was like Archimedes who found out buoyancy of water that has been already there ever since. Darwin saw many creatures that are in front of many other people from many different points of view that he had thanks to his cultural literacy. The animals and plants he saw there were not familiar to him, however he did not ignore but get down on them to enrich his observation. The following words of Darwin simply show his perception: “The natural history of these islands is eminently curious, and well deserves attention” (Grant: 2019). Furthermore, although no one told Darwin to take this trip, his literacy hunger for new, extraordinary pushed him to make the followings happen.

Economics and Business

One of the newest branches of social anthropology is business anthropology. It is also called corporate anthropology. There are many big companies that employ social anthropologists who have consultancy experience on business management and investment mainly on new regions that have different cultural and social backgrounds. This is because no single business plan and investment model can be valid in every region of a country or in every country in the world. Anthropologists “bring a special way of looking and of thinking and consequently they come to conclusions not reached by others” (Jordan, 2010:15). Anthropologists try to see with fresh eyes and have no presumptions. Presumptions may cause prejudices that cause blindness in observation.

Anthropologists ask open-ended question in their not to condition the results of the observation with multiple choice questions. They work with clear unprejudiced mind to reach results as neutral as possible. In an organization anthropologists tackle with different issues such as internal audit, new investments, work processes, group and individual behavior, consumer behavior, organizational change (Jordan, 2010:16-18). To be able to reach productive and innovative results in these issues, the observer should have cultural literacy in business or in other words, business literacy.

Due to globalization, business world needs cultural literacy in each and every region and country. Specifically in marketing, supply-demand balance is very significant for consumers. Thanks to the skills provided by cultural relativity approach, “when studying consumer behavior, anthropologists understand that the product user is their primary unit of study. Human behavior must always be studied in context; to find what consumers want, one must ask and observe them. When studying the organization itself, anthropologists understand that organizational structure and group behavior and values must be understood in order to formulate a description and subsequent conclusions about the workings of an organization” (Jordan, 2003:19).

Music

Having musical literacy does not mean being able to “write sounds” by musical notes and/or to vocalize musical notes while chanting or while playing a musical instrument. Musical literacy means being able to observe the musical choices of people in a certain society in different periods and to comprehend the symbolic meaning of musical genres that people prefer. (Bennett, 2013:188-191) Listening music does not only refer to give ear to a melody and rhythm for fun. Musical choice of people varies depending on their age, education level, political vision, economical background. As DeNora states, “music works as a device or a source for which people head to organize themselves as aesthetic agents that feel, think and act in their daily lives” (2000:62).

Music is also related with technology. Devices used in listening music from gramophone to cassette player, from CD player to MP3 are not only electrical devices, but they are also mirrors through which technological level of time period. Moreover Walkman that was developed by Sony was a symbol of freedom of young people who wanted to be mobile while listening to music from radio or cassette.

In addition music is also related with economic level. The place and way people listen to music reflects their economic income. For instance listening to live music in a concert hall or in a club is not only a matter of musical enjoyment but also a matter of having economic potential to afford the expense that is higher than buying a CD.

Collective interesting of people in music on different genres is also their political opinion. People listening to Rap, R&B, Country, Rock’n Roll or Heavy Metal reveal their states of mind and subconscious. For instance Jazz is a music genre of African-American people mostly living and working in New Orleans. Those people that were mostly working in cotton fields put out social states combining their musical background from Africa with American musical background. First samples of this genre were the reflections of problems such as slavery, discrimination experienced by the cotton field workers.

Also Arabesque music in Turkey has a similar social function. This genre emerged in 1960s in Turkey as a silent uprising music. Mostly people coming from country to cities preferred this genre, because they found themselves in the lyrics of Arabesque songs. Arabesque singers were called “Baba” (father) such as “Orhan Baba”, “Müslim Baba”. This is because the listeners of Arabesque music were lack of protection in big cities in their struggle against life. These singers were speakers of their listeners who wanted to be heard.

Gender

The place of women in social life is one of the most significant and common points for cultural literacy. Gender is the last but not the least issue in this list. One who has gained the notion of cultural literacy starting from considering gender difference with men and women will have great proficiency for the other issues related with cultural literacy. Gender, or in other words sexual identity is the first and the basic distinction in a culture. The one who has empathy for distinction can adopt cultural relativity for broader and more complex circumstance. A man who has cultural literacy on gender and a woman who has cultural literacy on gender can imply her/her literacy proficiency on his/her various observations.

The number of titles related with cultural literacy can be multiplied. Here it will be explanatory to admit for the importance of cultural literacy that the origin of cultural literacy is “natural literacy”. It is what a man living in nature has in observing around. An experienced but illiterate fisherman can “read”

the horizon and can forecast if storm is coming or not. An experienced but illiterate gardener “read” the leaves of trees and can forecast about yield of fruits during harvest.

Media

People, especially children, learn mostly from the media they see and hear. We as the members of this era are surrounded by media. We have televisions, radios, journals, magazines, websites, video games, billboards and even packagings and advertisings. The number of messages to a person from media is not less than a hundred. Media makes people spend the biggest part of their day. We mostly do not fully understand how the media affect us. To be able to overcome this problem and to be able get mindfulness on media, we need media literacy. Media literacy is defined as “the ability to access, analyse, evaluate and create messages across a variety of contexts” (Livingstone, 2004:18). This definition brings four main concepts out:

“Access: Access rests on a dynamic and social process, not a one-off act of provision. Once initial access is established, developing literacy leads users to alter significantly and continually the conditions of access (updating, upgrading and extending hardware and software applications). Problematically, given socio-demographic inequalities in material, social and symbolic resources, inequalities in access to online knowledge, communication and participation will continue.

Analysis: People’s engagement with both print and audiovisual media has been shown to rely on a range of analytic competencies. In the audiovisual domain these include an understanding of the agency, categories, technologies, languages, representations and audiences for media. At present, not only is a parallel account of internet-related analytic skills highly underdeveloped but the public has yet to develop such skills and so to make the most of online opportunities.

Evaluation: There is little point in access or analysis without judgement, but a stress on evaluation raises, rightly, some difficult policy questions when specifying and legitimating appropriate bases of critical literacy – aesthetic, political, ideological and/or economic. The scope and purpose of evaluation is also disputed: is media literacy intended to promote a democratised, diverse, anti-elitist approach to online representations or should it underpin a more traditional, hierarchical discrimination of good from bad, authoritative from unauthorised, information and communication?

Content creation: Although not all definitions of media literacy include the requirement to create, to produce symbolic texts, it is argued first, that people attain a deeper understanding of the conventions and merits of professionally produced material if they have direct experience of content production and second, that the internet par excellence is a medium which offers hitherto unimagined opportunities for ordinary people to create online content. To exclude this from a definition of media literacy would be to greatly under-utilise the potential of the internet for the public” (Livingstone, 2004:18-19).

For media literacy, one should know that all messages in media are structured and constructed; messages in media have their own creative language that has special rules and codes; messages in media can have numerous interpretations as many audiences as exposed; view points and values are embedded in messages; almost all messages in media are profit and/or interest. (Ciurel, 2016:18-19)

Media literacy provides us with skills to analyze the messages we are exposed from media. We can claim that media literacy is possible through some questions to be asked against the messages exposed:

1. Who created this message?
2. Which creative techniques are used in this message?
3. How may this message be understood differently?
4. What kind of values are presented or ignored in this message?
5. What is the purpose of this message?
6. What is the time of the message?
7. In which context is the message given?
8. What is the target audience of the message?
9. What is the frequency of the message?
10. Which public figures is the message conveyed

Knowing how to answer these and similar questions empower us to be a better media literate. Media literacy can make us effective and productive media consumers with sound awareness. This awareness is not vital for adults but also and mostly for kids. For instance some headlines or captions such as “Get it for free!”, “You are lucky today”, “Call and win”, “Free only for you!” or “lose 10 kg in 10 days” can drive ones to some points where they are abused and corrupted.

“Media messages have the potential to exert both positive and negative effects on consumers. Media literacy aims to create active, competent users of media messages. The fundamental principle of media literacy is the process of inquiry – the habit of questioning media messages on a systematic basis” (Cicurel, 2016:13). Since media with all of its elements are everywhere, everybody is responsible for and is to be equipped with media literacy. This responsibility brings out less prejudice that is inevitable for better and stronger public communication.

Social Media

As a brand new part of media, social media is a bottomless pit in which one can lose his/herself that makes him/her lose not only his/her money and time and also consciousness. These losses are unfortunately and mostly unrecoverable. Social media is what makes people “consumer” during daily life that they are expected to be producer. Especially young people are under this threat. Through social media, almost all elements of media are reachable concurrently. So this makes us “one person in multiple medium”. However this makes us open to many risky and wicked consequences. Our private and intimate information can be easily stolen. This information can be misused to commit crime. Our bank accounts can be reached and emptied. Our credit card can be replicated and we can suddenly find ourselves under huge amount of loans.

Literacy for social media is necessary not only for monetary issue. Twitter, Facebook, Instagram and other platforms are like medallion with two faces. On its one face, these platforms can be used to prevent military coup attempt in Turkey on 15 July 2016. President of Republic of Turkey Recep Tayyip Erdoğan connected to live broadcast of national television channel – CNN Türk – called every citizen out to stand against the coup attempt. Since it was possible for President Erdoğan to appear on televisions via conventional way, he address to Turkish citizens through FaceTime.

However on the other side of the medallion, some provocations for public outbreak can be organized and driven through social media. In 2013, Gezi Parkı Uprising in Istanbul-Turkey has started via sharing texts on WhatsApp groups. The uprising lasted about a month and many false news with texts and photos to provoke people against the government were shared. Some of the photos were taken from unrelated

events in other parts of the world. Most of these messages were shared with the caption “definite information, please share”. Many people were mere instruments due to not having media literacy. As the truth as these sharing could not be proven and as the people get information from numerous ways of media, the impact of these sharing decreased and lost their influence.

Culture for media literacy is needed not only in receiving messages but also in producing and sharing. The things that are against basic human rights such as privacy, presumption of innocence, copyright must not be ignored and abused. Any social media content (photos in public, short films and etc.) must be produced with awareness that no one is victimized. There is a very dramatic example for the result of lack this awareness in the recent past in Turkey. In 2007 Armenian Turkish journalist Hrant Dink was killed in the middle of street while he was about to enter the building of his journal. The appearance of the killer was not known for a certain period of time. Police gathered many appearances from the security cameras. However the image of an innocence man was shared and his life was turned over. Although he was picked up and detained by the police, he was titled “guilty” by the media in hours. He was unable to explain and express his innocence in these hours and was casted out by many of his relatives and friends.

Since social media is in our hands thanks to smart phones, we should be careful and conscious when pressing on buttons. To be able to control our toe, we need to develop our culture for literacy. Even the thing we share is true, we should be aware that we are not judges to condemn or acquit someone. For the habitual acquisition of this control, things should start in childhood and this point takes us back to literacy in education. Since children and even babies can easily participate in social media, not only through education in school but in life time learning media literacy should occupy great percentage.

Sport

Sport is a great media with its various and numerous aspects and organization. Sport does not only have to with physical activity. It also has economic, cultural, political, social, gender aspects in local, regional, national and international senses. Many issues of cultural literacy can be placed and found in sport. Today we have sport organizations from local to international scales. UEFA (The Union of European Football Associations), FIFA (The Fédération Internationale de Football Association), Olympic Games, Formula 1, European-Asian-American and World Championships for basketball, volleyball, athletics, water sports, wrestling, tennis, and many similar organizations make people with different nationality come together and share the same purposes and emotions. To make these purposes come true and develop, cultural literacy should exist on the basis of these organizations to build up empathy and tolerance for cultural differences. This can make political dispute solved and negotiated.

For instance, international football organizations such as EUFA Championship and FIFA World Championship are organized not only with sportive purposes but also some other aims such as fighting against racism, gender discrimination and violence. “Say no to racism”, “enjoy responsibly” are the most famous mottos of these organizations in which sport works for cultural literacy in global sense. Thanks to priority of physical aspect of sport, cultural literacy is more applied that theorized.

In personal and local sense, sport is not only for physical activity but it also works for the improvement of mental activities. Since almost all young people are interested in sport, this interest is conveyed to basic literacy through interest-based reading materials. Also famous sportsmen and sportswomen are role-playing for young people through their interviews and remarks against any cultural, religious, gender, race discrimination. (sportanddev, 2017)

A GATE FOR CULTURAL RELATIVISM

To conclude, it is better to talk about the desired outputs of cultural literacy. Cultural literacy takes us from “splitter-we” to “merger-we”. Every individual values “I” and “we”. This is natural and inevitable. However if these “I” and “we” drive an individual into egocentrism and sociocentrism, it brings out separated and divided societies that are polarized as enemies. Yet, if these “I” and “we” drive individual into the sense of union of people in colorful society, it will be by means of cultural literacy that results in cultural relativity. So saying “we” does not mean splitting into groups, but it means merging adding value to the social structure.

Although there are some moral judgments which are globally right and valid, unlike all natural laws, great majority of moral judgments are culturally relative. This relativity depends mainly on the choices of people of a culture. Natural laws are valid and work everywhere on earth. Pull of gravity, buoyancy of water, melting and freezing point of water, chemical structure of four main elements in nature and etc. are all global. Every morning before we get out of the bed, we never worry if pull of gravity is working or not. However we can never make sure that our attempt to shake hand will be reply in the same everywhere we go. If we learn to swim in a pool, we can swim everywhere no matter how deep, how blue or how salty the water is. Yet we should be aware that the national flag of our country may not be respectable for the people of any other country.

Today we have many big cities that are called “metropolises”. However not many of these cities are cosmopolises in which cultural literacy naturally exist. In metropolises millions of people live and work, but they mostly live very egocentric and sociocentric lives that they do not care about others and other groups. They presume their life style as the best one that has no alternative. So they do not accept any alternative way of way other than their own. However in cosmopolises, many ways of life intersect with each other and each one accepts the existence of other ones.

So, as Bernard Schweizer points out, “to oppose cultural literacy means to advocate a society separated into the haves and have-nots with regard to a well-rounded education. It is not hard to guess who will benefit from such an approach” (2009:56).

SOLUTIONS AND RECOMMENDATIONS

Since the basic feature of the text focuses on relationship between literacy and cultural relativity, it is hard to determine a simple solution. However what is to be recommended is that the concept of literacy is better to be enlarged to be able to embrace relativity as possible as it is. This is because unless literacy is not explored through cultural view point in which relativity is inevitable, all attempts for literacy will trigger new forms of dissolutions that cultivate cultural conflict and ethnocentrism

CONCLUSION

The level of being a developed country or a developed community is indexed with some measures such as per capita net income, pace of economic growth, balanced income distribution, low unemployment, low crime rate, life expectancy, technology production, low national debt, civil participation of governance, education, average age and rate of literate citizens and etc. The number of these measures can be increased. However among all these measures, literacy has a leading and a dominant position which makes it the common denominator. In full acceptance of the word, literacy and being literate stand for the ability reading comprehension and writing.

Basically, the one who can read a text and can express him/herself through writing is called literate. However the content of literacy is not so limited but broader and deeper. The depth of its content is on account of its applicability. As mentioned briefly above, the notion of literacy can be applied to any social issues in which humankind hold place in one way or another at any level and under any circumstances.

Since technology is continuously accelerating the pace of daily life, literacy is better to be consider as a tool to make ourselves be able to comprehend what is going on around us as objective view point as possible. Although pure and absolute objectivity is not possible, the more we are culturally relative, the higher level of objectivity and lower level of ethnocentrism we have. Otherwise all observations result in unilateral conclusions that make our lives unbearable and devastating. Making not unilateral but multilateral observations provide one with a personal and social life in which mutual tolerance, sympathy and consciousness that keeps away from ethnocentrism and chaos. We unfortunately easily witness the consequences of ethnocentrism and chaos through wars, civil wars, refugees in international level and through dispute in private and social relations, dissatisfaction in professional life, divided families and societies, othering, mobbing. These are all due to lack of cultural literacy that enables individuals and public drive a democratic life in which knowing and accepting the limits of self and the others.

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KEY TERMS AND DEFINITIONS

Cultural Relativity: A concept that cultural norms and values derive their meaning within a specific social context.

Culture: 1. The arts and other manifestations of human intellectual achievement regarded collectively. 2. The ideas, customs, and social behaviour of a particular people or society.

Ethnocentrism: The act of judging another culture based on preconceptions that are found in the values and standards of one's own culture—especially regarding language, behavior, customs, and religion.

Globalization: The process by which businesses or other organizations develop international influence or start operating on an international scale.

Literacy: 1. The ability to read and write. 2. Knowledge of a particular subject, or a particular type of knowledge.

Social Anthropology: The comparative study of the ways in which people live in different social and cultural settings across the globe.

Chapter 17

Reading the Television Broadcasts on Sports

Esennur Sirer

 <https://orcid.org/0000-0003-0345-4158>

University of Usküdar, Turkey

ABSTRACT

Sports constitute the locomotive side of the media. Sometimes a success in sport finds its place in various organs of the media; sometimes a derby challenge keeps the media's agenda busy for days. Sport is an important component that attracts people and holds society together. Individuals experience the practices of social life through sport. Sports are also supported by the media because they provide socialization in societies, leaving a wide range of places. One of the most important media organs in which sports are widely located is television. Sports, with the development of television, adapted to television discourse has taken place in our lives. As a product of popular culture, it is spread and formed from television. Television gives the game more drama. Live transfer of the game adds the audience to the game and increases its drama. The audience watches the show prepared for him in his comfortable couch at home with different camera techniques and colorful narration of the presenters.

INTRODUCTION

Sports constitute the locomotive side of the media. Sometimes a success in sport finds its place in various organs of the media, sometimes a derby challenge keeps the media's agenda busy for days. Sport is an important component that attracts people and holds society together. Individuals experience the practices of social life through sport. Sports are also supported by the media because it provides socialization in societies, leaving a wide range of places.

The media is spread through messages composed of written, audio and visual sources. Living in a world equipped with these messages requires having new communication skills and using them correctly. While newspapers, magazines, radio, television, cinema and the internet spread through personal computers are rapidly developing technology, individuals must understand and assimilate the concept of 'media literacy' (Parsa & Akmeşe, 2012, p.1331). The means of communication that drive interper-

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sonal communication are culturally fed from societies, while at the same time feeding them in this sense (Çakın, 2014, p. 48).

The concept of visual literacy emerged at the end of the 1960's and was first used by John Debes. Debes defines visual literacy as "Vision proficiency developed by individuals through the use of a number of senses of vision" (Yılmaz, 2013, p.103). In our age, where visual communication becomes important and people believe what they see, visual communication has been in the way of other ways. In the context of visual literacy, television visuals are important in the creation and reading of images. Sports broadcasts, which are also widely watched among television programs, are noted for their visual literacy.

Sports, along with the development of television, have been adapted to television discourse and have taken an important place in our lives. Television highlights the dramatic side of sport. In particular, watching the game live brings the audience into the game and increases the dramatism. For the audience sitting in the comfortable couch at home, it is a pleasure to watch the show presented with different camera angles, different shooting techniques and colorful narratives of the presenters. A television production with production elements transformed sports events, the audience is presented with a variety of pleasures. For this purpose, different and innovative camera images, close-up shots, slowed down replays of recorded images, sound and image effects, specially produced graphics-animations to make the audience feel the authenticity of the moment is desired.

The technical reproduction of sports broadcasts on television, the arrangement of sound and image to form a visual text increases reality on television. With its interesting and unifying structure, sport spreads to the masses from television and is shaped by it. It is thought that the techniques used in presenting sports events to a wide audience with the rapidly developing technology have in essence expanded the spread of popular culture. For this reason, it is important to read and understand the sports broadcasts from television and watched with interest.

PRODUCTION OF VISUAL LITERACY OVER TELEVISION

Huxley was trying to explain that the trouble that happens to people in Brave New World is not because they laugh instead of thinking, but because they don't know what they're laughing at and why they stop thinking (Postman, 1994, p.176). You believe what you see. Seeing precedes other senses. Our brain processes and stores visual information more quickly than verbal information. 70% of the information perceived and remembered by someone watching an audio and video information program is image, 30% is sound (Foss, 2012, p.50).

In the present day, when all around us are full of digital images, the eye has come to prominence from the sensory organs. Communication tools showing the image 20. Century. The century has led to technological developments. 21. Century we have experienced various forms of seeing. In this period we read what we saw, we started to produce content together with Web 2.0, that is, writing with images. The dominance of the image and the visual over other messages plays a major role in this effective state of media in general and television in particular (Otan, 2014, p.65).

Each visual culture product, no matter how new or innovative, is shaped by the previous accumulation (Onursoy, 2017). Viewers also evaluate these images based on their personal experiences up to that moment. According to Metz, the meaning of the image consists of cultural codes, textual strings and inferences. Each image alone has a meaning but when it is with other images it acquires new side meanings (Büker, 2012, pp.122-42). Each viewer generates a viewing experience by inferring from their

accumulated observations and experiences. The construction of meaning in television message is carried out through indicators, traditions and images (Otan, 2014, p.66). However, there is no mention of a passive audience in this process. The process of creation is once but the reading time is infinite. Images can find different reflections in different ways in each viewer. Audiences “read” the film with their own life savings, cultural levels and the period they lived (Büker, 2012, p.121-52).

Neuman’s argument is that the revolution in communication technology made possible a paradigm change in the way human communication is studied and understood (Neuman, 2018, p.10). Today, with the help of technology, an advanced level of creation can be made with the image. These materials, that is, images are recorded by the camera, changed and sequenced to a new meaning pattern (Hunt, 2012, p.118). Therefore, image editing is done. Purpose of image editing; to direct the viewer’s attention to the center and to influence their emotions (Gökçe, 1997, p.145).

If you allow images to be transmitted at the speed of light, you will have a cultural revolution. Without playing a single game. Polemical (Postman, 1994, p.171). The audience consciousness, a prisoner of a bare universe confined to the show screen where his own life is banished because of his constant TV viewing, no longer recognizes anything but fictional interlocutors who encircle commodities and meta politics unilaterally (Debord, 2010, p.164). He is now upset with the woman crying on screen, rejoicing with the footballer who scored the goal. A visual text is presented to the viewer with technically made arrangements. The visual texts read by the television audience draw their viewers into the world they generated and allow them to now look at the outside world through that window. This action supports the reproduction of popular culture in the post modern era.

Popular culture is produced and used by those who use it. In a sense, it is the culture of the daily living, the daily living. However, this situation devoid of fantasy can turn the lives of its users into a vicious circle. Popular culture facilitates the maintenance of real life by repeating real life with the same in fantasy; it blocks ways of thinking that there might be a different kind of life instead; it alleviates these resentments, the pain and shame of adopting the existing one (Oskay, 1998, p.262). Popular culture provides not an escape but an escape as utopian (Storey, 2009, p.9). Individuals who are integrated into the system work as if they are part of it. This relationship is also established through the mass media. Although the variety of mass media is increasing, their content is the same. Those who consume this content produced by sovereign powers also have a common set of thoughts and practices (Yaylagül, 2008, p.128). Thus, life and ideology are reproduced. In other words; popular culture is smashed into mass culture governed by mass media (Erdoğan, Alemdar, 2005, p.39).

Television still retains its place within the mass media. Television is the most popular administrative communication tool that carries, shows, presents, evaluates, glorifies, and gives a succinctly popularity identity in daily life about culture, what is popular, what is made popular and what is wanted to be made popular (Erdoğan, 2004). Television continues to be a cultural production tool. Television essentially produces culture, produces the way of seeing and perspectives. Produces perspectives of perception or not perception of life. That is, it produces forms of life; it produces everyday life (Çakır, 2004, p.78).

Today, almost all houses in the world have televisions. Television is a refuge for people who go home to a comfortable environment full of confidence. Television draws its viewers into the world it has generated, and the outside world is now looked at through that window. In industrialized countries, an average of three hours per day, or half of free time, is devoted to television, which corresponds to a person who lives seventy-five years and spends nine years of his life on screen (Taarruz, 2013, p.46). Watching television is, in a sense, a purification of discharge. Catharsis by watching television takes place in various forms. In some cases, watching violence in fantasy fiction provides entertainment and

reduces mental tension. The essence of purification is the discharge of tension or anger in an expressible form (Oskay, 2010, pp. 371-372). In this sense, the whole media is structured. The media, after interpreting and adapting the truth, makes it seem natural, constructs the truth (Aufderheide, 2004). According to Baudrillard; ‘virtual reality’ is the opposite of the real world, a high degree of dilution of reality (Baudrillard, 1997, p.26).

EXPRESSION LANGUAGE OF TELEVISION PRODUCTIONS

Mode of operation of the television; in a strange way, by showing what needs to be done, so should be shown by showing something other than information to get the job done; or, again, he needed to be shown, while it won't by doing meaningless or in a manner that makes him or by establishing the kind of meaning that they are in no way incompatible with demonstrate how to hide by having things that are slightly less visible is moving towards (Bourdieu, 1997, p.23). Mass media, especially television, are rebuilding reality. In this restructuring process, as well as broadcast policies, ideology, economic connections, television's own broadcast dynamics (concurrency, light, angle, etc.) plays important role (Otan, 2014, p.218). Besides, along with digitization and rapid change in mass media, especially on television, “customer-oriented” instead of “human-oriented” approach stands out in a new way. Today, it now makes the sales and marketing formatting process human-oriented (Çakin & Bolat, 2018, p.176). Therefore; technical and symbolic elements of image aesthetics are used in the context of subjectivization of time.

On television, the process of visualization, light, lighting, color, screen surface, depth, sound, time and motion, camera, objects, space and layout, graphic and image material consists of a team like technical basic elements (Gürses, 2010, p.1). It is the director who makes the visual arrangement using these instruments, the audience watching the world from his point of view. The director empathizes and builds his choices with the audience. Whatever the audience is looking at or intrigued by the naked eye at that moment, it brings it to the screen. For example, wherever there is something interesting on the pitch, he directs the camera to that side (Molchina, 2012). That's why framing is so important. The director has to fill in his frame visually and generate a good composition. It does this with visual editing. These principles applied to all types of visual design, whether film, photography, painting or drawing, work in different forms in mutual interaction, adding depth, movement and visual strength to the frame elements. These are; unity, balance, rhythm, contrast, texture, and center of interest (Arı, 2015). Framing is a style of opening a secret. It allows both people and things to take their place without stopping in a rigid form which is being processed by editing for use (Heidegger, 1998, pp.23-28). There is a constant flow in television productions and the images to be placed in the television screen must follow one another and generate fluidity. So television generates its own time. Every particle that exists within the television broadcast stream; films, serials, studio programs, even live broadcasts are structured in subjective time.

Expression Features of the Camera

The camera is the most important actor in the configuration of subjective time. The positioning of the camera is therefore important. The angle, height, distance and movement of the camera to the subject (Hunt, 2012, p.118). The area and scale of the camera's shooting is as important as its condition. With the use of different shooting scales, a different dimension is added to the perception of the world and time by bringing new perspectives (Uğurlu, 2008). As the scale expands, contextual information also

increases but some subtle details like facial expressions, emotional responses, and so on are also lost (Barnwell, 2011). As the scale narrows, the relationships and emotions formed with individuals or objects come to the fore.

Although the posture of television cameras is conditioned by technical possibilities, they allow a certain ‘choice ‘ at this initial stage (Eco, 2000). In television broadcasts, the director’s most important weapon is the camera. The camera sits in a real, two-dimensional rectangular frame. We attach the pieces we obtain to each other in a certain order, we construct them. In other words, no matter what we do, no matter how “neutral” we try to be, the “plane of form” (camera angles, camera movements, framing, editing, etc. like) we can’t avoid playing with (Foss, 2012, p.49).

The most important feature of the camera is that it brings the viewer into the game with its actions. This started from the years when the camera went out of the studio. The camera was liberated and captured and recorded all the movements made by man and machine by moving with him. With the advancement of technology, it has become possible to make these movements easily.

Camera motion is detected in three ways:

1. Movements of people or objects in front of the camera.
2. The movement of the camera towards static objects or people, approaching, distancing or passing by them.
3. The realization of all these movements together (Orion, 2005).

The camera can’t break some rules when it’s doing these things. Because we look at the television screen from only one direction and watch it, the ‘180 degree rule’ is the so-called axle, which means the direction and continuity of movement is important. Each scene has an imaginary line (aks), which is assumed to pass right through the middle of the characters. If the camera crosses this line, then the continuity in the space relationship is interrupted and a disconnection effect called jump cut occurs. This makes the eye uncomfortable and reminds the audience that the movement it is watching is not a continuity (Barnwell, 2011).

Giving the camera and the subject taken by the camera from a certain angle gives the viewer emotional orientation. While giving insight into the event taken during the shooting, it also, more importantly, reflects emotion. The use and placement of these angle plans are also important in the right emotion transfer (Bolat, 2016, p.78). Another important point is the creation of depth to bring the two-dimensional image closer to reality and show it in three dimensions. Since the existence of the art of painting, two dimensions have been attempted to gain a third dimension. In order to generate depth in the image seen on the television screen, apart from the arrangement of light and shadow and objects within the frame, the optical properties of the camera lenses are also utilized.

The wide-angle lenses used in the image are effective in creating the illusion of depth. With the use of a wide-angle lens, people can be shown farther away from where they stand, corridors longer, buildings higher. Using these lenses can also strengthen the dramatic quality of the shot. Normal angle lenses are lenses that have the ability to show horizontal and vertical lines more vertically and accurately. Narrow-angle lenses, on the other hand, are the type of lenses that are used to show distances that are actually very long, even shorter, and movements that are slowly (Gürses, 2010).

As a result of the development of the camera’s lenses due to technological innovations, the ability of the camera’s lens to move forward and backward has also increased. Zoom in and zoom out is called zoom out. The shots are ‘zoom in’ to draw attention to an event and look at its details, the detail is ‘zoom

out' to establish context from an image and show a wider area. The main difference between the way the camera physically monitors the motion and the optical shift, zoom, is the effect of the physical motion that physically engulfs the viewer in the image. However, no such effect can be mentioned in optical shift (Şeker, Gölcü, 2008, p.124). For this reason, the camera moves physically, especially when the emotional impact is desired.

During shooting, the camera may be stationary or it can move horizontally or vertically around its axis. It can also be placed on a vehicle and move at different speeds. The camera can record simple or highly complex events and record them with action-supporting actions. While performing these shots from different distances, it is able to do so either optically or physically (Arijon, 2005, p.32; Bolat, 2017, p.245).

The movements that the camera makes with the body are the movements that the camera makes with the body turning in various directions while standing on its fixed feet. Camera feet, horizontal (panning) or vertical (tilting) allows you to follow the game (Hunt, 2012). Pan (right-to-left rotation); when the camera is stationary, its head moves to the right or left on the horizontal axis. The aim is to keep track of objects or persons in motion, to prevent them from leaving the frame. It is frequently used in sports broadcasts to track the ball or players. Tilt (up and down panning); when the camera is still, its head moves up or down on the vertical axis. It is used to show an object or object that does not fit into the frame. In sports matches, a tilt is made to follow the ball, to indicate a sudden developing situation or movement.

The movements made with the camera stand, that is, the movements made by the displacement of the body of the camera, are called sliding movement. The camera itself approaches or moves away from the subject. These movements, which allow us to feel the events more closely, take place with the help of mechanisms. These mechanisms are called dolly and crane. Dolly; vince is the vector motion of the fixed camera in all directions. It's used to generate the feeling that we're in the action. The carriage is a camera system placed on a device similar to a train track. The aim is to prepare a plane with the help of rails on distorted and curved ground so that the camera can move smoothly and smoothly. Because it is difficult to shoot without shaking the camera on the rails, an experienced cameraman must use the carriage. The carriages are designed to have a cameraman on them or not. The robot carts with cameras used in organizations such as football matches and swimming races are less heavy, so they can move more easily and quickly. In football matches, a carriage is sometimes used to give the ball movement along with the player. Such moves give the game a visual richness. However, due to the difficulty of placing and handling the camera, its use in sports broadcasts has not increased. Crane, in our country, is more known as the Jimmy Jip and the leverage system that moves the cameras. The camera is at the front of the lift and can be moved in all directions with the control at the end of the arm. Crane cameras are frequently used in stadiums where the cameraman, identified as Jimmy Jip, is guided by the arm-attached remote. Zoom movements during sports events take the event out of context. It is therefore not preferred. Along with the development of technology, jimmy's Jip is used to closely track the event during the encounter. However, Jimmy Jip can distract the player when it is arm goes inside the playing field lines. It is therefore prohibited. This camera is placed behind the billboards behind the castle during matches. From here it can draw positions from different angles and heights.

SPORTS SCREEN LITERACY

Media culture produces technologically (more than ever) advanced demonstrations in order to attract audiences and increase the power and profit of the media (Oskay, 2010, pp.371-372). Sport, especially football, is one of the most important of these and has come to life in parallel with technological developments. While it was originally a single-camera shot and broadcast event, today it has been transformed into demonstrations using products such as drone camera, spider camera, steadicam and slow motion thanks to technology. This development is the result of the association of television technology. The first televised football matches were England Federation Cup matches broadcast by the BBC in 1938 (Klose, 1993, p.374). In a very short period of time football matches were adopted, television has been the driving force for football since the 1950s. In 1965, when Italian television began regularly broadcasting RAI Serie A matches, no one thought that the football-television relationship would take on its present form (Hoş, 2019, P.578). Football, which was moved from the 1990's on to platforms where international broadcasts were made thanks to satellite broadcasting, is today a game whose rules have been changed and transformed for television.

Football is shown from the small screen of television, simulating reality with new angles, moving camera perspectives and super slow movements generated (Sandvoss, 2003, p.149). It is not the same as the reality of the football match that we watch on television, but as much as it is shown to us in accordance with the preferences made. It is not known what was actually going on in the field at that moment. The viewer can infer from what is shown.

By selection, the squares shown on all sides of the playing field can be made meaningful to the extent of our visual literacy. There are general perceptions about sports, especially field football that are made interesting. Football is an important instrument in increasing visual literacy. Because of their multimodal structure, sports texts offer fascinating opportunities to young people, to men, to the growing number of women who want to improve their literacy (IDigItMedia, 2018).

It is important to read and understand the visual texts presented from television correctly. The goal of televised football matches is not just to make the spectators who cannot go to the match watch the match at home. The viewer is shown a model lifestyle. Close-up images, position replays, 'most valuable player', live interviews immediately after the match, comments, video replays from different angles by keeping the adrenaline rush to the top, television to present the products of that night without removing from the beginning (Dever, 2010, p.260). Football is more involved in life and organizing activities than social goals such as supporting unity and togetherness. It spreads from television as a product of popular culture and is shaped by it. For this reason, it is important that sports broadcasts are literacy through television, where popular culture is spread.

Expression Language of Sports Broadcasts

Sport is an important component that attracts people and holds society together. Individuals learn the values and style of action of a competitive and pro-success society through sport. The fans who make up the show's congregation form a high social personality, rejoicing in victory, while grieving together in adversity (Kellner, 2010, p.135,143). These situations in the bleachers and on the field are then applied in all areas of life. Therefore, it is necessary to be careful when creating sports texts. A slogan produced in the stands can be the headline of a political newspaper the next day, or the footballer's show of joy after scoring a goal can be used in another area of life.

NBA official David Stern said at a conference that sports is the most important program on television because it is original, exciting, exuberant, fun and eminently engaging (Kellner, 2010, p.138) has said that it is. Sports events are a production for television, just like TV shows or entertainment programs. The streaming is intended to continue uninterrupted, so that the viewer does not stop watching television.

Television gives the play more dramaticism. To do this, the transposition of the 'experienced moment' is used with live broadcast, in which individuals participate or are forced to participate in the event experienced (Talimciler, 2008). Thanks to the technological advantages provided by the time factor, television is a means of enabling live broadcasting. Television also uses its features on time factor in live broadcast due to its technological features such as fast and slow display of the transmitted event, instant replay of the same movement, instant cutting from one scene to another, moving cameras, changing points of view via many cameras. In this way, the present time, which is constantly in motion, goes from future time to past time (Gürses, 2003). Live broadcast is one of the most basic features of television.

It is to give the audience the moment, to give them the feeling of being there and to draw the audience into the event. Sports reflect the original form of live television broadcasting, with direct movement and excitement establishing it as part of the event (Kellner, 2010, p.139). One of the most important features of sports broadcasts transmitted from television is to make the audience feel like they are on the field of play. Sports events, which have been transformed into a television production with all its elements, are meant to bring the audience to various pleasures by zooming in on real drama.

Sports live broadcasts use a more colored language than other broadcasts. The audience, accustomed to such broadcasts, wants to watch the production in the mood of a visual feast. For the creation of this feast, the director has a number of technical assistants. These elements, which are used to attract the attention and attention of the audience, provide diversity in the broadcast. Camera, sound, editing and graphics are the main elements in shaping the production. Metz, Eco also seeks meaning in culture because of the cultural codes that exist even in the most iconic indicator. Metz samples the motion picture from cinema and mentions five equipments: 1 - Image, 2 - Sound, 3 - Music, 4 - Effects and 5 - Graphics (Büker, 2012, p.42).

THE LANGUAGE GENERATED IN FOOTBALL BROADCASTS

Football broadcasts are important to television because they affect a lot of viewers. Therefore, the time it occupies is more than any other sports broadcast. Both the historical evolution it has undergone and the extraordinary power of representation it has, it sets football apart from all other sports and makes it unique in the sense of sports broadcasting (Hoş, 2019, P.579). Football has content appropriate to the narrative structure of television. The fragmentary but uninterrupted stream of television is just like football. Football also has a content where there are other matches and discussions about them every week but the narrative does not end (Şeker, Gölcü, 2008, p.123). This content repeats every week in a never-ending cycle. In this context, the fact that football is the practice of life is constantly emphasized. Football is not life, but there are occasional parallels (Kuper, 2014, p.29). The fact that the play is alive brings it closer to reality.

On the other hand, the dramatic elements in a ninety-minute period are so intense and it is not possible to live together, this situation increases the fiction. For this reason, a number of arrangements are made in the image and sound elements.

During the broadcast of football matches, the image editing is carried out using technical developments. The cameras are placed in the predetermined areas of the pitch and at certain angles in order to attract the audience and to give images from all corners of the pitch during football live broadcasts. Cameras installed on the ground level give more sense of participation to the event, cameras placed too high to take the audience away from the game. Although it is difficult to make a generalization; the cameras are placed at a 20-25 degree angle to the center of the event, giving more positive results. Sudden changes in angle or image coverage can disturb the viewer. For example, a player who is in goal position should not change shots when he is going to hit the ball. Otherwise the viewer will miss the start of the move, especially if he cannot see the goal will be very angry. When it comes to making a big change in the angle, the movement must be done when it stops (Gökçe, 1997, p.261).

Close-ups, one of cinema's most powerful visual weapons, are increasingly becoming available in sports broadcasts. With close-ups, replays, interviews with athletes, the plot of events is brought closer than those watching at the site (Esslin, 2001, p.76). The detailed close-ups and variety of points of view give us a new excitement and closeness in tracking physical movements, even a new visual experience of a different genre (Williams, 2003, p.55). Now those footballers we love are also on close-up display and are part of the production. Every footballer who goes on a close-up television screen is now famous and in front of the eye. For this reason, they compete with film artists with their clothes and lifestyle. One reason television has brought football to the fore is that it offers role models that are easily copied. If football's open function is to entertain us, its secret function is to socialize us, to provide us with models to emulate and to help us adapt to the contemporary world (Berger, 1993, p.126).

In television football, the camera is usually focused on the ball, only part of the playing field is visible, usually action is followed, close-up player shots are seen at times when the game stops (Sandvoss, 2003, p.142). Such shots also symbolize their breathing, relaxation in the game. However, when the game stops, an emotional approach with a close-up football player or spectator is allowed to be established and brought to the screen. The centre of attention in a football match is the substitutions of the ball, and you can never get out of it. However, even here, there is a small selection involved in the uses of goals, personal initiatives and team movements: a camera that wants to focus on the special contributions of individual players says very different things than one that prefers teamwork (Eco, 1992, p.142).

If the camera shows something outside the ball in football matches, it must want to draw attention to something important. The 'zoom', which is directed at specific actors or at the crucial point of what is happening on the field, the rapid commutes between the main camera and the behind-the-castle camera, repeats, heavy screenings, or the editing of the most interesting scenes of a match are noted. Television football focuses and directs the audience's attention to football matches, which are free of all kinds of details. Its goal is to achieve a perfect adaptation of the integral principles of television-entertainment, suspense and dramaticism. Thus, the media process changes the perception of football (Akşar, 2005, p.25).

In sports broadcasts, the camera makes a 'zoom in' or 'zoom out' move to show the context of the player, spectator or the movement being made. The human eye does not have a property such as optical scrolling. Therefore, the importance of the match can not zoom in on the image by doing "zoom in" to see the positions in more detail. The expression on a player's face cannot be seen by the audience closest to the pitch. Cameras can focus on any part of the game, especially the areas where the ball is played

(Şeker, Gölcü, 2008, p.124). Or the human eye, which focuses on a point, can't "zoom out" and capture what happens around it, but the camera can optically do this.

While the viewer in the stadium can watch the positions once and at their natural speed, the same position is repeated many times on the television screen and it is possible to watch it by slowing down. While there are many dead times where the game stops, television fills these moments with other images, replays, statistical information and the tempo is not reduced. The graphics used in almost all television productions are presented without covering the image of the information and notes on the production. Animated graphics attract more attention to the viewer and provide easy detection of data. By using computer-aided technology, many details about the positions in the match that cannot be seen in the stadium are displayed. This whole process means that the football match is turn from its reality on the stadium and turned into a television product (Şeker, Gölcü, 2008).

Innovative Cameras Used in Football Broadcasts

The camera is the lead actor in shaping a sports broadcast. Sports broadcasts, which are followed by a large number of people from television, are filmed in large numbers and with various cameras. The main camera called the 'Pilot' is the most important camera in sports broadcasts. This camera is placed in a slightly high spot that can best see the footballers. Cameras with wide-angle lenses are usually used to see the entire area. The height and angle at which the camera is placed must be at the midpoint where the television audience can best follow the encounter or organisation. For a perfect frame, the lens can be placed higher (Dmytryk, 1990, p.78). The cameras next to the 'Pilot' camera are normal and tele-lens cameras that can assist the main camera and capture details.

In addition, special cameras and apparatus are designed to enrich the image, capture the viewer's attention and keep them in the game continuously. Crucible cameras are types of cameras used to color and diversify the broadcast of net cameras. Special cameras are used especially in football live broadcasts. Media culture produces technologically (more than ever) advanced demonstrations, in order to attract audiences and increase the power and profit of the media (Berger, 1993, p.126). Sport, especially football, is one of the most important of these and has come to life in parallel with technological developments. Today, thanks to technology, drone camera, spider camera, slow motion camera, SteadiCam, such as the use of products such as the event was filmed and broadcast with a single camera.

SteadyCam is the camera used in sports events in recent years. It is used to closely monitor the movements of athletes at eye level. The apparatus worn on the body and fixed to the camera prevents the camera from shaking during the movement of the cameraman. However, its use requires professionalism and skill. In football matches, it is often used to show the players a close-up during the ceremony.

Spider Cam is a camera system that can shoot 360 degrees from the air, moving on cables connected from all corners of the field. Sometimes the visual feast air is made even more attractive by showing the football field from the top. Such images are of interest to viewers. But it is not kept on display for very long. A bird's eye view is the position of a camera that is shooting for a long time on the screen can disturb the viewer.

The Drone is another new generation of camera. Drone with a bird's eye view camera angle used in sports broadcasts. Being wireless and being able to be removed and lowered to the desired height has increased the use of these cameras. However, it is still not possible to track sports broadcasts with this drone for a long time. Since we rarely see events from this perspective, the subject cannot be defined and generates an abstract impression (Kars, 2003, p.27).

Slow Motion-Super and Slow Motion Camera (SprintCam / PhantomCam) normally passes 25 frames per second through the television screen. High image speed recording cameras are used in sports broadcasts. Due to the high-speed recording of the picture, slow motion cameras do not experience any distortion in the re-display of positions during broadcast. Super slow motion cameras, which have been used in big sports organizations in recent years, can record 2500 frames per second (Akkoç, 2012).

Audio Element at Football Broadcasts

Sound is the psychological complement of image (Kılıç, 2003, p.66). A silent image causes loss of understanding and is not easily understood. Because it is known that the combination of the two basic elements that make up the image and sound dimension reveals the elements of movement and time that can be perceived both physically and psychologically (Uğurlu, 2008). The fact that the television image is moving and the viewer on the screen takes the viewer to a physically different time increases the importance of these two aesthetic factors in the image (Gürses, 2010). Television productions do not offer a narrative structure based solely on visual elements, but audio elements along with visual elements are an element that forms the aesthetic dimension in television productions. The coexistence of the sound dimension with the image dimension is essential for the aesthetic structure that will emerge in the whole of the production. Although image and sound are two different aesthetic areas, these two areas are not considered to be different in a television production (Kılıç, 1994, p.100). One important point is the syncing of sound and image. In television productions, the sound must be simultaneous with the image, supporting each other.

In television productions, the correct use of the sound element, such as the image element, is very important in the creation of the dramatic structure. The director makes use of the features of his hearing in providing dramatic effects (Uğurlu, 2003). Sound is used in three ways in television programs. Words that convey information directly to the audience, natural sounds of the place where the event is going through, called effects from objects in that space, support the image as the sound of music that targets the emotions and thoughts that interpret the event (Kars, 2003, p.131).

The word, which is used as an important audio element in television productions, is an important factor for the reality of the production and should be used in accordance with the reality. Because the most important feature of the word is that it is in real time. Therefore, giving the word in accordance with the real time in television productions is an important factor for the reality of the event.

The sound effects used in television productions are noise, with all the sounds taking place outside of the human voice and music. Sound effects on television perform two functions, narrative and contextual. The most important of the purposes of the use of sound effects is to generate a backdrop to the environment generated by the production, contributing to the identification of the space or the creation of the atmosphere.

Music, which has no place in real life and has no reality, therefore drives the production out of reality, adds a dramatic element to the production, defines the characters, events and programs, reinforces the images, enables the transition between descriptions and scenes. It also reveals and supports the atmosphere on the stage (Özön, 1984, pp. 92-95).

Ellis says that there are three basic functions of the audio-video relationship: the first of these functions is to provide information. Words that are integrated with visual expression can be conveyed accurately and quickly on the screen. But in some concepts that are difficult to communicate with the image, it may be necessary for construction. The second is to establish the mood and aesthetic structure. This

is achieved only by the music used in the image. The third function is the sound rhythm, which is an important structural element for visual continuity. Thus, the viewer can perceive shots and scenes in a visual integrity, influenced by the rhythmic structure of the events in the image. With all these functions, sound supports the details of the image by providing the enhancement and continuity of the image, thus ensuring the continuity of the viewer's interest (Gürses, 2010).

An important part of the production in football matches is the announcer. The announcer's voice is crucial to building an emotional bond with the audience. Viewers want to hear matches from the voice of the announcer they're used to listening to. A strong, sometimes domineering male voice is an essential element of football matches. The announcer of the match should be knowledgeable about the match he describes, be able to make non-deep analyses. He should be able to give a measured enthusiasm with his voice in the match narratives, emphasize the transitions of emotion well during the match, sometimes witty, sometimes sad, but not boring. There is also a commentator to consult alongside the announcer in important encounters. The commentator provides the announcer with the ability to breathe during the intense match narration, while contributing to the audience with his or her knowledge.

During the live broadcast of the match, the harmony of the announcer and director will undoubtedly be positively reflected in the live broadcast. To the extent that the announcer's description and the director's chosen picture overlap, it will win the audience's appreciation. Thus, the subject integrity is ensured in the production and the dramatic structure is passed to the audience.

In football matches broadcast live from television, the announcer's voice is important as well as the effect sounds in the environment. In football matches, a large number and variety of microphones are installed to convey the sound of the environment to the audience. Effects thanks to microphones, many effects can be recorded from the sound of hitting the ball to the sound of players, tecnic directors, spectators and even the wind. The noise of the crowd, the sound when the ball is hit are the factors affecting the audience (Gökçe, 1997, p.259). Natural sounds in the environment; it is used to pass emotions to the audience, especially in football matches. It is sometimes seen that natural sounds suppress the announcer's voice to increase the intensity of emotion.

The third sound that functions in football matches is music. Music is an important element that appeals to emotions. In television broadcasts, the sound of the music playing in the stadium is brought forward from time to time in order for the audience to establish an emotional connection. Sometimes it can be observed that the announcer accompanies the emotion with his voice as if to support the music playing.

Editing in Football Broadcasts

When the camera shows us something, it's there, it's real. This is the power of the image but the image can be taken from the scope to which it belongs and put into another scope (Foss, 2012, p.51). In any case the image is taken from its own context, the edit is in the work. In the process of transforming cinema into art, editing has always existed since David Wark Griffith in combining two images and creating a different meaning. Editing by Slavoj Žižek; one of the ways to generate a "cinematic space" effect, so a specific cinematic reality –from real pieces - from movie pieces, unrelated single shots-is (Žižek, 2012, p.158).

Generated reality, continuity is made according to some basic imaging rules. These rules are transitions that provide aesthetic energy elements on the screen. These are; cutting, chaining, opening-darkening, deletion-trapping and special effects.

Cutting is an instant transition method from one shot to another and is used to improve the story, to provide rhythm-continuity in the production, to generate dramatic effect, to generate associations in the audience, to enrich the visual narrative, and to ensure the change of time and space in the production. Chaining is used to pass the intensity of an event to the viewer. It is a method used to arrange the rhythm with continuity and to establish a bridge in the exchange of space and time. One of the transition methods used in television productions, opening-darkening, is used to indicate the beginning or the result of a scene or separation. Another method of migration is deletion-trapping. Deletion is when the second image is seen pushing the first image. Trapping is when two images appear on the screen at the same time. The fact that two images are on the screen at the same time can not give the viewer the exact meaning of the image, causing a lack of perception in the viewer (Gürses, 2010).

Editing is a tool that best evaluates the meaning of the images, reflects this meaning with all its might, forces the audience to fall into the narratives of the images, and generates the effect of Pavlov's "conditional reflex" on the spectator of each image (Yıldız, 2014, p.130). It is aimed to ensure continuity with editing in all productions. Undoubtedly, it is also a much used element in the making of sports broadcasts. In order to guide the viewer and increase the pleasure experienced, fictitious particles are inserted between the game which goes in its natural course. Often when the tempo is decelerated or the game is interrupted, the images are edited to avoid the excitement. While the audience can watch the positions in the stadium once and at their natural speed, it is possible to repeat the same position on television as needed, by slowing it down and watching it. While there are many dead times where the game stops, television fills these moments with other images, replays, statistical information, and the tempo is not lowered (Şeker, Gölcü, 2008, p.124).

Television live broadcasts are also a fiction. Because the selection process is done from the beginning. Everything from the positioning of the cameras to the identification of objects entering the frame is subject to a selection. If things seem random, it's because they're not. Television is an expensive and laborious business. There is no room for error, especially in live broadcasts. Neither technical problems nor production errors can be corrected by editing, and these productions are the ones that the producer has the least control over (Kars, 2003, p.71). That's why it's important to be experienced in sports broadcasts.

Graphic-Animation at Football Broadcasts

Another element that allows us to watch from the television screen is graphics and animations. When we get tired of the screen, or when the sound becomes monotonous, graphics have started to be used as the saviour of the producers. Graphics, which are used in almost all television productions with the development of technology, are the presentation of construction information and notes without closing the image. Animated graphics attract more attention to the viewer and provide easy detection of data. Graphic images; titles, names and visual images are divided into two. Titles and names are produced manually, mechanically, photographically or electronically and are displayed through the character generator. Visual images (charts, graphics and images) are displayed on the screen as photographs or computer graphics (Kindem, Musburger, 1997, p.297).

Reading the Television Broadcasts on Sports

It is observed that various graphic designs containing information are used in sports broadcasts. The purpose of using these graphics is to increase the visual richness by giving the information shared by the announcer in a more permanent way and in an order. By using computer-aided technology, many details about the positions in the match that cannot be seen in the stadium are displayed. Many issues such as whether the player is offside, whether the ball crosses the goal line, whether the action is a penalty or not, how many kilometres the speed of the shot is scored are carried to the screen thanks to the technique. Detailed statistics on the game during and at the end of the match are published (Şeker, Gölcü, 2008, p.124). The transition effects used in football matches are also prepared in the same visual format as the graphics given during the match. Ads with images representing the content, organization or publisher place the message in the viewer's mind.

SOLUTIONS AND RECOMMENDATIONS

Sports are very popular and followed with interest by people. With the introduction of television into the lives of people, sports activities began to broadcast on television. Firstly, the driving force for the development of television, sports broadcasts have become supported by television over time. But the relationship between them has continued increasingly. Spore; parallel to the increase in television broadcasts, it has been adapted to the discourse of television and has done structural change. Sports productions on television, like other television programs, have increased dramatically and turned into a television production.

An innovative perspective is created for the audience by making use of technological innovations in television in sports broadcasts. Thanks to the development of technology, these broadcasts are followed by millions of viewers at home. It is important to read and understand sports productions that reach many people. In the context of visual literacy; to follow and understand the technological developments in the field of sports will constitute a reference to this field.

FUTURE RESEARCH DIRECTIONS

With its interesting and funny structure, sports are spread to the masses through television and are shaped by it. In this context; the technical reproduction of sports broadcasts on television, and the arrangement of sound and image to form a visual text turn into television reality. In order to understand the sports productions that the audience watches intensively, it is important to have visual literacy skills in the field of sports and to know the technical structure used in the image creation process. Therefore, it is important to have knowledge in order to understand and evaluate sports publications. The next step should be to examine and critically interpret the developments in this area.

CONCLUSION

Visual reading and writing are as old as human history but new in the context of their digital evaluation. The process of creating a visually fluid narrative structure began with cinema. The visual culture generated on this subject has been transferred from cinema to video to television. The visual world, which fits into a small screen, is carried on by the development of technology and transferred to other screens. The viewer can read content generated from different screens but in the same language without difficulty.

In the last century, television has taken on a carrier role in the creation of image language. He's got a lot of attention because he's in all the houses and has high ratings. The messages transmitted over television and the response of the community to these messages have been the subject of many reviews. The meaning generated in television is built on indicators, social memory and experiences. Television, meanwhile, continues to make its way as a life practice.

Sports broadcasts that are watched live and watched by many people have been the driving force in terms of reading and understanding television texts. The image that is used in sports broadcasts techniques, different scale of shots, innovative cameras, camera movements, use of sound, editing, video graphics and animations are followed with interest by millions.

Football broadcasts have served as a locomotive, attracting millions of viewers. Televised football matches are structured in a different television reality than the reality in the stadium. Placing a large number of technologically different and advanced cameras at different camera angles is the roof that makes up this structure.

In addition, watching the match from different shooting scales on the television screen strengthens the emotional interaction. The spectators in the stadium can only watch the match from their own seat and from a certain angle, while the audience across the television is watching a show prepared for him. Details not visible to the spectators in the stadium are given close-up, various angles are edited and shown again. The presented show is colored by enthusiastic announcers' narratives and comments. In addition, the viewer's interest is maintained with the graphics and statistics given during the match broadcast.

The reproduction of football on television with the help of technique, the arrangement of sound and image to form a visual text is shown as the reality of television. Football broadcasts, thanks to the rapidly evolving technology; more remarkable, more and more innovative cameras, more flashy graphics and effects across continents to meet billions of viewers, creating a universal language.

In sports broadcasts, a visual text is presented to the millions of people who watch this show through technically made arrangements. The visual texts read by the television audience draw their viewers into the world they generated and allow them to now look at the outside world through that window. This action supports the reproduction of popular culture in the post modern era. In this context, it is important to read, interpret and make sense of the sports shows that are followed by the large audience over television.

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KEY TERMS AND DEFINITIONS

Audience: Assembled group of listeners or spectators, those reached, as by a broadcast or publication.

Football: Game played between two teams, officially of eleven players each, on a field one hundred yards long with goals at each end, in which points are made by getting a ball across the opponent's goal line.

Image: Representation or likeness of a person, animal, or thing.

Sport: Any game that requires physical activity and involves a degree of competition, as baseball, soccer, bowling, or basketball.

Television: System of sending and receiving images and accompanying sounds by transforming them into variations in electric currents, then into waves, then back into Picture and sound by the receiving set.

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About the Contributors

Nurdan Taskiran was born in Istanbul, Turkey. She received her BA degree from Istanbul University, Faculty of Letters, English Language & Literature Dept. She got her MA in English Literature and Language and PhD in Communication Sciences . She has worked for Marmara University for 16 years and Kocaeli University for 14 years and 3 years for Samsun Ondokuz Mayıs University Communication Faculty. Now, she is an emeritus professor working for Istanbul Medipol University, School of Communication since 2017. She has articles in academic journals in Turkish and English on visual communication, visual semiotics, discourse analyses, film analyses, semiological studies on films, tv serials and advertisements. She also writes books and translates articles on Media Literacy (problems & suggestions for Türkiye). She has been giving graduate and postgraduate level courses on Media Literacy, Visual Semiology, Advertising Strategies, Discourse Analyses, Film Analyses, Visual Culture, Media Ethics. She is also interested in animal communication, iconography, and social media. She is married with two children.

* * *

Zuhal Akmeşe was born in Mardin at 1982. After she was graduated from İzmir Kız Lisesi (High School), she continued Kocatepe University Faculty of Education Social Sciences Teaching. Later in 2010 she received her bachelor degree ranking first in class from Ege University Communication Faculty Radio- TV Cinema and then she gained Master of Arts degree with the thesis “After 2000 Representation of Youth in Turkish Cinema”. In 2017 She gained her Phd degree at İstanbul University Communication Faculty Radio-TV Cinema department with the thesis “ Framing on Television and Create The Social Point of View”. Current this she working at Dicle University Communication Faculty Department of Radio, TV Cinema as a research assistant. She wrote many articles about communication, documentary and photography. She produced eight short films and five documentaries.

Aslıhan Ardıç Çobaner is an Associate Professor at Mersin University, Faculty of Communication, Department of Journalism, Mersin, Turkey (since 2013). She graduated from Ankara University Communication Faculty Department of Journalism in 2000. She completed her doctoral studies in Ankara University in the same Department of Ankara University. Her research areas include health communication, media literacy, health literacy, and new communication technologies. She was granted as associate professor in 2017 and is currently Head of the Department of Journalism in Mersin University.

About the Contributors

Nursel Bolat was born in Kahramanmaraş Turkey. In 2006, she received her undergraduate degree from Kocaeli University Radio, TV and Cinema Department. She received her master's degree from the same university and department, and her doctorate degree from Istanbul University, Department of Radio, TV and Cinema. Dr. Bolat works as an Associate Professor at Ondokuz Mayıs University. Her research interests include visual techniques in TV, cinema, communication and advertising.

Pat Brereton is a professor in School of Communications, Dublin City University Dublin Ireland. Since my PhD I have been constantly working on environmental communication. My latest book was on Environmental Literacy: New Digital Audiences (Routledge 2019). I also work on related concerns regarding new media and film studies. Most recently working on a funded project on Citizen's Assembly and Climate Change communication in Ireland.

Irem Catay received her B.Arch. from the Faculty of Architecture in 1997 and M.Arch. in Architectural Illumination from Institute of Science and Technology in 2001, both from Istanbul Technical University. After working in several architectural offices during prior years, she founded an architecture and consultancy firm which focuses on research fields such as design of large scale projects and urban spaces in 2006. She writes and presents on issues of architectural design education, design methods, human behaviour and perception. She is currently managing Plus90 Architecture and Consultancy firm as senior design manager and also is a lecturer in School of Fine Arts Design and Architecture-Istanbul Medipol University and Faculty of Engineering And Architecture-Nisantasi University.

Can Ceylan was born in Istanbul. He got his undergraduate degree from Middle East Technical University (METU) English Language Teaching Department (1997) and graduate degree from Boğaziçi University Department of Translation Studies (2009). He has acquired his PhD degree from Yeditepe University Department of Social Anthropology (2014). He has been teaching at Istanbul Medipol University School of Communication as an assistant professor. His interest in art has started in his university years. He has started his activities on music in METU Turkish Music Club and in TRT Ankara Radio. He has organized and join many national and international workshops on Turkish music. He published collected compositions of Hacı Arif Bey (2005), Ahmet Hatipoğlu (2012) and Kenan Rifâî (2014). Can Ceylan has started paper marbling in the workshop of Hikmet Barutçugil. He organized personal and joint exhibitions. He is dealing with psychological and social aspects of paper marbling. Within the framework of his academic interest he regard paper marbling through ritual point of view.

M. Nur Erdem, Ph.D., was born in 1976. She has been working as an Assistant Professor at Ondokuz Mayıs University, Faculty of Communication, Department of New Media and Communication Technologies since 2015. Dr. Erdem studies on digitalization of media and advertising. She has published papers in several journals, conference proceedings, chapters in edited books about digital media and advertising.

Ozlem Geylani received her B.A. in 2008 Istanbul Technical University Department of Architecture and went on to complete her MSc. degree in the field of Project Construction Management in 2012 and started her Ph.D. in the field of Construction Sciences at Istanbul Technical University and in 2014 Liverpool John Moores University and completed in 2019. She has carried out project management of hospital projects in private sector and academic studies on Construction Technology, Project Management, Contract Management, Built Environment, Building Information Technology and Building Materials. She has been giving lectures in Istanbul Bilgi University, Istanbul Medipol University, Yeditepe University.

Beste Sultan Gülgün is a risk/crisis communication expert for more than 10 years, particularly in the field of public health. She is currently working for the World Health Organization and has experience in both public and private sectors. She graduated from Ankara University Faculty of Communication and completed her masters degree in the same faculty and then in the Faculty of Political Sciences. Her first thesis was 'Crisis Communication during Public Health Emergencies' and the second was "Crisis Management in the Public Sector-Comparative Study of Turkey, Finland and the UK experiences". Her expertise and interest areas are health communication, risk and crisis communication, emergency communication, social marketing and humanitarian communication. She speaks English and German.

Fatma Gürses is Associate Professor Faculty of Art Design And Architecture, Department of Radio Television And Cinema At Düzce University. She received her Ph.D. (2010) from Gazi University. She received her MA (2001) and BA (1996) from Ankara University, Faculty of Communication, Department of Journalism. She was a visiting researcher at the University of Colorado at Boulder, College of Media, Communication and Information (USA-2014). In April 2016, he received an associate professorship degree from the Interuniversity Board, Social, Humanities and Administrative Sciences, Journalism and Media Studies. In May 2016, he participated in Radom Academy of Economics (Poland) as part of ERASMUS. Her research interests are local press, citizenship, education, discourse, gender, and political identity. Also, She has been publishing articles in scholarly. She has three books: Media and Female Teachers: Representation of Female Teachers in Print Media in Turkey (2003) and Subjects, Vassal, Citizens: Citizenship in Textbooks of The Republic from Founding Years to Present (2011) also "Media, Discourse, Democracy (2017).

A. Tolga Ilter is a lecturer and researcher based in Istanbul Technical University Informatics Institute. He completed TED Ankara College High School in 1989 and graduated from Istanbul Technical University (ITU) Faculty of Architecture with a B.A. degree in 1994. While practicing architecture as a designer and project coordinator, he received his M.A. degree on architectural design at Middle East Technical University (METU) and MSc degree on construction management in ITU, in 1998 and 2001 respectively. He was a visiting research fellow and a part time assistant lecturer at University of Salford, Manchester, during the 2006-2007 academic year, while doing his PhD research. Dr. Ilter earned his PhD in 2011 at ITU on innovation management. He worked in ITU Project Management Center between 2000 - 2015. Since 2015, he is the program coordinator of IT in Construction Management master's degree program in ITU and is a lecturer in different architecture and interior architecture programs. His current research interests are construction project management, innovation and change management, accessibility in built environment and use of social networks in construction industry.

About the Contributors

Pelin Karacar is an Asst. Prof. Dr. at Istanbul Medipol University's School of Fine Arts, Design and Architecture. Dr. Karacar received her B.A. in 1995 from İstanbul Technical University's Department of Architecture and went on to complete her M.A. in the field of Building Construction management and Economics in 2000 and Ph.D. in the field of Construction at Yıldız Technical university in 2010. She has carried out academic studies on Construction Technology, Technological innovations in construction products, Nano Technological Materials and sustainability, Timber building technology, Ecology and Project Management.

Hüseyin Kazan, born in 1985, graduated from Marmara University, Faculty of Communication, Department of Journalism in 2007. Kazan, continued his higher education at İstanbul University, completed his master's degree in 2011 and PhD in 2015. He is currently working at İstanbul Aydın University as an Assistant Professor and as a vice director at the Institute of Social Sciences and continues his academic studies in the fields of digitalization, digital journalism, terrorism-media.

Yurdagül Meral has completed her PhD on 'Bank Mergers' and her master degree on 'Outsourcing' in Istanbul University. Prior to starting her career as an Assistant Professor at Medipol University, she pursued a 30 year career in the field of international trade finance (including 2.5 years in Frankfurt) in banking sector. She has started as management trainee in Interbank after having her Associate Degree from Boğaziçi University in Business Management. She worked as Vice President in International Trade and Finance Operations in Koçbank and Şekerbank covering import-export management, including letter of credits, counter guarantees, import, export, payments, SWIFT, credits, exim loans and has completed related system integration projects of international trade as well. She has CDCS (certificate of documentary credit specialist)*. She is currently working as Department Head of International Trade and Finance Department of Istanbul Medipol University and as Part Time in Boğaziçi University, International Trade Department. Married with two children.

Mustafa Ozturk was born in 1965 and is a Professor of Islamic Theology. Mustafa Öztürk currently teaches at Marmara University, Istanbul. He has more than 40 books and 140 articles published in several areas of Islamic Theology. He has spoken at national and international academic conferences, and appeared as a debater in Turkish national tv channels numerously.

Nazan Sarper is a medical doctor and she is a full Professor in the Kocaeli University, Medical Faculty-Turkey. She is the Director of the Department of Pediatrics and also Division of the Pediatric Hematology. In 1984, she graduated from İstanbul University Medical Faculty. She gained accreditation in Pediatrics in 1991 (Zeynep Kamil, Mother and Children Education and Research Hospital, İstanbul) and accreditation in Pediatric Hematology in 1996 (İstanbul University, İstanbul Medical Faculty). She is the founder of the Division of Pediatric Hematology-Oncology in Kocaeli University Medical School (1999) and founder of the Clinics of Pediatrik Hematology and Pediatric Hematopoietic Stem Cell Transplantation Unit. She has been giving graduate and post-graduate courses on pediatrics and pediatric hematology since 1999. She has been the mentor of many Research Assistants of Pediatrics and Pediatric Hematology Fellows since 1999. She is also the founder of Kocaeli Hemophilia Association (2008). As a practicing physician since 1984 and academician, her areas of expertise are general pediatrics, benign hematology, hemoglobinopathies, coagulation and coagulopathies, hemophilia, leukemia, bone marrow failure syndromes and hematopoietic stem cell transplantation. She is also interested in

preventive medicine and believes that it is more important than clinical medicine for a healthy society. She is principal investigator in international clinical trials on hemophilia drugs (Phase III) since 2009. She has more than 60 publications in medical journals indexed in SCI, SCIE and pub-med in addition to national medical journals. She is the writer of chapters of two text-books in Turkish; on Pediatrics and on Pediatric Hematology.

Esennur Sirer was born in Bursa in 1969. She graduated from Bursa Girls' High School in 1986. In 1990, he graduated from Istanbul University Journalism Faculty of Radio and Television. In 2010, she received her master's degree on Radio-TV Cinema from Istanbul University Institute of Social Sciences with her thesis titled 'The Evolving and Changing Formal Structure of Television Journalism' With her thesis titled "Football as a Popular Culture Product: Image Arrangement from the Viewpoint of the Elements of Construction in Publicity", she was awarded the title of Doctor in Radio-TV at Istanbul University Institute of Social Sciences. From 1992 to 2018, she worked as director in TRT News and Sports Publications Department in Istanbul. In addition to directing, she has been conducting her academic studies since 2007 as a faculty member in the Department of Radio, Television, Cinema and Cinema, Uskudar University, since October 2018.

Inci Tari was born in 1975. İnci Tari is a graduate of American Robert College (1992), Boğaziçi University, Department of Economics and Administrative Sciences, Department of Business Administration (1996), Koç University Graduate School of Business (1998). She started her career as a financial controller at PricewaterhouseCoopers (1998-2001) and continued as financial control, investor relations manager and finance manager at Doğan Media Group and Hürriyet Newspaper (2001-2016). She completed her PhD degree in 2008 at Marmara University, Faculty of Communication, Journalism Department on Media Economics while working at Doğan Media Group. She is currently an assistant professor of Journalism, head of Journalism Department and Vice Dean of Faculty of Communication at Arel University. Her research interests include media economics, effect of new media on traditional companies and all financial aspects of the media industry.

Neslihan Yilmaz completed her undergraduate degree in Business Administration at Eskişehir Anadolu University. She completed her master's degree in Management and Organization Science at Konya Selçuk University. She worked in the education sector for 5 years. She continued her career as Quality Management Specialist at Ar-Gev Project Consulting. After completing the necessary training processes, she worked as the lead auditor. She worked as a brand, certification and project specialist. In addition to these, "Management Development" "Strategic Planning", "Project Management", "Establishing and Developing Business" "OHSAS 18001", "OHSAS 18001 Occupational Health and Safety Management Systems", "Applied Entrepreneurship Training", "Lead Auditor", ISO 9001: 2000 Quality Management System Internal Auditor ", 9001 ISO 9001: 2000 Quality Management System Basic-Documentation Training", "Foreign Trade" certificates. Miss Yılmaz also worked as an Applied Entrepreneurship Instructor and gave "sales and marketing" and "entrepreneurship" trainings to companies. KOSGEB Supports and Development Agency supported more than 60 projects accepted in the Financial Support Program. Since 2015, she has been teaching at Entrepreneurship, Accounting and Behavioral Sciences at Medipol University. She is working as a project specialist in Technology Transfer Office.

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