Abstract

In this study, interviews were conducted with teachers of media literacy to determine the needs of media literacy teaching in the classroom. As a result, we see that teachers need in-service training for classes in media literacy; the media literacy lesson is adequate in terms of content but inadequate as an activity. Students indicated significant changes in their perceptions of media after taking these lessons. A «Media Literacy Level Scale» and a «Media Literacy Attitude» were applied to determine students’ level and attitude. The information on students was obtained through the «Private Information Form». As a result, a positive, low-level and significant relationship was found between the students’ attitude levels on media literacy lessons and their media literacy levels. The study’s conclusion is that there is no significant difference between the media literacy classes taken by the primary school second grade students and their attitudes and levels on media literacy. Also, no significant difference was found between the educational levels of the parents of these second graders and their attitudes and levels on media literacy. However, there was a significant difference between the students’ daily newspaper reading habits and the frequency of listening to the radio and their attitudes on media literacy classes and media literacy levels.

Keywords

Media literacy, Primary School, teacher training, perceptions, scales, attitudes, educational levels.