

## **Determination of Faculty of Sport Sciences Students' Media Literacy Levels (Example of Ankara Province)**

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**Abstract:** *The purpose of this research is to determine the media literacy levels of students at the faculties of sport sciences in Ankara. The universe of the research conducted in accordance with the descriptive relational screening model is composed of approximately 1300 students who are educated at the faculties of sport sciences in Ankara. The sample of the study consists of 148 female students (41.9%), and 205 males (58.1%), all of whom were randomly selected in the mentioned universe. "The Media Literacy Level Determination Scale" developed by Karaman and Karataş (2009) has been used as a means of collecting data in the research by adapting it to the faculty of sport sciences students. In the analysis of the data, variance analysis and t-test were used to compare the differences between the arithmetic means and group means. The Cronbach Alpha Coefficient was calculated as 904 in the reliability study for the general population. As a result, media literacy levels of sport sciences faculty students in Ankara were found to be high.*

**Keywords:** *Media Literacy, Sport Science*

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### **I. Introduction**

In the recent years there has been a rapid increase in the use of the internet and especially in social media. Social media internet applications such as Facebook, Twitter, YouTube and Wikipedia are the main tools that are used most in this area and provide various facilities to the user (Johns, 2011). Especially YouTube; has become the third most active website in the world with 10 million videos published each month, mainly personal, new product introduction and political fields. Wikipedia is also one of the top on websites quickly reached in the world with more than 10 million titles published in 250 different languages. Social media applications like Facebook, MySpace and LinkedIn provide ease of use and access to the whole world with more than 1 million users. In addition, this websites serve more than 3 million users worldwide with mobile application support. Millions of people all over the world are able access the information through these social media tools, discuss them in the forums, support event and situations by adding photos and be quickly incorporated into political events expressing their opinions. Unlike traditional media, social media is contributing to the transformation of individuals into active content producers from the passive audience role. Social media makes it easy for users to stay connected to these environments and generate content by offering them applications for different mobile devices and operating systems. With new media and/or new media environments as well as being an integral part of everyday life; it began to take over and replace traditional media and its practices.

These new technologies have made media more important and more effective than ever before in human history. For this reason, it is very important to individuals to understand the new media to be the new media literate.(Çobaner and Gülgün, 2015)

The use of social media and media literacy training is at the forefront of researchers' issues in recent years(Silverblatt, 2014). Although media literacy has entered our new everyday life as a concept, has a history of interest, work and discipline dating back to beginning of the 20<sup>th</sup> century. In the 1920s and 1930s, with massification of communication tools such as newspapers, telephones, radio, television in Europe and The United States, the idea of using these tools as educational material they left the place to form a democratic and participatory conscious structure against the manipulative structure of the media in time(İnal, 2009:15).

Potter(2010) noted that the concept of media literacy is defined differently by researchers, teachers and different segments of the public in terms of various purposes and perspectives. Media literacy; (Karaman and Karataş, 2009) is defined as skills to actively use of television, radio, newspapers, internet and other information transmission channels and to analyse, evaluate and communicate the information in the transmitted messages. According to Canadian media trainers, media literacy training is composed of reaching reader awareness, critical and individual thinking, approaches like ontology and cultural research (Bazalgette and Buckingham, 2013). According to the English media trainer Len Masterman, one's ability to apply new information according to current situations is the most important tool to major the effectiveness of media education. According to the

researchers, media literacy learning consists of 4 basic elements: facilitators(trainers), learners(individuals), pedagogy and curriculum. Media literacy learning is not only reaching information through media but also learning and practicing this knowledge with different components. According to the media literacy learning scheme, media literacy should be imparted to the individual by pedagogical support by specialist trainers and media literacy training should be included in the curriculum (Nupairoj, 2016).

Recently with increasing use of social media, the number of studies conducted with aim of revealing the media literacy levels of different societies and groups is quite high. However, it is noteworthy that the work carried out in the field of sports is rather limited. In this context, it gains importance in this sense to determine media literacy levels of sport sciences faculty students who will be physical education teachers, sports managers and coaches of future generations. This study was conducted in order to determine the media literacy levels of the student at the faculties of sport sciences.

## II. Method

This research was prepared in accordance with the descriptive relational screening model. The universe of the research consists of approximately 1300 students who study at the faculties of sport sciences in Ankara. The sample of the study consists of 148 female students (41.9%), and 205 males (58.1%), all of whom were randomly selected in the mentioned universe. The personal information for created by the researchers and “The Media Literacy Level Determination Skill” developed by Karaman and Karatas (2009) have been used as a means of collecting data in the research by adapting them to the faculty of sport sciences students. The finding were analysed in the SPSS 24 packet program. The personal information of sport sciences faculty students participating in the research and the scores they got from the scale were analysed by frequency, percentage, and arithmetic mean. The Cronbach Alpha Coefficient was tested for reliability of the scale. In the study, unrelated t-test was used according to gender variable, and One Way ANOVA was used to determine differences between group averages. LSD test was applied to find the group that created the difference.

**Table 1: Normality Assumption**

Factor	SKEWNESS	KURTOSIS
Having Information	-,797	,271
Ability to Analyse and Generate Responses	-,239	-,144
Ability to Judge and See Implicit Messages	-,596	,043
Media Literacy Scale	-,508	,173

Since the values of Skewness and kurtosis were tested in order to find out whether the data show normal distribution in all sub-dimensions or not, it was determined that it is in the range of  $-2 < X < +2$  (Şencan, 2002) for the generic of the scale.

**Table2: Reliability Coefficients**

Factor	Reliability Coefficients (Cronbach Alpha)
Having Information	,870
Ability to Analyse and Generate Responses	,735
Ability to Judge and See Implicit Messages	,785
Media Literacy Scale	,904

The assumption that the data were normally distributed was accepted in the light of findings. For the reliability of the scale, Cronbach Alpha Coefficients were calculated as 870 in having information subscale, 735 in the subscale of the ability to analyse and 785 in the subscale of the ability to judge while it was calculated as 904 in the reliability study for the generic of the scale.

## III. Results

Personal information and analysis tables related to the media literacy levels of sport sciences faculty students studying in Ankara are given below.

**Table3: General Information of Participants**

Personal Information	Sub Groups	Frequency(f)	Percentage (%)
Gender	Female	148	41,9
	Male	205	58,1
Grade	1 <sup>st</sup> Grade	160	45,3
	2 <sup>nd</sup> Grade	65	18,4

	3 <sup>rd</sup> Grade	57	16,1
	4 <sup>th</sup> grade	71	20,1
Television Ownership	Yes	334	94,6
	No	19	5,4
Computer Ownership	Yes	312	88,4
	No	41	11,6
Place of Connection to the Internet	No Connection	3	0,8
	Home	52	14,7
	Mobile Phone	74	21,0
	Both Home and Mobile Phone	220	62,3
	Other	4	1,1
Reaching the Sports or Sports Branch News	Television	39	11,0
	Radio	4	1,1
	Internet via Mobile Phone	207	58,6
	Internet via Computer	99	28,0
	Newspaper or Magazine	4	1,1
Weekly Newspaper Reading Frequency	Never	121	34,3
	1-2 Days	121	34,3
	3-4 Days	58	16,4
	5Days and more	53	15,0
Spending Time on the Internet	Less Than 1 Hour	21	5,9
	1-2 Hours	66	18,7
	2-3 Hours	83	23,5
	3-4 Hours	71	20,1
	More Than 4 Hours	112	31,7

Table 1 contains personal information of participants. When the participants were examined by sex, it was seen that 58.1% of them were male and 41.9% of them were female. According to the grade distribution of the participants, 45.3% were 1<sup>st</sup> grade, 18.4% were 2<sup>nd</sup> grade, 16.1% were 3<sup>rd</sup> grade and 20.1% were 4<sup>th</sup> grade.

While the 94.6% of the attendants indicated that they had a television in their home, 5.4% stated that they did not have television. When computer ownership rates are taken into consideration, 88.4% of the participants stated that they had computers, while 11.6% said that they did not have computers.

According to the findings of the place of connection to the internet, 0, 8% stated that they did not connect, whereas 14, 7% said that they had connection to the internet at home. Also, 21% of participants said that they were connected to the internet via mobile phone, while 62, 3% stated that they had connection both at home and via mobile phone. 1, 1% of the attendants stated that they went online with other ways.

Participants pointed out that their status to reach sports news or sports branches of interest news were via television with 11%, radio with 1, 1%, internet via mobile phone with 58, 6%, internet via computer with 28% and finally 1, 1% express that they reached them via newspapers or magazines.

According to the rate of reading weekly newspapers, 34.3% of the participants did not read any newspapers, 34, 3% read newspapers for 1-2 days, 16, 4% read for 3-4 days and finally 15% of them stated they read newspapers for 5 days and more.

When the time spent on the internet was examined, it was found that 5.9% of the participants spent less than 1 hour a day, 18, 7% had 1-2 hours, 23, 5% had 2-3 hours, 20, 1% had 3-4 hours and lastly 31, 7% of them stated they spent time on the internet more than 4 hours a day.

In our study, according to the results of t-test related to gender, no significant difference was found in the levels of media literacy sub-dimensions such as “having information”, “ability to analyse and generate responses”, and “ability to judge and see implicit messages”. There was no significant difference in the “T-TEST” made for the generic of the scale. ( $p>0, 05$ )

When the difference of media literacy levels of sport sciences faculty students according to class parameters was examined, there was a significant in the sub-dimension of “ability to analyse and generate responses” while in

sub-dimensions of “having information”, and “ability to judge and see implicit messages”, there was found just a difference of 0.05 significance level in our study. ( $p > 0,05$ )

When we examined in our study the difference on the media literacy levels of sports sciences faculty students according to parameter that is “Where do you mostly get news about sports and/or sports branches of your interest?”, only a difference of 0.05 significance level was observed in the “having information” sub-dimension.

There were no significant differences according to the ANOVA test applied in the sub-dimensions of “ability to analyse and generate responses”, “ability to judge and see implicit messages” and overall scale. ( $p > 0,05$ )

**Table4: Media Literacy Levels of Sport Sciences Faculty Students and Independent Samples T-test Results Related to Sub-dimensions of Internet Usage**

SUB DIMENSIONS	Using Internet	N	$\bar{X}$	S	Sd	t	P*
Having Information	Yes	255	4,10	,690	351	2,187	,030
	No	98	3,89	,869			
Ability to Analyse and Generate Responses	Yes	255	3,72	,700	351	1,105	,271
	No	98	3,62	,810			
Ability to Judge and See Implicit Messages	Yes	255	3,91	,785	351	1,978	,049
	No	98	3,72	,896			
Media Literacy Scale	Yes	255	3,91	,620	351	1,968	,032
	No	98	3,74	,761			

\*( $p < 0,05$ )

In Table 4, when media literacy levels of sport sciences faculty students' differences were examined according to the usage of internet parameters, it could be seen that the level of media literacy had meaningful difference in the sub-dimensions of “having information” and “ability to judge and see implicit messages” while there was no significant difference in the sub-dimension of “ability to analyse and generate responses”. ( $p < 0,05$ ) Significant differences were observed in the “t-test” applied for the generic of the scale, it was determined that the media literacy levels of the individuals using the internet were higher in number than who did not use internet.

**Table5: Media Literacy Levels of Sport Sciences Faculty Students and ANOVA Results Related to the Sub-dimensions of Reading Weekly Newspapers**

Source of Variance		KT	SD	KO	F	p*
Sub-dimension of Having Information	Groups	7,947	3	2,649	4,867	,002
	In-group	189,934	349	,544		
	Total	197,880	352			
Sub-dimension of Ability to Analyse and Generate Responses	Groups	9,759	3	3,253	6,324	,001
	In-group	179,527	349	,514		
	Total	189,286	352			
Ability to Judge and See Implicit Messages	Groups	6,765	3	2,255	3,417	,018
	In-group	230,327	349	,660		
	Total	237,092	352			
Media Literacy Scale	Groups	7,980	3	2,660	6,267	,001
	In-group	148,137	349	,424		
	Total	156,117	352			

\*( $p < 0,05$ )

In Table 5, when the differences of the media literacy levels of sport sciences faculty students were examined according to the “number of reading weekly newspapers” parameter, it was found that there was a significance level of 0.05 in all of the sub-dimensions of “having information”, “ability to analyse and generate responses”, and “ability to judge and see implicit messages”. In addition, in the research related to the generic of the scale, newspaper readers for 5 days a week showed a significant difference in the media literacy levels compared to the others who did not read “any newspapers”, “who read for 1-2 days”, and “3-4 days a week”. ( $p < 0,05$ )

**Table6: Media Literacy Levels of Sport Sciences Faculty Students and ANOVA Results Related to the Sub-dimensions of Spending Time on the Internet**

Source of Variance		KT	SD	KO	F	p*
Sub-dimension of Having Information	Groups	9,022	4	2,255	4,156	,003
	In-group	188,858	348	,543		

	Total	197,880	352			
Sub-dimension of Ability to Analyse and Generate Responses	Groups	4,638	4	1,160	2,185	,070
	In-group	184,647	348	,531		
	Total	189,286	352			
Ability to Judge and See Implicit Messages	Groups	8,489	4	2,122	3,231	,013
	In-group	228,604	348	,657		
	Total	237,092	352			
Media Literacy Scale	Groups	6,518	4	1,629	3,791	,005
	In-group	149,599	348	,430		
	Total	156,117	352			

\*( $p < 0,05$ )

In Table 6, when the difference of media literacy levels of sport sciences faculty students was examined according to the “spending time on the internet” parameter, a difference of 0.05 significance was observed in the scale and in all sub-dimensions except for the “ability to analyse and generate responses”. ( $p < 0, 05$ ) Besides that, the results of the ANOVA test conducted on the whole scale and the results of LSD test conducted in order to find out where the difference was occurring Show that individual who spent time on the internet 1-2, 2-3, 3-4 and more than 4 hours a day were higher with regard to media literacy level than those who spent less than 1 hour a day.

#### IV. Discussion

When the media literacy levels of sport sciences faculty students were examined in the research according to the gender, no difference was found in 0.05 significance level in any of the sub-dimensions of “having information”, “ability to analyse and generate responses”, and “ability to judge and see implicit messages” ( $p > 0,05$ ). This may be due to the similarities of visual, audial or written items used by the students of sport sciences faculty while reading the information in the media.

In the study conducted by Bakan(2010) in order to determine the effect of Primary School Media Literacy Course on the Critical Thinking Skills of the Students, no significant difference was found between the attitudes of primary school students on the media literacy course. In a study carried out by Tatar(2016) to examine the relationship between teacher candidates’ media literacy and online information seeking strategies, it was seen that there was no meaningful difference in the media literacy levels of teacher candidates in terms of gender variables. In the study applied by Çinelioğlu (2013) in order to examine the attitudes of the social sciences teacher candidates towards the media literacy course, there was no meaningful difference between the attitudes of social sciences teacher candidates towards the media literacy course and gender variables. In the study conducted by Aktı (2011) to determine the relationship between the media literacy and social skills levels of Eight Grade Primary School Students, no significant difference was observed between media literacy levels eight grade primary school students and gender variables. In the research work conducted by Uslu et Al. (2016) aimed at determining the media literacy levels of social sciences teacher candidates, no significant difference was found between media levels of them and gender variables. The results of our studies and the mentioned studies above are similar.

When the media literacy levels of sport sciences faculty students were analysed according to the computer ownership parameter, there was no significant difference in 0.05 level in any of the sub-dimensions of “having information”, “ability to analyse and generate responses” and “ability to judge and see implicit messages”. ( $p > 0, 05$ ) A significant difference was found between computer ownership and critical thinking in the study conducted by Ankaraligil(2009) in order to determine the media literacy and critical thinking levels of 7<sup>th</sup> and 8<sup>th</sup> grade primary school students. It was found that students who own computers have a higher level of critical thinking compared to the students who does not have computers. In a research applied by Uslu et Al.(2016) aimed at determining the media literacy levels of social sciences teacher candidates, a meaningful difference was found between computer ownership and media literacy. Social sciences teacher candidates who possess personal computers were found to be higher in the media literacy than the candidates who do not possess personal computers. The study conducted by Aslan and Basel(2017) for the purpose of determining The Media Literacy Levels of the Faculty of Education students showed a meaningful difference between computer ownership and the level of media literacy. It was seen that faculty of education students who are computer owners have higher media literacy level than those who are not. The results of relevant literature research are similar to those of our study.

While there was a significant difference in the sub-dimension of “ability to analyse and generate responses” in the observation of media literacy levels of sports sciences faculty students with regard to class parameters, there was no difference in 0.05 significance level in the sub-dimensions of “having information”,

and “ability to judge and see implicit messages” in the research. The ANOVA test for the whole scale did not reveal any significant differences according to the age. This may be due to the fact that sport sciences faculty students' areas of interest do not differentiate and their habits of accessing and interpreting information do not change throughout their university life regardless of the grades in which they are educated. Inan(2010) found that there was a significant difference between the levels of media literacy and their grades in the study conducted in order to determine the media literacy levels of teacher candidates and their opinions about media literacy. The study conducted by Güven(2014) in order to determine the media literacy levels of science and technology teacher candidates revealed that media literacy levels of the first year students are lower than the fourth grade students. In the research carried out by Tatar(2016) to examine the relationship between teacher candidates' media literacy and online information search strategies, it was found that teacher candidates who are studying in the second grade have lower media literacy levels than third graders. There are also studies in literature showing that there is no relationship between grade variables and media literacy. Akaydın and Kurnaz(2015) did not find any meaningful difference between the grade and media literacy in the study for the purpose of determining media literacy levels of Turkish teacher candidates. Sur(2012) conducted a study to determine the opinions of primary school second-tier teachers and students regarding media literacy, but no significant difference was found between the levels of second grade students and their levels of media literacy regarding their grades in which they are studying. Uslu et Al.(2016) did not find a significant difference between the grade and the media literacy in the research which is in order to determine the media literacy levels of social sciences teacher candidates. In the study applied by Çepni et Al.(2015) on the purpose of examining media and television literacy levels of social sciences teacher candidates with regard to various variables, there was not found any significant difference between the grade and media literacy level. As can be understood from the researches done, there is no literacy stable relationship between grade variable and media literacy level.

When the differences between media literacy levels of sport sciences faculty students according to the parameter “How do you reach the news about sports of your own branch/your interest?” were examined in the survey, only a difference of 0.05 significance level was observed in the sub-dimension of “having information”. There were no significant differences in the sub-dimensions of “ability to analyse and generate responses”, “ability to judge and see implicit messages” and overall scale.

In the LSD test conducted to determine where the difference originated, t was found that “television” option was statistically more significant positive than the “radio” option. Another remarkable finding is the statistically positive difference in the “internet via mobile phone” option compared to “radio” and “newspapers or magazines” options. In parallel with our findings, Özyay (2014) stated that secondary school students use mostly television, internet, and mobile phones among the media tools when compared to the usage rates of books, newspapers, magazines, DVD and VCD in the survey conducted with the aim of determining secondary school students' opinions about media literacy. The results of our findings can also be interpreted as a procession reflection of technological developments in society. When we look at the history of communication, after the written communication tools, radio which is audial communication tool was widespread and after common use of television which is audial and visual communication tool; internet is now used widespread. In fact, it is possible to say that reading habits of newspapers which are written communication tools keep going through internet now. In the study conducted by Çetinkaya (2008), the teachers stated that they prefer to use primarily newspapers for following media and these newspapers are online ones that can be followed in internet environment. The work of Çetinkaya (2008) proves the historical development in this sense. Newspapers reading habits evolved and transformed into internet based reading. Similarly, Sütçü and Bayrakçı (2014) stated in their study that with the development of web technologies, newspapers' continuing in electronic environment is a necessity for the continuity of their lives. Additionally, printed media statistics of TUIK in 2016 reported that circulations of newspapers and magazines diminished by 20 per cent and they pointed out that the number of newspapers and magazine sin Turkey decreased by 7, 9 per cent in 2016 compared to the previous year. It is no coincidence that significant difference is observed in the sub-dimension of “having information”. Karaman and Karataş (2009) stated in the study carried out with prospective teachers, when usage purposes of internet which is most important tool of information communication technologies in the recent years were examined, information access and the news take first place. Similarly, in Akkoyunlu's (2002) study conducted to determine purposes of teachers use of internet and their habits, they stated that access to information and communication are main purposes of internet use. Today's use of the internet is highly at mobile l; so, the use of printed media such as newspapers and magazines' expected to decline significantly. Furthermore, the ability to perform quick and practical operations related to mobile internet and the development of features that more easy to learn and use are important factors in increasing the use of mobile internet. According to Digital in 2017 Global Overview report, access rates to internet via desktop and laptop computers decreased by 20% to 45%, mobile internet use reached 50% v with 30% increase and finally the rate of connection to the internet with tablets decreased to 5%. (Dijitalajanslar.com 06.02.2017)

It is evident that reaching the news about sport branches of interest via mobile internet has a significant difference compared to reaching the news via other tools except for internet. In this sense, our findings are in parallel with the findings of researchers.

The fact that in the overall scale there is no statistically significant difference in answers given to the question that "How do you reach news about sports branches of interest?" can be associated with the global increase in following-up sports. Although most of the news about sports seems to be served over the internet, the increase in the number of sports programs on television, radio broadcasts and television channels that only broadcast sports programs put the sports in a follow able position in many ways. Özsoy et Al. (2014) stated in the study carried out on the purpose of determining highschool and university students' habits of watching sports media and betting games that 30.3% of the university students follow sports news on television, 30.1% follow sports programs on television, 13.8% follow sports news on the internet while 9.8% reported that they follow sports pages of newspapers on the internet. It can be said that since newspapers can be followed via mobile phones, sports events are not followed on television and internet. It is possible that the expressions of people in the dimension of following the media are considered as generalizations of the football branch which has become a big sector in our country and in the world. When considering the diversity of the branches, the way of taking place in the media may differ.

Çevikel (2012) stated that the sports media in Turkey is shaped on four major football clubs and their footballers in his study on the diversity of sports media. This case is not different when it is examined locally. The highest rate in the news that makes up sports media belongs to the football branch.(Tel and Ağkurt, 2016) As seen, sports news refers intensely to football news, and if it is taken into account that football is the most followed sports branch of the world, it is acceptable that there is no significant difference in media literacy levels of the students in the reaching the news related to sports branch of their interest.

When the differences of sport sciences faculty students' media literacy levels were examined according to the internet usage parameters, it was found that there was no significant difference in the sub-dimension of "ability to analyse and generate responses" while media literacy levels had a meaningful difference in the sub-dimensions of "having information" and "ability to judge and see implicit messages". Significant differences were also observed in the t-test for the overall scale.( $p < 0, 05$ ) The study conducted by Ankaralıgil (2007) aiming to determine media literacy and critical thinking levels of 7<sup>th</sup> and 8<sup>th</sup> grade students in primary education, a significant difference was found between internet connection and critical thinking. It was found that the students with the internet connection have higher level of critical thinking than the non-internet users. Karataş (2008) conducted a study to determine the media literacy levels of teacher candidates and found a meaningful difference between internet connection and the level of media literacy.

It was seen that the media literacy levels of teacher candidates with internet connection are higher than those who does not have internet connection. The study carried out by Aslan and Basel (2017) for the purpose of determining the Media Literacy Levels of the Faculty of Education students showed a significant difference between the level of media literacy and internet connection. It was seen that the students of faculty of education with internet connection have a higher media literacy level than students without internet connection. Relevant literature results and study results are similar.

When the media literacy level differences of sport sciences faculty students were examined according to the "number of weekly newspaper reading" parameter, a difference 0. 05 significance level was observed in all of the sub-dimensions "having information", "ability to analyse and generate responses", "ability to judge and see implicit messages". Also, individuals who read 5 days or more a week showed a significant difference in media literacy levels compared to those who do not read "any newspapers", who read 1-2 or 3-4 days a week, in the study related to the overall scale. Similarly, Karaman and Karataş (2008) found in the study they conducted in order to reveal the media literacy levels of 495 classroom and social sciences teacher candidates from faculty of education that students who read newspapers have higher level compared to those who do not. Som and Kurt (2012) stated that reading newspapers has an important place on the level of media literacy, and the study applied for the purpose of determining media literacy levels of the department of Computer and Instructional Technologies Education students (BÖTE) and analysing their media literacy levels according to various variables. Deveci and Çengelci (2008) stated in the study they conducted to determine social sciences teacher candidates' opinions about media literacy that teacher candidates explained the media literacy levels as the habit of following the agenda, discussing and commenting on the news and reading newspapers. Findings suggest that newspaper reading habits positively contribute to the level of media literacy. Sarsar and Engin (2015) stated in the research they carried out in order to examine the media literacy levels of teacher candidates that regular follow-up of newspapers and magazines revealed a positive significant difference in the literacy sub-dimension of the media and television literacy scale. Aydemir (2013) pointed out in the research made out from the purpose of determining the media literacy levels of 8<sup>th</sup> grade students that those who read no newspapers had a significantly lower level of literacy in the media than those who read 1 or more newspapers per week, and that number of newspaper readings increased the media literacy. Karataş stated in the study

conducted to determine media literacy levels of teacher candidates that computer ownership and constantly following-up newspapers positively affect the media literacy. Yılmaz (2013) mentioned that as the frequency of newspaper readings increases, the level of media literacy increases as a result of the study conducted in order to determine the relationship between newspapers and magazines follow-up habits and critical/media literacy levels. The findings obtained in other studies are in parallel with the findings of our study. However, according to Potter (2005), reading only newspapers is not an indicator of the level of media literacy but also there is a need for conscious actions such as debating and commenting on the information. On the other hand, becoming internet-oriented of reading newspapers in media literacy is also a matter to be emphasized.

When the differences of media literacy levels of sport sciences faculty students according to 'spending time on the internet' parameter were examined, a difference of 0.05 significance level was observed in all sub-dimensions and overall scale except for 'ability to analyse and generate responses' sub-dimension. That there is no significant difference between the time spent on the internet and the ability to analyse and generate responses sub-dimension is possible to associate with the notion of consciousness. The notion of consciousness is considered both individually and socially to be a tool for recognizing, feeling, participating and changing what is around a person. (Aytaç, 2014) In this sense, there are two kinds of sense-making about the situations that one encounters in the mind. These are objective and subjective sense-makings. Subjective interpretations are often based on common sense (Erbaş, 1992). For this reason, perception ways in which the news is transmitted to the audience through the media may differ. Even if the interpretations are different, the analysis and reaction process will be activated for the news in the media. Therefore, that spending time on the internet does not cause any significant differences in the mentioned sub-dimension may be because the reaction process does not automatically happen in the cognitive sense. These cognitive reactions include attention that enable one to become aware of problems, stereo-typed, hard-to-change attitudes towards problems and problem-solving, evaluations, expectations and commitments. (Çam and Tümkaya 2007)

In the overall scale, it is conspicuous that as the time spent on the internet increases, there is a positive significant difference in the level of media literacy. Karaman and Karataş (2009) have shown that the frequency of internet access and use increases the level of media literacy in their study related to the media literacy levels of teacher candidates. Som and Kurt (2012) have similarly shown in the study they conducted in order to determine the media literacy levels of the students in Computer and Instructional Technologies Department (BÖTE) and to examine their media literacy level according to various variables that the use of internet increases the level of media literacy. Yazgan (2013) has similarly pointed out that those who have no smartphones/computers, who are non-internet users or those with limited access to the internet are not possible to increase media literacy levels in terms of use and communication skills in the study aimed at investigating whether there is relationship between media literacy levels and active citizenship. In another study, Karataş (2008) stated that media literacy levels of teacher candidates will increase in all sub-dimensions as the frequency of internet use increases, and that may be because the internet contains all media elements.

On the other hand, Aydemir (2013) stated in the study conducted to examine media literacy levels of 8<sup>th</sup> grade students that there is no significant difference between the time spent on the internet and media literacy levels although he stated that the students with internet connection and mobile phones have higher media literacy levels. Yiğit (2015) expressed in the study carried out for the purpose of determining media literacy levels and critical thinking tendencies of classroom teacher that media literacy levels do not significantly differ in 'literacy' and 'addiction' factors according to the frequency of internet use. Aydemir's and Yiğit's researches are not in parallel with our findings. As the diversity of media tools increases, communication and information sharing increase inevitably. Since the year 1990, the internet, which has emerged as a tool to connect computers with a limited number of users, shows that 1.468.322.172 websites are included in the internet environment according to the data of the year 2015. The findings of researchers are parallel to our study, but there is another point to note here. The diversity of media tools and the fact that information is spreading rapidly via the internet reveals the need for reliable information. For this reason, media literacy education is also considered as another issue to be emphasized. In the light of findings, that there is a significant difference in media literacy levels of sport sciences faculty students according to the time spent on the internet is consistent with the related literature.

## **V. Conclusion and Suggestions**

When the media literacy levels of sport sciences faculty students in Ankara were examined, the highest level of participation was in the sub-dimension of 'having information' ( $\bar{X} = 4,04$ ), the lowest participation was in the sub-dimension of 'Ability to Analyse and See Implicit Messages' ( $\bar{X} = 3,69$ ). Significant differences have also emerged in the variables of internet use, reading weekly newspapers, magazines and spending time on the internet. In the light of findings obtained, it was concluded that media literacy levels of sport sciences faculty students were generally high. Based on the results obtained in this study, the following suggestions are presented;

In order to protect sport sciences faculty students from the negativities of publications in mass media and to raise awareness on this issue, trainings can be given by experts in the field through faculty administrations. In-service trainings on media literacy can be given to the faculty members within the university in order to make the students more aware of media literacy. Access to internet and other media tools in the faculties should be increased and awareness should be established for proper use of the internet. The daily follow-up of newspapers, magazines or useful social media tools should be encouraged in print or electronically in accordance with the possibilities of today's digital world.

Courses or course contents to increase the level of media literacy can be included in the curriculum that allows students to keep up-to-date. It has been observed that as the use of internet by students and the amount of time spent on the internet increases, the level of media literacy also increases. This can lead to different studies that examine whether this case has an impact on students' academic achievement.

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