

The Relationship between Prospective Teachers' Media and Television Literacy and Their Critical Thinking Dispositions

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Abstract

Problem Statement: Teachers play a significant role in shaping students on media literacy and critical thinking. Hence, prospective teachers are required to gain knowledge about media literacy and critical thinking during pre-service training. Provided that prospective teachers who will shape the next generation possess such skills as accessing to knowledge, examining knowledge with a critical perspective and discerning what is good and what is bad, they will be able to guide students to acquire these skills. On this subject, the present study investigated a small number of studies that examine the relationship between media literacy and critical thinking.

Purpose of the Study: The aim of the present study is to analyze the relationship between prospective teachers' media and television literacy levels and their critical thinking dispositions.

Method: The research used relational screening models. The sample of the research consisted of 166 prospective teachers studying teacher training course at one of Turkey's state universities. The study's research analysis utilized descriptive statistics, MANOVA and Pearson product-moment correlation.

Findings and Results: The current study found that critical thinking dispositions as well as their media and television literacy differ significantly depending on their gender and major. A medium level positive relationship was revealed between prospective teachers' general critical thinking disposition scores and the media and television literacy scale literacy sub-dimension, while there is a low level positive relationship exists between critical thinking and the addiction sub-dimension.

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Recommendations: Based on the study's findings, the following recommendations are provided: given prospective teachers' low critical thinking disposition scores, it is important that higher education curricula be designed for the development of critical thinking skills; moreover, various measures should be taken that aim to provide the appropriate equipment and psychological environment to develop these skills. The present study determined that there is a medium level positive relationship between prospective teachers' general critical thinking disposition scores and the media and television literacy scale literacy sub-dimension; this relationship between media literacy and critical thinking can be further investigated through different sample groups and different measurement tools.

Keywords: Prospective teachers, thinking, critical thinking, media and television literacy

Introduction

Many social scientists consider the twentieth century the "information age". This is reflected by the emergence and dissemination of various mass media in this century. Mass media have spread rapidly since the eighties. During this period, the monopolization of mass media has been observed; moreover, it seems to come closer to each other (Karatas, 2008). Thus, the concept of media has emerged and spread rapidly. All the things that transmit and include knowledge, including all printed, digital, and electronic media such as books, newspapers, magazines, television, radio and Internet that transfers knowledge, can be considered media (Levin et. al., 2004; cited in Karaman & Karatas, 2009). Many forms of media that have become a part of daily life like computers, the Internet, cell phones, game consoles, and handheld data bank records (iPod) – in other words, all the digital technologies – are classified as new media. In addition to the opportunities provided by media, the increasing diversity of media and this diversity's power to influence individuals of all ages have led to the emergence of the concept of media literacy (Kurt & Kurum, 2010).

Media literacy is defined as "written and unwritten, the ability to access, analyze, evaluate and create in a wide variety of forms" (the Internet, television, etc.) (Inceoglu, 2005). In general, media literacy refers to the ability to access the media in various forms (to access information), analysis (to explore and analyze how messages are formed), evaluation (to evaluate implicit and explicit messages in the media depending on ethics, moral and democratic principles), and creation (to create one's own messages using a variety of media materials) (Kellner & Share, 2005; Thoman & Jolls, 2003). The aim of media literacy is to provide individuals with an awareness of media messages that are encoded in different forms and delivered through different channels such as television advertising, a musical track on a CD, or a newspaper article (Pekman, 2007). The significance of educational institutions and experts to media literacy and media messages has been emphasized throughout the world; additionally, various efforts have been made to integrate literacy into the existing curriculum (Karaman, 2010). Media literacy has become a natural component of the education

system through its integration in courses such as native language lessons, social studies, citizenship, and health education starting from pre-school until the end of compulsory education, particularly in developed countries such as Canada, the UK, Australia, and the US (Tuzel, 2013). In Turkey, a study performed by the Radio and Television Supreme Council (RTSC) and the Ministry of National Education (MNE) stated that media literacy is supposed to be integrated into educational programs (Karaman, 2010). In terms of media literacy's development in Turkey, it merits mentioning that the subject was initially raised during the 2003 Communication Council and was revived in the 2004 report from the Media and Violence Working Group, which worked at the level of the Action Plan with RTSC's suggestions. In parallel to these studies, with the collaboration of RTSC and the Ministry of National Education (MNE), a media literacy course was designed to be taught in five pilot provinces (Ankara, Istanbul, Izmir, Adana, Erzurum) in the 2006-2007 academic year and as an elective course at the secondary level in the 2007-2008 academic year.

Media literacy is an educational program that strengthens individuals' ability to obtain more information about media texts and to be more resistant to media's harmful effects; media literacy programs are encouraged to be more careful about raising individuals' awareness about the media's effects (RTSC, 2007). The aim of the course that has been enacted under the name of media literacy is to ensure that children, who are amenable to media and sensitive, to learn mass media's structure and ways of functioning and to gain the ability to evaluate fictional media content in a conscious way and to monitor it critically (MNE, 2006). Such studies are a significant initiative aimed at the creation of a conscious media culture; however, such programs cannot be expected to be sufficient for achieving this complex goal. Given that children are exposed to media from a very early age, they must acquire these skills at an earlier age. Thus, it is essential that children are taught to question from an early age in order to gain critical thinking skills including the ability to research. Indeed, critical thinking was deemed a skill among the common basic skills of the primary education program implemented in 2005, and students must gain these skills.

Today, the body of knowledge is exploding and spreading rapidly. As it is impossible to integrate all this proliferating and changing knowledge into educational programs and present it to students, students must be able to access knowledge themselves and acquire the necessary knowledge along with improving in terms of the principles and methods needed to understand knowledge by gaining critical thinking skills. The advances in communication technology demand certain skills to produce, obtain, use, and share knowledge; in addition, affecting education's structure has revealed that individuals must learn on their own without depending on the teacher (Yilmaz & Ozkan, 2013). Media literacy helps people be successful by giving them the ability to approach knowledge from the communication environment and use it for self-learning with a critical point of view and by enabling them to filter useful and harmful knowledge. In this context, educational institutions are responsible for helping individuals to acquire media literacy and critical thinking skills. Teachers play a significant role in shaping students' media literacy and critical thinking. Hence, prospective teachers are required to gain knowledge about media literacy and critical

thinking during pre-service training. Provided that prospective teachers who will shape the next generation possess such skills as accessing knowledge, examining knowledge with a critical perspective, and discerning what is good and what is bad, they will be able to guide students to acquire these skills. In this regard, it is worth examining prospective teachers' media literacy and critical thinking dispositions. As noted above, these teachers must gain media literacy and critical thinking skills through their pre-service training so that they in turn can train their students to gain media literacy and critical thinking skills. In service of this goal, this study observed a small number of studies that examine the relationship between media literacy and critical thinking. In addition, the dimensions of the relationship between media literacy and critical thinking are defined with the goal of providing a significant contribution to teacher training programs. Based on the reasons above, the main objective of this study is to analyze prospective teachers' media and television literacy levels and critical thinking dispositions, focusing on teachers from different majors enrolled in teacher training program and assessing them via several variables.

In accordance with the main objective, the following questions are presented:

1. How are the media and television literacy level scores of prospective teachers distributed?
2. How are the critical disposition levels of prospective teachers distributed?
3. Do prospective teachers' media and television literacy levels and critical thinking disposition levels differ depending upon their gender and major?
4. Is there a significant relationship between media and television literacy level and critical thinking disposition?

Method

Research Design

Relational models, which are a variety of screening models, were used in the study. Screening models are research models that aim to describe a situation existing in the past or current (Neuman, 2006), and relational screening models are those which aim to determine the relationships between variables (Sonmez & Alacapinar, 2011) or to determine the existence and/or degree of changes between two or more variables.

Research Sample

The research was carried out with prospective teachers from different majors who were enrolled in teacher training courses and who were selected by the simple random sampling method. They were selected in the 2012-2013 academic year at a Turkish state university. The sample consisted of 166 prospective teachers in total. Among the prospective teachers, 114 (69%) were women and 52 (31%) were men. Also, 81 (49%) had majors based on verbal courses while 85 (51%) studied numerical courses. Prospective teachers enrolled in different majors including mathematics, physics, chemistry, health, biology, philosophy, religion culture, Turkish language and literature, music, painting, and ceramics participated in the study. These majors were

divided into two broader categories, verbal and numerical, and analysis was conducted correspondingly.

Data Collection

The study deployed three data collection tools: The "Personal Information Form" developed by the researcher, "The California Critical Thinking Disposition Inventory" adapted by Kokdemir (2003), and the "Media and Television Literacy Level Scale" developed by Korkmaz and Yesil (2011). The researcher developed the "Personal Information Form" with the aim of capturing some personal information about the prospective teachers. With the goal of determining prospective teachers' critical thinking dispositions, the study employed the California Critical Thinking Disposition Inventory, which was developed by Facione, Facione and Giancarlo in 1998. This scale, the Turkish adaptation of which was created by Kokdemir, possesses six dimensions and 51 items. The internal consistency coefficient Cronbach's alpha reliability coefficient was found to be 0.88 for the overall scale. For the sub-dimensions – analyticity, open-mindedness, curiosity, self-confidence, searching truth, and systematicity – the coefficients were determined to be 0.75, 0.76, 0.78, 0.77, 0.61, and 0.63, respectively (Kokdemir, 2003). The total scale's Cronbach's alpha reliability coefficient was re-calculated and determined to be 0.66; when the sub-dimensions were recalculated, analyticity, open-mindedness, curiosity, self-confidence, searching truth, systematicity were determined to be 0.71, 0.70, 0.71, 0.71, 0.71, and 0.73, respectively.

The Media and Television Literacy Levels Scale developed by Korkmaz and Yesil (2011) was deployed in order to determine the prospective teachers' media and television literacy levels. It is a five-point Likert-type scale composed of two dimensions, "Literacy and addiction." Within the framework of the scale, "Literacy" contains 13 items, the factor loadings of which range from 0.484 to 0.774. The core value of this dimension in the overall scale is 7.692; its contribution to the overall variance is 32.768%. The other dimension, "Addiction," contains five items, the factor loadings of which are between 0.662 and 0.826. The core value of this dimension in the overall scale is 2,242; its contribution to the overall variance is 22.420% (Korkmaz & Yesil, 2011). The reliability analysis of this scale, which consists of 18 items and two dimensions, was calculated via Cronbach's alpha reliability coefficient, the value of the correlation between two identical halves, the Spearman-Brown formula, and the Guttman split-half reliability formula for the factors and the scale as a whole. Cronbach's alpha reliability coefficient of the scale for literacy (13 items) and addiction (five items) was determined to be 0.914 for literacy and 0.851 for addiction; Cronbach's correlations were 0.750 for literacy and 0.718 for addiction; moreover, Spearman Brown values were 0.857 and 0.836 for literacy and addiction, respectively; finally, Guttman split-half values were determined to be 0.857 for literacy and 0.799 for addiction (Korkmaz & Yesil, 2011).

The levels that correspond to the scores on the literacy dimension can be summarized as follows:

20-35: Very Low Level of Literacy

36-51: Low Level of Literacy

52-67: Medium Level of Literacy

68-83: High Level of Literacy

84-100: Very High Level of Literacy

The scores obtained from the addiction dimension are distributed similarly. but inversely proportional to literacy. That is, the addiction level of an individual whose literacy level is high is expected to be low. That addiction scores are high indicates that an individual's addiction is high and that therefore s/he has a low level of literacy (Korkmaz & Yesil, 2011). For this study, the Cronbach's alpha reliability coefficients were recalculated, and the coefficients for literacy and addiction were found to be 0.72 and 0.66, respectively. Ozdamar (2013) stated that Cronbach's alpha coefficient should be .60 or higher. On this basis, this reveals both scales are reliable.

Data Analysis

The research data were analyzed through use of the statistical package program. First, the study confirmed whether data provided the general requirements of the parametric tests. In addition, the Kolomogrov Smirnov test assessed whether the data were distributed normally (KSZ=, 145, p>, 05). As a result of the analyses, the data demonstrated normal distribution. The variance's homogeneity was tested by performing Levene's test on the analysis of the data obtained in the study. Descriptive statistics, multivariate variance analysis (MANOVA), and Pearson product-moment correlation were used during the data analysis.

Findings

Findings Regarding the Distribution of Prospective Teachers' Media and Television Literacy Level Scores

The prospective teacher candidates' media and television literacy level scores were examined in two parts. When Table 1 was analyzed, prospective teachers were determined to have medium levels of media and television literacy (\bar{x} =52, 84), while their addiction level was determined to be very low (\bar{x} =20, 30).

Table 1.

Average, Minimum, Maximum, and Standard Deviation Values of Prospective Teachers' Media Literacy Scores

Media and Television Literacy	N	\bar{X}	Minimu m	Maximu m	sad
Literacy	16	52,8	38	65	5,2
Addiction	6	4	5	25	4
	16	20,3			3,5
	6	0			7

Findings on the Distribution of Critical Thinking Disposition Scores of Prospective Teachers

Kokdemir (2003) pointed out that when CCT-T is analyzed as a whole, the overall people whose scores are lower than 240 (40 x 6) have low critical thinking dispositions, those with scores between 240-299 have positive critical thinking dispositions, and those whose scores are over 300 (50 x 6) have high dispositions. When it comes to sub-dimensions, it has been revealed that scores lower than 40 are low, those between 40-50 are considered positive, while scores over 50 are high.

Table 2.

Average, Minimum, Maximum, and Standard Deviation Values of Prospective Teachers' Critical Thinking Dispositions Scores

Critical Thinking Disposition	N	\bar{X}	Minimum	Maximum	sad
Systematicity	166	21,11	10,00	36,00	3,85
Self-confidence	166	29,43	16,00	42,00	4,30
Open-mindedness	166	44,38	27,00	95,00	6,56
Analyticity	166	37,78	13,00	55,00	5,17
Searching truth	166	25,06	14,00	42,00	3,84
Curiosity	166	37,64	15,00	50,00	4,55
GENERAL DISPOSITION	166	194,80	144,00	257,00	17,34

The values in Table 2 reveal that prospective teachers' general critical thinking disposition scores are low (40x6); in other words, their overall critical thinking dispositions were determined to be low. When sub-dimension scores were examined, the average score of open-mindedness ($\bar{X} = 44.38$) is higher than 40, which means that prospective teachers' critical thinking dispositions are on a positive line in that dimension and low in the others.

Findings Related to Prospective Teachers' Media and Television Literacy Levels and Critical Thinking Disposition Levels Depending on the Variables of Gender and Major

Table 3 presents descriptive statistics results of prospective teachers' media and television literacy and critical thinking disposition levels related to the variables of gender and majors.

Table 3.

Arithmetic Mean and Standard Deviation Values of Prospective Teachers' Media and Television Literacy and Critical Thinking Disposition Related To Gender and Major

Major	Gender	N	Media and Television Literacy		Critical Thinking Disposition	
			\bar{X}	sd	\bar{X}	sd
Verbal	Female	47	36,68	3,48	193,26	16,89
	Male	24	35,15	5,67	194,63	13,89
Numerical	Female	67	34,31	5,70	193,46	17,12
	Male	28	37,96	2,92	200,93	18,60

The two-factor MANOVA results are presented in Table 4 for prospective teachers' critical thinking dispositions and media and television literacy levels depending on the variables of gender and major.

Table 4.

Two-Factor MANOVA Results of Prospective Teachers' Critical Thinking Dispositions and Media and Television Literacy Levels Depending On the Variables of Gender and Major.

The source of variance	Dependent Variable	sd	F	p	η^2
Gender (A)	Media and Television Literacy	1	1,691	,195	,010
	Critical Thinking Disposition	1	2,233	,137	,014
Major (B)	Media and Television Literacy	1	,075	,784	,000
	Critical Thinking Disposition	1	1,212	,273	,008
AxB	Media and Television Literacy	1	10,218	,002	,040
	Critical Thinking Disposition	1	1,066	,303	,007

Multivariate variance analysis (two-factor MANOVA) was conducted to determine whether prospective teachers' media and television literacy and critical thinking differ significantly in terms of the variables of gender and major. Wilk's lambda test results revealed that prospective teachers' media and television literacy and critical thinking dispositions have a significant difference between their linear combinations in terms of gender and major (Wilk's = .938, $F(3,160)=5,245$, $p=.00$). Table 4 presents one-way ANOVA test results conducted for the media and television literacy and critical thinking disposition scales. Table 4 reveals that the gender and

major variables appear to make a significant difference in media and television literacy together ($F(1-160)=10,218$, $p \leq .05$). In addition, the interaction between critical thinking disposition and gender/major is likely to be low while that between media and television literacy and gender/major is medium (Green & Salkind, 2005).

Findings on the Relationship between Prospective Teachers' Media and Television Literacy and Critical Thinking Dispositions

Pearson correlation analysis was performed to determine the relationship between prospective teachers' media and television literacy and critical thinking dispositions. Prospective teachers' media and television literacy scores were examined in two different ways, literacy and addition, and the relationship between the two was taken into account. The values are presented separately in Tables 5 and 6.

Table 5.

Correlation Values between Prospective Teachers' Scores for Literacy Levels and Critical Thinking Disposition Levels

Literacy	N	<i>r</i>	<i>p</i>
Sub-Dimensions of Critical Thinking Dispositions			
Systemacity	166	,071	,293
Self-confidence	166	,244**	,000
Open-mindedness	166	,146*	,033
Analyticity	166	,166*	,014
Searching Truth	166	,120	,072
Curiosity	166	,128	,058
GENERAL DISPOSITION	166	,317**	,000

* $p < 0,05$ ** $p < 0,01$

The correlation values in Table 5 reveal that there is a low level of positive correlation between self-confidence and literacy ($r = 0,244$; $p < 0,000^{**}$), open-mindedness and literacy ($r = 0,146$; $p < 0,033^{*}$), and analyticity and literacy scores; there is a medium level of positive correlation between overall critical thinking dispositions and literacy scores ($r = 0,317$; $p < 0,000^{**}$).

Table 6.

Correlation Values between Prospective Teachers' Scores for Addiction Levels and Critical Thinking Disposition Levels

Sub-Dimensions of Critical Thinking Dispositions	Addiction	N	r	p
Systemacity		166	-,052	,427
Self-confidence		166	,118	,072
Open-mindedness		166	-,060	,372
Analyticity		166	,096	,145
Searching Truth		166	,014	,829
Curiosity		166	,172**	,009
GENERAL DISPOSITION		166	,022	,779

**p<0,05

The analysis results presented in Table 6 demonstrate that there is a slightly positive relationship ($r = 0,172$; $p < 0,05^*$) between prospective teachers' addiction level scores and curiosity, one of the sub-dimensions of critical thinking dispositions.

Discussion and Results

This section discusses the results related to the research's sub-problems and develops recommendations based on the research results. The prospective teachers' scores for their media and television literacy levels were examined in two parts that were inversely proportional: literacy and addiction. In the present study, prospective teachers' media and television literacy levels were determined to be high while their levels of addiction were observed to be low. Based on this finding, it can be stated that prospective teachers have a high level of media and television literacy and hence have a low level of media-television addiction. Considering work from the literature related to these findings, Korkmaz and Yesil (2011) have emphasized that studies about media and television literacy are predominantly theoretical and studies based upon questionnaires and scales seem to be quite few in number. One such study conducted by Kartal (2007) revealed that prospective teachers' critical attitude towards media was at a certain level in terms of their media literacy levels.

The research results revealed that critical thinking disposition scores are lower than 240, meaning that general critical thinking dispositions are low; moreover, when the sub-dimension scores were examined, the average scores for open-mindedness had the highest level, over 40, which leads to the conclusion that prospective teachers'

critical thinking disposition is positive in this sub-dimensions but low in others. A study conducted by Kormaz and Yesil (2009) determined that primary, secondary and university students have critical thinking dispositions that are mainly at a medium level. In addition, Akar (2007) and Zayif (2008) determined that prospective teachers have low critical thinking scores. Cetin (2008) and Besoluk and Onder (2010) found prospective teachers have medium critical thinking levels. A study conducted by Zayif (2008) determined that as a prospective teacher's class level increases, his or her critical thinking dispositions increase as well; furthermore, other information has confirmed that university education enhances the critical thinking disposition. In this regard, it can be inferred from the current study that prospective teachers' critical thinking disposition scores are low and thus the fact that open-mindedness is the only sub-dimensions close to being positive is normal and in accordance with the explanations mentioned above; furthermore, the other critical thinking sub-dimensions with low scores can be improved.

Despite the fact that various definitions of critical thinking exist, in principle, it is essential to state that critical thinking emphasizes the acquisition of information in an effective way as well as its comparison, evaluation, and use (Demirel, 2013). Ipsiroglu (1993) defines critical thinking as the most advanced form of thinking. In this study, the fact that prospective teachers' critical thinking scores are low indicates the absence of an advanced way of thinking as well as a lack of knowledge acquisition, comparison, evaluation, and use. This leads people to think that the environment and conditions in which they live along with the education they receive are insufficient for improving critical thinking dispositions. The reason why prospective teachers possess insufficient critical thinking dispositions is likely the result of an inappropriate environment for receiving education as described by Schaferman (1991; cited in Dutoglu & Tuncel, 2008) or it may be due to a system of education based on parroting as expressed by Akmoglu (2001; cited in Argon & Selvi, 2011).

This study determined that teachers received significantly different scores for their media and television literacy and critical thinking disposition levels depending on their gender and majors, meaning gender and majors an effective factor on media and television literacy and critical thinking disposition levels and lead to a significant difference. Under investigation, the literature revealed various studies asserting that gender does not influence media literacy (Cepni, Palaz & Ablak, 2015; Ertek, 2013; Kartal, 2007). Two different results emerged when the literature on critical thinking disposition was analyzed. In their studies, Akar (2007); Aybek and Aslan (2015); Cetin (2008); and Tumkaya, Aybek and Aladag (2009) determined that gender is not among the variables that create a significant difference in terms of critical thinking. On the other, , Besoluk and Onder (2010), Serin (2013) and Zayif (2008) found a significance difference along gender lines and stated that women have more positive views compared to men. These diverging results may also be the result of the scales used; in general, however, considering the majority of the findings, it appears more likely that the gender factor has no effect on prospective teachers' critical thinking dispositions. This study found that prospective teachers' media and television literacy differs depending on their majors. This is likely due to the fact that prospective teachers

training in different majors may have different interests in media. In addition, the fact that prospective teachers graduating from different majors have sufficient knowledge about media may have led to this significant difference in the levels. In their study, Yilmaz and Ozkan (2013) examined pre-school teachers' media literacy levels along with computer and instructional technology literacy and found that the prospective teachers' media literacy levels differ depending on their majors. Potter (2010) answered the question "What is media literacy?" with the response that it is versatile and relative as well as varying depending on the person and audience; it varies according to an individual's consciousness and knowledge. Everyone is media literate to a certain degree; however, no one is completely media literate. Basically, media literacy is a complex concept. In this regard, it is natural that a difference in prospective teachers' media and television literacy depending on their majors. When the research findings were analyzed, it revealed that prospective teachers' critical thinking disposition scores differ significantly based on their majors. Similar results emerged in studies conducted by Besoluk and Onder (2010) and Rudd, Baker, and Hoover (2000).

Finally, prospective teachers' media and television literacy scores were examined on two dimensions, literacy and addiction, and the relationship between the two was also taken into account. According to the correlation value, a positive relationship exists between the prospective teachers' general critical thinking and literacy scores at a medium level. In other words, as prospective teachers' critical thinking increases, their literacy levels increase as well. When the literature was examined on this issue, quite few previous studies have examined the relationship between these two concepts even though the relationship between media literacy and critical thinking is intensively supported by the theoretical studies. Feuerstein conducted the first such study (1999) and examined whether the critical thinking of students between 10-12 years old from six primary schools will be developed through media literacy. Feuerstein (1999) measured the effect of a lesson promoted through materials related to media literacy by means of the pretest-posttest model and determined that media literacy and critical thinking skills increase in proportion to prospective teachers' experience in media literacy. Arke (2005) conducted another study that questioned the relationship between critical thinking and media literacy. The research results demonstrated a significant relationship between media literacy and critical thinking; furthermore, it also determined that media literacy education is a significant tool for the acquisition of critical thinking skills (Arke, 2005).

The relationship between prospective teachers' critical thinking dispositions and media and television literacy were examined, as was the addiction subscale. The study determined that a low level positive relationship exists between the addiction factor of media and television literacy and the curiosity factor of critical thinking. The curiosity subscale refers to gaining knowledge and learning something new without any expectation or profit (Kokdemir, 2003). In the media and television literacy scale, a person with a high literacy level is expected to have a low addiction level. A high addiction score demonstrates an individual's high level of addiction, hence indicating that his/her literacy level is low. Accordingly, prospective teachers who are curious have a low level addiction towards media.

Recommendations

Based upon the research findings, the following recommendations are provided:

1. Given prospective teachers' low critical thinking disposition scores, higher education curricula must be designed to develop critical thinking skills; moreover, various measures should be taken to provide the appropriate equipment and psychological environment to develop these skills. In our country, critical thinking skills have become one of the most significant common skills that students must acquire at all educational levels in schools in parallel with modern education. However, teachers in all branches primarily need to have these skills themselves as to help students acquire them. In this regard, prospective teachers must be trained for this purpose in higher education.

2. In addition, the present study revealed a medium level positive relationship between prospective teachers' general critical thinking disposition scores and the literacy subscale of the media and television literacy scale. In other words, as teachers' critical thinking dispositions increase, their literacy levels increase as well. Based on this result, it becomes clear that one of the advantages of teaching prospective teachers critical thinking in faculties of education is to train media literate teachers. Therefore, teachers trained in this way will be able to educate media literate students as well as to possess critical thinking. Indeed, one of the most significant aims of Turkish education system is to train students in media literacy. In line with this purpose, a media literacy course has been included in the secondary school program as an elective course.

3. The relationship between media literacy and critical thinking can be examined via different sample groups and different measurement tools.

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Öğretmen Adaylarının Medya ve Televizyon Okuryazarlığı ile Eleştirel Düşünme Eğilimleri Arasındaki İlişki

Atıf:

- Aybek, B. (2016). The relationship between prospective teachers' media and television literacy and their critical thinking dispositions. *Eurasian Journal of Educational Research*, 63, 261-278, <http://dx.doi.org/10.14689/ejer.2016.63.15>

Özet

Problem Durumu: Medya okuryazarlığı kişilerin kendi kendine öğrenmesinde kullanacağı iletişim ortamlarından ulaştıkları bilgilere eleştirel bir bakış açısıyla yaklaşımlarını, yararlı ve zararlı bilgileri süzebilmelerini sağlayarak onların başarılı olmalarında yardımcı olur. Öğrencileri medya okuryazarlığı konusunda yönlendirmede ve eleştirel düşünme becerisini kazandırmada önemli ölçüde belirleyici olan öğretmenlerdir. Bu bakımdan öğretmenlerin hizmet öncesi eğitimlerinde medya okuryazarlığı ve eleştirel düşünme ile ilgili bilgi sahibi olmaları gerekmektedir. Çünkü gelecek nesilleri şekillendirecek olan öğretmen adaylarının bilgiye ulaşma, ulaşılan bilgiye eleştirel bir bakış açısıyla bakabilme ve neyin iyi neyin kötü olduğunu ayırt etmeye ilişkin becerileri kazandıkları takdirde; göreve başladıklarında da bu becerileri öğrencilere kazandırabileceklerdir. Bu bağlamda, öğretmenlik formasyonu alan öğretmen adaylarının medya okuryazarlıkları ile eleştirel düşünme eğilimlerinin incelenmesi araştırmaya değer bir konu olarak düşünülmüştür. Çünkü yukarıda da belirtildiği üzere öğretmenlerin, öğrencileri medya okuryazarı ve eleştirel düşünme becerisine sahip olarak yetiştirilebilmeleri için hizmet öncesi eğitimde medya okuryazarı ve eleştirel düşünme becerilerine sahip olmaları gerekmektedir. Alanyazın incelendiğinde ortaöğretim öğrencilerinin medya okuryazarlığı ile çevre konularıyla ilgili kitap okumaya yönelik tutumları arasındaki ilişkinin incelendiği araştırmaya rastlanılmıştır. Medya okuryazarlığı ile eleştirel düşünme arasındaki ilişkinin incelendiği az sayıda araştırmaya rastlanılmıştır. Bu nedenle, böyle bir çalışmanın yapılmasına karar verilmiştir.

Araştırmanın Amacı: Bu çalışmanın temel amacı, öğretmen adaylarının medya ve televizyon okuryazarlık düzeyleri ile eleştirel düşünme eğilimleri arasındaki ilişkinin incelenmesidir.

Araştırmanın Yöntemi: Bu araştırmada tarama modellerinden olan ilişkiyel tarama modeli kullanılmıştır. Araştırma, Türkiye'de bir devlet üniversitesinde 2012-2013

eğitim-öğretim yılında basit seçkisiz örnekleme yöntemiyle seçilmiş, öğretmenlik formasyonu alan farklı bölüm mezunu öğretmen adayları ile gerçekleştirilmiştir. Araştırmaya, toplam 166 öğretmen adayı katılmıştır. Öğretmen adaylarının, 114 (%69)'ı kadın, 52 (%31)'i erkektir. Araştırmada üç veri toplama aracı kullanılmıştır. Bunlar; "Kişisel Bilgiler Formu", "California Eleştirel Düşünme Eğilimi Ölçeği" ve "Medya ve Televizyon Okuryazarlık Düzeyi Ölçeği"dir. Verilerin analizinde betimsel istatistik, çok değişkenli varyans analizi (MANOVA) ve Pearson momentler çarpımı korelasyonu kullanılmıştır.

Araştırmanın Bulguları: Araştırma sonucunda; öğretmen adaylarının medya ve televizyon okuryazarlık ölçeğinin okuryazarlık düzeyinin yüksek, bağımlılık düzeyinin düşük olduğu, eleştirel düşünme eğilimleri puanının 240'tan az olduğu; ancak açık fikirlilik boyutunun ortalama puanlarının 40'tan büyük olduğu tespit edilmiştir. Öğretmen adaylarının medya ve televizyon okuryazarlık ile eleştirel düşünme eğilim düzeyleri puanlarında cinsiyete ve bölüme göre anlamlı bir farklılaşma olduğu bulgusuna ulaşılmıştır. Araştırma sonucunda, öğretmen adaylarının genel eleştirel düşünme eğilimleri puanları ile okuryazarlık düzeyleri puanları arasında orta pozitif bir ilişki olduğu, bağımlılık alt boyutunda ise eleştirel düşünme eğilimi ölçeğinin meraklılık alt boyutunda düşük düzeyde pozitif ilişki tespit edilmiştir.

Araştırmanın Sonuçları ve Önerileri: Öğretmen adaylarının iki bölümde incelenen medya ve televizyon okuryazarlık düzeyleri puanları, okuryazarlık ve bağımlılık olmak üzere ters orantılıdır. Öğretmen adaylarının medya ve televizyon okuryazarlık düzeyi ortalamasının yüksek düzeyde, bağımlılık düzeylerinin ise düşük düzeyde olduğu görülmüştür. Alanyazın incelendiğinde de, benzer sonuçların olduğu çalışmalara rastlanılmıştır. Araştırmadan elde edilen sonuçlara göre eleştirel düşünme eğilimlerinin düşük olduğu, alt boyut puanları incelendiğinde ise en yüksek açık fikirlilik boyutunun ortalama puanlarının 40'tan büyük olduğu, yani öğretmen adaylarının eleştirel düşünme eğilimlerinin bu alt boyutta olumlu yönde olduğu, diğer boyutlarda ise düşük olduğu tespit edilmiştir. Alanyazında bu sonucu destekleyen pek çok araştırmaya rastlanılmıştır. Bu bağlamda bu araştırmada elde edilen öğretmen adaylarının genel eleştirel düşünme eğilimi puanlarının düşük, alt boyutlarda sadece açık fikirlilik alt boyutunda olumluya yakın olmasının yukarıdaki açıklamalar doğrultusunda normal olduğu ve puanı düşük olan diğer eleştirel düşünme alt boyutlarının gelişmeye açık olduğu düşünülebilir. Öğretmen adaylarının medya ve televizyon okuryazarlık ile eleştirel düşünme eğilim düzeyleri puanlarında cinsiyete ve bölüme göre anlamlı bir farklılaşma olduğu bulgusuna ulaşılmıştır. Bu durum, cinsiyet ile bölümlerin birlikte öğretmen adaylarının medya ve televizyon okuryazarlıkları ile eleştirel düşünme eğilim düzeylerinde etkili olduğu ve anlamlı bir farklılaşmaya yol açtığı şeklinde yorumlanabilir. Alanyazın incelediğinde cinsiyet ile ilgili farklı sonuçlara rastlanılmıştır. Farklı sonuçların elde edilmesi, kullanılan ölçeklerden de kaynaklanabilir, ancak genel olarak araştırmaların çoğunluğu dikkate alırsa bu araştırmada da olduğu gibi cinsiyet faktörünün öğretmen adaylarının eleştirel düşünme eğilimlerinde etkili olmadığı söylenilebilir. Araştırmada, bölüm değişkenine göre öğretmen adaylarının medya ve televizyon okuryazarlıkları bölüm değişkeni açısından farklılığın olduğu sonucuna ulaşılmıştır. Araştırmada çıkan

bulgunun nedeni olarak, farklı bölümlerde öğrenim gören öğretmen adaylarının medya ile ilgili farklı ilgilerinin olmasından kaynaklandığı söylenebilir. Öğretmen adaylarının medya ve televizyon okuryazarlık düzeyleri puanları; okuryazarlık ve bağımlılık olarak iki farklı biçimde ele alınarak ilişki boyutu incelenmiştir. Korelasyon değerine göre, öğretmen adaylarının genel eleştirel düşünme eğilimleri puanları ile okuryazarlık düzeyleri puanları arasında orta pozitif bir ilişki, bağımlılık faktörü ile eleştirel düşünmenin meraklılık alt boyutu arasında da düşük pozitif bir ilişki bulunduğu bulgusuna ulaşılmıştır. Meraklılık alt boyutu; herhangi bir kazanç ya da çıkar beklentisi olmaksızın kişinin bilgi edinme ve yeni şeyler öğrenme eğilimini kapsamaktadır. Medya ve televizyon okuryazarlığı ölçeğinde okuryazarlık düzeyi yüksek olan bir bireyin bağımlılık düzeyinin düşük olması beklenir. Bağımlılık puanlarının yüksek olması bireyin bağımlılığının yüksek, dolayısıyla okuryazarlık düzeyinin düşük olduğunu gösterir. Bu sonuca göre meraklı düşünen öğretmen adaylarının medya ile olan ilişkilerinde düşük düzeyde bağımlılık eğilimi gösterdikleri söylenebilir.

Araştırma bulgularına dayalı olarak aşağıdaki önerilerde bulunulabilir:

1. Öğretmen adaylarının eleştirel düşünme eğilimi puanlarının düşük olduğu dikkate alındığında yükseköğretim programlarının eleştirel düşünme becerilerini geliştirici nitelikte hazırlanması ve öğretim üyesi tarafından öğretim ortamının da bu becerileri geliştirmeye yönelik uygun donanım ve psikolojik ortama sahip olması için gerekli önlemler alınmalıdır. Çünkü ülkemizde çağdaş eğitime paralel olarak okullarda bütün eğitim kademelerinde eleştirel düşünme becerisi öğrencilere kazandırılmaya çalışılan en önemli ortak becerilerden biri haline gelmiştir. Ancak bu becerinin öğrencilere kazandırılması için öncelikle bütün branşlardaki öğretmenlerin bu beceriye sahip olması gerekmektedir. Bu anlamda da öğretmen adaylarının hizmet öncesinde yükseköğretimde bu alana yönelik yetiştirilmesi gerekmektedir.

2. Bu çalışmada ayrıca, öğretmen adaylarının genel eleştirel düşünme eğilimleri puanları ile medya ve televizyon okuryazarlık düzeyleri puanları arasında orta düzeyde pozitif bir ilişki olduğu tespit edilmiştir. Bir başka deyişle öğretmen adaylarının eleştirel düşünme eğilimi arttıkça okuryazarlık düzeyleri de artmaktadır. Bu sonuçtan yola çıkarak, eğitim fakültelerinde öğretmen adaylarına eleştirel düşünme dersinin verilmesinin bize sağlayacağı bir yararın da medya- okuryazar öğretmen adayları yetiştirmek olduğu söylenilebilir. Dolayısıyla bu şekilde yetişecek öğretmenlerin okullarda eleştirel düşünen öğrenciler yanında medya-okuryazar olan öğrenciler de yetiştireceği düşünülebilir. Nitekim günümüzde Türk eğitim sisteminin en önemli amaçlarından biri de medyaokuryazarı olan öğrenciler yetiştirmektir. Bu amaca paralel olarak da medya-okuryazarlığı dersi ortaokulda seçmeli ders olarak programa konulmuştur.

Anahtar Sözcükler: Öğretmen adayı, düşünme, eleştirel düşünme, medya ve televizyon okuryazarlığı.