INVESTIGATION OF EARLY CHILDHOOD EDUCATORS' AUDIOVISUAL MEDIA PRODUCT PREFERENCES AND PRIORITIES FOR CHILDREN'S SCREEN VIEWING

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ABSTRACT

INVESTIGATION OF EARLY CHILDHOOD EDUCATORS' AUDIOVISUAL MEDIA PRODUCT PREFERENCES AND PRIORITIES FOR CHILDREN'S SCREEN VIEWING

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The current study aims to understand the overall use of children's media in early childhood education settings with the underlying questions of how audio-visual media products are being utilized in the early childhood classrooms in Turkish school,s and how screen viewing periods are mediated during school hours. Specifically, what children watch in classroom; how often and how long they do; where they do; and what type of electronic media devices educators use to watch the content at school are questioned. In addition, early childhood educators' screen mediation strategies are examined and the teacher preferences in choosing media content for children to watch in the classroom are also surveyed. Data collected via 20-item questionnaire which was distributed online by an academic survey tool to reach a representable number of early childhood educators. In total, 639 educators who work with children between the ages of 0-6 years in both private and public schools participated in the study. Demographic data was analysed with descriptive

statistics. Open-ended questions have been coded and categorized for thematic-analysis. The findings of the current study show that overwhelming majority of the Turkish early childhood teachers utilize screen media for children to watch in school hours. Although screen activities are mostly limited to less than 30 minutes per day as recommended, the results indicate that the teachers do not adhere to a specific guideline and/or training while deciding the screen content for young children in their classroom. Cartoons were the most popular screen content preferred by the educators. Teachers reported that they look for “age appropriateness”, “having an educational content in it” and “the attractiveness/formal features” while selecting a screen content for the children in their classrooms.

Keywords: child and media, audiovisual media, screen viewing, mediation strategies

ÖZ

OKUL ÖNCESİ ÖĞRETMENLERİNİN SINIFLARDA ÇOCUKLARA İZLETİLEN GÖRSEL/İŞİTSEL MEDYA ÜRÜNLERİNİN SEÇİMİNDEKİ TERCİHLERİ VE ÖNCELİKLERİNİN İNCELENMESİ

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Bu çalışma görsel-işitsel medya ürünlerinin nasıl kullanıldığı ve okul süresi içerisinde ekran izleme zamanlarına nasıl aracılık edildiği soruları ile okul öncesi eğitim ortamlarında çocuk medyası kullanımının genel portresini anlamlandırmayı amaçlamıştır. Çalışmada, okul öncesi eğitim kurumlarında çocukların en çok hangi medya ürünlerini, ne sıklıkla ve ne kadar süre boyunca izlediği, nerede izlediği ve izlerken hangi ekipmanların kullanıldığı sorgulanmıştır. Öte yandan izletilecek ürünü seçerken dikkat edilen ölçütler, izletme amaçları, önizleme yapılıp yapılmadığı ve daha önce medya okuryazarlığı eğitimi alıp almadığı soruları ile öğretmenlerin medyaya aracılık etme becerileri irdelenmiştir. Çalışma çok sayıda okul öncesi öğretmenlerine ulaşma amacıyla internet aracılığı ile gerçekleştirilmiştir. Toplamda, gerek devlet gerekse özel okullarda 0-6 yaş arası çocuklarla çalışan 639 öğretmen katılım sağlamıştır. Belirlenen araştırma soruları açık ve kapalı uçlu sorulardan oluşan anket soruları ile yanıtlanmıştır. Açık uçlu sorular genelleme yapılabilmesi için kodlanmış ve gruplandırılmıştır. Çalışma sonucu okul öncesi eğitim

kurumlarında birçok çocuğun okul saatleri içerisinde ekran karşısında zaman geçirdiklerini göstermiştir. Bu eylem genellikle eğitsel amaçla yapılmış olup önerildiği gibi 30 dakikadan kısa süre içerisinde gerçekleştirilmiştir. Aynı zamanda, öğretmenler yaşa uygunluk, eğitsellik, ilgi çekicilik ve teknik özellikleri dikkate alarak en çok çizgi filmleri tercih ettiklerini belirtmişlerdir.

Anahtar Kelimeler: Çocuk medyası, görsel-işitsel medya, ekran izleme, aracılık stratejileri

To All Children,

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LIST OF ABBREVIATIONS

DVD	Digital Video Disc
RTÜK(RTSC)	Radio and Television Supreme Council
TV	Television
TÜİK (TSI)	Turkey Statistical Institution
TRT	Turkish Radio and Television Association
MoNE(MEB)	Ministry of National Education
HESC	Human Subjects Ethics Committee

CHAPTER 1

INTRODUCTION

Audiovisual media products that specifically target young children's attention (such as cartoons and animated movies) have been an important part of children's lives since the inception of the technology. The fact that those media kinds have such a big place in children's lives can be associated with their popularity, accessibility,and appeal. Vossen and his colleagues have asserted in their study that children began to view screens at the age of four months (Vossen, Piotrowski & Valkenburg, 2014). Findings from another study on Turkish children showed that almost 10% of children between the ages of zero to five own a personal digital device at home (Kanak & Özyazıcı, 2018).

Screen viewing is a common activity for young people as well as children in the early years. To be specific, studies claimed that children aged between 0 and 6 were intimate with screen media for 1.5 to 4.1 hours (Rideout, 2011; Tandon, Zhou, Lozano & Christakis, 2011). Recently, the Covid-19 pandemic has led to increased screen time for children (Eyimaya & Irmak, 2021; Lee, Ward, Chang & Downing, 2021). And, some studies and educators recommend children between the ages of 2 and 6 years should not to exceed in their daily screen viewing. The common point is that exceeding the recommended duration for screen viewing may result in some problems for children. This hypothesis has been empirically supported by numerous studies, especially arguing that screen viewing is done for 3 hours per day (Mbwana & Moore, 2008).

Screen viewing for two hours inevitably brings a huge number of messages with the content. With no doubt, that bombarding will lead to new and uncontrollable learning. Characters in those audiovisual media products may become role models of children watching and the characters' behaviors can be adopted by children when internalized (Ker Dinçer & Yılmazkol, 2009). That learning procedure has been

explained by Bandura as observational learning within the theory of social learning. Bandura (1977) asserts that human beings created their own identity with the combination of observation of surroundings and interaction in society. Individuals get the behaviors and attitudes that they experienced or observed without any attention and evaluation (Wodtke & Brown, 1967). From this standpoint, screen viewing started at a very early age like 2 or 2.5 ages of life can result in many positive and negative behaviors and attitudes (RTÜK, 2012).

In order to avert the potential risks of media products, some regulations have been provided by RTÜK (The Supreme Board of Radio and Television) and other institutions. However, there is no explanation of whether those regulations are being enforced or not. In this regard, more efforts should be made towards the content that children are exposed for effective prevention and control of acquisitions gained by media products (Arslan, Ünal, Güler & Kardaş, 2006).

It is necessary to monitor, guide, and inform children in order to build media literacy and keep the unnecessary and harmful sides of products far from children like infollution, excessive stimulus, and inappropriate conten (Kalan, 2010). The literature has provided three different ways of controlling the media: active monitoring, restrictive monitoring, and co-viewing (Lee & Chae, 2007; Livingstone & Helsper, 2008). In broader terms, active monitoring is giving information and discussing media products and effects of media with children to build awareness (Chakroff & Nathanson, 2008). Restrictive monitoring occurs when applying what is discussed with limitations and frames controlling the content and period of screen viewing (Gentile & Walsh, 2002). And the final form, co-viewing, means attending the screen viewing activity of children (Nathanson, 2001).

1.1. Purpose of the Study

Preventing undesired effects of media products and using media as a way to learn have become subjects of interest for researchers who appreciated the increasing awareness of them. There are some sources in the literature seeking adult mediation strategies and attempts in order to control children's screen viewing for both

maximizing the benefits of and minimizing the negative effects of media products. For instance, the research conducted by Gentile and Bushmen (2012) put forward that parents with higher education background paid more attention to choices of media products and expected their kids to ask for permission, unlike other parents.

Various studies suggest that there is a linear connection between parents' educational background and their sensitivity to media use (Roberts, Foehr, Rideout, & Brodie, 1999; Gentile & Bushmen, 2002). This perception has made the question of the sensitivity of teachers in handling the impacts of media tools in school settings resurfaced. However, educators who uphold the positive outcomes of this connection are expected to behave accordingly for the sake of children's development. Regarding this notion, studies are indicating the possibility of using media in the school environment (Gündoğdu, Seytepe, Pelit, Doğru, Güner, Arıkız, Akçomak, Kale, Moran, Aydoğdu, & Kaya, 2016; Tandon et al., 2016; Veziroğlu-Çelik, Acar, Bilikci, Şahap & Yalvaç, 2018). Although the literature provides information on teachers' position as the mediator of children's media use, there is a lack of information when it comes to the educators' intervention.

Children aged between 0 and 6 may not distinguish what is beneficial or harmful for them because their critical thinking skills with other cognitive skills are still developing in those years. To be clearer, critical thinking (metacognition) is defined as "thinking about thinking" which means the capability to evaluate things critically proposed (Flavell, 1979). With this regard, since children's critical thinking skills are continuing to develop, adults' have the responsibility of controlling the screen viewing activity to prevent undesired learning while promoting the positive contributions of media products. More specifically, adult intervention, which is the restrictive monitoring in mediation strategies, holds a greater significance than giving information to children on media use and product selection (active monitoring) or being present passively during the screen viewing (co-viewing). Therefore, the awareness and practices of early childhood educators are of great importance.

Viewing audiovisual products is not a defined activity or a part of the learning process in early childhood education (MoNE, 2013). Yet, for educational purposes or entertainment, screen viewing can be included in the program according to

educators' decisions. With the necessity of mediation of screen viewing of children with all aspects, the current research seeks to figure out the attempts of early childhood educators to control the process under the title of restrictive monitoring form of management under the light of the following questions:

To what extent screen media is being utilized in early childhood education settings?

a. Which audiovisual media products are utilized for children's screen viewing by early childhood educators in preschool settings?
b. How often and how long are audiovisual media products being utilized for children's screen viewing by early childhood educators in preschool settings?
c. What are the main locations screen media is being shown in early childhood education settings?
d. What types of devices are being utilized during screen viewing?

To what extent early childhood educators mediate screen media in their classrooms?

e. What criteria do early childhood educators consider while choosing audiovisual media products for children?
f. What are the main aims of screen viewing that educators utilize in early childhood education settings?
g. Do early childhood educators do preview audiovisual media products for children?

1.2.Significance of the Study

This research offers some significant insights that will contribute to the literature on the relevant issue. Initially, screen viewing has various expected and unexpected outcomes that might affect children (Mbwana & Moore, 2008). As one of the positive outcomes, the support for learning and developing skills for the primary

school can be provided as a consequence of the optimal use of technology and effective choices in products(Zill, 2001; Bavelier, Green & Dye, 2010). On the other hand, excessive exposure to screen media can negatively affect academic and developmental skills (Yavuzer, 2013; Cesur & Paker, 2007). To exemplify, situations such as a decline in academic achievement and health-related issues such as obesity and sleep difficulties can be faced with (e.g., American Academy of Pediatrics, 2016;),. Other problems include learning gender stereotypes that should be excluded from the learning content (Ateah, Kail & Cavanaugh, 2009).

While the literature provides numerous research about screen viewing time of children in their home setting, information on the use of screen media in educational settings is relatively limited. Moreover, the research on media products utilized in early childhood education do not elaborate on the use of screen media at the schools (Günoğdu et al., 2016; Karaköse, Duman, Bozbalak, Turunç, & Uygun, 2019; Tandon et al.,2016; Veziroğlu-Çelik et al., 2018). At this point, an in-depth investigation is needed to elucidate the use of media and how efficiently it is being mediated. Thus, the current study initially explains the frequency of children's screen viewing including the audiovisual media products, followed by an examination and discussion on in which situations they are being utilized. Then, the study identifies early childhood educators' interests, attempts, and general positions on using and mediating screen media in schools. With these aspects in mind, this exploratory research plays a key role in explaining the overall position of children's screen viewing in early childhood education institutions.

1.3.Definition of Terms

Early childhood education: Early childhood has been explained as a period of time from birth to seventh age with great brain development by UNESCO (2012). In the current research, early childhood education term has been considered as the study of the education of children in that period.

Audiovisual: Cambridge dictionary (2018) has defined this term as *"involving the use of recorded pictures and sound, or the equipment that produces them"* (2018)

and Oxford dictionary (2018) did as *"using both sight and sound, typically in the form of images and recorded speech or music"*.

Media product: This term is mainly defined as "*any book, magazine or other publication, sound recording, video recording, software product, computer game, videogame, or other media product in any format, including any related subscription, offered through a LINIO Site."* (Lawinsider, n.d.)

Screen viewing: This term in this research has been used as same as the explanation of Thompson and her colleagues as watching television, using computers, mobile phones, tablets, and playing video games (Thompson, Sebire, Kesten, Zahra, Edwards, Solomon-Moore & Jago, 2017).

Media literacy: In this research, Scharrer's explanation has been used for the capability of analyzing, accessing, and evaluating media in manifold forms for referring to this term (2006).

Critical thinking: It is defined as "*the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action*" (Scriven & Paul, 2007, p. 1).

RTÜK (RTSC): It is a legal authority that has been defined as *"The Radio and Television Supreme Council founded in 1994 as an administratively and financially autonomous and impartial public legal authority for the regulation and supervision of radio, television, and on demand media services which are under the jurisdiction of Republic of Turkey."* on its governmental website (RTÜK, n.d.).

CHAPTER 2

LITERATURE REVIEW

The existing literature has provided many academic sources on the subject of child and the media as well as the effects of the media. To evaluate and interpret the data, it is essential to see the overall portrait of media effect and to analyze the relevant sources that include the aspects assessed by the current studies. Since constructing a wide knowledge about the effects of media on children, viewing the literature, and combining all sources are crucial steps. Coming to that point, this chapter offers the needed background including the Social Learning Theory by Albert Bandura, Cultivation Effect, possible effects of TV viewing, and adult mediation strategies on children's screen viewing periods.

2.1.Theoretical Background

2.1.1. Social Learning Theory

For decades, how children learn and how to raise them have become points of interest for researchers. Thus, many theories and ideas have been developed on that issue. One of those ideas was learning by observation of surroundings and other people. This idea has been appreciated by many scholars in human sciences. This idea has been first proposed by Albert Bandura with a scientific conceptualization. For that reason, he is considered the pioneer of the idea with his Social Learning Theory, specifically with the concept of Observational Learning Theory in it.

Albert Bandura explained learning could happen by observing and imitating other people around through observational learning. This concept argues that attitudes, behaviors, and emotions are created or modified via observation of role

models and by copying their ones (Khan & Cangemi, 2001). That explains how people acquire behaviors, attitudes, moral concepts, language, habits, and perceptions and shape their own identity (Wulfert, 2014). Considering that, acquisition of any formal and informal knowledge and skills can happen both consciously and unconsciously. That is, people may not be aware of their acquisition by observation.

Three learning types have been put forward by Albert Bandura, which are acquisition of new one, modification, correction of the attitudes via observation. In some situations, role models may not be taken consciously and evaluated critically. The role model as mentioned in Bandura's theory can be anyone close to the learner, such as TV characters, parents, relatives (Fischer, 2010). When children find a TV role model, they might acquire new behaviours and habits that they have observed on the role model. The children might adjust their behaviours and reactions to their role models, regardless of the good or bad qualification of these behaviours (Kearney & Levine, 2020). Therefore, media products can be the way of learning and acquisition for children in terms of duration, the timing of viewing, and the situational context.

2.1.2. Cultivation Theory

When we recall that children can acquire behaviors and attitudes of media characters by watching and internalizing them, this leads us to a concept called cultivation theory (Decker, 2010). The cultivation theory has been proposed by George Gerbner between 1970 and 1980. According to this theory, mass media take the role of a vein feeding people with culture in it (Morgan, Shanahan & Signorielli, 2014). Here, acquisition and learning through media, when permanent and cultivated, can shape the personality of an individual. And, once it turns into one significant part of the personality, it may be difficult to change or remove (Khan & Cangemi, 2001).

According to Gerbner, TV is a tool to spread an opinion and to reach a mass of people. This great potential associated with the accessibility of TV allows these ideas of some to become the ideas of many (Ercan & Demir, 2015). The theory does

not consider that change as a direct impact. It claims that change endures a long time so it cultivates (Özer, 2005).

In today's world, viewing screens like TV or computers is an integral part of people's daily routines. As adults do, children are also viewing screens or exposed to them in some way. So that they spend time in front of screens due to its allurement, it is a factor shaping children's personality and traits, and building their behaviors. To illustrate, research completed by 175 preschoolers' parents propounded that 20,8% of children identified media characters; 39,9% always imitated the behaviors and 43,5% did it sometimes (Özdemir & Ramazan, 2012).

In his theory, George Gerbner divides people into three categories according to the duration that they encountered screens per day: light viewers, medium viewers, and heavy viewers. Light viewers include people watching TV for less than two hours per day; medium viewers are the ones on TV for two or three hours, and heavy viewers are people watching TV for more than 3 hours (Gerbner, Gross, Morgan & Signorielli, 1982). The theory's categories represent adults' screen time, yet children's screen time must be less than adults' one. The American Psychological Association (2020) emphasized that infants and toddlers must be kept away from screens, while children of 2-5 ages may view screens for less than one hour per day. This statement makes it possible to say that children watching up to 60 minutes may be deemed as light viewers. On the other hand, children who can be considered as heavy viewers may have some problems in the areas of social, language, and cognitive development (Yavuzer, 2013; Cesur & Paker, 2007; Zimmerman, Christakis & Meltzoff, 2007). Moreover, they might gain some undesired learning and behaviours (American Academy of Pediatrics, 2016; Akçay & Özcebe, 2012; Ateah et al., 2009; Güler & Akman, 2006).

2.1.3. Self-Efficacy Theory

For many years, the notion of educators' self-efficacy being associated with the domains of teacher performance has been a topic of research (Zee & Koomen, 2016). The term "self-efficacy" has been put forward by Albert Bandura(1977) and

can be explained as the belief of an individual in their ability to perform a behaviour successfully. According to Bandura (1977), one's self-efficacy beliefs have impacts on their feelings, way of thinking, and attitudes.

Bandura stated the two dimensions of self-efficacy as the efficacy expectations and the outcome expectations. Efficacy expectations are to decide the quality of effort that one will spend to perform the behaviour. On the other hand, outcome expectations are mainly the predictions about the outcomes of a given effort that will play a role in the decision of the activity (1977). Those dimensions are fed by four sources which are "Mastery of Experiences", "Vicarious Experiences", "Verbal Persuasion", and "Physical/Emotional Arousal".

The teacher's self-efficacy is explained as the teachers' belief in their capabilities to plan and carry out educational programs to reach desired goals (Skaalvik & Skaalvik, 2007; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Research has shown that a higher score of self-efficacy brought higher satisfaction and commitment (Granziera & Perera, 2019; Klassen & Chiu, 2010) as well as persistence in teaching practice and activities in schools (Holzberger, Philipp & Kunter, 2013). It was also found out that the educators who have higher self-efficacy provide better support and inspiration to children while promoting engagement in classes (Zee & Koomen, 2016; Barni, Danioni, & Benevene, 2019).

Contemporary technologies enable teachers to find ease and chance to experience more during their educational journey. This notion brings out the digital self-efficacy aspect of the teacher. This term mainly refers to the teachers' perception of the ability to use technology in teaching. Digital self-efficacy is built with the combination of teachers' skills to use technology (technological competence) and their beliefs to use technology for instructional reasons (pedagogical competence) (Siddiq, Scherer & Tondeur, 2016). Koç (2014) has found out that early childhood educators' perceptions on technology integration in class are generally positive, while they felt inadequate in terms of technical skills.

A study by Denham and Michael (1981, as cited in Simsar & Davidson, 2020) reveals that the teachers' self-efficacy can be shaped by the impacts of their training program, and their teaching experiences. The other factors contributing to

the formation of self-efficacy can be counted as the environment variables related to schools, school administrations; and personal variables such as gender or ethnic background. Over the years, an ever-increasing amount of integration of technology has enabled childhood education to take more place in teacher training programs gradually (McManis & Gunnewig, 2012). For instance, courses on Information Technologies have become a crucial part of the early childhood training programs in Turkey (YÖK, n.d.). This course can be accompanied by courses such as Media Literacy and Child and Media. These kinds of developments in the field have indispensable effects on teachers' self-efficacy in teaching and media use in the class. However, early childhood educators' opinions about their training program show that they deem the program as insufficient in terms of teaching the integration of technology into the field (Veziroğlu-Çelik et al., 2018).

2.2.Possible Effects of Screen Viewing

Screens are now in every facet of human lives as well as children's lives. With different stimuli like colors and miscellaneous content addressing interests, screens are very appealing for especially children. On the other hand, grown-ups who are responsible for children's care may prefer impelling children view screens for some reasons like fun, education, or keeping them busy. However, screen viewing activity inevitably may have some impacts on the developmental domains of children in some situations. There are various considerations regarding screen viewing. Some focused on its positive impacts on children's education, cognitive development, achievements, emotional states, and behaviors like prosocial behaviors; some asserted negative sides of these impacts by giving examples of antisocial behaviors, poor academic achievement, disinterest, and emotional problems (Stroman, 1991).

Men and women have been ascribed to different social roles which resulted in gender inequality (Fischer, 2010). Men are commonly assumed as having more power and constituting more importance in the society than women as a result of cultural factors and many more (Leaper & Friedman, 2007). Moreover, women who are under social influence may experience a fear of being blamed and excluded from

society which may result in a domestic and devoted to home lifestyle (Kimmel, 2004). This influence which may lead to the development of unconscious passive and victimized personality over time is cultivated at very early ages (Howell, 1990). In addition to personality development, mass media can be accountable for the objectification of women's bodies, their appearance, and sexuality. The messages transmitted through mass media may alter the perception of children by causing obsessiveness and dissatisfaction. These may trigger the possibility of depression while having negative impacts on self-esteem and self-confidence. The exposure of channeled ideas can be so severe that people who got imposed to certain ideas through screen viewing during their childhood tend to consider having a plastic operation to become esthetically beautiful. To go further, health-threatening disorders such as bulimia or anorexia can be encountered as a result of media representation of ideal characters (Bordo, 1999). Another factor to mention is the inappropriate content on media. At this point, Wulfert (2014) stated that the content of media products can cause developing phobias. To exemplify, children who are exposed to scary content about spiders on TV may develop a temporary or permanent phobia depending on the context of exposure.

Young children's critical thinking skills are yet to develop. Thus, their ability to evaluate things as good or bad is very limited, making them vulnerable in their learning process. This may lead to being a subject to the adjustment of unwanted behaviours such as violence. Children's perceptions have been being reshaped under the effects of violent nuances portrayed on screens. A study conducted in Turkey showed that 62,8% of children enjoyed watching violent characters in cartoons (Özakar & Koçak, 2012). The study also pointed out children's perception of supernatural elements shown on TV by emphasizing their developmental stage. Children in early childhood uttered their expressions more selfishly than the older ones did. Interestingly, girls enounced that they want to be in an advantageous position than others when asked the reason why they wanted supernatural powers. Staggeringly, only 29,3% of all children who participated in the study considered other people's benefit by stating that they would save the people (11,6%) or they would create a happy world (%17,5)(Özakar & Koçak, 2012).

Similar to the screen media; digital games on computers, tablets, or smartphones also may have several negative effects on children and adolescents. According to a literature review consisting of 51 studies of 2010-2018, children who play violent games for a long period tend to show anxiety, violent behaviours, problems in social development, lower empathy skills, and over-eating issues (Yalçın Irmak & Ardıç, 2018).

It is a globally discussed view that screen viewing may pose a negative impact such as causing a lack of sociality due to its being a passive activity. However, some other studies reveal findings that contradict this view. Research shows that online screens provide children a chance of exploring the outer world, learning and entertainment (Kittinger Correia & Irons, 2012; Tarı Cömert & Kayıran, 2010), and it contributes to their creativity (Yalçın & Duran, 2018).

Digital media may contribute to the developmental domains when it is used appropriately. Since digital media proves rich stimuli and content, it can enrich the learning environment, and facilitate new concepts; develop senses and vocabulary; improve reasoning skills, and identify/solve problems (Kol, 2017). Moreover, children might have opportunities to develop their hand-eye coordination and fine motor skills by using interactive devices (Yazar, 2007).

Media tools can play an effective role in terms of acquisition of good behaviours by letting the children imitate what they are exposed to on the media, and by observing. For instance, children can deal with their fears such as going to the dentist by emulating their favorite media characters (NIMH, 1982). Moreover, in consideration of the comprehensiveness of media content, it is possible to acquire good habits such as helping, sharing, and cooperation while it is possible to get accustomed to bad habits such as aggressiveness through screen viewing (Yalçın & Duran, 2018).

Since people have become more interested in the effects of screen viewing in recent times, the content and the quality of products have been being examined and modified accordingly. Research has found that recent media products have a relatively better-qualified content which includes more affection, helpfulness, responsibility, and warmth (Thompson & Zerbinos, 1995). On the other hand, digital

games might contribute to children's and adolescents' learning and development. Literature shows that games which are motion detective, educational, cooperative and competitive can be helpful to learn; to develop literacy, questioning, and problem-solving skills; to gain learning motivation and eventually lead to better academic achievement (Yalçın Irmak & Ardıç, 2018).

The media has an overall impact on human beings, especially on children, as it carries some aspects such as having rich content and being attractive by nature. It is better to say that screen media can also contribute to children's development and educational success despite the negative and undesired effects such as the possibility of infusing uncontrollable messages.

2.3.Mediation of Children's Media

Screens surrounded and are pivotal in human life. According to RTÜK (2013), 97,9% of families in Turkey have a TV and 73,7% have a computer in their home. And, children view screens every day with their families or individually. A study has found that parents give permission to their children to watch TV. By doing so, they make children occupied and let them spend time (Beyens & Eggermont, 2014).

Consequences of media products' content have been discovered and considered in time by media industry workers as well as parents and educators, and they turned to mediation issues. In order to monitor and control children's screen viewing, some strategies like putting rules or limits have been put forward. Parents may try those different strategies to manage children's screen viewing and to prevent undesired consequences. They may put some limits on the period of viewing or they may limit the media products in terms of their duration of use, their content, and so on.

Many studies have indicated that parents become less concerned about their children over time as children gets older. For example, in the study of Warren and his colleagues (Warren, Gerke & Kelly, 2002), and the study of Hoffner and Buchanan (2002), adolescents told that their parents were concerned with them when they were

younger. The main reason for being concerned about younger children is children's developmental features and being unguarded to possible threats surrounding them. To be specific, that was the reason of having no or limited critical evaluation skills of children (Van Evra, 2004). Because of this limitation, children have difficulties in differentiating irony and reality, and so misinterpret the content of the conversation (Van Evra, 2004). Consequently, parents tend to be concerned about younger children more than they do for older ones due to those undeveloped skills of children (Hoffner & Buchanan, 2002).

As aforementioned, parents and adults can control children's screen viewing and media use with different strategies. Those are called in the literature as parental mediation of media use (An & Lee, 2010). With that, different types of strategies have been offered. There are many definitions of this concept but there is a common one which is "any strategy parents use to control, supervise, or interpret content" (Warren, 2001, p. 212). Usually, parents try to mediate children's media use and screen viewing just for they get worried about the consequences of those media and content on children (Valkenburg, Krcmar, Peeters & Marseille, 1999; Warren et al, 2002; Weaver & Barbour 1992).

Mediation strategies are covered in three types which are restrictive mediation, instructive/active mediation, and co-viewing (Valkenburg et al., 1999). In a simple way, a restrictive mediation strategy refers to setting limits or forbidding the media use of children (Valkenburg et al., 1999; Abelman, 1990). The second strategy which is instructive (or active) mediation is to tell about or discuss the content of media products for awareness and to contribute to children's evaluation skills (Austin, Bolls, Fujioka & Engelbertson, 1999; Nathanson, 2001). And, the final one is co-viewing which refers to viewing screens with children at the same time passively (Valkenburg et al., 1999; Dorr, Kovaric & Doubleday, 1989).

2.3.1. Restrictive Mediation

Nathanson (2001) claims that due to appropriate restrictive monitoring and attempts of intervention done by adults, children start to be more selective and

suspicious about media contents in terms of their effects and necessity. And, having some boundaries on screen viewing periods of children helps the prevention of reaching undesired messages in the content (Desmond, Singer & Singer, 1990). Setting limits may sound like a negative matter but it is not necessarily. It may refer to some modifications for the activity of screen viewing (Weaver & Barbour, 1992; Peri, 1997). Mainly, that concept can be used for deciding when, how, how long, which content to be viewed (Weaver & Barbour, 1992).

There are different findings on media restriction's prevalence. Research showed that almost half of parents set limits on their children's screen viewing (Carlson, Fulton, Lee, Foley, Heitzler, & Huhman, 2010). Research shows that while the parents in Turkey limited their children's screen viewing with the rate of 71,8% (Aral & Doğan Keskin, 2018); the study conducted in Finland indicates a rate of putting limits to screen viewing as 91,7%, which is relatively higher (Paavonen, Roine, Pennonen & Lahikainen, 2009).

When the digital devices are examined separately, Aral and Doğan-Keskin (2018) found out that 55,2% of preschoolers have never used smartphones while 79% of them have never used computers. These findings supported in the literature by indicating parental responses that 56,9% of the preschoolers have not used tablets and 29,8% of them have never watched TV. Nevertheless, another study has found 9,9% of preschoolers were allowed to own their digital devices by their parents (Kanak & Özyazıcı, 2018).

When it comes to limiting the duration of screen viewing time, Carlson and his colleagues(2010) have shown that only a quarter of parents were aware of the fact that the expert recommendation on the screen viewing time is less than 3 hours. Aral and Doğan-Keskin (2018) have found out relatively more conscious limits set on the use of digital devices. Their findings suggest that the parents of preschoolers let their children watch TV for 30-60 minutes while allowing them to use the tablets, computers, and smartphones for 30 minutes or less. Moreover, the parents stated that they let their children to utilize the tools for watching cartoons and playing games.

According to Pasquier's study on restrictive mediation (2001), media restriction is very challenging in practice due to follow-up monitoring. He pointed

out that children perceive mediation as "doing prohibited things or not exactly following the rules is a way to show they are grown up." Besides, Nathanson (2002) mentioned adolescents who were exposed to limitations in their screen viewing at home did not have positive feelings on this form of mediation because they thought their parents did not trust them. In light of these, this mediation type could be harmful when it was not performed appropriately. Nathanson (1999) said that both high and low restraint in adolescents can cause more aggression because of their characteristics. According to Fikkers, Piotrowski and Valkenburg (2017), children who are monitored by setting rational limits on their screen viewing tend to be less violent and more adaptable and aware of dangers. Another study also has found that when parents set moderate and consistent limits on the duration of screen viewing, children become more likely to follow rules (Carlson et al., 2010). Limits should be set appropriately because it may affect the mediation. Otherwise, putting too much or harsh limits on the activity may cause feeling under pressure and so children may exhibit aggression (Fikkers et al., 2017).

Limiting and monitoring screen viewing moderately is recommended by many people to prevent children from negative outcomes of media. For instance, Steyer has emphasized this by saying that “Set a media diet and stick to it,” and “Set clear rules regarding your child’s media use in other homes,” (2002, p.199). And, Walsh (1994) in his article emphasized the importance of having rules on TV viewing and limiting duration. About the duration, the American Academy of Pediatrics (2001) highlights the importance of time limitations and advises that the duration of screen viewing of children should be less than 1-2 hours each day.

2.3.2. Co-viewing

Co-viewing which mainly refers to screen viewing together passively in a very brief definition (Nathanson, 1999), has attracted the attention of many scholars. Whereas some scholars consider this act as a conscious one, some mention it can be performed with no intention (Warren et al., 2002). According to research, 55,4% of children stated that they viewed screens with parents while 57,4% stated viewing

with their siblings or peers (Paavonen et al., 2009). The same study also showed that the parents whose educational background and socioeconomic status were lower were found to be doing more co-viewing than the parents with higher education and socioeconomic status.

Co-viewing helps to boost children's learning. Children enhance their vocabulary more compared to individual watching (Domingues-Montanari, 2017), and they can create closer bonds with their parents, with the help of a co-viewing activity. Co-viewing has also a negative influence on children, especially on behaviors. With co-viewing, children may gain aggressive behaviors (Nathanson, 1999). Also, Paavonen and his colleagues (2009) have found a relation between co-viewing and fear. Their study shows that the children watching TV with their parents tend to be relatively more frightened than they would fear when they are alone (Paavonen et al., 2009), which caused by the fact that the children avoid horrifying content when they are individually watching (Korhonen & Lahikainen 2008).

In addition to the negative effects, the type of co-viewing provides children with more satisfaction as they spend time with their parents. (Nathanson, 1999; RobbGrieco & Hobbs, 2009). Therefore, Nathanson (2001, p.217) said that "parents should be aware that the popular advice to 'watch television with your children' may produce undesirable effects if parents do not contradict the negative messages that are co-viewed." Parents should be aware of the chance of using this as a tool of teaching because of its appeal.

2.3.3. Active/Instructive Mediation

The most effective method is active mediation which refers to discussing with children and making them informed about media content as commonly accepted in the literature (Fujioka & Austin 2002; Livingstone, 2002; Nathanson, 1999; Pasquier, 2001). Paavonen and his colleagues (2009) indicated that 44,2% of children watching TV with their parents initiated a conversation by asking questions about the programs while 41.1% of the parents were the initiators of conversation with their children.

Nathanson (2002) presented positive, negative, or neutral subtitles of the method of mediation. Positive active mediation takes place when parents are satisfied and appreciate the quality of the media items (Nathanson & Botta, 2003). As predicted, negative active mediation happens when parents condemn the content of media with signals such as aggression and stereotyping (Fujioka & Austin 2002; Nathanson & Botta 2003). Neutral one also happens when the statements are not classifiable with those two types. Types can be used independently or together by parents (Nathanson 2002).

Austin and his colleagues (1999) suggested that there was some intention such as protection and prevention, in negative active mediation. However, the positive one can happen at any time without any intent. Nathanson (2001), therefore, advised the use of negative active mediation if the intention is to oppose and the use of positive active mediation when to promote prosocial behaviors.

All types of mediation have different impacts and characteristics. In all, active mediation is accepted as the most helpful one in the literature due to its outcomes. Children who are informed about media and media use as active mediation have a tendency to approach it critically, be aware, and understand the media better (Nathanson, 2001). Besides, active mediation has positive impacts on learning from TV, developing prosocial behaviors, minimizing aggression of children, and building positive feelings on their own body (Nathanson, 2002, 1999; Nathanson & Botta, 2003). But it should be noted that active mediation must be implemented effectively and sufficientlyto have those positive outcomes.

Research explored the efficiencies of types of mediation. For example, co-viewing is less effective in form due to lack of intervention, according to Nathanson (2002). Here, instructive/active mediation and restrictive mediation bring better outcomes (Nathanson, 1999). As aforementioned, with the same intent, active or instructive mediation is seen as the most effective way of mediation if it is done appropriately (Buijzen & Valkenburg, 2005; Desmond et al., 1985; Nathanson et al., 2002). On the other hand, studies offer the combination of mediation strategies to achieve better outcomes (Strasburger & Donnerstein, 1999).

In addition to these three mediation strategies, which are active or instructive mediation, restrictive mediation, and co-viewing, another form of mediation called unfocused mediation has been proposed by Bybee and his colleagues (Bybee, Robinson & Duran, 1982). Bybee and his colleagues developed a measurement with 14 items. The measurement had restrictive; evaluation which basically takes the place of active/instructive mediation; unfocused forms' contents in the items. They explained that unfocused mediation is the way of an unstructured, relaxed, parental approach to TV. That type of mediation in this study has attempted to come out the frequency of parents watching TV together with their children, frequency of their encouragement actions to lead their children to beneficial media products, frequency of their conversation with their children during screen viewing, and frequency of their conversation on media products afterward. Their measurement became one of the most widely used field scales. Nevertheless, this form was a leftover form due to validity and reliability issues (Van der Voort, Nikken & Van Lil, 1992).

2.4. Mediation Strategies in School Settings

All mentioned mediation strategies are under the title of parental mediation in the literature but all people around children and caregivers are responsible for children's screen viewing. Technology, on account of its accessibility and practicality, has been incorporated into educational settings as well. However, the integration of technology in early childhood education programs is a recent topic of discussion (McManis & Gunnewig, 2012). Furthermore, according to a study conducted in Turkey (Koç, 2014), early childhood educators consider the use of technology as a blessing, yet maintaining their hesitation towards it.

Generally, all schools provide at least one electronic media device like computers, TV, projectors, etc. According to Karaköse and his colleagues (2019), the most popular media equipment in schools is computers. Christakis and Garrison (2009) agreed and proved that early care institutions had and used those devices. 92% of early childhood educators benefited from technology to utilize audiovisual media tools in their classes, as suggested by a 2018 study conducted in Turkey

(Veziroğlu-Çelik et al., 2018). According to 30 percent of directors of school-based programs, their schools permitted children to watch TV for 1.2 hours every day. 17 studies between 2004 and 2014 studied this issue with a meta-analysis (Vandeloo, 2014). And, they concluded that children in center-based and home-based child care settings have been put in front of screens for 0.1 to 1.3 hours each day. Besides, there is another study conducted to identify the duration of screen viewing of children and found that children are in front of screens for 4.1 hours every day. This huge time was 3.6 hours at home and 0.4 hours in child care settings (Tandon et al., 2011). A study conducted in Turkey states that that duration is found to be 15-30 minutes (Karaköse, Duman, Bozbalak, Turunç, & Uygun, 2019).

With all aspects, there are some regulations on children's screen viewing. For example, the NC Child Care Regulations of North Carolina has forbidden children's screen viewing like watching TV or videos, playing games, using computers for ones under the age of 3. And, for older ones, duration should be limited to 30 minutes per day and the media products must be appropriate with rules indicated in the article released (2017).

Screen viewing is not explicitly defined in the Turkish national early childhood education program (MoNE, 2013) nor it is specifically banned from classrooms. It appears that using screen media is not seem essential in teaching by the Ministry and is rather left to the educator's discretion. A study investigating preschoolers' media usage habits shows that 16% of children attending early childhood education have been given specific time dedicated to computer games at their schools (Gündoğdu et al., 2016). Although there are some findings that screen viewing has been allowed in child care or education settings intentionally or unintentionally in different countries, studies conducted in Turkey are insufficient to provide in-depth information on this issue.

In the light of the social learning theory as gaining negative thoughts and behaviors like aggression, stereotypes as well as positive ones like sharing and overcoming fears, monitoring and mediating children's media use has a key issue everywhere above education areas. Due to insufficient sources on this topic in the

field, this research will be a guiding light to figure out what and how questions of screen viewing in early childhood education institutions.

CHAPTER 3

METHODOLOGY

This chapter will provide information on how the data was collected and analyzed. To begin with, the research design and participants' information will be presented. Then, information about the data collection procedure and analysis will be given. In the final part, the trustworthiness and ethical considerations of the current research will be explained.

3.1.Research Design

Screen viewing has inevitable effects (both positive and negative) on children's learning as mentioned in previous chapters. In other words, utilizing screen media in early childhood classrooms can be viewed as a curse or blessing depending on the content, how long it is viewed, or when it is used. Therefore, it is necessary to monitor and mediate children's screen viewing period for management and taking precautions if needed. In the literature, there are many sources examining parents' attitudes and mediation skills on children's screen viewing, and mentioning the importance of parental mediation strategies. However, children may find the opportunity to view not only at home but also in schools. Bearing this in mind, the researcher reviewed the literature. Nevertheless, it has been realized that the overall position and approach of early childhood education settings in children's screen viewing activity, teachers' sensitivity and intervention on those periods were inadequate in the literature.

In today's world, technology eases to access and use screens in any field including education. Yet, there is a lack in the literature on the facility of viewing screens for children and the importance of mediating and controlling that action,

whether screen viewing of them in early childhood education settings is being mediated. All those are needed to be investigated. To explore this and answer the research questions, the current study will be exploratory research in qualitative research type (Fraenkel, Wallen & Hyun, 2012).

3.2.Participants

To reach the most representable data on the current state of mediation of media use in preschoolers, the population was in-service early childhood educators who were working with children between the ages of zero to six in Turkey. To reach the most relevant sample to the research, the convenience sampling method was used to determine the population of the research. Convenience sampling is a non-random sampling method in which the researcher selects participants non-systematically (Neuman, 2014). Convenience sampling provides an easy and accessible strategy to reach the population, and its main objective is to gather reliable data participants accessible for the study (Lawrence, Carla, Jennifer & Kimberly, 2013).

A total of 639 early childhood educators who work in the field and take the responsibility of a class have participated in the research. As the data collection tool, a questionnaire has been provided; the details will be shared in the relevant section., Participants have been informed, presented the participation recruitment form, and provided a link for the survey questions via online sources.

In the selection of the participants, the primary criterion was being the lead teacher and a decision-maker in the education process. All participating teachers were assigned as the lead educators by the Ministry of National Education or Ministry of Family and Social Policies.

3.2.1. Demographic Information of Participants

This section presents the demographic information of 639 early childhood educators. The participants were asked their gender, age, the program that they have graduated from, work experience in the field, daily work hours, school type where they worked, and the age of their students. All the information is presented below.

Table 1. Distribution of gender of participants

	f	%
Female	613	95,9
Male	26	4,1
Total	639	100,0

As shown in Table 1, 95,9 % of the participants were female (n=613), 4,1% were male educators (n=26) who completed the questionnaire (see Table 1).

Table 2. Distribution of age of participants

	f	%
29 or less	234	36,7
30-39 ages	316	49,5
40-49 ages	77	12,1
50 and more	12	1,9
Total	639	100

As Table 2 presents, most of the participants were aged between 30-39 with 49,5% (n=316); followed by those aged 29 or less (36,7%, n=234). 21,1% of the participants were aged between 40 and 49 (n=77). And, 1,9% was 50 or older.

Table 3. Distribution of programs being graduated from of participants

	f	%
High school	8	1,3
Associate degree	70	11
Undergraduate degree	528	82,6
Graduate degree	31	4,9
Others	2	,3
Total	639	100

The participants were asked about the program that they were graduated from. Table 3 shows that 82,6% of the participants awee undergraduate degree holders (n=528). 11% were associate degree holders (n=70).

Table 4. Distribution of duration of experience in the field

	f	%
0-1 year	35	5,5
1-2 years	61	9,5
2-5 years	111	17,4
5-10 years	188	29,4
10 years and more	244	38,2
Total	639	100

Table 4 presents the duration of work experience as being an early childhood educator of participants. As it is seen in Table 4, frequencies are parallel with years. 38,2% of the participants have 10 years or more work experience (n=244), 29,4% have 5-10 years (n=188), 17,4% have 2-5 years (n=111), 9,5% have 1-2 years (n=61) and 5,5% have one year or less work experience (n=35).

Table 5. Distribution of school type where worked

	f	%
Public school	515	80,6
Private school	119	18,6
Others	5	,8
Total	639	100

The questionnaire showed that 80,6% of the participants worked in public schools (n=515) while 18,6% of the teachers were in private schools (n=119). The smallest portion of the participants was working at other types of institutions such as schools run by private foundations (0,8%, n=5).

Table 6. Distribution of work hours in schools

	f	%
Full-time	198	31
Part-time	439	68,7
Others	2	,3
Total	639	100

Table 6 shows the daily work hours of the participants (see Table 6). 68,7% of them (n=439) worked as part-time educators, which means they worked for half of a day from morning to noon or from noon to evening. 31% of participants (n=198) worked as full-time educators, which means from morning to evening. Only two educators (0,3%) answered this question as “others”.

Table 7. Distribution of age of children worked with

	f	%
0-3 years olds	11	1,8
3-4 years olds	63	9,9
4-5 years olds	274	42,9
5-6 years olds	291	45,5
Total	639	100

The distribution of the age group that participants were responsible for in their schools is presented in Table 7. The frequency of each age group increases by age close to primary school age. Of these children, 45,5% (n=291) were 5-6 years old and 42,9% (n=274) were 4-5 years old. Children who were under age 4 were quite a few compared to older ones. Teachers who teach 3-4 year-olds were 9,9% (n=63) and 0-3 year-olds were 1,8% (n=11) of the total sample.

Table 8. Distribution of whether early childhood educators take media literacy course before

	f	%
Yes	131	20,5
No	447	70
Not sure	61	9,5
Total	639	100

Table 8 shows the frequency of participants whether they take media literacy courses before (See Table 20). According to the data, a huge portion of participants (70%, n=447) have never attended these courses before. Likewise, while 20,5% of participants (n=131) noted that they have attended the course before, 9,5% (n=61) of the participants were unsure about it.

3.3.Data Collection Procedure and Data Collection Instrument

Young children may not have well-developed critical thinking skills so evaluating the media products effectively can be problematic for that age group. For that reason, adults who are responsible for those children need to mediate their screen viewing. However, the information on educators' mediation skills during school hours is inadequate in the literature. To find out this information, the researcher chose the exploratory research design. Recalling the research questions of the current study, teachers' opinions, attempts, and practices in school hours in screen viewing of children are needed and can be reached by a survey study. Reaching a big number of teachers allows to overcome the problems in generalization and provides valid and reliable data. Due to all these reasons, the survey would be the best way as a tool of research to apply.

The survey is a tool for research that can be explained as "gathering information about the characteristics, actions, or opinions of a large group of people, referred to as a population" (Pinsonneault & Kraemer, 1993). This method enables

understanding overall early childhood educators' perception, preferences, and actions on screen viewing.

Surveys that are prepared for academic or scientific reasons share three characteristics. These show the common aspects of a population, put forward the relationships of variables, and provide results to a predefined population (Glock, 1967). Terminologically, those are named exploration, description, and explanation.

The purpose of surveys which are designed for exploration is to reach answers with a specific concept or topic with preliminary information, and descriptive surveys try to answer what and when questions in a population without a causal hypothesis. The final form of surveys is an explanation which is for testing a specific theory or relation with causal variables. More precisely, researchers investigate the relations between variables in their studies with those forms of surveys (Pinsonneault & Kraemer, 1993). As for this study, it can be told that this study carries the purpose of exploration in the light of the aforementioned information about surveys.

This study has been conducted by a questionnaire with in-service early childhood educators via online sources. The Middle East Technical University (METU) Survey Service page was used for the creation and storage of survey questions and data were gathered from participants as the online source. The METU Survey Service is a survey system with an advanced software infrastructure provided by METU Computer Center (Middle East Technical University, 2018). This service is built with the cooperation of the Lime Survey System, and only METU staff, master's degree, and doctoral students are allowed to use it. There is no other way to intervene in the survey and data are kept confidential there.

The survey designed with questions and the permission of the Human Subjects Ethics Committee (HSEC) was distributed to participants in online sources via a public link. Data provided by participants were sent to the system for the researchers to preview.

The researcher aimed to access early childhood educators who are responsible for a class currently in both private and public schools in Turkey. Due to being a low-cost method, electronic mails were used to reach participants. The

participants were informed about the research aim and data collection process via these electronic mails. Participant recruitment forms and survey links were also sent via these electronic posts. The researcher used electronic mails and posts including explanations and details about the research on aims, contributions, implementation design, and Participant Recruitment Form as a communication tool due to limits of accessing to all and the purpose of providing a low-cost method. Mails and posts provided the link of the survey on the website of the survey source of Middle East Technical University to participants.

3.3.1. The Instrument

During the implementation, a total of 639 in-service early childhood educators were reached. Answers have been analyzed and the common answers have been identified. The questionnaire of this present study has 20 questions in total. Of the twenty questions, seven of them aimed to collect the demographic data, and 13 questions were designed to probe teachers' screen media usage habits and preferences (Appendix A presents the questionnaire). The questions have been designed and revised based on expert opinions to make them feasible, clear, and direct to avoid any misconception or confusion during implementation. Two in-service early childhood educators with 21 years of work experience in total and two academicians who have a doctoral degree in the department of the Early Childhood Education of Education Faculty at the Middle East Technical University have been consulted for expert opinions. Based on their feedback, each question was revised for meaning and clarity. parents become less concerned about their children over time as children gets older. 16 of the survey questions are in the multiple-choice type and 4 of them are open-ended. Early childhood educators have been asked about their criteria to decide what to watch in school hours, what they choose as audiovisual media products for children, the aims for screen viewing, and the specific period of time in their daily routine by these open-ended questions. The questions provided a free chance to express themselves for the aim of questions. After the completion of

the survey and the data collection,the responses to open-ended questions are coded and categorized based on the common aspects.

A cross-sectional methodology was utilized in the current study. This method is explained as the one in which data on a specific point is being collected during a period of time (Fraenkel et al., 2011). Participants accessed the link which impels them to reach a website to complete survey questions of the current study. The 8th question, which asks whether participants let their students watch videos during school hours or not is the determinant question. The participants who responded to this question as "no" were exempted from the following 8 questions; the ones who responded to it as "yes" or "sometimes" were able to proceed until the end of the questionnaire. All questions are required to be answered and marked as compulsory to prevent missing data. It nearly took ten minutes to answer all questions in the survey, and answers are directly sent to the Middle East Technical University database for data analysis.

3.4.Data Analysis

The descriptive data analysis has been used to analyze the data. The analysis of quantitative data was conducted via Statistical Package for the Social Sciences, 22nd version (SPSS 22). Answers for the open-ended questions were gathered together, examined, and categorized based on common points and relations to create themes (Baltaci, 2019). Subsequently, those categories were converted to categorical data and analyzed in SPSS. Frequencies of answers of each item were examined to reach answers about the research questions of the current study.

3.5.Trustworthiness

When the data collection was completed, findings were analyzed in terms of common aspects to create category themes by the researcher. Both common and rare but relevant answers have been taken into consideration and identified.

Prior to the study, the researcher implemented a pilot study with the same questions and procedures to assess its efficiency. 82 in-service early childhood

educators participated in this pilot study. According to data and feedback gained by the findings of the pilot study, questions were revised for clarity. After the revision, the questionnaire was implemented in the main research with a total of 639 early childhood educators.

3.6.Ethical Consideration (Human Participants Protections)

The permission has been obtained from the human subjects' ethics committee (HSEC) in the Social Sciences Institute of Middle East Technical University. For the general research procedure and METU Survey, this permission is essential before the start of data collection from people to have data, evaluation, and discussion.

As the literature said and the committee sought approval, the research procedure should not be the reason for any harm to participants, data gained should be kept confidential and participants should be informed about the research (Fraenkel et al., 2012). All questions that were asked in the questionnaire have been stated in the HSEC form of the committee clearly, and an explanation has been provided to avoid misunderstanding or deception.

Judgmental statements or sanctions have been avoided in the questionnaire to keep safety for participants and obtain pure data. All data gained has been stored in the METU Survey and accessed by only researchers. In that respect, all cautions for confidentiality have been taken. The final requirement mentioned above was satisfied with the Participation Recruitment Form designed by HSEC.

CHAPTER 4

RESULTS

To answer the research questions, a questionnaire consisting of 20 questions was administered to a total of 639 early childhood educators working in Turkey. Both their demographic information and responses to specific questions on the topic of audiovisual media products were gathered via this questionnaire.

This section offers the findings from the questionnaire and answers the questions such as:

- Do early childhood teachers utilize audiovisual media products in school settings?
- What is the duration of screen viewing in daily and weekly and specific timing?
- What are the educators' aims in choosing media content?
- Where is in the school setting media content being consumed?
- What types of media products are being preferred by the early childhood educators?
- What types of mediating strategies are utilized by teachers while selecting the media products?

4.1. Findings of Descriptive Analysis

As the prior question, 639 early childhood educators were asked if they let children watch audiovisual media products in their schools. The question had three responses which were "yes", "no", and "sometimes." Participants who answered this question as "no" would be held exempted from eight questions following. The answers are provided in the table given below (See table 9).

Table 9. Distribution of whether participants let children watch audiovisual media products in schools

		f	%
Yes		602	94,2
	Yes	410	64,2
	Sometimes	192	30
No		37	5,8
Total		639	100

As shown in Table 9, the overwhelming majority (%94.2%, n=602) of the participating teachers reported that they let children watch audiovisual media products in school settings. Only 5,8% (n=37) of the participants noted that they do not let their students watch audiovisual media products during school hours. Those participants who let children watch audiovisual media products in school settings gave the answers of "yes" (n=410 with 64,2%) and "sometimes" (n=192 with 30%).

In total, 602 participants answered 8 questions related to their audiovisual product usage at school and 4 common questions in the topic, and 37 participants who answered the question of whether participants let children watch audiovisual media products in schools as "no" skipped to the last 4 questions. 8 questions examining children's screen viewing experiences at school and their distribution are given below.

Table 10. Duration of screen viewing in a week

	f	%
Never	4	,7
Less than one hour	452	75,1
1-5 hours	145	24,2
5 hours and more	1	,2
Total	602	100

The table 10 provides the distribution of the duration of screen viewing in a week, and only a small portion of participants (0,7%, n=4) stated they have never let children watch media products in a week. The great majority of participants (75,1%, n=452) have noted that they let children watch media products for less than one hour. Moreover, 24,1% of participants (n=145) reported they utilized the media products for 1-5 hours; and only one participant (0,2%) reported s/he did it for 5 hours or more to children to watch audiovisual media products in a week. In addition to the weekly duration of screen viewing, the information about the daily duration of screen viewing has been investigated and provided in Table 11.

Table 11. Duration of screen viewing in a day

	f	%
Less than 30 minutes	544	90,4
30 minutes-1 hour	56	9,3
1-2 hours	2	,3
Total	602	100

Table 11 presents the distribution of the duration of screen viewing in a day. As it is seen in the table, a majority of the participants (90,4%, n=544) have given the information that they let their students watch media products for less than 30 minutes in a day. Likewise, 9,3% of those educators (n=56) noted they let children watcg audiovisual media products for 30-60 minutes, and only 0,3% (n=2) did that they let children watch the audiovisual media products for 1-2 hours in a day.

Table 12. Aims of screen viewing

	f	%
Educational reasons	484	80,8
Spending time	43	7,2
Entertainment	36	6
Classroom management	36	6
Total	599	100

The responses to the question of the purpose for screen viewing in school settings were categorized based on their common aspects and Table 12 shows the distribution of those categories of responses (See Table 12). A great portion of those responses (80,8%, n=484) was found in relation to educational reasons. Only 7,2% of participants (n=43) noted that they utilized audiovisual media products as a way to spend time in schools. Entertainment and classroom management categories in aims of screen viewing have the same amount of responses which are 6% (n=36 for each).

Table 13. Period of time of screen viewing in a day

	f	%
Instructional time	289	48,6
Fun and leisure time	239	40,2
No specific time	34	5,7
Snack time/lunch	33	5,5
Total	595	100

To identify in which period of time early childhood educators utilize audiovisual media products in a day, participants were asked an open-ended question and four categorizes were formed with their responses according to common points (See Table 13). Here, two main categories which are instructional time and fun/leisure time were in the forefront but the instructional time category was found a step ahead. 48,6% of the participants (n=289) gave answers in relation with the category of instructional time, and 40,2% (n=239) responded as a fun and leisure period of time they utilize media products in the school setting. The other two categories shared close percentages; snack time and lunch are found as 5,5% (n=33) and 5,5% of the participants (n=34) stated that they did not consider any specific time for screen viewing in a day.

The participants were asked which audiovisual media products they let children watch in school settings with their types and names in the same open-ended question. Table 14 shows us the types given the name of (see Table 14) and table 15 gives exact product names (see table 15). Because some of the participants preferred

giving names; it has gotten fewer product names compared to types. The answers were categorized as their first choice, second choice, and third choice.

Table 14. Distribution of audiovisual media product types commonly watched in schools

	1st choice		2nd choice		3rd choice		Total	
	f	%	f	%	f	%	f	%
Educational video	116	19,5	91	15,3	103	17,5	310	17,7
Cartoons	195	32,7	145	24,3	97	16,5	437	24,5
Videos presented in EBA	26	4,4	12	2	11	1,9	49	2,7
Music clips	111	18,6	145	24,3	197	33,6	453	25,5
Animated movies	58	9,7	92	15,4	76	12,9	226	12,7
Story/fairy tales	20	3,4	39	6,5	31	5,3	90	5
Documentary	58	9,7	59	9,9	54	9,2	171	9,6
Others	12	2	13	2,2	18	3,1	43	2,4
Total	596	100	596	100	587	100	1779	100

As shown in Table 14, the first preferences of the participants in audiovisual media products in the school setting are cartoons (32,7%, n=195) from 596 answers. After cartoons, common types were found as educational videos (19,5%, n=116), and music clips (18,6, n=111). Animated movies and documentaries shared the same frequency (9,7%, n=58) in responses to what teachers choose to watch. Less given answers are EBA videos (4,4%, n=26) and story/fairytale videos (3,4%, n=20) in this section.

In the second choice of participants, cartoons and music clips are the most commonly given answers of educators sharing the same frequencies (24,3%, n=145). After cartoons and music clips, participants stated that they chose animated movies (15,4%, n=92) and educational videos (15,3%, n=91) as common ones. Documentaries' frequency is 9,9% (n=59) and story/fairytale videos' is 6,5% (n=39); and EBA videos were the ones found at least (2%, n=12) in total 596 answers given to what media products educators chose.

Music clips are the most commonly given answer in third choice with 33,6% (n=197). And ones following it in these order; educational videos (17,5%, n=103), cartoons (16,5%, n=97), animated movies (12,9%, n=76), documentaries (9,2%, n=54) and story/fairytale videos (5,3%, n=31). Here, EBA videos are the one given at least with 1,9% (n=11) from 587 answers.

When it comes to look at the whole frequency, it is seen that the most preferred audiovisual video types in schools are music clips (25,5%, n=453) and cartoons (24,5%, n=437). Moreover, educational videos (17,7%, n=310), animated videos (12,7%, n=226) and documentaries (9,6%, n=171) follow them with the same order. The least given answers of participants are story/fairytale videos (5%, n=90) and EBA videos (2,7%, n=49).

Table 15. Distribution of audiovisual media product names commonly watched in schools

	1st Choice		2nd Choice		3rd Choice		Total	
	f	%	f	%	f	%	f	%
Cartoons								
Pepee	43	11,55	18	4,85	15	4,61	76	7,12
Kukuli	12	3,2	8	2,15	10	3,1	30	2,8
Niloya	11	2,9	10	2,69	8	2,46	29	2,72
Masha and the Bear	10	2,68	8	2,15	3	,92	21	1,97
Ayas	11	2,9	1	0,27	3	,92	15	,4
Kare takımı	7	1,88	4	1,08	4	1,23	15	,4
Elif'in düşleri	4	1,07	9	2,42	1	,3	14	1,31
Ilgın'ın dünyası	7	1,88	5	1,34	2	,61	14	1,31
Kral şakir	5	1,34	6	1,62	2	,61	13	1,22
Tom and Jerry	6	1,61	2	,53	1	,3	9	,84
Caillou	2	0,53	3	,8	2	,61	7	,66
Rafadan tayfa	0	0	3	,8	3	,92	6	,56
Smurfs	1	,26	3	,8	1	,3	5	,47

Table 15. Distribution of audiovisual media product names commonly watched in schools (Continued)

Pink panther	3	,8	2	,53	0	0	5	,47
Animated movies								
Frozen	8	2,15	13	3,5	6	1,85	27	2,53
Ice Age Series	5	1,34	12	3,23	8	2,46	25	2,34
Cars	1	,26	6	1,62	3	,92	10	,94
Toy Story	3	,8	2	,53	1	,3	6	,56
Up!	3	,8	1	,27	0	0	4	,37
Finding Nemo-Dori	1	,26	1	,27	3	,92	5	,47
Happy feet	0	0	2	,53	1	,3	3	,28
Educational video								
Concept-related	10	2,68	11	2,96	12	3,69	33	3,09
Anne bu ne? series	5	1,34	4	1,08	3	,92	12	1,12
Values education	5	1,34	3	,8	3	,92	11	1,03
Special days and weeks-related	1	,26	4	1,08	3	,92	8	,75
Music clips								
Onur Erol-Karamela Sepeti	32	8,6	33	8,89	21	6,46	86	8,05
Sevimli dostlar	13	3,49	12	3,23	10	3,1	35	3,28
English songs for teaching	5	1,34	3	,8	7	2,15	15	1,4
Skeleton dance	2	,53	4	1,08	7	2,15	13	1,22
A ram sam sam	2	,53	2	,53	4	1,23	8	,75
Baby shark	1	,26	3	,8	2	,61	6	,56
Just dance kids	2	,53	1	,27	3	,92	6	,56
Kırmızı balık	0	0	0	0	6	1,85	6	,56

Table 15. Distribution of audiovisual media product names commonly watched in schools (Continued)

Patates adam	1	,26	1	,27	3	,92	5	,47
Story/fairy tales								
Adisebaba series	11	2,95	14	3,77	8	2,46	33	3,09
Pinocchio	1	,26	6	1,62	1	,3	8	,75
Little red riding hood	4	1,07	1	,27	2	,61	7	,66
Documentaries								
Animal-related	6	1,61	6	1,62	8	2,46	20	1,87
Nasıl yapılır? Series	2	,53	2	,53	3	,92	7	,66
Others	126	33,87	142	38,27	142	43,69	410	41,39
Total	372	100	371	100	325	100	1068	100

Table 15 provides us media product names which are commonly watched in schools according to participants' responses. In the first choice part, only 372 participants gave the exact name of the media product they utilized during school hours. In this section, *Pepee* is the most popular one as a cartoon series (11,55%, n=43), just the same as the previous table says. And *Onur Erol - Karamela Sepeti* album follows with 8,6% (n=32) as music clips. In their second answers, again *Onur Erol - Karamela Sepeti* album is the most popular one (8,89%, n=33), and after *Pepee* cartoon series (4,85%, n=18) from 371 answers. Same as the second answer, again *Onur Erol - Karamela Sepeti* album (6,46%, n=21) and *Pepee* cartoon series (4,61%, n=15) are the common ones from 325 answers.

When looking at the whole choices, it is seen that *Onur Erol - Karamela Sepeti* album is the most popular one as music clips (8,05%, n=86). Subsequently, *Pepee* cartoons (7,12%, n=76), *Sevimli Dostlar* music clips (3,28%, n=35), *Adisebaba* fairytale videos, and animal-related documentaries with the same frequency (3,09%, n=33) are common media products educators chose for children's screen viewing. Within the cartoons section, after *Pepee*, *Kukuli* (2,8%, n=30) and

Niloya (2,72%, n=29) are common. In animated movies, the Ice Age series (2,34%, n=25) and Frozen (2,53%, n=27) have higher frequencies than other movies do.

Table 16. Frequencies of selection of options in main locations for screen viewing in schools

		f	%
Classroom	Yes	563	93,5
	No	39	6,5
	Total	602	100
Cinema room	Yes	57	9,5
	No	545	90,5
	Total	602	100
Others	Yes	21	3,5
	No	581	96,5
	Total	602	100

Table 17. Frequencies of where media products are watched in schools

	f	%
Only classroom	522	86,7
Only cinema room	25	4,15
Only others	12	2
Classroom+cinema room	32	5,3
Classroom+others	9	1,495
Cinema room+others	0	0
Classroom+cinema room+others	0	0
Preferred not to mention	2	0,33

Participants who let their students watch audiovisual media products in their school were asked where they utilize those. Participants were provided the options of the classroom, cinema room, and others; and they could write the exceptional answers under the others category. Besides, they could choose more than one option.

As shown in Table 16, an overwhelming majority of participants (93,5%) of 602 participants reported that they chose their classroom as a screen viewing environment. 9,5% of the participants signed the cinema room option and stated they could watch videos in the cinema room in their schools. Lastly, 3,5% of participants mentioned they could use other places in their schools like the playroom, hall, etc.

According to educators' responses, it is found that the majority of participants (86,7%, n=522) utilized audiovisual media products in only their classrooms (See Table 17). 4,15% of participants (n=25) stated that they preferred only cinema rooms, and 2% (n=12) did other areas for screen viewing in school settings. It was discovered that some participants used two or more places to utilize media products in their school. Of participants, 5,3% (n=32) reported that they let children watch videos in both classroom and cinema rooms while 1,495% (n=9) did it in the classroom and other areas in school. There was no participant who mentioned they utilized media products in the cinema room and other areas or both three categories.

The participants were asked which criteria they considered while choosing media products to be watched in the school with open-ended questions. The question had three blank parts that answers could be written on. Their first, second, and third answers were categorized according to common points.

Table 18. Distribution of early childhood educators' main criteria to select videos to be watched

	1st criterion		2nd criterion		3rd criterion		Total	
	f	%	f	%	f	%	f	%
Having educational benefits	197	33,2	172	29,2	158	26,9	527	29,7
Appropriateness to age/development	340	57,2	254	43,1	169	28,8	763	43,1
Attractiveness	23	3,9	77	13,1	139	23,7	239	13,5
Formal features (Visual/audial)	34	5,7	87	14,7	121	20,6	242	13,7
Total	597	100	590	100	587	100	1771	100

597 participants identified their first criterion to choose media products for children's screen viewing. As shown in Table 18, more than half of the participants stated that their first criterion was appropriateness to age/development (57,2%, n=340). After that, having educational benefits criterion was found to be the common answer according to responses (33,2%, n=197). The other criterion categories educators considered were formal features (5,7%, n=34) and attractiveness (3,9%, n=23) of the media products.

For the second criterion to choose media products for screen viewing, 590 participants gave an answer. As the same as the first one, appropriateness to age and development category has the biggest portion of answers with 43,1 percent (n=254). Besides, having educational benefits criterion's frequency is 29,2% (n=172), attractiveness is 13,1% (n=77), and formal features criterion is 14,7% (n=87). Here, attractiveness and formal features' percentages are found more than the first criterion.

The third criterion answers are more balanced as shown in Table 17. In total, 587 participants answered, and frequency of appropriateness to age and development is 28,8% (n=169), having educational benefits is 26,9% (n=158), attractiveness is 23,7% (n=139) and formal features is 20,6% (n=121) in the same order..

Looking at the whole criteria, as parallel as above, the most common answer of participants to the question of what criteria they consider to choose media products for children's screen viewing is appropriateness to age and development with 43,1% (n=763). Participants also reported that they paid attention to having educational benefits criterion (29,7%, n=527). Attractiveness (13,5%, n=239) and formal features (13,7%, n=242) criteria have close frequencies. Those main categories of criteria to choose media products for children's screen viewing also have sub-criteria gotten by the responses of teachers. Those sub-criteria were presented in 4 tables following.

Table 19. Distribution of early childhood educators' sub-criteria under the criterion of having educational benefits to select videos to be watched

	1st criterion		2nd criterion		3rd criterion		Total	
	f	%	f	%	f	%	f	%
Appropriateness to the topic	32	16,3	25	14,5	35	22,2	92	17,4
Appropriateness to aims	16	8,1	19	11	16	10,3	51	9,7
Appropriateness to sexual development (discrimination/roles etc.)	1	,5	4	2,4	1	,6	6	1,2
Appropriateness to education plans	1	,5	12	7	6	3,8	19	3,6
Appropriateness to culture and values	3	1,5	11	6,3	14	8,8	28	5,3
Openness to emergent curriculum	0	0	0	0	1	,6	1	,2
Relation to daily life	0	0	1	,6	0	0	1	,2
Impelling to inquiry	0	0	0	0	1	,6	1	,2
Downloading from EBA	0	0	1	,6	0	0	1	,2
Inaccessibility in daily life	0	0	1	,6	0	0	1	,2
Not to include discrimination	0	0	0	0	1	,6	1	,2
Unspecified ones	144	73,1	98	57	83	52,5	325	61,6
Total	197	100	172	100	158	100	527	100

Table 19 presents details in the criteria of having educational benefits. Under the category, other than unspecified ones (73,1%, n=144), participants noted that they gave an importance to appropriateness to the topic (16,3%, n=32) as the most common answer in their first answer; and this is followed by appropriateness to aims (8,1%, n= 16). In their second answers, 98 participants (57%) gave unspecified answers in this category. After that, other answers in order of frequency are appropriateness to the topic (14,5%, n=25), appropriateness to aims (11%, n=19), appropriateness to education plans (7%, n=12), appropriateness to culture and values

(6,3%, n=11) and appropriateness to sexual development (2,4%, n=4). In their last answers, unspecified ones have been provided with 52,5% (n=83), appropriateness to the topic's frequency was 22,2% (n=35), appropriateness to aims was 10,3% (n=16), appropriateness to culture and values was 8,8% (n=14). When looked at the whole answers, of participants, 61,6% gave unspecified answers, 17,4% did appropriateness to the topic, 9,7% did appropriateness to aims, 5,3% did appropriateness to culture and values as the common answers in having educational benefits criteria.

Table 20. Distribution of early childhood educators' sub-criteria under the criterion of appropriateness to age and development to select videos to be watched

	1st criterion		2nd criterion		3rd criterion		Total	
	f	%	f	%	f	%	f	%
Content	30	8,8	32	12,6	27	16	89	11,7
Not to include scary/violent content	36	10,6	38	15	27	16	101	13
Language	21	6	35	13,8	28	16,5	84	11
Comprehensibility	8	2,4	17	6,7	10	6	35	4,6
Message given	5	1,5	6	2,4	7	4	18	2,5
Being previewed	5	1,5	1	,4	1	,6	7	,9
Being actual	1	,3	1	,4	0	0	2	,26
Appropriateness to needs of children	0	0	1	,4	1	,6	2	,26
Being certified by pedagogs	1	,3	0	0	0	0	1	,13
Being recommended	0	0	0	0	1	,6	1	,13
Not to include harmful/inappropriate content	10	3	22	8,6	16	9,5	48	6,3
Not to include political/religious content	0	0	3	1,2	1	,6	4	,5
Unspecified ones	223	65,6	98	38,5	50	29,6	371	48,6
Total	340	100	254	100	169	100	763	100

Of appropriateness to age/development criterion category, the most frequent answer is not to include scary/violent content (10,6%, n=36) in specified answers (See table 20). Other common answers are content in general (8,8%, n=30), language (6%, n=21), not to include harmful/inappropriate content (3%, n=10) and comprehensibility (2,4%, n=8). In second answers, as the same with first ones, the most common answer is not to include scary/violent content (15%, n=38) in specified answers. Language (13,8%, n=35) and content (12,6%, n=32) are close in terms of frequency. Other two common answers are not to include harmful/inappropriate content (8,6%, n=22) and comprehensibility (6,7%, n=17). In their third and last answer, the most common answer is language with 16,5 percent (n=28). Content and not to include scary/violent content follow it with the same frequency (16%, n=27). And, not to include harmful/inappropriate content (9,5%, n=16), comprehensibility (6%, n=10) are other common answers. When it comes to examine appropriateness to age/development criterion category, the most common answers with in order of frequency are not to include scary/violent content (13%, n=101), content (11,7%, n=89), language (11%, n=84), not to include harmful/inappropriate content (6,3%, n=48) and comprehensibility (4,6%, n=35).

Table 21. Distribution of early childhood educators' sub-criteria under the criterion of attractiveness to select videos to be watched

	1st criterion		2nd criterion		3rd criterion		Total	
	f	%	f	%	f	%	f	%
Including songs	1	4,4	2	2,59	1	,71	4	1,67
Being making happy	0	0	0	0	1	,71	1	,41
Being dynamic	0	0	1	1,29	2	1,43	3	1,25
Being relaxing	0	0	0	0	1	,71	1	,41
Unspecified ones	22	95,6	74	96,1	134	96,4	230	96,2
Total	23	100	77	100	139	100	239	100

Attractiveness category has fewer sub-items as presented in Table 21. In the first answers, 95,6% of participants gave unspecified answers (n=22), and 1

participant said including songs (4,4%). In their second answers, unspecified ones has 96,1% (n=74), being including songs has 2,59% (n=2) and being dynamic has 1,29% (n=1). In their last answers, again 96,4% of participants gave unspecified answers. And being dynamic (1,43%, n=2), including songs (0,71%, n=1), being making happy (0,71%, n=1), being dynamic (1,43%, n=2) and being relaxing (0,71%, n=1) are other and fewer ones.

Table 22. Distribution of early childhood educators' sub-criteria under the criterion of formal features to select videos to be watched

	1st criterion		2nd criterion		3rd criterion		Total	
	f	%	f	%	f	%	f	%
Duration	17	50	42	48,3	62	51,2	123	50,8
Characters' features	4	11,8	3	3,4	6	5	13	5
Quality of the product	2	5,9	1	1,1	3	2,5	6	2,5
Originality	0	0	0	0	4	3,3	3	1,2
Quality of the channel	0	0	2	2,3	0	0	2	,8
Being fluent	0	0	3	3,4	0	0	3	1,2
Not to include brands	0	0	1	1,1	0	0	2	,8
Not to include unreal things	0	0	1	1,1	0	0	1	,4
Unspecified ones	11	32,3	34	39,1	46	38	91	37,6
Total	34	100	87	100	121	100	242	100

In the formal features category, the duration is more than unspecified answers (See Table 22). For example in first answers, while duration is 50% (n=17), unspecified answers is 32,3% (n=11). Characters' features (11,8%, n=4) and quality of the product (5,9%, n=2) are other answers. In the second answer, the duration is found as 48,3% (n=42). Other and rare answers are characters' features and being fluent (3,4%, n=3), quality of the channel (2,3%, n=2), quality of the product, not to include brands and not to include unreal things (1,1%, n=1). In last answers, durations' frequency is 51,2% (n=62), characters' features is 5% (n=6), originality is

3,3% (n=4), quality of the product (2,5%, n=3). In the total examination, as seen, duration has been found at most (50,8%).

In the context of controlling what to watch and content, early childhood educators were asked whether they did preview media products. Findings are given below (See Table 23). Of 602 responders, a great majority (88,2%, n=537) reported that they did previewing and 8,6% (n=52) did it sometimes. Besides, 3,2% (n=19) indicated that they did not watch the media products before they let children do.

Table 23. Distribution of whether early childhood educators do preview

	f	%
Yes	531	88,2
No	19	3,2
Sometimes	52	8,6
Total	602	100

Regardless of thinking whether participants let their students watch videos in the school, all participants (n=639) were asked some questions. The tables below show the frequencies of those findings. The participants were asked whether they observed other educators let children watch media products during school hours and Table 24 shows the distribution of responses. A vast majority of participants (87,9%, n=562) claimed that other educators let their students do this. 3,9% of participants (n=25) responded to this question as "no" whereas 8,1% (n=52) were unsure.

Table 24. Distribution of whether other early childhood educators let children watch audiovisual media products in schools according to participants' response

	f	%
Yes	562	87,9
No	25	3,9
Not sure	52	8,1
Total	639	100

All participants were asked which electronic media equipment they had and used in their classrooms and schools. They could choose more than one item. Each equipment was evaluated separately. Table 25 shows the equipment in the classroom and Table 26 shows the equipment in the school.

Table 25. Frequencies of electronic media equipment that early childhood educators have in their classroom

		f	%
Smartboard	Yes	188	29,4
	No	451	70,6
	Total	639	100
Computer	Yes	446	69,8
	No	193	30,2
	Total	639	100
TV	Yes	123	19,2
	No	516	80,8
	Total	639	100
Tablet	Yes	13	2
	No	626	98
	Total	639	100
DVD player	Yes	21	3,3
	No	618	96,7
	Total	639	100
Smartphone	Yes	118	18,5
	No	521	81,5
	Total	639	100
Game console	Yes	1	,2
	No	638	99,8
	Total	639	100
360 VR headset	Yes	2	,3
	No	637	99,7
	Total	639	100
Projector	Yes	276	43,2
	No	363	56,8
	Total	639	100
None of them	Yes	34	5,3
	No	605	94,7

Table 25. Frequencies of electronic media equipment that early childhood educators have in their classroom (Continued)

	Total	639	100
Others	Yes	4	,6
	No	635	99,4
	Total	639	100

As shown in Table 25, computers (69,8%, n=446), projector (43,2%, n=276) and smartboards (29,4%, n=188) are found the most common equipment according to data gained by participants' responses. After them, TV takes places in classes with 19,2% (n=123) and smartphones with 18,5% at most (n=118). 5,3% of the participants (n=34) noted that they did not have any electronic media equipment in their classroom.

Table 26. Frequencies of electronic media equipment that early childhood educators have in their school

		f	%
Smartboard	Yes	215	33,6
	No	424	66,4
	Total	639	100
Computer	Yes	533	83,4
	No	106	16,6
	Total	639	100
TV	Yes	163	25,5
	No	476	74,5
	Total	639	100
Tablet	Yes	28	4,4
	No	611	95,6
	Total	639	100
DVD player	Yes	37	5,8
	No	602	94,2
	Total	639	100
Smartphone	Yes	112	17,5
	No	527	82,5
	Total	639	100

Table 26. Frequencies of electronic media equipment that early childhood educators have in their school (Continued)

Game console	Yes	4	,6
	No	635	99,4
	Total	639	100
360 VR headset	Yes	6	,9
	No	633	99,1
	Total	639	100
Projector	Yes	397	62,1
	No	242	37,9
	Total	639	100
None of them	Yes	19	3
	No	620	97
	Total	639	100
Others	Yes	4	,6
	No	635	99,4
	Total	639	100

As for school supplies, according to the separate evaluation of responses of participants, 83,4% (n=533) of the participants have computers in their school, 62,1% (n=397) have a projector and 33,6% (n=215) have smartboards as the most common equipment used in educational institutions. And TV follows them with 25,5% (n=163) and smartphones with 17,5% (n=112). 3% of the participants (n=19) pointed out that they did not have any electronic media equipment that they could use for children's screen viewing in their school.

4.2. Summary of the Findings

The current research has been conducted to enounce the phenomena of using screen media in early childhood education settings. The research primarily seeks information on whether early childhood educators utilize audiovisual media products in schools as the tools for children's screen viewing. If so, the questions about the media products being utilized such as "What kind of?", "How long?", "How often?", "Where?" are investigated throughout the research. Moreover, the answers for

aspects such as the electronic equipment being used, educators' mediation strategies of designing criteria to choose proper products, and educators' aim of letting children watch and control their watching. To obtain clear and prevailing data, 639 in-service early childhood educators were contacted.

As the result of the current study, it was found out that a significant majority of educators include audiovisual media products in their daily schedule in preschools. A great number of educators indicated that the duration of the screen viewing of children was less than one hour weekly. Some other participants are stated to be allowing their children to watch videos for one to two hours. In terms of the daily use of audiovisual media products, it was suggested that approximately 90% of participants regulate their children to watch less than thirty minutes.

The answers for the question of purposes to utilize media products shaped the categories such as educational reasons, spending time, entertainment, and classroom management. Consequently, it was found out that the main goal for educators was the educational use of media. Being parallel with aims, the timing of screen viewing was questioned, and it was shown that instructional time, fun, and leisure time were the common answers. The section related to the choice of media products for early childhood educators revealed that the music clips, cartoons, and educational videos were the most common answers. However, it was seen that cartoons were the first preference for educators. When the names of products are examined, one can see that the music clips of Karamela Sepeti album, Pepee cartoon series, and the music clips of Sevimli Dostlar were the top three finding results.

When it comes to the settings of media being utilized, it was found that a great majority of educators benefit from audiovisual media solely in the classrooms. Furthermore, educators concluded that computers, projectors, and smartboards were the most common equipment while some others noted that they did not have any equipment.

As the second main aim of the current research, data on mediation strategies of early childhood educators was gotten. Categories of having educational benefits like being appropriate to the aims of education, appropriateness to the age and development like avoiding scary content and using proper language, attractiveness,

and formal features like duration were obtained based on the common aspect of answers. According to the responses, educators mostly pay attention to appropriateness to age and development. Besides, it was found that a big portion of educators watched media products before letting children.

CHAPTER 5

DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.1. Discussion

Early childhood is the most critical period in a human being's life in respect to shaping personality, interests, and development (Healey, 1998). Children respond to numerous stimuli as they interact with the environment (Sever, 2013). One of the main sources of stimuli in children's lives is, no doubt, screen media, particularly, television programs (Wartella & Robb, 2011). Research has shown that TVs might be turned on up to 18 hours daily (Cesur & Paker, 2007). Intentionally or unintentionally, children do the act of screen viewing; they watch or they get exposed to other people's screen viewing by simply being at the same place. The exposure to screen media content has been increasing over the years. For example, a study by Kaiser Family Foundation (2010) shows that children spend almost 8 hours a day in front of a screen, and television watching constitutes 5 hours of this activity. The duration of children's screen viewing in Turkey is lower than this according to national studies. When it comes to statistics in Turkey, the study by RTÜK has shown that 65,8% of primary school children watch TV for 1-3 hours a day in approximate (2013).

Children might also be exposed to television content, unconsciously, even when the television is turned on in the background (Lapierre, Piotrowski, & Linebarger, 2012). Lapierre and his colleagues have discovered that children between 2 and 4 ages in the United States get exposed to TV more than 4 hours each day and the programs are mostly inappropriate for their age (Lapierre et al., 2012).

Besides home, early childhood institutions also can be the setting of screen viewing. As mentioned before, the early childhood education program provided by the Ministry of National Education leaves that action to educator's decisions as a tool

of education (MoNE, 2013). With that fact, unfortunately, there is insufficiency in the literature showing whether screen viewing is done in early childhood education or not. The current study, as its aim, has been found that the majority of early childhood educators in Turkey participating in the study give a part to screen viewing in their curriculum and only a minority of them like 5,8% refuse that action. The responses by the participants also showed us other early childhood educators utilized media products for children's screen viewing more than participants did. Only a few studies are showing whether screen viewing is practiced in preschools. The current study demonstrates an overwhelming amount of educators, who form up the majority, utilize the media products in their classes. This finding contradicts the study which found out that only 16% of educators in Turkey wield media products (Gündoğdu et al, 2016). On the other hand, the findings of the current study align with another research conducted in Turkey (Veziroğlu-Çelik et al., 2018), pointing out that 92% of educators make use of media tools. The frequency of media use over time has shown an increase as a consequence of the COVID-19 outbreak. Attributable to the pandemic, children's education has been being conducted through online settings for the last two years. Along with the teachers, parents make an effort to contribute to children's education process. According to a study, 77.1% of parents use media sources to educate their children which is also another parallel finding with the current study (Lee et al., 2021).

The use of audiovisual media is a disputable topic in the education field. Regardless of the outlier ideas, the common sight is that kind of media can be useful when used and mediated optimally. To be clear, it has both benefits and dangers according to how, how long, when, for which aim it is used. As mentioned above, media use and screen viewing can be mediated in three ways. These are namely active monitoring, restrictive monitoring, and co-viewing. The current study has been designed to investigate how early childhood educators' restrictive monitoring acts limiting and putting roles on some issues such as duration.

Duration of screen viewing matters with the reason of how intensively it affects children's lives with learning, perception, and development. The current study has shown us that activity has been done for less than 30 minutes per day according

to the majority of responses. This result is parallel with the study by Tandon and his colleagues' (2011) result which was found as 0.4 hours (24 minutes) per day in child care settings. Besides, a study giving information about media use in preschools had a close frequency which was 15-30 min (Karaköse et al., 2019). When it comes to weekly duration, most educators put the border of one hour to watch videos during school hours. It should not be forgotten that those numbers are for only school hours, it does not present how long children view screens at home. In a study conducted in Turkey (Doğan & Göker, 2012), it has been proved that most children watch TV for at least 3 hours and the majority of that time was in the mornings and evenings which were out of school hours. Although the duration gotten by the current study is not jeopardous, both educators and caregivers of children must be in touch to keep the duration balanced. As aforementioned, for each age, there should be a limit of time to avoid negative effects caused by the excessing duration of screen viewing. As well as academic skills, children's developmental domains like social, language and cognitive skills can be affected negatively when they exceed the duration limit because they do not use those skills actively (Yavuzer, 2013; Cesur & Paker, 2007; Zimmerman, Christakis & Meltzoff, 2007). Some studies asserted that excessive screen viewing in early childhood might lead to difficulties of cognitive skills like acquisition, attention, concentration, and executive function; delayed language development; social problems like aggressive behavior, sexual behavior, decreased interaction between individuals, self-regulation problems; and other problems like obesity, sleep difficulties (e.g., American Academy of Pediatrics, 2016; Chonchaiya & Pruksananonda, 2008; Barr, Lauricella, Zack, & Calvert, 2010; Cheung, Bedford, Saez De Urabain, & Karmiloff-Smith, 2017; Cingel & Krcmar, 2013; Duch, Fisher, Ensari, & Harrington, 2013; Evans, Jordan, & Horner, 2011; Strasburger, Jordan, & Donnerstein, 2010; Akçay & Özcebe, 2012). On the other hand, children's learning may not be controlled well. Depending on the content, they can learn forced or deceptive gender stereotypes that must be avoided like women are oversensitive, men are better at work, etc. (Ateah et al., 2009). Another study (Güler & Akman, 2006) examined the "scientist" concept on children and found out that children built their schemes from what they watched and got from TV.

About the average duration, recent studies have identified that children under age 2 viewed screens for 1-2 hours while the ones aged between 2 and 5 years old did it for 3-6 hours per day (Barr, Danziger, Hilliard, Andolina, & Ruskis, 2010; Tandon et al., 2011; Wartella, Rideout, Lauricella, & Connell, 2013). Having done this activity that much and making it a routine of life jeopard children for many reasons. To limit the duration, some guidelines were offered and limit is set as less than one hour per day for young children (Centerwal, 1992; Australian Government, 2017). At this point, the responses gathered from the participants are still in the safe zone without knowing exactly how long children mentioned in the current study view screens at home.

Some other studies on the effects of screen viewing on children found that this could contribute to children's development and learning when this activity is performed in an optimal limit of duration. For example, educational videos designed for children like Sesame Street prepare children for primary school well (Wright, Huston, Scantlin & Kotler, 2001; Zill, 2001). Also, research revealed that regardless of specific programs, television and computer games providing different opportunities and settings might develop the spatial skills of children (Bavelier, Green & Dye, 2010; Subramanyam & Greenfield, 1996).

The benefits of screen viewing that was done under appropriate conditions have been mentioned; this activity may be used for good aims by adults like caregivers and educators who are with children. Research that has been done for identifying aims in current times put some common ones depending on the needs of parents. They were keeping children busy, regulating the schedule like spending time, making children calm down, using screens as a reward for children's behaviors, using screens as backup for children's activity, making mealtimes easy and fun, bedtime facilitation, enrichment/educational reasons, and family time (Beyens & Eggermont, 2014; Nabi & Krcmar, 2016; Piotrowski, Jordan, Bleakley & Hennessy, 2015; Rideout & Hamel, 2006; Tang, Darlington, Ma & Haines, 2018; Zimmerman et al., 2007). In the current study, early childhood educators were asked open-ended questions and their answers were categorized according to common points. The emerging four main categories were compatible with the aims of screen viewing in

previous research, which are educational reasons, spending time, entertainment, and classroom management.

The current data presented a really big part of screen viewing in school settings has been done for educational reasons. In a study conducted with early childhood educators, participants mainly mentioned the benefits of TV such as enriching children's daily experiences, providing chances of examination, and getting information around the world (Çelebi, 2014). Mentioning the contribution of screens which focus on teaching and educating children in this study is parallel with the aims of participants in the current study. The same result was also found in a study conducted in 2018 as the most common answer among early childhood educators (Veziroğlu-Çelik et al., 2018).

The answer of spending time as the aim for utilizing media products in school hours follows the educational reasons. In a study that has been done with parents, making children occupied and spending time has been found as the primary reason to allow children to watch TV at home (Beyens & Eggermont, 2014). The main reason of the misfit between that study and current study can be explained by the differences between opinions and approaches of people around children. Compared to parents, profession of educators has different requirements for children's learning and development processes during school hours. These requirements could be exemplified as seeking children's benefits, educating, and teaching according to universal understanding.

In the current study, the responses of classroom management and entertainment shared the same frequencies, and they are the least frequent responses in the item of aims for utilizing media in class. Entertainment aim for screen viewing in schools, as a rare answer, shows consistency in the current study with the study conducted in 2018 (Veziroğlu-Çelik et al., 2018). Entertainment is seen as the main point of general media for people. It entered homes and schools, and hereby, culture interpreters named it entertainization of childhood (Gabler, 1998). Children, as their nature, need to have fun and be entertained. They are patients in that term, and drawing their attention must be the prior step for other aims. In preschool regulations, it has been aimed to educate children while they get amused

(MoNE,2013). Media can be a promising tool for that. Research on entertainment programs in 2006 found that 73% had at least one altruistic behavior in it. Children who watch those mentioned programs have exhibited better social behaviors than the ones who did not watch Smith, 2006).

The supreme board of radio and television of Turkey has examined children's screen viewing habits. The study includes primary school children and older ones. According to the data obtained from the primary school children aged between 6 and 10 years old, they watch TV for some reasons such as spending spare time, entertainment and being educated (RTÜK, 2013). As a result, spending time was the most common reason with 26,8%, entertainment was fair close and became the second reason with 25,6%. Being educated, which was the main aim of screen viewing gotten by the current study, was the third one of RTÜK's study. Here, it is possible to see that perception of screen viewing changes between children, parents, and educators.

Even though the period of time when audiovisual media is used is inconsistent with its aim, this can be interpreted by considering the relationship consistency between these two. As known, even in different educational approaches, the daily schedule of schools is divided for some reasons such as circle times, activity times, leisure time, etc. In Turkey, early childhood education institutions must follow the regulation and the program designed by the Ministry of Education (MoNE, 2013). In the Turkish program, there are periods of starting the day, play, activity, breakfast/meal/snack, cleaning, resting, and evaluation. Participants in the current study have been asked which exact period of time they let children watch audiovisual media products. As a result, instructional time like activity time was the most common time they gave a place to videos as almost half of the responses. Fun and leisure time follows the instructional time as the second common answer with 40,2%. According to 5,7% of the participants, there is no specific time, they decide when to view screens depending on the situation. The last response was snack/meal time with 5,5%.

Tang and his colleagues (2018) examined the aim of children's screen viewing with specific timing between parents and revealed three common practices:

mealtime, bedtime, and control of behaviors. As a result, mealtime was found as the main practice with longer screen viewing time on weekdays. This is opposite to the data in the current study. Mealtime was the rarest period in it. Mealtimes were accepted as a risky period to watch TV by specialists because children are not aware of what or how much they eat due not to paying attention which causes over-eating (Duchene, 2006). It is estimated that over 43 million children are dealing with obesity over the world (Wartella, 2013). And 21% of children between 2 and 5 ages in the USA have a high rate of weight (Ogden, Carroll, Curtin, Lamb, & Flegal, 2010). At this point, the current study reveals data that is quite promising in that early childhood educators pay attention to avoid this and they are giving a chance to children to be aware of what and how much they are eating.

A study claims that early childhood educators assume their students have breakfast, lunch, and dinner in front of screens and this may trigger obesity. Specifically, the metabolic rate of people including children decreases while watching screens passively. This may cause weight problems and other problems related to eating problems (Klesges, Shelton & Klesges, 1993). During screen viewing, individuals, children more likely, concentrate on the screen and are not aware of what they are eating. This affects the signals in the body and the brain does not get that stomach is full when the one is not aware of it (Duchene, 2006). Even though mealtime response was found so rare in the current study, as told by scientists and recommended by specialists, screen viewing must not be given a place in mealtimes.

In the study by Tang and his colleagues (2018), the answer to controlling behaviors was found on weekends but not on weekdays. This reason can be taken as related to instructional time in the current study. The educational process has been found as the primary period and aims to let children watch screens. Considering the whole data, both on weekdays (assumed as school hours) and weekends, children are allowed for the same practice of parents and educators. Finding that, timing is compatible with the aim of screen viewing found by the current study. There is consistency between responses.

It is interesting that fun and leisure time has a big frequency in timing (40,2%). It is because 80,8% of participants told that the aim was educational reasons. There is a big difference between those answers. It follows that half of the participants even letting children view screens do not give time in instructional time. And, the others select educational videos in spare times of school hours to use that time.

The participants reported that they used audiovisual media products for educational purposes in both instructional time and leisure time. From this standpoint, it was assumed they used educational videos. In this regard, the participants were asked what they let children watch as a media product. The answers to the open-ended question were categorized and examined with their first, second, and third answers.

The first choice of the participants was cartoons. Cartoons are the products that children in early childhood love and they prefer over other programs on screens according to studies (RTÜK, 2013; Doğan & Göker, 2012; Çakmak & Koç, 2015; Cesur & Paker, 2007; Erdoğan & Baran, 2008). The reason why cartoons are commonly appreciated is that cartoons have bright colors, attractive sounds and visual features, quick and changeable content (Can, 1995).

Cartoons are mostly designed for children. They aim to draw children's attention, and the content is chosen based on children's developmental state, interest, and needs. When they are designed as appropriate as they should be, cartoons can contribute to children's learning and development. According to Gülay (2011), children who watch cartoons have the potential to have more friends and exhibit better social behaviors than children who watch adult TV programs. Aggression, social exclusion, hyperactivity, fear, and anxiety appear more in children watching adult programs. On the other hand, Yavuzer (2013) warned that cartoons have too much stimulus. Cartoons may cause problems such as concentration and social skills when they are watched for too long and often.

Cartoons are found as the most common preference of educators at the first answers of participants. In the second answer, cartoons shared their place with music clips as the most common answer with 24,3%, but in the third answer of participants,

cartoons fell down of the list. This changed the total ranking. In the total ranking of answers, music clips got the most frequent answer but their frequencies are pretty close to each other.

According to the answers of educators to the questions of purposes and period of time for letting children watch, the educational videos category was expected to be the first choice, but cartoons did. It should be remembered that cartoons may have educational aspects in it. The category of educational videos that has been gotten by responses follow cartoons as the second product in their first choice of screen media with 19,5%. Research shows that children watching well-designed educational videos engage cognitively and get many benefits from it (Anderson & Kirkorian, 2015). For instance, a study revealed that those programs being watched at the 5th age of life help children be more successful in lessons such as English, math, and science.

Educational videos go as the fourth common answer, just behind animated movies in the second choice of participants. But, they are found as the second common product after music clips in the third choice; and the third common answer in total frequencies. In the simplest terms, this data does not match up with participants' answers to different questions. However, current songs prepared for early childhood education are mostly designed to educate children.

In the first choice of educators, music clips come as the third common answer with 18,6% and it is very close to educational videos. Even though music clips are found as the third common answer of teachers' prior preferences, they are the most frequent one in their second, third choices and inevitably total frequencies. Songs and rhymes are very common tools for early childhood education. Studies conducted in Turkey have shown that early childhood educators consult the media tools to incorporate music in their classes (Karaköse et al., 2019; Veziroğlu-Çelik et al., 2018). Sounds and content which are appropriate for children's age facilitate drawing children's attention. In a study conducted in 15 different countries, children were made to watch music clips and their responses were examined. As a result, it was found that children paid great attention and made comments on those clips (as cited in Unterstell, Götz & Holler, 2013).

Looking at the total ranking of responses in educators' preferences, the Education Informatics Web (Eğitim Bilişim Ağı-EBA) was found as the least frequent answer with 2,7%. EBA is a platform that has been designed by the Turkish government as an electronic educational web on the Internet. The content was designed with the Ministry of National Education and it includes a lot of media products which are videos, books, journals, etc (EBA, n.d.). Some participants gave this answer as a general response. However, because of the aim and content of the website, it is possible to assume this answer can be included in the educational video category.

Another rare response was story and fairytale videos with 5%. Stories are commonly used in early childhood education (MoNE, 2013). Most educators prefer telling by themselves or reading picture books. However it is possible to find those stories on digital platforms like Youtube. Digital ones may have different sounds, effects, and other features that may not be implemented in the classroom by the read-aloud technique. A study (Sylla, Coutinho & Branco, 2014) emphasized that digital storytelling develops children's imagination and creative thinking, and also helps enhance early literacy skills and metalinguistic awareness. For that reason, the use of the media in this course might be beneficial for children's education.

Documentaries have a balanced frequency in all answers and it has 9,6% in total which makes it a rare answer. In a study, documentaries are the second answer of children when they are asked what they like to watch on TV, but in other studies, children who participated gave this answer between 5 to 6,4% (Cesur & Paker, 2007). It can be argued that if documentaries are not children's prior preferences, they enjoy watching them. On the other hand, the educational side of documentaries with good quality cannot be denied. In the media field, there are documentaries appropriate for children. One of them is child documentaries. This type of children documentaries was created by Jan Willem Bult (Bult, 2018). Those products allow them to perceive how other children live and seem. Children enjoy watching other children and themselves. Watching themselves also provides self-evaluation and regulation (Bult, 2018).

Some participants gave some specific program names as a response to this question and this allows us to identify the most popular media product names. According to data, Pepee, the cartoon series exhibited in TRT Çocuk TV channel is the first preference of educators, shown at early childhood education institutions. However, in second and third preferences, this cartoon series stands in second place in the frequency list and that puts it to second place again in the total frequency list. In a study conducted in 2013 in Turkey, Pepee has been found as one of the most popular cartoons (İlhan & Çetinkaya, 2013). Despite the seven years, that the program saves its popularity is surprisingly proof of its attractiveness.

Pepee cartoon series first aired on TV in 2012 and continued till 2016. Its primary target was preschool children (Uzuner Yurt & Aktaş, 2017). *Pepee* has been a research topic for colleagues in Turkey since its introduction. Türkmen (2012) examined the role of this cartoon series in culture transition among children. On the other hand, the benefit of this program on values education has been found (Yorulmaz, 2013). Those aspects make the program a good tool for education compatible with the aims of educators. Nevertheless, some studies reveal the negative effects of *Pepee*. For example, Kalaycı (2015) examined *Pepee* cartoon series in terms of gender representation and found that female characters are mostly housewives and domestic while male characters work out of the home. Besides, male children play physical games and with guns independently while female children play pretending games and dance. This content may lead to gaining undesired stereotypes of children. Educators preferring this cartoon series must consider these aspects before showing it to children.

Karamela Sepeti music album with clips created and sung by Onur Erol was behind *Pepee* cartoons shown in the first preferences of educators. However, the mentioned album got the first choice in educators' second and third preferences to watch in school settings. Hereby, *Karamela Sepeti* album was the most popular media product preferred in schools when it was looked at the whole frequency. The third popular media product, was again a song clip album called *Sevimli Dostlar*. The music clips are presented in a YouTube channel named the same.

Songs naturally take part in children's lives (Hill-Clarke & Robinson, 2004). The rhymes of songs, especially when they are created for children according to their developmental state, help drawing children's attention. For that reason, they have been widely used in children's education for a long time (Orlova, 2003). Music has been given a part in Gardner's theory of multiple intelligences. He said that music comes first among other intelligence types (Gardner, 1983). Accordingly, young children learn better with music; and acknowledging that people learn differently, songs and rhymes became tools for education. Children get involved and engaged while singing together with songs. Children's songs are mostly created for fun and education. Quality songs may help children develop their skills like listening, discrimination, and enrich their vocabulary (Adu & Frimpong, 2018).

After those music clips and *Pepee,* fairytale videos which belong to Adisebaba got fourth common products preferred by early childhood educators. Storytelling is one important part of early childhood education and is included in the national program of Turkey, too (MoNE, 2013). Using stories in classes support the acquisition of emotional skills better such as self-awareness and others' feelings, building own identity (Mello, 2001; Paley, 2009), developing imaginative skills (Kasahara & Ochi, 2006), moral skills (Tomasello, 2016), and culture transition (Resnicow, Soler, Braithwaite, Ahluwalia, & Butler, 2000). Fairy tales are one type of story used in this respect. Fairy tales differ from other stories as they contain fantastic and magical content like elves, dragons, and do not intend to make the audience believe (Silverman, 2004; Emre, 2004). Furthermore, fairy tales get born orally, are anonymous, and have been transferred to generations over the years (Bacchilega, 2010; Zipes 2012). The Adisebaba channel on YouTube offers educators traditional fairy tales like Little Red Riding Hood. Researchers have examined fairy tales and influences. According to the literature, fairy tales help children think creatively and enhance their imagination due to their content, give people the opportunity to learn an environment better, and so on. Besides their educational sides, fairy tales are a good tool to have fun and keep children busy (Karatay, 2007). On the other hand, fairy tales may have adverse effects on children. Carr (2001) mentioned fairy tales mostly contain scary scenarios in a part like

swallowing grandmother, evil stepmothers, and abandonment. Because of the fact that young children cannot discriminate between real and fantasy, the content may cause major problems in children's development and understanding. Tezel was also (1985) stated that fairy tales present good manners in strong and beautiful characters and flaws are in bad and ugly characters. The way of this presentation may lead to undesired stereotypes and subsequently social problems in children's development.

Given that cartoons are the most preferred type of media by children and educators according to the literature and current data, this section examines the most popular cartoons' names. According to the responses giving a specific name, *Pepee*, *Kukuli*, and *Niloya* were the most common ones under the cartoons category. Those three cartoon series are shown on the TRT Çocuk channel, which is the Turkish National TV channel. Children's media preferences were also examined and it was found that the TRT Çocuk TV channel was the most popular channel among children (RTUK, 2013). This channel is the national channel created for children. A study examining cartoons on this channel revealed that they mostly contain values, specifically, most of them featured kindness (Akıncı & Güven, 2014). The content usually seeks to educate children. However, the way of presentation is arguable. For example, studies have shown that (Akıncı & Güven, 2014; Yorulmaz, 2013) the character exhibits unwanted or inefficient behavior and elder ones give a lecture/advice; then, s/he learns. This way of learning may cause misunderstanding in children or children observing may get this first behavior. Cartoons may also have some flaws of characters which can be seen as innocent. Yorulmaz (2013) has found in his study that the character of Pepee, the most common product in teachers' first choice in this study, gets crossed frequently when he is not satisfied. Young children build their identity and habits, and they get this behavior easily by observing *Pepee*. As mentioned before, *Pepee* cartoon series have traditional gender-stereotyped details. Like *Pepee*, *Niloya* is also the second common cartoon series in the data that has gender stereotypes in the content. Gender roles, colors, and toys traditionally identical with genders are used in the scenes (Yağan Güder, Ay, Saray, & Kılıç, 2017). Children may get characters showing gender-stereotyped behaviors or habits as role models and gain undesired attitudes.

Finally, regarding the animated movies, it is remarkable that the Ice Age series and Frozen movie got the most common products and they are so far from other products with a bigger frequency from other movies. Frozen was released in 2013 and got the highest grossing animated film by gaining more than 1.2 billion dollars (Boxofficemojo, n.d.). The movie became famous among children as well. A study asked children which media character they wanted to become and found that most of the girls chose to be Elsa who is the character of Frozen movie (Akça & Koç Çilekçiler, 2019). It is believed that this popularity made participants prefer that animated movie most.

Early childhood educators were asked where they prefer to let children watch audiovisual media products. In their responses, they mentioned the classroom, cinema room, and so on. They could select more than one item so each answer was evaluated separately. The overwhelming majority of participants answered this question as "only classroom.". The reason for considering classrooms as only place for screen viewing could be that classrooms are natural and regular places of education in national education. In addition to classrooms, other places like ateliers are used for specific reasons or courses in schools. Besides, some schools may not have the opportunity to watch videos in regular classes due to some reasons including the lack of equipment. It can be interpreted why some answered as "only cinema rooms" or "other places". The perception or philosophy of teachers could also affect this situation; further studies may investigate this issue.

The "only classroom" answer is followed by the answers of the classroom and cinema room but these answers are still far from the first answer in frequency. Finally, a few participants gave the answer of both the classroom and other places in the school. The "other areas" answer includes the hall, dining room as well as multipurpose room in the school. While those educators use some areas to get together with other classes as cinema days (like halls), some prefer screen viewing as a way of keeping order (like dining room). Again, it should be noted that eating while watching can be a bad decision for health, appetite, and gaining habits.

One of the most focused and detailed part of the current study is the criteria of educators to decide what to choose as a media product. Educators were asked

about their criteria they considered while deciding the media product and their answers were categorized as having educational benefits, appropriateness to age or development, attractiveness, and formal features. Considering those categories, the most common answer was appropriateness to age or development in the first, second, and third answers of participants. Yet, the differences in frequencies between categories got lower among the second and third criteria. In the first answer, more than half of the participants agreed on the same answer. After that, the answer of having educational benefits was really higher than the other two. In other answers, formal features got higher than attractiveness.

As for their second criterion, appropriateness to age or development answer was still more than others and having educational benefits kept the second place. However, the frequencies of attractiveness and formal features almost tripled.

The third answer of educators seemed more balanced. Percentages got closer but still, the first and second common answers are the same categories as above. Here, formal features got lower than attractiveness. However, when calculated the total of frequencies, attractiveness got the last.

An extensive analysis of the criteria was performed; the sub-criteria under main criterion categories were identified based on the answers of some participants. The participants were asked open-ended questions; some preferred explaining in detail while others did not specify the criterion. As aforementioned, the most popular criterion category was appropriateness to the age and development of children. In the questionnaire, participants were asked about their first, second, and third choices to learn their priorities. Regarding that, in their first choice, not having scary or violent content was the most popular answer. Afterward, content in general meaning and the language followed as popular answers. As for the second choice of the participants, again not having scary or violent content was the most popular but here, the language criterion was very close in terms of frequency and stood as the second popular answer. The third choice of the participants under the category of appropriateness, the language was the most popular one. Content in general meaning and not having scary or violent content follows it as the second common answer with the same frequencies.

In total frequencies of criteria under appropriateness to age or development category, not having scary or violent content was the most frequent answer. Studies show that children aged between 0-6 years have a tendency to reflect what they see on TV regardless of thinking actions are good or bad (Rideout, Vandewater & Wartella, 2003), and many child media products like cartoons include violent actions in the content (Luther & Legg, 2010; Ayranci, Köşgeroğlu & Günay, 2004). Several studies indicate that watching those inappropriate actions may cause hyperactivity, aggressive behaviors, and lower social skills (Conners-Burrow, Mckelvey & Fussell, 2011; Anderson, Gentile, & Dill, 2012; Anderson & Hanson, 2009). In addition to aggressive behaviors, children who watch violent and scary scenes in media products may also suffer from anxiety and depression. Children can be affected by the scenes adversely and it may not be temporary. In that respect, a study found that 90% of children who watch that kind of action on the screen remember it with all details in the future (Wilson, 2008). All effects highlighted the importance of that criterion to choose what to watch as the participants of the current study paid attention.

Following the criterion of violent and scary actions, content in general meaning and language choice were the other common answers in this respect, and, not having harmful or inappropriate content, and comprehensibility criteria were following common points. Those criteria are of high importance for several reasons. Sometimes adults may be fully blind because of their previous knowledge and conception during screen viewing, and it is undeniable that interpretation of TV programs, songs, or other media programs differs between adults and children (Lemish, 2007). As they do not see them, it becomes almost impossible to control how they affect. Postman (1995) pointed out that children witness adult content in screen media like inappropriate scenes, violence, and bad arguments, disease, and death.

Among the answers given very rare, there were messages given, being previewed, not to include political or religious content, being actual, appropriateness to the needs of children, being recommended, and being approved by pedagogues.

The second common criterion category was having educational benefits. In this category, there was no difference in frequencies of sub-criteria. This category does

not only include teaching. In addition to learning facts or numbers, the well-planned children's programs can contribute to their language development (Linebarger, Kosanic, Greenwood & Doku, 2004), prepare children for reading (Close, 2004), give a sense of different cultures and values (Cole, Arafat, Tidhar, Tafesh, Fox, Killen, Yung, 2003), and gain the love of school (Zill, 2001). Looking at the total results, it is possible to see that the most popular answer was appropriateness to the topic in school education. However, appropriateness to aims of education was found as the second popular answer in this category. In Turkey, since 2013, the early childhood education program has not included topics to teach, but the acquisitions. It considers topics as tools to gain skills (MoNE, 2013). The educators participating in the study might be still following the old version of the program and try to combine media with other activities regarding the topic they covered. A detailed examination of that issue can be recommended for further research.

In the data, appropriateness to culture and values was the third common answer under having educational benefits category. Based on the data, it is notable that Turkish educators value the culture and values of society. In broader terms, the common idea of Turkish people is the same as the data. Another study conducted in the USA also showed that the people living there pay attention to the culture and values transition (Wilson, 2008). Finally, appropriateness to educational plans follows as the fourth one.

The participants rarely gave the answers of appropriateness to sexual development, openness to emergent curriculum, relation to daily life, impelling to the inquiry, being downloaded from EBA, inaccessibility in daily life, not to include discrimination in content. The representation of characters in media products has become a research area in the field. Unfortunately, there are some bad examples in this market, which is in contrast to the mentioned criteria of the participants. For example, research indicated that Disney princesses in animated movies and cartoons had stereotypical behaviors for girls (Coyne, Linder, Rasmussen, Nelson, & Birkbeck, 2016) while superheroes had violent behaviors stereotyping for boys (Coyne, Linder, Rasmussen, Nelson, & Collier, 2014). Gender is used as discrimination in the products and children are given the common conception.

Targeting young children and giving those stereotypes negatively affect children's sexual development, self-confidence, and experiences (Durham, 2008; Lemish, 2010). For that reason, as data recommended, children's media should be designed and selected carefully to avoid discrimination and stereotypes. In addition to gender, race, ethnic origin, religion, age or any kind put up a wall between children so must be avoided (Asamen, Ellis, & Berry, 2008).

The formal features of the media product was the third common criteria category of the current study. As same as the previous one, it keeps the same order in first, second, and third choices in frequencies. The technical side of media products may not be considered as much as it should be. However, each one must be planned, designed, and exhibited according to children. Children are more vulnerable than adults in terms of emotions. For example, the character choices must be appropriate for children. If they are considered scary, too weird, or unknown, children may get scared so the literature recommends avoiding too many special effects, shocking, scary, or threatening characters (Unterstell et al., 2013). Regarding the importance of consideration of characters, some participants also mentioned the same as the second popular answer under the formal features category.

In a total of formal features, the duration of the media product was the most popular answer and its frequency takes the half percentage of data. Children's attention span is limited, compared to adults. More importantly, children in early childhood watch screens 'slowly'since, their conception, and interpretation of moves and images take more time because of their cognitive-developmental state (Unterstell et al., 2013). For that reason, the duration should be less and content should be more simple in young ages as predictable and controllable by children.

About formal features, the quality of the product followed other criteria as the third popular one but its frequency was low. Originality, being fluent, not to include brands, quality of the channel and not to include unreal things were the rarest answers here. Various research showed that there were many TV programs for children named as educational ones but having supernatural content (Funk, Brouwer, Curtiss, & McBroom, 2009; Linder & Gentile, 2009; Rideout, 2007). Among them, unreal characters and actions were portrayed as positive (Singer & Singer, 2009).

There is no agreement on whether having supernatural content should be in the media. Only a small portion of participants think there should not be in it.

As for the final popular category which is attractiveness, the biggest portion of answers was unspecified ones. The attraction of TV with visual and auditory stimulus takes a role to make media a part of children's lives (Akçalı, 2007). Sub-criteria are rare in frequency and do not provide generalization. As sub-criteria,there were points of including songs, being dynamic, being relaxing, and making children happy. Laughing is a need of human beings; it helps to cope with daily life and enhances communication skills. Attractive and fun media products draw children's attention but they activate children in physical and communicational terms. Therefore, they should not be seen as only 'fun'. It has been proved that those programs help children show positive social behaviors like altruism, collaboration, and tolerance (Gregory, 2013).

All those criteria have importance to protect and support children's development. To gain this sentiment and knowledge, one must think carefully, examine deeply, and be open to learning. Moreover, all mentioned data was the one surrounding media literacy points. Everyone at any age must acquire the skill of media literacy. The literature has many examples that indicate why media literacy is important for children like supporting developments and protecting children from habits of alcohol usage, smoking, body dissatisfaction, and eating disorders (Bickham & Slaby, 2012; Primack, Douglas, Land, Miller, & Fine, 2014; Scull, Kupersmidt, & Weatherholt, 2017; Watson & Vaughn, 2006).

In early childhood, children may not distinguish between real and fiction. From the 18th month of age, children start to understand what is real in subjects around; nevertheless, this is compelling when it comes to the media (Piotrowski, Vossen, & Valkenburg, 2013). Therefore, caregivers and educators should pay more attention to them. For that reason, participants were asked some questions and one of the final questions was whether they get the education of media literacy or answers was just their opinions. It was found that most of the participants did not get this education.

As mentioned many times above, the use of audiovisual media in education can be beneficial for children. Children learning through effective illustrations receive the message and decode it better., integration of virtual representation also broadens the perception, emphasizes the concepts, and increases comprehension (Nicolaou, Matsiola & Calliis, 2019). Using audio media in education also contribute to communication skills by putting emotions into the process and activate memory (Kalliris, Matsiola, Dimoulas, Veglis, 2014)

In Turkey, early childhood education institutions differ in their conditions. It is mostly believed that the difference is between private and public schools, but also conditions can differ among public schools in different places. Some schools may not have enough equipment for screen viewing. To investigate this, participants were asked which equipment they had and used in class and school. It was revealed that many classrooms and schools had computers to be used in education. As same as the current finding, research has found that computers were the most popular technological item in early childhood education settings (Karaköse et al., 2019). On the other hand, studies found out that children in early childhood were familiar with computers and used them in their homes except in schools (Livingstone & Haddon, 2009; Rideout, Foehr & Roberts, 2010). Morever, Piotrowski, Vossen, and Valkenburg (2013) asserted that children between 4-6 ages play video games on computers approximately for 30 minutes per day.

The second common equipment was a projector, however, it was around half of the data in class and schools. Smartboards and TV follow them like other common equipment but they were lower than half of the data. According to research, toddlers learn and develop their skills via interactive digital media rather than observational ones (Anderson & Pempek, 2005; Barr, 2010). To be specific, educational computer games and touchscreen applications may be better tools while using media as an educational tool (Choi, Kirkorian & Pempek, 2017; Choi & Kirkorian, 2016; Kirkorian, Choi, & Pempek, 2016). Thinking about it, smartboards with a touchscreen may be a need in the education of toddlers. Finally, there are some schools that do not have any equipment which is eligible for screen viewing in education at all.

5.2. Conclusion

Screen media providing both visual and auditory stimulus are an integral part of human life for many years. Televisions were the first screens that got into our life. Computers and touch screen phones followed televisions to take place in our homes. Through all these changes, all human beings had the chance of using technology for many purposes. For instance, advantages of technology may meet the needs in areas of work and education in a fast and easy way.

The appeal of screens drew children's attention because they address different senses . Children, especially young ones, may not control how they use technology because of their self-control or critical thinking skills which are still developing. When screen media is used inappropriately, some negative outcomes can be experienced because of their content or making people passive during the activity. As a result of this situation, children's health, primarily cognitive and other developmental domains, learning and attitudes, habits, and school lives can be affected negatively. On the other hand, those media materials can be a good way to improve and teach children. Xhildren may learn concepts that children need to learn, take good role models, and enhance their skills with well-designed media products.

Because audiovisual media may have negative and positive effects on children's learning and development, it needs a control mechanism making decisions related to what and how to watch for children. Namely, children's screen viewing activity must be monitored by adults. Diverse studies in the literature asserted that children can be informed about media (active monitoring), limited in screen viewing (restrictive monitoring) or media products can be watched together with children (co-viewing) (Lee & Chae, 2007; Livingstone & Helsper, 2008).

Due to the recent popularity of this topic, many researchers have an interest in investigating screen media use of children in their homes. Limiting the duration of screen time has been also recommended by various studies. Through the agency of these studies, the situation of media use in homes has been demonstrated in the related literature. Nevertheless, children's life does not consist of only their homes,

but schools. In the schools, the early childhood education program facilitates the use of media with educators' consideration.

Existing literature does not provide the portrait of schools on that topic very well in Turkey. This study is thus a pioneer in media use of schools.This current study identifies the general situation of early childhood education institutions on screen media use and also reveals that most children do screen viewing during school hours. This activity is done for mostly educational reasons and limited to less than 30 minutes each day. Educators eliminate media products based on certain criteria. They mentioned that they chose cartoons mostly by considering criteria such as age-appropriateness, educational sides, attractiveness, and formal features.

Parents might monitor their children's screen viewing and pay attention not to exceed limits recommended for children's health. On the other hand, parents and teachers must be in touch for supervising the screen viewing because of the possibility that children may exceed the viewing limit during school hours because the possibility that children may exceed the viewing limit during school hours.

5.3. Implications

The current study had the role of starting point on investigating children's screen viewing in schools. It has proved that an overwhelming majority of early childhood educators utilized audiovisual media products in their classes by paying attention to choose proper media products and putting some limits on screen viewing periods.Moreover, findings have shown that a big portion of participants had not gotten a media literacy course to develop their skills on this issue.In parallel with the findings of this study, this section provides implications for educators and policy makers having responsibility for education, as well as media content creators. The last part will provide implications for further studies.

5.3.1. Implications for Early Childhood Educators

- Early childhood educators should increase their awareness of children's media, its effects, and their media literacy skills by attending courses and

seminars. Educators should also reach sources demonstrating media effects and providing guides for better selection of media products, mediation strategies, and recommendations for children's better development. To achieve this, they may read relevant and efficient sources like the handbook for teachers written by UNESCO and translated by RTÜK (RTUK, 2016).

- Educators should not fully trust the screen media so they should approach all products critically, and protect the interests of children.
- Educators could develop their mediation skills by taking courses and reaching sources which show potential outcomes of mediation strategies on children's screen viewing, preview products that will be watched, co-view, and be aware of children's developmental and emotional states.
- Educators and parents should have constant communication and cooperation to mediate children's screen viewing, and they should be consistent on the limitation of screen viewing as suggested by the American Psychological Association (2020). Children under the age of 2 must be kept away from the screens, and the ones between 2 and 5 should not be allowed to view screens for more than one hour per day. It is also recommended that both educators and parents should avoid utilizing media products during children's physical activity, sedentary behaviour, and sleeping time.
- Children should be encouraged to participate in activities such as physical activities and games that will be entertaining and let them use their bodily functions to stay within the limits of screen viewing time and minimizing the negative impacts of media. Some other alternatives can be reading and examining books, discovering nature and playing with natural items, and helping with household chores aligning with their interests and capabilities. Besides, children may be paired up or grouped to facilitate interaction during screen viewing and to promote interactive media use.

5.3.2. Implications for Policy Makers

- The Council of Higher Education (YÖK) may offer a media literacy course as a compulsory course in the undergraduate program of the Department of Early Childhood Education to build pre-service teachers' awareness and enrich the knowledge on media and media effects and proper mediation for children's media use.

- The Ministry of Education may provide educational seminars and courses on media and media effects and proper mediation for children's media use for in-service teachers in this field. Teachers may also be inspected that how efficiently and sufficiently they pay attention to media use in schools by school principals and ministers.

- The Ministry of National Education may give the opportunity to develop educators' media literacy skills specifically on the selection of proper media and get the ability to mediate screen viewing of children better by providing easy-to-understand guidelines prepared with the help of experts in the field.

5.3.3. Implication for Content Creators

- Those who are responsible for the production of children's media should seek children's development and benefit, and follow bases and principles to develop media. Having a proper and friendly language like using encouraging and easy to understand one; adding music and jokes in the content using special effects appropriately; taking a holistic approach while covering a subject or message; including positive role models in the adult-child interaction in the content and give places to trusted ones; and providing opportunity to enhance self-confidence are the some examples of bases and principles supporting the development of children (Lemish & Kolucki, 2013).

5.3.4. Implications for Further Studies

- For the broader investigation on educators' mediation strategies and variables affecting them, future studies may consider the distribution of the program type to be graduated from, the age of teachers, and children and school type. In this way, variables affecting the use of media and mediation of screen viewing can be identified.

- This study has revealed general preferences and ideas like *Pepe* or *Karamela Sepeti* products, having educational benefits criterion, etc. Future studies can narrow down the findings and examine the products based on the criteria narrowed through content analysis to find out how consistent they are while choosing audiovisual media products.

- The study has been performed without dividing into districts and cities of Turkey. Districts and cities differ in terms of accessibility to media instruments. Scholars may analyze how accessibility affects the perception of media literacy of teachers and the use of media in education while comparing different cities or districts

- The current study has examined whether and how audiovisual media products are used in early childhood educational settings in Turkey. The relevant data in other countries are insufficient. A similar study may be performed in different countries to explore the differences on use of media in schools across the world, and how those children are affected by the integration of mediacan be investigated by a comparative research.

- Restrictive monitoring type in mediation strategies was the focus of the current study to reveal the phenomena of how early childhood educators decide media products and manage the screen viewing period of children. Future studies may also takeall mediation strategies which are active monitoring, restrictive monitoring, and co-viewing to evaluate those strategies' efficacy on mediation and find out their relations.

5.4.Limitations

The current study has some limitations mostly based on participants. The primary limitation was the homogeneity of educators who participated in the study. The majority of participants were females working in a public school as part-time workers. Their features and the way of working may affect the use of media products in schools. The second limitation was also the distribution of participants. A great portion of participants of the study had a bachelor's degree. Media literacy is a recent issue and it may be given a place in the teacher education programs of universities these days. However, in Turkey, people who were graduated from the child development department of high schools may find the opportunity to work as a teacher in private preschools. That fact also may affect the data on how frequently media products are utilized and how efficiently educators mediate screen viewing in school. The final limitation of the currents study could be related to methodology. In order to reach a big number of educators for generalization, the survey method is used. For that reason, it was not possible to investigate educators' perceptions on mediation and indicate their criteria to choose media products for children's screen viewing in detail.

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APPENDICIES

A. ORIGINAL SURVEY QUESTIONS

1. Cinsiyetiniz(Kadın/erkek/diğer)

2. Yaşınız (19 yaş ve altı/20-29 yaş arası/30-39 yaş arası/40-49 yaş arası/50 yaş ve üzeri)

3. Mezun olduğunuz program (Lise/önlisans/lisans/yük lisans/doktora/diğer)

4. Meslekteki yılınız (0-1 yıl/1-2 yıl/2-5 yıl/5-10 yıl/ 10 yıl üzerü)

5. Çalıştığınız kurum türü (Devlet/özel/diğer)

6. Günlük çalışma süresi (tam zamanlı/yarı zamanlı/diğer)

7. Şuan eğitim verdiğiniz yaş grubu (0-1 yaş/1-2 yaş/2-3 yaş/3-4 yaş/4-5 yaş/5-6 yaş)

8. Sınıfınızda çocuklara video (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) izletiyor musunuz? (Evet/hayır/bazen)

9. Sınıfınıza çocuklara videoları (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) haftada kaç saat izletiyorsunuz? (Hiç izletmiyorum /1 saatten az/1-5 saat arası /5 saatten fazla)

10. Sınıfınızda çocuklara videoları (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) tek seferde ne kadar süre izletiyorsunuz?(30 dakikadan az /30 dakika-1 saat/1-2 saat/2 saatten fazla

11. Sınıfınızda çocuklara videolardan (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) neleri izletiyorsunuz? En çok izlettiğiniz 3 tanesini belirtiniz.

12. Sınıfınızda çocuklara videoları (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) ne amaçla izletiyorsunuz?

13. Sınıfınızda çocuklara videoları (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) günlük akışınızdaki hangi zaman diliminde izletiyorsunuz?

14. Okulunuzda çocuklara videoları (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) nerede izletiyorsunuz? (Sınıf /Sinema odası /Diğer:____)

15. Sınıfınızda izleteceğiniz videoları (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) seçerken nelere dikkat ediyorsunuz? En çok dikkat ettiğiniz 3 ölçütü belirtiniz.

16. Sınıfınızda çocuklar izlemeden önce videolara (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.) ön izleme yapıyor musunuz? (Evet/hayır/bazen)

17. Okulunuzdaki diğer öğretmenler öğrencilerine video (çizgi film, film, TV programları, belgeseller, eğitici videolar, eğlendirici videolar vb.)izletiyor mu? (Evet/hayır/emin değilim)

18. Sınıfınızda bulunan/kullandığınız elektronik medya araç gereçlerini işaretleyiniz. (Akıllı tahta /Bilgisayar/Televizyon/Tablet/DVD oynatıcı/Akıllı telefon/Oyun konsolu/Sanal gerçeklik gözlüğü/Projeksiyon cihazı/ Diğer:___)

19. Okulunuzda bulunan/kullandığınız elektronik medya araç gereçlerini işaretleyiniz. (Akıllı tahta /Bilgisayar/Televizyon/Tablet/DVD

oynatıcı/Akıllı telefon/Oyun konsolu/Sanal gerçeklik gözlüğü/Projeksiyon cihazı/ Diğer

20. Medya okuryazarlığı hakkında eğitim/ders aldınız mı? (Evet/hayır/emin değilim)

B. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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11 ARALIK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Volkan ŞAHİN

Danışmanlığını yaptığınız Rahime İNAN'ın **"Okul Öncesi Öğretmenlerinin Sınıflarda Çocuklara İzlettirilen Görsel/İşitsel Medya Ürünlerinin Seçimindeki Tercihleri ve Önceliklerinin İncelenmesi"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2018-EGT-188** protokol numarası ile araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Türgen GENÇÖZ
Başkan

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Prof.Dr. Yaşar KONDAKÇI (4.)
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Doç.Dr. Ali Emre TURGUT
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Doç.Dr. Üyesi Pınar KAYGAN
Üye

C. TURKISH SUMMARY / TÜRKÇE ÖZET

GİRİŞ

Problem Durumu ve Çalışmanın Önemi

Zaman içerisinde gelişen teknoloji ile birlikte televizyon, bilgisayar, akıllı telefon gibi ekranların ulaşılabilirliği ve cazibesi artmış, ekran medyası insan hayatının bir parçası haline gelmiştir. Günümüzde evlerin neredeyse tümünde en az bir ekran bulunmaktadır. Teknik özellikleri ve ailedeki yeri sebebiyle çocukların hayatına girmesi de kaçınılmaz olmuştur. Yapılan çalışmalara bakıldığında çocukların dört yaştan itibaren aktif olarak ekran karşısına geçtikleri (Vossen, Piotrowski ve Valkenburg, 2014) ve hatta bazı çocukların şahsi dijital medya aygıtlarının bulunduğu gözlemlenmiştir (Kanak ve Özyazıcı, 2018).

Çocukların ekran izlemesi ile ilgili durum geçen zaman ile birlikte daha gözle görülür hale gelmiştir. Yapılan çalışmalar çocukların günde 1.5 ila 4.1 saat süresince ekran karşısında bulunduklarını keşfetmiştir (Rideout, 2011; Tandon, Zhou, Lozano ve Christakis, 2011). Bu oran son günlerde tüm dünyayı etkileyen COVID-19 pandemisi ile birlikte çocukların daha çok evde kalmasına ve teknoloji kullanımının artışına sebep olmuştur (Eyimaya & Irmak, 2021; Lee, Ward, Chang ve Downing, 2021).

Televizyon, bilgisayar, tablet, akıllı telefon gibi ekrana sahip teknolojik aygıtlar zengin uyaran ve içeriklere ulaşımda kolaylık sağlar. Bu kapsamlı içerik ve uyaranlar ile bireyler gerek farkında olarak gerekse olmadan yeni bilgiler, davranışlar, alışkanlıklar, tutum ve algılar kazanabilirler. Bu öğrenme stili Albert Bandura'nın günümüze aktardığı Gözlem Yoluyla Öğrenme Teorisi ile açıklanmaktadır. Teori, öğrenmenin bireyin çevresini gözlemlemesi ve çevresindeki bireylerle olan etkileşimi ile gerçekleştiğini ve bu şekilde insanların kendi kimliklerini oluşturduklarını açıklamaktadır. Bu süreçte çevrede bulunan rol modeller önem arz etmektedir çünkü çocuklar rol modellerini herhangi bir değerlendirme yapmadan seçebilmektedir (Khan ve Cangemi, 2001; Wulfert, 2014).

Bu bağlamda, ekranlarda gösterilen karakter ve oyuncular çocukların potansiyel rol model adaylarıdır. Öte yandan, George Gerbner Yetiştirme Kuramı kapsamında medya karakterleri yoluyla öğrenme konusuna özel olarak değinmiştir (Decker, 2010). Medyayı, insanları içeriğindeki fikir ve yaklaşımlar kendi fikir ve yaklaşımları olana kadar uzun süre boyunca maruz bırakarak besleyen bir damar olarak tanımlamıştır (Morgan, Shanahan ve Signorielli, 2014; Ercan ve Demir, 2015; Özer, 2005).

Üst düzey becerilerden birisi olması sebebiyle eleştirel düşünme becerisinin gelişimi erken çocukluk döneminde devam etmektedir. Bu gelişimin henüz tamamlanmaması sebebiyle çocuklar medya ürünlerini etkili olarak değerlendirememekte ve dolayısıyla yetişkinlere kıyasla medyadan daha çok etkilenebilmektedir. 175 okul öncesi çağı çocuklarının anneleriyle Türkiye'de gerçekleştirilen bir çalışma, çocukların %20,8'inin medya karakterlerini kolayca tanıdıkları, %39,9'unun medya karakterlerinin davranışlarını sıklıkla taklit ettiği ve %43,5'inin bazı zamanlar taklit ettiğini kanıtlamıştır (Özdemir ve Ramazan, 2012).

Zengin uyaran ve kapsamlı içeriğe erişim sağlayan görsel işitsel medya, çocukları gelişim, eğitim ve öğrenim sürecinde hem olumlu hem de olumsuz açılardan etkileyebilmektedir. Dünyayı keşfetme, öğrenme ve eğlence açılarından bakıldığında medya ürünleri, birçok kaynağa erişim sağlayan İnternet ile birleşerek oldukça kullanışlı olabilmektedir (Kittinger Correia ve Irons, 2012; Tarı Cömert ve Kayıran, 2010). Aynı şekilde, bu medya ürünleri duyuların gelişmesi, problem çözme becerisinin gelişmesi (Kol, 2017), el-göz koordinasyonunun gelişmesi, ince kas becerilerinin gelişmesi (Yazar, 2007), yaratıcılığın gelişmesi, paylaşma ve dayanışma gibi bazı sosyal becerilerin kazanılması (Yalçın & Duran, 2018), yeni kelime öğrenerek kelime dağarcığının gelişmesi, öğrenmeye teşvik ve motivasyon sağlaması ve akademik başarının artması (Yalçın Irmak & Ardıç, 2018) gibi avantajları sağlayabilmektedir.

Bahsi geçen avantajlarının yanı sıra görsel işitsel medya ürünlerinin izlenmesi bazı olumsuz sonuçları da doğurabilmektedir. Literatürde, içerikte sunulan mesajlar

ve rol modellerden kaynaklı bedensel özelliklerinden memnun olmama ve dolayısıyla özgüven ve özsaygı problemlerine sebep olabildiği, daha da ötesinde bulimia rahatsızlığını tetiklediğini gösteren çalışmalar mevcuttur (Bordo, 1999). Ayrıca uygunsuz içerik, korkutucu sahneler ve olumsuz modeller çocukların şiddetle tanışmasına ve bu davranışı edinmesine neden olabilmektedir (Özakar ve Koçak, 2012). Ek olarak, çocuklarda endişe, istendik davranışların gelişmemesi, beslenme bozukluğu (Yalçın Irmak & Ardıç, 2018) ve fobi edinimi gibi etkilerinden de bahsedilmektedir (Wulfert, 2014).

Daha önce bahsedildiği gibi görsel işitsel medyanın çocuklar üzerinde hem olumlu hem de olumsuz etkileri bulunmaktadır. Bu olumsuz etkilerini en aza indirmek ve olumlu etkilerinden yararlanabilmek için çocukların ekran izlemelerine aracılık etmede hem öğretmenlere hem de ailelere önemli rol düşmektedir. Literatür çocukların ekran izleme süreçleri konusunda ebeveyn aracılık stratejileri terimini sunmaktadır. Bu terim "ebeveynlerin içeriği kontrol etme, denetleme ve yorumlamada kullandığı stratejiler" olarak tanımlanmaktadır (Warren, 2001, s. 212). Bu başlık altında aktif aracılık, kısıtlayıcı aracılık ve birlikte izleme olmak üzere üç temel strateji bulunmaktadır (Valkenburg ve diğerleri, 1999). Kısaca açıklamak gerekirse, aktif aracılık çocukların farkındalık ve bilgi düzeylerini artırmak amacıyla bilgilendirmek ve medya içeri üzerine tartışmak olarak açıklanmaktadır (Austin, Bolls, Fujioka ve Engelbertson, 1999; Nathanson, 2001). Birlikte izleme, çocuklarla diyaloğa girmeden birlikte bu eylemi gerçekleştirme olarak açıklanırken (Valkenburg ve diğerleri, 1999; Dorr, Kovaric ve Doubleday, 1989), kısıtlayıcı aracılık çocukların medya kullanımına sınırlar koyma veya tamamıyla yasaklama olarak açıklanmaktadır (Valkenburg ve diğerleri, 1999; Abelman, 1990). Bu aracılık stratejisi kapsamında konulan sınırlar süre, zamanlama ve medyanın içeri ve türü gibi faktörlere bağlı olarak konulabilmektedir (Weaver ve Barbour, 1992).

Literatürdeki bazı çalışmalar çocukların ekran izlemelerine konulan sınırlar konusunda veriler sunmaktadır. Bunlara göre ebeveynlerin yarısından fazlası çocuklarının ekranla etkileşim süreçlerini kısıtlamaktadır (Carlson, Fulton, Lee, Foley, Heitzler, ve Huhman, 2010; Aral ve Doğan Keskin, 2018; Paavonen, Roine,

Pennonen ve Lahikainen, 2009). Süre kısıtlaması olarak da çoğunlukla günlük 30-60 dakikası sınırlaması getirildiği gözlemlenmiştir (Aral ve Doğan Keskin, 2018). Amerikan Pediatri Akademisi (2001) aynı şekilde çocukların ekran izleme sürelerinin bir günde 1-2 saati aşmaması gerektiği konusunda uyarmıştır. Çocukların bu süreçlerinde konulan sınırların makul ve tutarlı olması gerektiği düşüncesi ise yaygın olarak savunulan bir gerçektir (Carlson ve diğerleri, 2010; Fikkers ve diğerleri, 2017).

Her ne kadar bahsi geçen stratejiler ebeveynleri temel alarak ortaya atılmış olsa da günümüzde çocuklar okullarda ekran izleme fırsatı bulabilmektedir. Yapılan çalışmalar öğretmenlerin okulda medya ekipmanlarını kullandıkları (Christakis &Garrison, 2009), daha açık olmak gerekirse anaokullarında bilgisayarı sıklıkla kullandıklarını göstermektedir (Karaköse ve diğerleri, 2019). Bu nedenle, aileler olduğu gibi öğretmenler de çocukların görsel işitsel medya kullanımına aracılık ederken dikkat etmelidir.

Görsel işitsel medya ürünlerinin erken çocukluk eğitim kurumlarında kullanıldığını gösteren çalışmalar (Gündoğdu, Seytepe, Pelit, Doğru, Güner, Arıkız, Akçomak, Kale, Moran, Aydoğdu, ve Kaya, 2016; Tandon ve diğerleri, 2016; Veziroğlu-Çelik, Acar, Bilikci, Şahap ve Yalvaç, 2018) olmasına rağmen öğretmenlerin bu sürece nasıl aracılık ettiklerini açıklayan çalışmaların sayısı oldukça azdır. 2004 ve 2014 yılları arasında yapılan çalışmalara bakıldığında okul öncesi öğretmenlerinin günlük olarak 0.1 ila 1.3 saat süresi boyunca çocukların görsel işitsel medya ürüne izlemesine aracılık ettiğin görülmektedir (Vandeloo, 2014; Christakis ve Garrison, 2009; Tandon ve diğerleri, 2011). Aynı zamanda Türkiye'de yapılan ve özet olarak yayımlanan bir çalışmada bu süre 15-30 dakika olarak bulunmuştur (Karaköse, Duman, Bozbalak, Turunç ve Uygun, 2019).

Türkiye Milli Eğitim Bakanlığı'nın sunduğu okul öncesi eğitim programı eğitim sürecinin çocuklara göre şekillenebildiği, temelde kazanımların olduğu esnek bir programdır. Bu sebeple medya ürünlerinin programa dahil edilmesine imkan sağlamakta ve bunu öğretmenlerin görüş, bilgi ve yeterliliğine bırakmaktadır (MEB, 2013). Türkiye'de yapılan bir çalışmada öğretmenlerin teknolojinin programa dahil edilmesinin yararlı olabileceğini savundukları fakat kendilerini bu konuda yetersiz

hissettikleri saptanmıştır (Koç, 2014). Türkiye'deki okul öncesi öğretmen yetiştirme programları Bilişim Teknolojileri adlı bir zorunlu ders sunmakta olup, ders kapsamında teknolojiye dayalı temel bilgileri ve becerileri kazandırmayı hedeflemektedir (YÖK, n.d.). Fakat çocukların eğitim sürecinde medya kullanım ve maruziyetlerine nasıl aracılık edileceği konusu ders içeriğinde yer almamaktadır. Öte yandan Medya Okuryazarlığı, Çocuk ve Medya gibi dersler de üniversiteye bağlı olarak verilebilmektedir fakat zorunlu ders olarak sayılmamaktadır.

Okul öncesi eğitimde görsel işitsel medya ürünlerinin kullanımı konusunda sunulan temel bilgilerin dışında, çocukların okulda ekran izlemesi ve sürece nasıl aracılık edildiği konusunda detaylı bilgi sunan kaynakların sayısının yetersiz olduğu görülmüştür. Mevcut çalışma, bu ürünlerin kullanımı hakkındaki detayları ve öğretmenlerin kısıtlayıcı arabuluculuk stratejilerini aşağıdaki soruların ışığı altında keşifsel bir araştırma olarak göstermeyi amaçlamaktadır.

Araştırma Soruları

i. Erken çocukluk eğitim ortamlarında görsel işitsel medya ne ölçüde kullanılıyor?

a.Okul öncesi eğitim ortamlarında çocuklara izletmek üzere hangi görsel-işitsel medya ürünleri kullanılmaktadır?

b. Okul öncesi eğitim ortamlarında izletmek üzere belirlenen görsel-işitsel medya ürünleri ne sıklıkla ve ne kadar süreyle kullanılmaktadır?

c. Erken çocukluk eğitim ortamlarında görsel işitsel medya ürünleri nerede izlenmektedir?

d. Okul öncesi eğitim ortamında görsel işitsel medya ürünleri izlenirken hangi medya ekipmanları kullanılmaktadır?

ii. Okul öncesi öğretmenleri sınıflarında çocukların ekran izleme sürecine ne ölçüde aracılık etmektedir?

a. Okul öncesi öğretmenleri çocuklar için görsel-işitsel medya ürünlerini seçerken hangi ölçütleri göz önünde bulundurmaktadır?

b. Okul öncesi öğretmenlerinin erken çocukluk eğitim ortamlarında görsel işitsel medyayı kullanımlarındaki temel amaçları nelerdir?

c. Okul öncesi öğretmenleri, çocuklar için belirledikleri görsel-işitsel medya ürünlerine önizleme yapmakta mıdır?

Terimlerin Tanımları

Erken çocukluk eğitimi: Doğumdan yedi yaşa kadar süren zaman aralığı erken çocukluk olarak tanımlanmaktadır (UNESCO, 2012). Bu yaş aralığını kapsayan eğitim süreci erken çocukluk eğitimi olarak adlandırılmaktadır.

Görsel-işitsel: İmgeler ile kaydedilmiş konuşma ve müzikleri içeren hem görme duyusu hem de işitme duyusuna hitap etme niteliği taşıyan (Oxford dictionary, 2018)

Medya ürünü: LINIO Sitesi aracılığıyla sunulan, ilgili herhangi bir abonelik dahil olmak üzere herhangi bir formattaki herhangi bir kitap, dergi veya diğer yayın, ses kaydı, video kaydı, yazılım ürünü, bilgisayar oyunu, video oyunu veya diğer ürünler (Lawinsider, n.d.)

Ekran izleme: Televizyon izlemek, bilgisayar, cep telefonu, tablet kullanmak ve video oyunları oynamak gibi ekran takibi içeren aktiviteler (Thompson, Sebire, Kesten, Zahra, Edwards, Solomon-Moore ve Jago, 2017).

Medya okuryazarlığı: Medyayı çeşitli biçimlerde analiz etme, erişme ve değerlendirme becerisi (Scharrer, 2006).

Eleştirel düşünme: Gözlem, deneyim, düşünme, muhakeme veya iletişimden elde edilen veya bunlar tarafından üretilen bilgileri aktif ve ustaca kavramsallaştırma, uygulama, analiz etme, sentezleme ve / veya değerlendirme gibi bilişsel disiplinli süreç (Scriven & Paul, 2007, p. 1).

Radyo ve Televizyon Üst Kurulu (RTÜK): Türkiye Cumhuriyeti'nin yetki alanına giren radyo, televizyon ve isteğe bağlı medya hizmetlerinin düzenlenmesi ve denetimi için idari ve mali açıdan özerk ve tarafsız bir kamu hukuk kurumu (RTÜK, n.d.).

YÖNTEM

Araştırma Yöntemi

Çocukların okul öncesi eğitim kurumlarında ekran karşısına geçme durumlarını ve bu sürece öğretmenler tarafından nasıl aracılık edildiğini ortaya koymayı amaçlayan bu mevcut çalışma, keşifsel bir nitel çalışmadır. Açık ve genellenebilir bir veri bütününe ulaşmak amacıyla çalışmanın deseni tarama olarak belirlenmiştir. Tarama çalışmaları evren olarak anılan büyük bir insan grubunun özellikleri, eylemleri veya fikirleri hakkında bilgi toplamak amacıyla gerçekleştirilen çalışma türü olarak açıklanmaktadır (Pinsonneault & Kraemer, 1993).

Katılımcılar

Çalışmanın evrenini Türkiye'deki okul öncesi öğretmenleri olarak belirlenmiş olup örneklemini 0-6 yaş arası okul öncesi çağı çocuklarının eğitimini aktif olarak yürüten 639 öğretmen oluşturmaktadır. Katılımcılar uygun örnekleme yöntemi ile belirlenmiş olup katılımcılara çevrimiçi kaynaklar aracılığı ile ulaşılmıştır.

Katılımcılardan yaş, cinsiyet, mezun olunan program, alandaki deneyim süresi, günlük çalışma süresi, çalıştıkları okul türü ve kurumlarında eğitiminden sorumlu oldukları çocukların yaş aralığı hakkında bilgiler alınmıştır. Elde edilen bilgilere göre, katılımcıların %95,9'u kadın (n=613), %4,1'i ise erkektir (n=26). Yaşlarına bakıldığında ise katılımcıların yaklaşık yarısı 30-39 yaş aralığındadır (n=316, 49,5%). 29 yaş ve altı öğretmenlerin yüzdesi %36,7 (n=234) iken 40-49 yaş aralığındaki (n=77, %12,1) ve 50 yaş ile üzeri (n=12, %1,9) katılımcıların sayısı diğerlerine oranla daha azdır. Katılımcıların büyük bir çoğunluğu (%82,6%, n=528) lisans mezunudur. Lisans mezunu öğretmenler dışındaki öğretmenlerin mezun oldukları programların sıklıkları sırasıyla önlisans (%11, n=70), lisansüstü (n=3, %4,9) ve lise (n=8, 1,3%) olarak belirlenmiştir. Öte yandan, katılımcıların %70'inin daha önce medya okuryazarlık eğitimi almadıkları saptanmıştır.

Katılımcıların alandaki deneyim sürelerine bakıldığında %38,2'sinin (n=244) 10 yıldan daha uzun süre, %29,4'ünün (n=188) 5-10 yıl, %17,4'ünün (n=111) 2-5 yıl ve %9,5'inin (n=61) 1-2 yıl boyunca alanda aktif olarak öğretmenlik yaptıkları

bilinmektedir. Aynı zamanda, 35 öğretmenin ise öğretmenlik kariyerinin ilk yılında olduğu belirlenmiştir (%5,5). Öğretmenlerin büyük bir çoğunluğu (%80,6, n=515) resmi kurumda çalışırken, %18,6'sı özel okulda çalışmaktadır. Aynı şekilde öğretmenlerin büyük bir oranı yarı zamanlı olarak çalışmaktadır (n=439). Son olarak sorumlu olunan yaş grubu verilerine göre öğretmenlerin çok büyük bir kısmının 4-6 yaş arası çocuklarla çalıştığı saptanmıştır (4-5 yaş: n=274, %42,9; 5-6 yaş: n=291, %45,5). 3-4 yaş grubuyla çalışan öğretmenlerin yüzdesi 9,9 iken 0-3 yaş arası çocuklarla çalışan öğretmenlerin yüzdesi 1,8'dir.

Veri Toplama Aracı ve Süreci

Tarama yöntemi deseninde hazırlanan ve okul öncesi öğretmenlerinin kurumlarda çocukların ekran izleme sürecine ne kadar kattıkları ve nasıl aracılık ettiklerini ortaya koymayı amaçlayan bu çalışmada katılımcılara anket uygulanmıştır. Toplamda anket 20 sorudan oluşmaktadır ve bu sorular 2 okul öncesi öğretmeni ile alanda doktora sahibi 2 akademisyenin görüşü alınarak hazırlanmıştır. Ayrıca, mevcut çalışmanın verilerini toplamadan önce anketin güvenirlilik ve geçerliliğini sınamak amacıyla 82 katılımcı ile pilot çalışma gerçekleştirilmiştir.

Katılımcılara çalışma hakkındaki açıklama ve detayları içeren ve anketin bağlantısını sunan elektronik posta ve gönderiler yoluyla ulaşılmıştır. 20 sorudan oluşan anketteki soruların 7'si öğretmenlerin demografik bilgilerini almayı amaçlarken 13 tanesi ise öğretmenlerin okullarda çocukların ekran izleme süreçleri için görsel işitsel medya kullanım durumları ve tercihleri hakkında bilgi edinmeyi amaçlayan sorulardır. 16 çoktan seçmeli, 4 açık uçlu soru bulunmaktadır. Açık uçlu sorularda öğretmenlerin medya ürünü seçerken göz önünde bulundurduğu ölçütler, tercih ettikleri medya ürünleri, çocuklara görsel işitsel izletme nedenleri ve günlük akışta izletmeyi tercih ettikleri zaman aralığı sorulmuştur. Sorular içerisinde öğretmenlerin çocuklara izletmek üzere görsel işitsel medya ürünlerini programlarına katıp katmadıklarını irdeleyen sekizinci soru belirleyici sorudur. Bu soruya "hayır" yanıtı veren katılımcılar bir sonraki 8 sorudan muaf tutulmuşlardır.

Veri Analizi

Katılımcılardan elde edilen verilerin analizinde betimsel analiz yöntemleri kullanılmıştır. Kapalı uçlu sorulardan elde edilen veriler Package for the Social Sciences (SPSS 22) ile analiz edilmiştir. Açık uçlu soruların yanıtları ise incelenerek ortak noktalarına göre kategorize edilmiştir (Baltacı, 2019). Bu sayede kategorik verilere dönüştürülmüş ve SPSS programına aktarılarak analiz edilmiştir.

BULGULAR VE TARTIŞMA

Görsel ve işitsel uyaranlarla dolu olan ekran medyası günümüzde insan hayatının bir parçası haline gelmiştir. Televizyon, bilgisayar, tablet, telefon gibi teknolojik aygıtlar günümüzde birçok sebeple kullanılabilmektedir. Özellikle ihtiyaçların kolay ve hızlı bir şekilde giderilebilmesi, eğitim ve birçok farklı kaynağa erişim, eğlenceli içeriklere ulaşım gibi birçok avantajı bulunan aygıtlar kuşkusuz çocukların da ilgisini çekmektedir. Eleştirel düşünme, otokontrol gibi üst düzey becerileri henüz gelişmekte olan okul öncesi çağ çocuklarının bu sınırsız ve çeşitli yaş grubuna hitap eden içeriği kontrol edebilmesi oldukça zorlayıcı olabilmektedir.

Faydaları olduğu kadar kontrol edilemez içerik ve yoğun uyarana sahip olan ekranlar çocukların bilişsel, sosyal ve dil gibi tüm gelişim alanlarını da olumsuz etkileyebilmektedir (Yalçın Irmak & Ardıç, 2018). Olumlu yanlarından yararlanmak ve olumsuz yanlarından kaynaklanan sonuçlardan kaçınmak için aileler ve öğretmenlerin çocukların ekran izleme süreçlerini denetlemesi önem arz etmektedir.

Literatürde ailelerin müdahalelerini gösteren çalışmaların sayısı oldukça fazlayken okullarda öğretmenlerin medyaya aracılık stratejilerini gösteren çalışmaların sayısı ve niteliğini yetersiz olduğu görülmüştür. Mevcut çalışma Türkiye'de okul öncesi eğitim kurumlarında görsel işitsel medya ürünlerinin kullanımı durumu ortaya koymak amacıyla gerçekleştirilmiştir. Temel olarak öğretmenleri bu süreci programlarına dahil edip etmeme durumunu araştırmaktadır. Dahil edilme durumunda ise hangi görsel işitsel medya ürünlerini tercih ettiklerini, ne sıklıkla ve ne süre boyunca, okul içerisinde nerede gerçekleştirdiklerini ve bunun

için hangi elektronik medya ekipmanlarını kullandıklarını ortaya koymaktadır. Diğer bir yandan, öğretmenlerin medya ürünü seçerken dikkat ettiği hususlar, çocukların ekran izleme süreçlerini programa dahil etme nedenleri ve önizleme yapıp yapmadıkları da irdelenmiştir. Bu verilerin açıklayıcı ve genellenebilir olması için toplamda 639 öğretmenin görüşüne başvurulmuştur.

Çalışmanın sonunda okul öncesi öğretmenlerinin neredeyse tamamının görsel işitsel medya ürünlerini günlük akış planlarına dahil ettikleri görülmüştür. Bu sonuç Türkiye'de 2018 yılında başka bir çalışma ile benzerlik göstermiş olup (Veziroğlu-Çelik vd., 2018) 2016 yılı ile karşılaştırıldığında okul öncesi kurumlarında medya ürünü kullanım sıklığının arttığı görülmektedir (Gündoğdu vd., 2016)

Ekran izleme sürecinin haftalık süresi sorulduğunda öğretmenlerin büyük bir çoğunluğu bir saatten az yanıtını vermişlerdir. Günlük ekran izleme sürelerinin ise otuz dakikadan az olduğu saptanmıştır. Bu veri literatürde yer alan ve okul öncesi eğitimde kullanım süresini inceleyen diğer çalışmalarla paralellik göstermektedir (Tandon vd., 2011; Karaköse vd., 2019). Her ne kadar bu süre çocukların gelişimi için tehlike arz etmese de bu sürenin evdeki ekran izleme süresinin dışında olduğu unutulmamalıdır.

Katılımcıların vermiş olduğu yanıtlar doğrultusunda ekran izlemenin okul öncesi eğitime dahil edilmesinin başlıca sebeplerinin eğitsel sebepler, zaman geçirme, eğlence ve sınıf yönetimi olduğu bulunmuştur. Bu sebepler arasında da en yaygın olduğu bulunan eğitsel sebepler yanıtı 2018 yılında gerçekleştirilen diğer bir çalışma ile benzerlik göstermektedir (Veziroğlu-Çelik vd., 2018).

Görsel işitsel medyanın gösterim sebeplerine paralel olarak sürecin hangi zaman diliminde yapıldığı da önem arz etmektedir. Mevcut çalışma bu sürecin en çok eğitsel süreçler ile eğlence ve boş zamanlarda gerçekleştiğini göstermektedir. Öğretmenler tarafından tercih edilen medya ürünlerden de en yaygın olanların ise sırasıyla müzik klipleri, çizgi film ve eğitici videolar oldukları görülmektedir. Tercih sıralamasına göre incelendiğinde ise öğretmenlerin ilk tercihi çizgi filmler olmaktadır. Aynı şekilde, literatürde de çizgi filmler erken çocuklukta en çok tercih

edilen medya ürünleri olarak gösterilmektedir (RTÜK, 2013; Doğan & Göker, 2012; Çakmak & Koç, 2015; Cesur & Paker, 2007; Erdoğan & Baran, 2008).

Verilen yanıtlardaki medya ürünü isimlerine bakıldığında, öğretmenlerin sırasıyla en çok Karamela Sepeti müzik klipleri, Pepee çizgi film serisi ve Sevimli Dostlar müzik kliplerini tercih ettiği söylenebilmektedir. Türkiye'de yapılan diğer çalışmalar da, öğretmenlerin müziği sınıflarında sıklıkla kullandıklarını göstermektedir (Karaköse vd., 2019; Veziroğlu-Çelik et vd., 2018).

Günümüz teknolojisi görsel işitsel medya ürünlerine birçok alanda ulaşmakta kolaylık sağlamaktadır. Bu gerçekten yola çıkarak öğretmenlerin okulda nerelerde medyaya başvurdukları sorulmuş ve neticesinde büyük bir çoğunluğun yalnızca sınıfta bu ürünleri çocuklara sundukları görülmüştür. Bu süreçte de en çok bilgisayar, projektör ve akıllı tahta kullandıklarını belirtmişlerdir. Öte yandan, katılımcıların bazıları ise okullarında ve sınıflarında görsel işitsel medya kullanımı için gerekli olan elektronik donanıma sahip olmadıkları görülmüştür.

Mevcut çalışmanın diğer bir boyutunda öğretmenlerin medyaya aracılık stratejileri irdelenmiştir. Bu hususta medya ürünü seçerken dikkat edilen ölçütlerin eğitsel olması, yaşa ve gelişime uygun olması, ilgi çekicilik ve teknik özellikler olduğu belirlenmiştir. Neticesinde en yaygın verilen cevabın yaşa ve gelişime uygunluk olduğu saptanmıştır. Öğretmenlerin bu ölçütler doğrultusunda medya ürünü seçimi yaparken de bazılarının ön izleme yapmadığı görülmüştür. 0-6 yaş arasındaki çocuklar gelişim seviyelerine bağlı olarak ekranlarda gördüğü davranışları iyi veya kötü olarak adlandırmadan yansıtmaya eğilimlilerdir (Rideout, Vandewater & Wartella, 2003). Bu nedenle medya ürünlerin daha öncesinde izlenmesi ve çocuklara uygun ve yararlı olabilecek ürünlerin seçilmesi oldukça önemlidir

SINIRLILIKLAR VE ÖNERİLER

Çalışmadan elde edilen sonuçlar doğrultusunda öğretmenlerin medyaya aracılık etme konusunda yetersiz önizleme yapılması sorunu gibi bazı geliştirilmesi gereken noktaların olduğu görülmektedir. Bu sebeple, öğretmenler medyanın etkisi hakkında bilgilerini ve medya okuryazarlık düzeylerini artırmak amacıyla medya ürünü seçmede ve medyaya aracılık etmede olumlu örnekler sunan ve çocuklar için

belirlenen sağlıklı sınırları gösteren kaynaklara erişmeleri, gerekli çeşitli seminer ve kurslara katılmaları önerilmektedir. RTÜK tarafında çevrilen ve UNESCO tarafından hazırlanan öğretmenler için el kitabı bu kaynaklardan sadece biridir (RTUK, 2016). Aynı zamanda öğretmenler medya ürünlerini çocuklara sunmadan önce izlemeli, eleştirel yaklaşmalı, çocukların yararını gözetmeli ve çocukların ekran izleme sürecine dahil olmalıdır.

Öğretmenler ile aileler işbirliği içinde olarak Amerikan Psikoloji Birliği'nin önermiş olduğu sınırları gözetmelidir. Buna göre, 2 yaş altı çocuklar ekranlardan uzak tutulmalı, 2-5 yaş arası çocukların ekran izleme süresi günde bir saati geçmemelidir. Çocukların ekran ile etkileşimi fiziksel aktivite, dinlenme ve uyku zamanlarında gerçekleştirilmemelidir (American Psychological Association, 2020). Bu süreçte çocukların ilgilerini çekebilecek fiziksel etkinlikler, doğayı keşfetme ve doğal materyallerle oyun, ev işlerine dahil etme, mutfak etkinlikleri gibi alternatif süreçlere katılımına rehberlik edilmelidir.

Öğretmen adaylarının medyanın etkileri üzerine bilgi ve farkındalıklarını, medya okuryazarlığını ve çocukların medya kullanımına aracılık becerilerini geliştirmek üzere, Okul Öncesi Öğretmenliği lisans programında medya okuryazarlığı dersinin zorunlu olması önerilebilir. Aynı şekilde, sahada aktif olarak görev yapan öğretmenler için seminer ve kurslar düzenlenebilir, bilgi ve yönergeler içeren kaynaklar sunulabilir.

Mevcut çalışmanın bazı sınırlılıkları mevcuttur ve bu sınırlılıklar gelecek çalışmalara ışık tutabilmektedir. Çalışmada katılımcılar yaş, cinsiyet, mezun olunan program türünü gibi demografik bilgileri doğrultusunda normal dağılım göstermemektedir. Öğretmenlerin geçmişte aldıkları eğitim medyaya aracılık süreçlerini etkileyebileceğinden gelecek çalışmalar görüşme yöntemi ile konuyu derinlemesine araştırabilir. Aynı şekilde çalışma Türkiye içerisindeki coğrafi bölgeler ve okulların donanımsal özellikleri temel almaksızın planlanmıştır ve gelecek çalışmalar okulların medyaya ulaşılabilirliğini derinlemesine irdeleyebilir. Okullarda görsel işitsel medya ürünlerin kullanımı diğer ülkelerde incelenebilir, Türkiye sonuçları ile karşılaştırmalı bir çalışma gerçekleştirilebilir.

Çalışma sonucunda öğretmenlerin Pepee çizgi film serisi, Karamela Sepeti gibi ürünleri tercih ettikleri görülmüştür. Aynı şekilde ürün seçerken dikkat ettikleri temel hususlar tespit edilmiştir. Gelecek çalışmalar bu ürünleri bulunan ölçütler kapsamında içerik analizi ile inceleyebilir, ölçütlerin ürünlerle örtüşüp örtüşmediğini irdeleyebilir. Son olarak, mevcut çalışmanın bir açısı tümüyle öğretmenlerin okul öncesi çocuklarının görsel işitsel medya ürün izleme sürecine karşı kısıtlayıcı aracılık stratejilerini irdelemektir. Fakat aktif aracılık ve birlikte izleme stratejileri incelenmemiştir. Gelecek çalışmalar bu diğer yöntemleri ilişkili ve ilişkisiz olarak inceleyebilir, etkililiklerini araştırabilir.

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