

The Effect on the Two Different Instruction Approaches of Media Literacy on Teacher Candidates' Attitudes towards the Internet and Perceptions of Computer Self-efficacy

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ABSTRACT Media literacy is generally defined as the ability to access media texts, analyse and evaluate those texts and create one's own media. In this research, the effects of participating or not participating in a media literacy instruction (MLI) and two different approaches of media literacy instruction on the attitudes of teacher candidates towards the internet and self-efficacy perception related to computers were investigated. A total of 158 teacher candidates studying in the department of elementary education participated in this study. This research was conducted by using quasi-experimental design with a post- test only control group. The results indicated that the attitudes scores of the group, who participated in media literacy instruction, towards Internet were higher than who did not. Secondly the research has revealed that the perception of the self-efficacy oriented to computer does not differentiate between teacher candidates who participated in MLI or who did not. Moreover participants receiving education in line with media analyzing approach were observed to differentiate both with respect to attitude and self-efficacy perceptions from those who do not receive media literacy instructions.

INTRODUCTION

In the BC era, "clay tablet" was the most technological means of reading and writing in Mesopotamia. Yet nowadays the "tablet computer" is the technologically developed setting for reading. In the process that has moved from the clay tablet to the tablet computer, it can be seen that not only the concept of the text but also the concept of reading, writing and the reader have fundamentally changed (Cakmak 2013). The concept of reading which has been the most effective method of learning and knowledge gathering from the middle ages to the present day (Gunes 2000) is redefined in terms of the conditions and the needs of the present era (Altun 2002; McCarthy and Raphael 1992). Within that process, media literacy appears as an inclusive and a critical concept.

Media means the plural of the concept of "medium". In this respect, media is composed of visual media as pictures, symbols, photographs; audio media such as songs, sound effects; audio visual media such as films, music clips; and printed media such as books and journals. With the most commonly accepted definition, media

literacy is defined as accessing media texts within different forms, analyzing and evaluating accessed texts, and creating one's own media text if necessary (Aufderheide and Firestone 1993; Buckingham 1998; Potter 2005).

In the definition of media literacy, the emphasis on the ability to access, analyze, evaluate and create attracts attention. In spite of the fact that the concepts of media analysis and media creation are emphasized within the definition of media literacy, instead of creating, analyzing should be the main focus. Niestyto et al. (2003), in a similar way, mention that most of the researches about instructing media literacy are about the media consumption of the young and children, but studies about media creation are relatively limited.

However, according to some researchers, media creation is a crucial skill in terms of media literacy instruction. For instance, Norton and Hathaway (2010) remark on the difficulties for students to be completely media literate individuals without experiencing taking photos, writing scripts, organizing their ideas by planning storyboards, performing on stage, designing a website or preparing reports for the news. Moreover according to Fayoyin (2011) it is possible to promote children's social participations through the new media. Therefore, the emphasis on the requirement for the experience of me-

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dia creation that belongs to media literate individuals who can critically evaluate the media is seen here.

Another approach remarks that through teaching children the experience of how to analyze media texts, the impact of media would disappear. It is advocated that by this means individuals cannot be deceived or be exploited by the media (Bazalgette 1997). Through analyzing stylistic and contextual structures of different media texts such as films, advertisements, news and posters in media lectures, it is accepted that students will evaluate these texts with a critical viewpoint. Thus, students and teachers are encouraged to try and find the opportunity to evaluate creative techniques and codes in the media (Kellner and Share 2005).

Media literacy instructions should not be restricted to just reading and analyzing studies; researchers also emphasize the importance of studying on media creation (Buckingham 2009b). Otherwise, working only on media analyzes in lectures with the teacher, instead of developing their own perspectives about media, will cause lead students to have an outlook that is limited solely to the viewpoint of their teachers (Tuzel 2012).

On the other hand, the relationships between digital natives, those born into information and communication technologies, and digital immigrants (Prensky 2001) that subsequently try to comply with this media have importance in this process.

According to the Turkish Statistics Institute's current data, the most frequent user group for computers and the internet is the 16 to 24 age group. While the computer usage of this age group is 68.5%, the internet usage is 67.7%. Also, the computer and internet usage of students is measured at around 90% (Tuik 2012).

Teacher candidates as digital immigrants would provide media literacy instruction to digital natives. One of the significant features of computer technology is its ability to come together and be integrated with other technologies (Postman 2006). In other words, we can almost access all other media texts by means of a computer and the internet. Teacher candidates' affective positions such as self-efficacy and attitudes towards computers, the internet and their applications possibly influence their own media literacy skills. At the same time, these positive and negative attitudes and the situation of self-

efficacy could also reflect on their class exercises.

Teacher candidates' perception of self-efficacy and attitudes towards the internet should be supported with media literacy instruction. Consequently, it becomes important to carry out a study seeking to establish how two different media literacy instructions would affect teacher candidates' self-efficacy towards computer usage and their attitudes towards the internet.

Research Questions

In this research, the effects of participating or not participating in media literacy instruction and the effects of two different approaches in media literacy instruction on the attitudes of teacher candidates towards the internet and self-efficacy perception related to computer use were investigated. In accordance with this objective, answers to the following questions were sought.

1. Is there any difference between "attitude scores towards the internet" (here in after called "AIS") of the teacher candidates who participated and who did not participate in media literacy instructions?
2. Is there any difference between "self-efficacy scores towards computers" (here in after called "SPSC") of the teacher candidates who participated and who did not participant in media literacy instructions?
3. Did the attitude scores towards the internet (AIS) of the teacher candidates who participated in different media literacy instructions with different approaches vary?
4. Did the self-efficacy perception scores towards computers (SPSC) of the teacher candidates who participated in different media literacy instructions with different approaches vary?

METHODOLOGY

This research was conducted by using quasi-experimental design with a posttest only control group. The quasi-experimental method is used when it is challenging or impossible to constitute random experiment and control groups during experimental researches. This method is conducted with the use of pre-established classes (Karasar 2006).

The research participants are pre-service elementary teachers. In order to control the effect

of computer experience on the attitudes and self-efficacy perception towards internet and computer, the participants have been obliged to receive basic computer education. Receiving basic computer education is settled as benchmarker. Two of the 3rd grade candidate teacher groups who chose the media literacy instruction are settled as experiment groups and one of the 3rd grade candidate teacher groups who did not chose the media literacy instruction was established as the control group. The information about research design is seen in Table 1.

Table 1: Research design

G_{E1}	E1	AIS-SPSC
G_{E2}	E2	AIS-SPSC
G_C	-	AIS-SPSC

$G =$ Group $G_{E1} = 1^{st}$ Experiment –media producing
 $G_{E2} = 2^{nd}$ Experiment –media analyzing
 $G_C =$ Experiment-control

Participants

This research was performed with 158 teacher candidates, 98 women and 60 men, who studied at the Elementary Education Department of Education Faculty, Abant Izzet Baysal University (AIBU) during 2010-2011 academic year.

The participant group was determined in accordance with the purposeful sampling method of criterion sampling. According to this, people who were successful at Computer-I and Computer-II courses were included in the research. First and 2nd grade teacher candidates who have not taken these courses yet were not included in the research. Characteristics of the research participants group are presented in Table 2.

Table 2: Characteristics of participants

		<i>n</i>	%
<i>Gender</i>	Woman	98	62.0
	Man	60	38.0
<i>Media-Literacy</i>	Participant	Media producing	47 25.1
		Media analysing	40 20.0
	Non-participants	71	44.9

When Table 2 is analyzed, it can be seen that 98(62%) female and 60(38%) male primary school teacher candidates have participated in the research and 87(55.1%) of them have received media literacy training. 47(25%) of them were in the

experiment group that were engaged with media production and 40(20%) of them were in the media analysis group.

Data Collections Tools

Research data were collected from two different tools. The first of these tools that was used for determining the computer self-efficacy of teacher candidates was the 5-point Likert type “Self-efficacy Perception Scale Towards Computer”(SPSC). This scale consists of 18 items and has been developed by Askar and Umay (2001). For the participants group of the research, reliability of the scale was measured as $\alpha = 0.82$.

The second tool of the research was the 5-point Likert type “Attitudes towards Internet Scale”(AIS). This tool that consists of 23 items was developed by Altun (2003) and used for determining teacher candidates’ attitudes toward the Internet. For the sampling group of the research, reliability of the scale was measured as $\alpha = 0.70$.

Implementation

For every two MLI groups of media literacy instruction, courses were held three hours a week for 10 weeks. The implementations for each group are presented in Table 3.

Analyzing Data

To analyze data, independent sample t-test and a **one-way analysis of variance (ANOVA)** were applied to determine the difference between groups.

FINDINGS

In this research, the effects of participating or not participating in a media literacy instruction and the effects of two different approaches of media literacy instruction on the attitudes of teacher candidates towards internet and self-efficacy perception related to computers were examined within the scope of the first question:

An answer was sought to the question “Is there any difference between attitude scores towards the internet (AIS) of the teacher candidates who participated or did not participate in media literacy instruction?”

To determine whether there is any statistical-significant difference between the scale of at-

Table 3: Implementations for each group

<i>Media Literacy Instruction Groups (MLI)</i>		<i>Control group</i>
<i>MLI- analysing group</i>	<i>MLI- producing group</i>	
• Basic concepts of media literacy • Media languages (written, verbal, nonverbal) • Five key questions for media analyzing (Share et al. 2005). • Textual analysing applications • Basic persuasion techniques • Stereotypes and meaning making • Decoding media: advertisement, news, movie etc.	• Basic concepts of media literacy • Basic lighting techniques for digital photography. • Basic camera angles and shots techniques (taking photos with compact camera, webcam implementations) • Blogging Instruction and blogging • Photo, voice and video editing technique • Creative Tech. for Stop Motion Animation • Design a story : Storyboarding Sheet Creating a stop motion animation video (approx. 50 seconds)	-

titude towards the internet (AIS) in terms of score means of the participant groups and non-participant groups in media literacy instruction (MLI), the score means received from the scale of each participant of the two groups were compared by independent sample t-test. The findings are presented in Table 4.

Table 4: AIS groups' mean scores in terms of MLI-participated and MLI-non-participated and the result of t-test

<i>Group</i>	<i>n</i>	$\bar{X}$	<i>S</i>	<i>sd</i>	<i>t</i>	<i>P</i>
MLI-participant	87	2.99	.35	156	- 2.50	.013*
MLI-non-participant	71	2.85	.32			

*p<.05

When Table 4 is analyzed, teacher candidates who received MLI education had an average score of $\bar{X}=2.99$. On the other hand, teacher candidates who did not receive MLI education had an average score of $\bar{X}=2.85$. Independent samples t-test was used to determine whether there is any statistically significant difference between these means. According to these results ($t_{(156)}=2.50, p<.05$), there is a significant difference. In line with this finding, it could be said that attitude scores of the participants who received MLI education towards the internet have statistically higher significance than those who did not receive MLI education.

Another research question which was reviewed within the context of the study was whether there is any difference between the

teacher candidates who receive media literacy instruction and those who do not, in terms of computer oriented self-efficacy perception score.

In order to determine whether there is a statistically significant difference between self-efficacy perception scores towards computers (SPCS) of teacher candidate groups that are MLI-participated and MLI-non-participant, mean scores of the participants of both groups scored through the scale were compared with t-test. The findings of the test are presented in Table 5.

Table 5: SPCS mean scores of MLI-participated and MLI-non-participated groups and the results of t-test

<i>Group</i>	<i>n</i>	$\bar{X}$	<i>S</i>	<i>sd</i>	<i>t</i>	<i>P</i>
MLI-participant	87	3.34	.50	156	-1.68	.94
MLI-non-participant	71	3.21	.45			

*p<.05

When Table 5 is analyzed, teacher candidates who are in group participated MLI have an SPCS score mean of =3.34, teacher candidates who are in group not participated MLI have an SPCS score mean of =3.21. To determine whether there is any statistically significant difference between these means, an independent samples t-test was used. According to these results ($t_{156}=-1.68, p>.05$), there is no statistically significant difference. In line with the finding, it could be said that computer self-efficacy percentage score means of the participants who are in the MLI-

participant group are higher than the score mean of the MLI-non-participant group. Yet this difference is not statistically significant.

The third research question is about whether scores of attitudes towards the Internet of the teacher candidates receiving different media literacy instruction approaches differentiate.

In order to determine whether there is a statistically significant difference between MLI groups, first of all the mean and standard deviation of AIS scores of participants of each teacher candidate groups were calculated (See Table 6).

Table 6: The AIS scores of the groups receiving education upon a different media literacy approach

		<i>n</i>	$\bar{X}$	<i>S</i>
<i>Groups</i>	MLI-producing	37	2.89	0.27
	MLI-analyzing	50	3.06	0.40
	MLI-non-participant	71	2.85	0.32

When Table 6 is analyzed, it is seen that the highest mean score (= 3.06) belongs to the MLI-analyzing group and the lowest mean score (= 2.85) belongs to the MLI-non-participant group. The mean score of the MLI-producing group was measured as 2.89.

Table 7: One Way Anova for AIS scores to groups

	<i>Sum of squares</i>	<i>sd</i>	<i>Square mean</i>	<i>F</i>	<i>P</i>
Between groups	1.34	2	.67		
Within groups	17.69	155	.11	5.86	0.004*
Total	19.02	157			

* $p < .05$

After the aforementioned core information about the mean and distribution features of the groups, whether there is a statistically significant difference of AIS scores between the participants of the groups was tested by analysis of variance (ANOVA). The results of the analysis are presented in Table 7.

Table 8: The findings related to the LCD test implied for determining the sources of the difference between AIS scores of the groups

<i>Groups (I)</i>	<i>Groups (J)</i>	<i>Mean difference (I-J)</i>	<i>Standard error</i>	<i>P</i>
MLI-non-participant	MLI-producing	-.04	.07	.55
	MLI-analyzing	-.21	.06	.00*
MLI- producing	MLI-analyzing	-.17	.07	.02*

* $p < .05$

When Table 7 is analyzed, statistically significant difference in AIS scores appears ($F_{(2,155)} = 5.86$; $p < .05$). In other words, AIS scores significantly differ depending on the groups. Variance homogeneity between the groups was checked in order to determine which post-hoc test should be preferred so that the cause of this difference between the groups can be found, and the variance between the groups is seen to be homogenous. Hence, in one of the post-hoc tests, the LCD which is used in such situations where variance is homogenous is preferred in order to determine the sources of the differences between groups. The findings of the LCD test are presented in Table 8.

According to Table 8, AIS test scores between teacher candidates who are in the MLI-non-participant and MLI-analyzing groups, and teacher candidates belonging to the MLI-producing and MLI-analyzing groups are observed as statistically significant. However, when MLI-non-participant and MLI-producing groups are compared, the difference in terms of AIS was not found to be statistically significant.

The forth research question was about whether the scores of self-efficacy perception scale towards computers of the teacher candidates receiving different media literacy instruction approaches differentiate.

Table 9: The scores of the groups who receive education upon different media literacy approach

<i>Groups</i>	<i>n</i>	$\bar{X}$	<i>S</i>
MLI-producing	37	3.22	0.41
MLI-analyzing	50	3.43	0.54
MLI-non-participant	71	3.21	0.46

In order to determine whether there is a statistically significant difference between the MLI groups, first of all the mean and standard deviation of SPSC scores of participants of each teacher candidate groups were calculated (Table 9).

When Table 9 is analyzed, it is seen that the highest mean score 3.43 belongs to MLI-analyzing group and the lowest mean scores 3.21 belongs to the MLI-non-participant group. The mean score of MLI-producing group was measured as 3.22.

After aforementioned core information about the mean and distribution features of the groups, whether there is a statistically significant difference of the SPSC scores between the participants of the groups has been tested by analysis of variance (ANOVA). The results of the analysis are presented in Table 10.

When Table 10 is analyzed, statistically significant differences in SPSC scores are observed ($F_{(2-155)} = 3.52$; $p < .05$). In other words, SPSC scores significantly varied depending on the groups.

Variance homogeneity between the groups was checked in order to determine which post-hoc test should be used so that the cause of this difference between the groups can be found, and the variance between the groups is seen to be homogenous. Hence, in one of the post-hoc tests, the LCD which is used in such situations where variance is homogenous is preferred in order to determine the sources of the differences between groups. The findings of the LCD test are presented in Table 11.

According to Table 11, SPSC test scores between teacher candidates who are in the MLI-non-participant and the MLI-analyzing groups, and teacher candidates belonging to the MLI-producing and the MLI-analyzing groups are observed as statistically significant. However,

when the MLI-non-participant and MLI-producing groups are compared, the difference in terms of the SPSC has not been found to be statistically significant.

DISCUSSION

According to the findings of the research, it is observed that the attitudes of the group who participated in media literacy instruction towards the internet were higher than who did not participate in media literacy instruction. Similarly, according to another current study, media literacy instruction consisting of a wide range of application fields from healthcare to sports has positive effects on beliefs, behaviors and attitudes (Jeong et al. 2012). Austin and Johnson (1997) emphasize that media literacy has the potential to change the attitudes of children towards alcohol. Moreover, The results of a current research, conducted with 469 female grade 7 students, also support there is a relationship between media literacy and body image and related attitude (McLean et al. 2013). The research promotes not only these findings but also includes the attitudes towards the internet.

The second finding of the research reveals that the perception of the self-efficacy oriented to computer does not differentiate between teacher candidates who participated in MLI and who did not. Although no studies on the effects of media literacy instruction on computer self-efficacy were accessed in the research, studies about the healthcare field were accessed. For instance, Wilksch and Wade (2009) in their re-

Table 10: One Way Anova for SPSC scores for two groups

	<i>Sum of squares</i>	<i>sd</i>	<i>Square mean</i>	<i>F</i>	<i>P</i>
Between groups	1.62	2	.81	3.52	0.032*
Within groups	35.698	155	.23		
Total	37.23	157			

* $p < .05$

Table 11: The findings related to the LCD test implied for determining the sources of the difference between SPSC scores of the groups

<i>Groups (I)</i>	<i>Groups (J)</i>	<i>Mean difference (I-J)</i>	<i>Std. error</i>	<i>P</i>
MLI-non-participant	MLI-producing	-.01	.09	.92
	MLI-analyzing	-.22	.09	.01*
MLI-producing	MLI-analyzing	-.21	.10	.04*

* $p < .05$

searches mention the effects media literacy instruction on the self-efficacy perceptions of young adults who are concerned with body shape and weight.

Within the scope of the research we also looked into whether different media literacy instruction approaches have an effect on teacher candidates' attitudes towards the internet. The consequences show that the attitudes of the groups who participated in the instruction towards the internet differentiate in accordance with media creating and media analyzing approaches. According to this, the attitudes of teacher candidates who participate in media analyzing approaches are more prone to the internet than candidates who participate in the media creation group.

In addition to that, computer oriented self-efficacy perceptions of teacher candidates who receive education in line with media creating and media analyzing approaches were found to differ. Self-efficacy perceptions are seen as higher in the group who studies media analyzing than the group who creates media.

Participants receiving education in line with media analyzing approach were observed to differentiate both with respect to attitude and self-efficacy perceptions from those who do not receive media literacy instructions. However, teacher candidates in media creation group and teacher candidates who do not participate in media literacy instruction do not differentiate in their tendency to internet and self-efficacy perception of computers. It can be thought that this situation may stem from different reasons.

Primarily, preliminary test scores for both scales were not calculated before the application. This situation ruled out the comparison of the participants' access before and after the application. On the other hand, the most important concern about media literacy based on creation approaches is that students can become professionals easily and miss critical thinking (Hobbs 1998). In reality, this occurs when students participate in new stages which they are inexperienced in. A similar emphasis is remarked upon in the research conducted by Cakmak and Altun (2008) and the study on the hypertextual reading process of elementary school students. At the end of the research, because the hypertextual reading process is new for students, they perceive themselves as unstable rather than disoriented. Baytak and Hirca (2013) also underlined

the effects of digital divide on educational settings in their research. In this research, participants may think themselves inexperienced in practices like preparing storyboards, editing sound and video and creating a blog.

Buckingham (2003a) has not ruled out and in the research of "Media Education and the End of the Critical Consumer" conducts that media creation is nontrivial for teachers in media literacy lectures and the aim of media creation practices must be exposed clearly in those lectures by teachers. Moreover from now on, consuming should give way to critical producer

If media creation is seen as a teaching approach rather than being seen as the topic of lectures, it has an important role in education (Norton and Hathaway 2010; Cakmak 2010). So, the vital point to understand is that the aim is not media production but using it as a tool in gaining critical thinking.

In conclusion, this study provides evidence for a relationship between media literacy education and attitudes towards Internet. Both the creation and settlement practices should be perceived as a whole like reading and writing in media literacy instruction. When the former experiences of the participants before the participating in the application are considered for different media teaching approaches, it will contribute to the process with an analysis of qualitative and quantitative findings.

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