**A STUDY OF COMPARISON ON
ORGANIZATIONS OF MEDIA LITERACY (RTUK
MEDIA LITERACY WEB SITE AND CENTRE OF
MEDIA LITERACY (CML) SAMPLE)¹**

**Medya Okuryazarlığı Kuruluşlarının Karşılaştırılması Üzerine
Bir Çalışma (RTÜK Medya Okuryazarlığı Web Sayfası ve Medya
Okuryazarlığı Merkezi (CML) Örneği)**

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Abstract

In this study, it is aimed to compare the website of media literacy organization which is supported by RTÜK and Centre of Media Literacy (CML) which is founded in 1989 in the USA in terms of the content. In the study which is done by adapting qualitative research, data of the research was obtained through document review. The result of the research evaluated generally, It seen that on the CML website there are 25 main and 28 sub-applications based on the five basic principles of the media in different segments of the society such as teachers, students, family and baby-sitters, on the other side; there are 9 main and 18 sub titles for adults, teachers, students and media personnel on RTÜK Website. For effective media education, the CML web page are included many printed, visual, audiovisual resources, e-service applications, CML special curriculum and activities suitable for all levels, recommended approach and curriculum consultancy services; the RTÜK Media Literacy website are included a limited number of resources for raising awareness for parents, e-school system, textbooks for teachers, handbook for effective use of the media, a project submission option, textbooks for students, a link with handbooks and games; links for workshops, symposiums, congresses, meeting

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information for media professionals. These results reveal that the CML web page is a more professional site with more comprehensive, content-rich, application-oriented activities for media education compared to the RTÜK Media Literacy web page.

Keywords: RTÜK, The Website Of Media Literacy, Center Of Media Literacy (CML)

Öz

Bu çalışma RTÜK tarafından desteklenen Medya Okuryazarlığı kuruluşuna ait web sayfası ile 1989 yılından ABD’de kurulan Medya Okuryazarlığı Merkezi (CML) web sayfalarını içerik yönünden karşılaştırılmayı amaçlamaktadır. Nitel araştırma yaklaşımı benimsenerek gerçekleştirilen araştırmanın hedef alan 9 ana ve 18 alt uygulamaya yer verildiği görülmektedir. CML web sayfası etkili bir medya eğitimi için basılı, görsel, görsel-işitsel birçok kaynağa, e-hizmet uygulamalarına, CML özel müfredatı ile her türlü düzeye uygun etkinliklere, önerilen yaklaşım ve müfredatla ilgili danışmalık hizmeti veren linklere yer vermiştir. RTÜK Medya Okuryazarlığı web sayfasında ise velilere yönelik bilinçlendirme amaçlı sınırlı sayıda kaynağa, e-okul sistemine, öğretmenler için ders kitaplarına, medyayı etkili kullanım el kitapçığına, proje gönderme seçeneğine, öğrenciler için ders kitaplarına, el kitabı ve oyunların bulunduğu bir linke; medya çalışanları için çalıştay, sempozyum, kongre, toplantı bilgileri ile ilgili linklere yer verilmiştir. Bu sonuçlar CML web sayfasının, RTÜK Medya Okuryazarlığı web sayfasına kıyasla medya eğitime yönelik daha kapsamlı, içerik açısından oldukça zengin, uygulamaya dönük etkinliklere yer veren daha profesyonel bir site olduğunu ortaya koymaktadır.

Anahtar Kelimeler: RTÜK, Medya Okuryazarlığı Web sitesi, Medya Okuryazarlığı Merkezi (CML)

INTRODUCTION

One of the important skill that each individual should possess is media literacy today, when media tools are used extensively. The concept of media literacy which introduces a new approach to literacy, addresses to understanding of education in the 21st century. Beyond political and international approaches, in academic framework, many explanations are produced for media including Reaching, Understanding and Creating; Cultural, Critical, Creative; Protecting, Improving and Attending; Reading and Writing Media.

While Uysal describes the concept of media literacy as analyzing media code and traditions, criticizing media values and ideology, interpreting the messages produced by media, evaluating the content of media and being selective, distinguishing media effects and a pedagogy which provides using media wisely (Uysal, 2006). Thoman, identifies it as an ability to make out a personal meaning from television, radio, computer, newspaper, magazine and of course visual or audial symbols of advertisement every day (Thoman, 1993). RTÜK, identifies media literacy as the ability to reach, analyze, evaluate and deliver the written or unwritten, in various forms media messages. So media literacy not only provides people to read media consciously, but also expands its field to make people to express themselves freely, attend to social life more active and constructive, raise consciousness for support of actions to local, national and public media improvement (RTÜK, 2007). In general, media literacy provides a framework for people to reach, analyse, evaluate and create a variety of media messages like written, video, internet etc. Media literacy class has an important role for people to get media conscious. To teach this lesson effectively contribute children to get the ability of critical thinking, problem solving, social-individual autonomy and communication.

These abilities are significant to create an active and conscious citizenship. Today, many countries do studies to make their citizens be interested in media in a smart and responsible manner. One of the studies is Centre of Media Literacy (CML) which is founded by Elizabeth Thoman in 1989. This organization contributes to media literacy a lot that is just new for 21. Century. CML fits children and young ones for living and learning with a global media culture by converting researches and theory into practice, exercises and material for teachers, young leaders, parents and babysitters. This organization is originated in five core concepts that is improved to explain a media message critically. Thoman states that "All media messages are structured, different people perceive same message differently, all media messages are created to get profit or power, media includes values and sights, media messages are created with creative language that has its own rules.

In Turkey, studies about media literacy are done by Radio and Television Supreme Council (RTÜK). After media literacy is taught as a selective lesson in 2006-2007 education session, it is seen that RTÜK organizes educative programs, congresses, panels, researches etc. about media literacy. One of the other study that RTÜK did in 2009, is Media Literacy Website. It is really important that reviewing and enriching this website which is prepared for adults, teachers, students and media workers, in terms of content by giving attention to examples around the world. In this point, this study aims to compare CML that tries to help citizens, especially young ones, in the USA get critical thinking and the ability to create media which are essential to live in media culture of 21st century and the website which is founded as a unique and first for media literacy by RTÜK in terms of content. The fact that a similar study hasn't done before makes it highly important.

METHOD

In this study, document review method was used in qualitative data collection tools. Yıldırım and Şimşek, defined the document review as "the analysis of the written materials containing information about the facts or events to be investigated" (p.187). Hancock, Ockleford and Windridge, uttered that, in document review, policy documents, duty statements, meeting minutes, annual reports, codes of conduct, web sites, mailing lists, case notes, materials can be used. In this study, two institutions' web pages supporting media literacy studies were tried to be utilized (p.47).

Collecting and Analyzing the Data

In this study, the steps of the document review method were followed in the analysis of the data. The document review contains a series of steps. The first one of them is reaching. At this stage, the research problem was tried to be understood. As the study is to compare RTÜK Media Literacy Website and Centre of Media Literacy (CML) Website in terms of content, relevant web pages were tried to be reached. The second step is to check the authenticity. RTÜK and CML Website were revised in terms of the authenticity. At the third step, understanding the documents, CML Website was translated into Turkish, considering the research problem and title on two websites were tried to comprehend. The fourth step is to analyze the data. The sample was chosen according to the data from the topic. As the data of the study is composed of RTÜK and CML Media Literacy Websites, criterion sampling was carried out. Units which were used on analyzing the data were composed of the titles from two websites. At the last step, using the data, titles from two websites were tabulated, differences and similarities were indicated by comparing.

FINDINGS

In this section, it is tried to be compared what kind of subjects titles and subtitles on CML and RTÜK Media Literacy Website cover by figures.

1. Findings about CML Website
- 1.1 Findings about the title ‘See the Lastest’ on CML Website

Figure 1. See The Latest

As it is seen in figure-1, the title “see the latest” is divided into two sub-title. The first, “New For You” is for those who have visited the website for the first time. Under this sub-title, there are information about monthly news subscription, explanations about media literacy, related videos, current notice and reports, sources including main philosophy of the website and international activities. The second sub-title, “announcements”, announcements of articles that are updated regularly, important days and weeks and activities are made.

- 1.2. Findings about the title of “Act Now” on CML Website

Figure 2. Act now

As it is seen, the title of “Act Now” is divided into eight sub-titles. The first one has information about a news subscription that provides various activities. The second sub-title provides information about “Five Core Concepts of Media Literacy”. The third sub-title has organizations’ names which support CML media literacy and whichever is clicked on, it forwards. The forth sub-title provides a clear guide to get to know how to start up media

literacy education in the schools. Under the fifth sub-title shows the way to make up a shortage for media literacy trainers by providing books, articles, sources and various services. The sixth sub-title supports the fifth sub-title in the same framework and provides sources and activities for teaching and evaluating. It also presents us CML Special Curriculum and Services, sources for trainers and Five Core Concepts of Media Literacy. There are activities in the PDF format which are suitable for different levels and depend on Five Core of Media Literacy. The seventh sub-title gives a place for searching and evaluating activities to make the results more concrete that take place after converting theory into practice. The last sub-title is for encouraging academicians, trainers, and organizations to affiliate with CML media literacy education.

1.3. Findings about the title of “Find Resources and Shop” on the CML Website

Figure 3. Find Resources and Shop

As it is seen in the figure-3, the title of “Find Resources and Shop” is divided into nine subtitles. In the first one, there is books sales for the purpose of improving media literacy and for each level. Some of them is free. In the second one, there are sources for trainers. The books for beginners have documents of theoretical studies about media literacy, practices and professional evaluations. In the third subtitle, there is an archive of the news which has continued for seven years. The forth subtitle is aimed to give information about basis philosophy, framework and approaches of media literacy. The fifth subtitle is for the purpose of answering the question of “How to train students in the schools in the destined and proposed methods?”. There are internet addresses to contact for counselling. In the sixth subtitle, there is a reading room in which there are more than 1000 articles, research studies, archive, news and documents of historical archive. The seventh subtitle is for teachers and trainers teaching media literacy education. CML providing books, resources, articles and various services to let them give necessary educations, points the way of they need in this subtitle. The eighth subtitle is the following-up of the fifth one. It provides resources and activities for teaching and evaluating. CML Special Curriculum and services, resources for the trainers and Five Core Concepts of Media Literacy is presented here. There are activities in the PDF format which are suitable for different levels and depend on Five Core of Media Literacy. In the last subtitle, activities about media literacy for any level and age, various curriculums and relation of them to CML are stated in detail.

1.4. Findings about the title of “Research the Field” on CML Website

Figure 4. Research The Field

As it is seen in the figure-4, the title of “Research the Field” is divided into nine subtitles. In the first one, there is a reading room in which there are 1000+ number of articles, research studies, archive, news and documents of historical archive. The second one provides an archive of the news which has continued for seven years. The third one contains an archive of the magazine which has continued during 70s, 80s, 90s. These magazines still are seen important and related to these days. The magazine of “Media&Values” is the reflection the first media literacy days and has the characteristics of social mobility. The forth subtitle has many interviews with the leaders of media literacy from English speaking the UK countries, Canada, Australia, and the USA and these interviews had been made from 2010 to 2011. The fifth subtitle provides resources including information about historical improvement of media literacy in the USA. The sixth subtitle gives a place for searching and evaluating activities in order to make the results more concrete that take place after converting theory into practice. The seventh subtitle is aimed to give information about basis philosophy, framework and approaches of media literacy. The eighth subtitle is the following-up of the fifth one. It provides resources and activities for teaching and evaluating. It also presents us CML Special Curriculum and Services, sources for trainers and Five Core Concepts of Media Literacy. There are activities in the PDF format which are suitable for different levels and depend on Five Core of Media Literacy. Under the fifth subtitle points the way to make up a shortage for media literacy trainers by providing books, articles, sources and various services.

1.5. CML Findings about the title of “Subscribe, Learn, Lead” on CML Website

Figure 5. *Subscribe-Learn-Lead*

As it is seen in the figure-5, on the middle of the website, there are the titles of “Subscribe”, “Learn” and “Lead”. The subtitle of “Subscribe to Newsletter” which is under the title of “Subscribe” provides a bulletin of monthly news. It is about research activities, current actions, tips for teaching and MediaLit Moments. In the subtitle of “Download Latest Issue”, it is possible to reach new studies related to media literacy in PDF format. In the “Visit Our Channel” subtitle, there is a choice to visit YouTube Channel of CML in which there are related interviews and activities. In the Start section, under the title of “Learning”, information about the general framework of CML is given. Moreover, resources for teachers, parents and community leaders are recommended here. Under the subtitle of teaching, CML Special Curriculum Programs and services and resources for trainers are presented. Under the subtitle of “Implement”, there is information on how media literacy is incorporated into the learning environment and life. The subtitle of “Global”, under the title of “Lead”, provides resources introducing media literacy to the world. Information about how to reach available resources in CML Store in different languages (Spanish, Portuguese, Italian, French, Turkish, Arabic, Korean, Chinese, Bosnian) and for free is defined here. The subtitle of Research and Evaluation (R&D) contains research and evaluation studies which were done by Researching Organizations of CML and Academic Journals of Media Literacy. Under the subtitle of “Advocacy”, there are individual, national and international organizations related to CML and supporting media literacy education.

2. Findings about the website RTÜK Media Literacy

2.1 Findings about the title of “Media Literacy” on RTÜK Media Literacy Website

Figure 6. Media Literacy

As it is seen in the figure-6, the title of “Media Literacy” is divided into five subtitles. In the first subtitle, “what is media literacy?”, there is a definition of media literacy, the importance of media literacy in the children’s lives. In the second subtitle, “media literacy in Turkey”, the progress of media literacy in Turkey, the studies that RTÜK and other organizations have done, the fact that media literacy was become a selective lesson in the school and “Preparation Process of Teaching Material for Media Literacy Lesson” are stated. In the third subtitle, “Why media literacy as a lesson?”, the importance of media literacy education for using media effectively and safely are expressed. In the fourth subtitle, “Golden Compass for Media Literacy”, it is showed that RTÜK, with the project of Media Literacy, has been awarded in the category of public institutions by Association of Public Relations in 2008. In the last subtitle, “the Logo of Media Literacy”, the logo which was designed by the supports of students from the faculty of communication in the University of Anadolu, Eskişehir and its process of designing are mentioned.

2.2. Findings about the title of “Studies” on the RTÜK Media Literacy Website

Figure 7. Studies

As it is seen in the figure-7, the title of “Studies” is divided into two subtitles. In the first subtitle, “The Studies of Media Literacy”, there are documents of “The Study of the Lesson for Media Literacy-2015”, “The Research of How Often Children Use Media-2013”, “The Study of the Lesson for Media Literacy-2012” and “the research of watching TV for kids”.

Links for public researches made by RTÜK in between 2006 and 2017 are included in the last subtitle, “All Studies”.

2.3. Findings about the title of “Project” on RTÜK Media Literacy

Figure 8. Project

As it is seen in the figure-8, the title of “Project” is divided into two subtitles. In the first subtitle, “Send Your Project”, there is a platform of project to provide teachers, students, media experts and other experts to share important information, methods, activities and propositions for better media literacy education. Under the subtitle of “See the Projects”, there are totally eight projects which were sent between 2006 and 2015.

2.4. Findings about the title of “Gallery” on the RTÜK Media Literacy Website

Figure 9. Gallery

As it is seen in the figure-9, there are two subtitles of the title of “Gallery”. In the first one, “Gallery of Pictures”, there are pictures of the national picture competitions which are related to media literacy, the photographs of workshops, congresses and in-service training. In the subtitle of “Video Gallery”, there are the videos of workshops, congresses and in-service training and short films introducing media literacy.

2.5. Findings about the title of “Archive” on RTÜK Media Literacy Website

Figure 10. Archive

As it is seen in the figure-10, the title of “Archive” is divided into three. The first one, “The Archive of News”, there is information of activities like panel, meeting, training, news, announcement, notice and report which were done between 2006 and 2018. The second subtitle, “The Archive of Activities”, presents a workshop which was done in 2012, a congress which was done 2013 and an in-service training which was done in 2015.

2.6. Findings about the title of “Media Literacy in the Press” on RTÜK Media Literacy Website

Figure 11. Media Literacy in the Press

As it is seen in the figure-11, the title of “Media Literacy in the Press” doesn’t have any subtitle. News which has done about media literacy from 2004 to 2018 is introduced under this title.

2.7. Finding about the title of “Useful Websites” on RTÜK Media Literacy Website

Figure 12. Useful Websites

As it is seen in the figure-12, there is no subtitle under the title of “Useful Websites”. Under this title, there are websites of RTÜK Library, RTÜK Dissertation, the dictionary for the terminology of broadcasting, studies supported by Europe Commission, studies from different countries (USA, France etc.), organizations like RTÜK from different countries, international institutes.

2.8. Findings about the title of “Adults” on RTÜK Media Literacy Website

Figure 13. Adults

As it is seen in the figure-13, there are tabs of “Media Literacy for Adults by UNESCO”, “Child Education”, “Information System for Parents”. It is possible to reach the Turkish version of “The Handbook for Parents” which was published in English and French by UNESCO.

2.9. Findings about the title of “Teachers” on the website of RTÜK Media Literacy

Figure 14. Teachers

As it is seen in the figure-14, there are taps of “Send your Project, Applicable Training of Media Literacy- internet newspaper, Training for teachers growing literates of the future (The Project of TUBİTAK4005), Mert and the internet, In-Service for Media Literacy (UNICEF) – communicating with children: Principles and practices for raising, inspiring, arousing excitement, trainings and enhancing (2016), The Coursebook of Media Literacy (2014), The Coursebook of Media Literacy (2006-2013) and the Handbook related to Media Literacy for Teachers (2000) under the title of “Teachers”.

2.10. Findings about the title of “Students” on the website of RTÜK Media Literacy.

Figure 15. Students

As it is seen in the figure-15, there are taps of The Coursebook of Media Literacy 2014, The Coursebook of Media Literacy 2006-2013, UNESCO- The Handbook of Media Literacy for Students- 2006, Useful Websites and Games under the title of “Students”. Most of these taps are available under the title of “Teachers” as well.

2.11. Findings about the title of “Media Experts” on the website of RTÜK Media Literacy

Figure 16. Media Experts

As it is seen in the figure 17 under the title of “Media Experts”, there are Law No. 6112 on Establishment and Broadcasting Services of Radio and Television Enterprises, Media Training Handbook for UNESCO Media Workers, Interview with the children, Media Literacy Promotion Meeting 2014, Turkey 1 st. Children and Media Congress 2013, Media Literacy Workshop 2012, 1st Media Literacy Symposium 2005.

2.12. Findings about the title of “The Important Linkes” on the website of RTÜK Media Literacy

Figure 17. The Important Linkes

As it is seen in the figure 17 under the title of “The Important Linkes”, there are subtitles of “Smart Signs”, “RTÜK Website for Children”, “Traditional Children Games”, “Media Literacy in 10 Questions”, “Introduction Film”, “RTÜK Corporate Website”. While in the subtitle of “Smart Signs”, there are definitions of these signs; in the subtitle of “RTÜK Website for Children” there are information for children about Television Literacy. In the subtitle of “Traditional Children Games”, there 24 different games and explanations for how to play them; on the other hand, in the subtitle of “Media Literacy in 10 Questions” the concept of media literacy, the course of media literacy and its importance, how to choose the course for media literacy, which teachers can train students for media literacy and the program of the course of media literacy are explained. In the subtitle of “Introduction Film”,

there is an introduction film and in the subtitle of “RTÜK Corporate Website”, the duty and running of RTÜK are clarified.

CONCLUSION AND DISCUSSION

Individuals need to be media literates in order to use the means of media effectively and healthy that they are in touch with them during their all life. There is a significant contribution of private or formally created media institutions in providing this information to the individuals during the formal and informal education lives and in supplying necessary sources of guidance information. Today, many developed countries have put important duties on nationally and internationally funded web-based media literacy institutions supporting developing media literacy skills citizens should possess during their life. One of the studies is Centre of Media Literacy (CML) which is founded by Elizabeth Thoman in 1989. This organization offers significant contributions to media literacy, a new literacy for the 21st Century. CML fits children and young ones for living and learning with a global media culture by converting researches and theory into practice, exercises and material for teachers, young leaders, parents and babysitters. In Turkey, studies about media literacy are done by Radio and Television Supreme Council (RTÜK). In this study, it is aimed to compare the website of media literacy organization which is supported by RTÜK and Centre of Media Literacy (CML) which is founded in 1989 in the USA in terms of the content. When the findings about the CML are evaluated:

The Website of CML has a structural building for those who new for his website. It contains sources and international activities introducing its own core philosophy of education; makes an announcement of articles which is being updated regularly, important days and week and activities; recommends about how to start training in the school; provides related books, articles, sources and various services to be able to present media literacy education in the correct way; includes sources and activities for teaching and evaluating and searching- evaluating activities to make the results more concrete that take place after converting theory into practice; provides books sales which are available for each level for the purpose of improving media literacy skill, some of them is free; hosts a newspaper which is ongoing for seven years and it is really easy to reach its archive; shows a struggle to be able to answer the question of “How it is possible to provide such a media literacy education with the proposed approaches and methods”; contains a “Reading Room” in which there are more than 1000 of articles, researching studies, newspaper and historical archive; includes the possibility to reach the interviews and videos of activities related to CML by a Channel on YouTube; possesses a variety of sources for trainers, parents and leaders; gives a place for sources introducing media literacy to the world; give information about how to reach the sources (in Spanish, Italian, French, Turkish, Arabic, Korean, Chinese and Bosnian) which are in different languages and free to download from its store; includes researching and evaluating studies aimed for Researching Organizations and Academic Magazines of Media Literacy by CML; provides significant information related to CML, supported to education of media literacy and about national and international organizations.

When findings about the Website of RTÜK Media Literacy are evaluated:

What is media literacy and its historical improvement in Turkey; the content, visuals, videos of congress/ seminars/ workshops/ in-service trainings/ scientific researches related to RTÜK and other organizations; the process of emerging of ‘media literacy logo’; a platform of projects and limited projects sent by media personnel and adults to be able to share necessary information, methods and activities; the archive of panels/ meetings/ training/ news/ announcement/ notice/ reports related to media literacy from 2006 to

2018; the archive of news related to media literacy from 2004 to 2018; the library of RTÜK, dissertations, dictionaries of broadcasting terminology, studies supported by European Commission, studies from different countries (USA, France, etc.), organizations which are similar to RTÜK, the websites of international organizations; the Turkish version of the handbook for children and parents prepared by UNESCO in English and French; the types and meaning of smart signs; the information about television literacy; the information about how to choose media literacy as a selective lesson; introductory short films about media literacy; the detailed information about the duty and running of RTÜK are presented. These results show that CML Website, compared to RTÜK Website, is more professional website which includes more extensive and richer in terms of content for education of media literacy and applicable activities.

SUGGETIONS

The website of media literacy is required to update by reviewing the website of CML or other developed countries (namle.net, acmecoalition.org, ACMA, CAME, ofcom etc.).

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