USING YOUTUBE IN EARLY CHILDHOOD CLASSROOM: AN INVESTIGATION ON EARLY CHILDHOOD TEACHERS' SELF REPORTED PRACTICES

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ABSTRACT

USING YOUTUBE IN EARLY CHILDHOOD CLASSROOM: AN INVESTIGATION ON EARLY CHILDHOOD TEACHERS' SELF REPORTED PRACTICES

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This qualitative study aims to reveal to what extent early childhood teachers use YouTube © in their classrooms. It is investigated which YouTube channels and types of videos teachers use most frequently and which teaching techniques they use when using videos in the classroom. It is aimed to reveal the purposes of teachers to use YouTube © videos, what they pay attention to while choosing the YouTube © videos, and the reasons for not using YouTube © in the classroom. The data of the study was obtained through a semi-structured interview protocol prepared in line with expert opinions and relevant literature. The participants were 19 early childhood teachers working in Nevşehir, a small city located in the central Anatolia region of Türkiye. The sampling technique in this study is convenience sampling. It was conducted as a phenomenology study within the scope of qualitative research method. Thematic analysis was used in the data analysis.

According to the self-reports of early childhood teachers, it was revealed that most of them use YouTube © videos in their classrooms. Teachers stated that they use the

YouTube © video platform in the classroom for educational purposes and most frequently use educational and music videos.

Keywords: early childhood, early childhood teachers, YouTube ©

ÖZ

OKUL ÖNCESİ SINIFLARDA YOUTUBE KULLANIMI: OKUL ÖNCESİ ÖĞRETMENLERİNİN ÖZ BİLDİRİMLERİNE DAYALI UYGULAMALARI HAKKINDA BİR ARAŞTIRMA

SUSAM, Ayşe

Yüksek Lisans, Temel Eğitim, Okul Öncesi Eğitimi Bölümü

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Bu nitel çalışma, okul öncesi öğretmenlerinin sınıflarında ne ölçüde YouTube © kullandıklarını ortaya çıkarmayı amaçlamaktadır. Öğretmenlerin en sık hangi YouTube kanallarını ve video türlerini kullandıkları, sınıfta videoları kullanırken hangi öğretim tekniklerini kullandıkları araştırılmıştır. Öğretmenlerin YouTube © videolarını kullanma amaçları, YouTube © videolarını seçerken nelere dikkat ettikleri ve sınıfta YouTube © kullanmama nedenlerinin ortaya çıkarılması amaçlanmaktadır. Araştırmanın verileri, uzman görüşleri ve ilgili literatür doğrultusunda hazırlanan yarı yapılandırılmış görüşme protokolü aracılığıyla elde edilmiştir. Katılımcılar, Türkiye'nin orta Anadolu bölgesinde yer alan küçük bir şehir olan Nevşehir'de çalışan 19 okul öncesi öğretmenidir. Bu araştırmada örnekleme tekniği uygun veya elverişlilik (convenience) örneklemedir. Nitel araştırma yöntemi kapsamında fenomenoloji çalışması olarak yürütülmüştür. Verilerin analizinde tematik analiz kullanılmıştır. Okul öncesi öğretmenlerinin öz bildirimlerine göre çoğunun sınıflarında YouTube © videolarını kullandıkları ortaya çıkmıştır. Okul öncesi öğretmenleri YouTube © video platformunu sınıfta eğitim amaçlı kullandıklarını, en sık eğitim ve müzik videolarından yararlandıklarını belirttiler.

Anahtar Kelimeler: erken çocukluk, okul öncesi öğretmenleri, YouTube ©

To my beloved family

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CHAPTER 1

INTRODUCTION

As a result of the developments in technology, social media has now become an integral part of most people's lives (Kaplan and Haenlein, 2009). The prevalence of social media use affects and changes human life in many aspects, as in many areas. It seems that social media will be important in education in the future, just as it is today. The growth rate of social media has increased greatly and has seriously affected the ways of teaching and learning (Beckman et al., 2014).

Fleck et al. (2014) stated that the use of media in the classroom is not a new phenomenon, but the type of media used has changed with technological innovations. Educators have used various types of media in the classroom for decades since the 1920s (Snelson and Perkins, 2009). In the 1950s, teachers used 16mm projectors; The 1980s and 1990s led to VHS and DVDs that provided visual aids and increased student engagement (Berk, 2008; Kaplan and Haenlein, 2010). In the 21st century, there has been a revolutionary development in the use of technology, namely the emergence of mobile phones, tablets, and laptops (Jones & Healing, 2010). Media content is now accessed via the Internet and technologies where users interact and collaborate to create content (Harris and Rea, 2010). According to Leyrer-Jackson and Wilson (2018), "social media" is defined as websites and technological applications that allow their users to share content. The concept of social media can be summarized as a concept that encompasses applications that support the creation and sharing of user-generated content, require self-disclosure, and allow a certain level of social presence (Kaplan and Haenlein, 2010). Olagbaju & Popoola (2020) stated that social media are computer-assisted technologies intended to facilitate the seamless exchange of information and ideas

and that the use of social media encourages innovation in knowledge sharing. According to Olagbaju & Popoola (2020), social media allows people, especially teachers and students, to access educational content. Fleck et al. (2014) underline that social media platforms allow people to share and produce information. The platform "YouTube ©" is one of the social media resources that has increased in popularity in the last five years and has also been used as an educational tool in the classroom (Fleck et al., 2014; Shere & Shea, 2011).

Izci et al. (2019) stated that since the first episode of Sesame Street aired in the 1960s, watching videos has become a daily activity for young children. According to Muhammad and Boushehry (2023), the use of videos as an easy teaching material as one of the technologies that promote learning in school is common because a video player is widely available in schools. DVDs, televisions, and computers have been used to watch videos. With developing technology, some video platforms are now used for video watching. Video monitoring and video-sharing platforms are widely used today. YouTube ©, one of the video-sharing platforms, was launched in 2005 as a place where individuals could record and share their own videos for free (Terantino, 2011). YouTube © is the most popular social media platform in many countries (DeWitt et al., 2013; Fyfield et al., 2021). While television dominates the screen time of toddlers and preschoolers, a study shows that in homes with touch-screen devices, television is no longer the primary choice for screen viewing among very young children, but has been overtaken by online viewing platforms such as YouTube (Miner, 2015). According to the results of various recent studies, YouTube © (Saed et al., 2021; Szeto et al., 2016; Yaacob and Saad, 2020) can facilitate the learning process. Trishu Sharma and Shruti Sharma (2021) stated that YouTube © has proven to be an effective educational tool by connecting academics, educators, and researchers from all over the world and by providing interesting, informative, and engaging content that adds a new dimension to education by being creative and innovative. YouTube © may be an option teachers can use to create a more meaningful learning experience (Deori et al., 2023).

In order to benefit from these positive aspects, teachers also use YouTube © videos in the education of children. Among social media tools, YouTube © was widely used along with other social media and non-social media tools for teaching (Szeto et al.,

2016). According to Rangarajan et al. (2019), video use in education is common among teachers. Teachers have used videos in classrooms from the early days of storyboards to the current digital video trend (Hammond & Lee, 2009). According to Pattier (2021), it was revealed that 9 out of 10 teachers among the participants in his study used video in the classroom. YouTube can also be used by preschool teachers. According to Neumann and Herodotou (2020), YouTube has the potential to benefit early learning by increasing children's knowledge, supporting their creativity and idea sharing, and improving their self-confidence. Teachers can use YouTube videos to inspire and motivate young children about play and creativity (Neumann and Herodotou, 2020).

It is possible to find many popular children's videos on YouTube © (Papadamou et al., 2020). While the content may be harmless and entertaining or educational, reports on this issue have indicated a trend of inappropriate content targeting children (Subedar & Yates, 2017; Maheshwari, 2017). A notable example of this trend is the Elsagate controversy, where malicious users uploaded videos featuring popular cartoon characters such as Spider-Man, Disney's Frozen, and Mickey Mouse, along with disturbing content containing violence (Brandom, 2017). It can be said that today's widespread use of YouTube © and the prevalence of inappropriate content in YouTube © show the need to raise awareness about the media. Thus; Instead of being a passive recipient, one can take part in the communication phenomenon as an active participant by reaching the level of consciousness that can decipher the language of the media (MEB, 2006A). Media literacy refers to the ability to access, analyze, evaluate and transmit messages (Aufderheide, 1993). It is stated that teachers must be media literate in order to guide and be a model for increasing the positive effect of the media and reducing its negative effect on students (Adıgüzel, 2005).

According to Anastasiades and Vitalaki (2011), people who feel competent in their use of technology are more effective models for the correct use of technology. In addition, teachers who use technology competently implement a more student-centered education in educational activities (Blackwell, 2013). In integrating technology into the education of young children in a developmentally appropriate manner, it is necessary to plan an educational process in which children's creativity,

curiosity, cognitive skills, and social skills are supported and child-centered learning and educational activities are prioritized (McManis and Gunnewig, 2012; Rosen and Jaruszewicz, 2009). Naz and Akbar (2008) stated that teaching and learning are considered complex processes influenced by many different factors, including the use of media or teaching aids, resulting in the active participation of students and making teaching more interactive. Tok (2008) stated that teaching strategy guides the use of appropriate methods and techniques to serve the question of how to teach. According to Tok (2008), teaching methods are the planning of the learning-teaching process, and teaching techniques are the implementation of this plan. Research advocates teaching techniques that encourage students to actively engage with the material, and this is because active engagement has been found to encourage deeper levels of thinking and facilitate encoding, storage, and retrieval better compared to traditional lectures (McGlynn, 2005). As a result, most educators are likely to try to incorporate techniques that involve students and enable students to practice the material (Michel, et al., 2009). Puspitarini and Hanif (2019) argue that the commonly used teaching methods in learning are discussions, demonstrations, etc., and the use of these learning methods cannot be isolated from others because media is also required as a means of conveying material or information to students. Learning media is used as material to support the learning process in order to achieve learning goals (Puspitarini & Hanif, 2019). The current research examines what teaching techniques preschool teachers use while video viewing. For example, when a teacher is using an instructional video in the classroom, he or she can pause the video and ask students questions to see if they understand what is happening in the video.

According to Fyfield et al. (2021), teachers regularly use YouTube © to select videos for students, but there are relatively limited studies on the processes they use to select these resources. According to Fyfield et al. (2021), the video selection task is a complex task that takes into consideration issues such as the specific content to be taught, the academic and cultural structure of the class, and the design of the video and consciously selecting videos relies on what Shulman (1987) describes as pedagogical content knowledge.

Considering the theories and studies on child development, it is seen that children's immediate environment has a significant impact on their developmental periods.

Bronfenbrenner (1979) stated that, from the perspective of ecological systems, teachers are one of the important factors in the child's immediate environment. In this context, it can be said that teachers' practices and the materials they present to children in the classroom are likely to affect the child's development. Bandura (1977) emphasized that children learn through observation and modeling and that adults around them serve as their models. Observational learning refers to how individuals learn new behaviors by paying attention to the behavior of others who serve as intentional or unintentional models of those behaviors (Bandura, 1986). Bandura (1986) also claimed that the acquisition of new behaviors through observational learning requires completing the four-stage process, and he referred to these stages as attention, retention, production, and motivation. Bandura and Jeffery (1973) stated that the acquisition of modeled patterns is primarily controlled by attention and retention processes. Attentional processes have been described as cognitive abilities that "organize the sensory record of modeled actions," and retention processes as processes that "receive transient effects and translate them into permanent internal guides for memory representation" (Bandura and Jeffery, 1973, p. 122). According to Bayrakçı (2007), since the first and most important stage of the learning process through observation, on which social learning theory is based, is "attention", it can be recommended to increase the number of visual elements and real-life models that attract students' attention to the subject to be learned. YouTube media is suitable educational material for a variety of courses because it encourages retention and enhances learning (Nacak et al., 2020).

In the light of the information given above, it can be said that YouTube is widely used in education, but to the researcher's knowledge, no previous study has been found in the literature addressing early childhood teachers' use of YouTube in the classroom in a manner similar to the current study. Therefore, the current study aimed to contribute to this field by investigating early childhood teachers' use of YouTube in the classroom.

1.1. Statement of Problem

According to Burbules (2016), social media is widely used by teachers and students in different ways such as related to education, and is generally used as a direct

teaching resource. In their study, Çiçek and Şahin (2022) found that Turkish preschool children are exposed to a certain type of media for about 30 minutes on a typical school day. Szeto et al. (2016), stated that the majority of the teachers use social media with a high frequency, and according to the preferences of the participants, the YouTube video platform is the most popular tool.

Britto et al. (2017) stated that early childhood is a period of particular sensitivity to experiences that foster development, and there are critical time windows during which the benefits of early childhood development interventions are heightened. So the high sensitivity to these experiences that foster development necessitates attention to what they are exposed to. It is now widely accepted that the adverse life events children are exposed to in their first years of life put them at increased risk of various neural, behavioral, and psychological problems (Nelson & Gabard-Durnam, 2020). In the current study, it is desired to reveal the use of YouTube in the classrooms of early childhood teachers. Although there are studies showing the extent and how teachers use YouTube, these studies are relatively limited to the researcher's knowledge. This gap in the literature has shown that there is a need for studies on the use of YouTube in the classroom by teachers.

The aim of the study is explained in the next section, which is designed considering the problem statement.

1.2. Purpose of Study

Decades of research have revealed that childhood experiences shape lifelong development (Cicchetti & Toth, 2009; Masten, 2006). According to McDool (2016) et al., what has changed dramatically over the past 10 years is the emergence of social media, which are computer-mediated tools that enable people and organizations to create, share, or exchange information in networks. Hadjipanayis et al. (2019) state that social media use has become an integral part of children's and adolescents' lives. According to Hadjipanayis et al. (2019), children live in a rapidly changing, ever-changing world, and social media use is one of the main factors driving this. Hadjipanayis et al. (2019) indicated that young children are increasingly

becoming social media users; while the minimum user age requirement on most sites is 13, very few sites require verification. Svobodová (2016) stated that social networks are used in personal life and play an integral role in education. While YouTube is used in personal life to play movies, songs, and demos, recording samples and unusual situations that cannot be exhibited in the classroom can be used in the educational process in all areas of education (Svobodová, 2016).

Srinivasacharlu (2020) stated that YouTube offers quality education and that one can search YouTube to find any information on a given topic. Using YouTube in the classroom can provide efficiency in teaching and learning, and considering this aspect, it is not surprising that YouTube ranks top as the preferred learning tool (Srinivasacharlu, 2020).

There are studies in the literature on the use of social media in education (Edwards, 2016; Vidal-Hall et al.,2020; Knauf, 2020). The use of YouTube, one of the most commonly used social media platforms (Fyfield et al., 2021), in early childhood classrooms is important because early childhood is an important period for children as it affects their future development (Ting, 2007). Studies focusing on this subject are relatively limited according to the knowledge of the researcher.

This research aims to examine to what extent preschool teachers use YouTube in the classroom (whether they use or not and frequency of their use, the YouTube channels teachers use most frequently, the type of YouTube videos teachers use most frequently, what teaching techniques teachers use while viewing YouTube videos and why), the main goals of teachers to use YouTube, and the criteria teachers consider when choosing YouTube videos to use in the classroom.

1.3. Research Questions

In line with this purpose, this study seeks to answer the following research questions.

1. To what extent do early childhood teachers utilize YouTube in the classrooms?

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a) Which YouTube channels do early childhood teachers most frequently use in the classrooms?

b) What type of YouTube videos (including, but not limited to, video tutorials and "How To" videos, educational videos, challenge videos, unboxing videos, rhyme genre videos, animation videos, music videos, cartoons) do early childhood teachers mostly use in the classrooms?

c) What teaching techniques/ strategies do early childhood teachers use when viewing YouTube videos in the classroom? (Direct instruction, active teaching strategies, question-answer method) Why?

2. What are the main aims of early childhood teachers who utilize YouTube videos in the classrooms? (Preparation for the lesson, for fun, to motivate children)

3. What criteria do early childhood teachers consider while choosing YouTube videos they use in the classrooms?

4. What are the reasons for not using YouTube videos in the classrooms among early childhood teachers?

1.4. Significance of Study

Social media has now become an integral part of the lives of most of the world's people, especially the younger generation (McMillan & Morrison, 2006; Kaplan & Haenlein, 2009). Social media has been shown to be effective for learning (DeWitt et al., 2013). There are some benefits of social media in education, including; according to McLoughlin and Lee (2008), the possible benefits of social media tools in the context of education are providing social support, easily sharing information, and providing opportunities to produce and share content. Social media allows people, especially teachers and students, to access educational content (Olagbaju & Popoola, 2020). The YouTube video-sharing platform is one of these social media platforms and is very popular (Fyfield et al., 2021). Created in 2005, YouTube provides a publicly accessible platform that allows people to easily view content (YouTube, 2008). Pires et al. (2021) stated that YouTube has been one of the most disruptive platforms in the media ecology since its founding in 2005 and has become one of the

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world's largest platforms for accessing, searching, and viewing video content. It has more than 1.9 million monthly users (YouTube, 2019).

"YouTube ©" is a social media platform that has increased in popularity in recent years and is used for education in classrooms (Fleck et al., 2013; Shere and Shea, 2011). YouTube © includes a structure that tries to support each other in learning that each user has a contribution and value, and this is different from other sharing sites. (Skiba, 2007). This feature also shows that apart from its widespread use, YouTube should be examined as a separate research topic. Several previous studies have investigated the role of YouTube as a social media platform in learning (Kristiawan et al., 2021). However, Khan (2017) indicated that YouTube has been researched less compared to other forms of screen media. Besides, when the literature is examined, studies on social media (Ahn, 2011; Kert, 2011; Şişman Eren, 2014) and the use of social media in education (Acar & Yenmiş, 2014; Sarsar et al., 2015; Zachos et al., 2018) are mostly conducted with secondary school, high school and university students. However, determining YouTube use of early childhood teachers in educational environments can contribute to meeting the needs of teachers by early childhood education stakeholders.

Although there are studies in the literature on the use of YouTube in early childhood education (for example: İnan, 2021; Ali et al., 2022), these studies have differences with the current research. In İnan's (2021) dissertation study, which has a similar subject to the current study, early childhood teachers' screen use in early childhood environments was investigated. While İnan's (2021) study examined early childhood teachers' use of screen media, the current study aims to specifically (2021) investigate the use of the YouTube video platform. Another difference between the studies is that İnan's (2021) study investigated screen use in early childhood education settings, the current study investigates early childhood teachers' use of YouTube in the classroom. İnan's (2021) research results revealed that early childhood teachers prefer to use screen media most frequently in the classroom among early childhood education environments. This shows the importance of investigating media use in the early childhood classroom. There is a difference between the data collection tools of these two studies. In the study conducted by İnan

(2021), the data was collected by a survey. On the other hand, the current study aims to investigate participants' YouTube usage in depth using semi-structured interviews. In İnan's study, answers were sought to what extent early childhood educators use screen media in their education and to what extent they mediate screen media. In the current study, the extent of usage of early childhood teachers was investigated, in common with İnan's study. However, in the current study, early childhood teachers' use was investigated from several different aspects. For example, it has been investigated what teaching techniques/strategies early childhood teachers use when viewing YouTube videos in the classroom and why. Research advocates teaching techniques that encourage students to actively engage with the material because active engagement encourages deeper thinking (McGlynn, 2005). Therefore, teaching techniques that early childhood teachers use when using YouTube are important for children. In the current research, it is aimed to reveal the techniques that teachers use while investigating their use of YouTube. The researcher could not find any research similar to the current study regarding YouTube use in the early childhood classroom. It is hoped that this gap in the field will be filled with the current research.

Ali et al.'s (2022) study investigated how preschool teachers use YouTube to reinforce teaching and learning. Ali et al. (2022)'s study, how teachers use educational songs on YouTube while teaching, how they improvise with teacher-made songs while using YouTube, and the reasons why teachers do not use YouTube are discussed. There are differences between the current study and Ali et al's (2022) study. In Ali et al's (2022) study, it is aimed to find out how teachers use educational song videos while teaching, and in the current study, it is aimed to find out for what purposes and which channels and video types they use in the classroom.

In the current study, early childhood teachers are the primary sources that reveal the context of YouTube usage practices implemented in the classroom. According to Szeto and Cheng (2014), it is important to understand how YouTube is used by teachers to teach students in and outside the classroom. The current study examines teachers' use of YouTube. In this context, it can be concluded that it is important to reveal the use of YouTube in the classroom by early childhood teachers, who are the

children's first educational encounter. Accordingly, learning how teachers use YouTube in the classrooms gives clues to both stakeholders and researchers.

Moreover, Dong and Mertala (2019) stated that, considering the importance of providing opportunities for children to learn through technology and digital media, it is important that teacher education programs provide teachers with the knowledge and skills for the effective use of technology and digital media in classrooms. At this point, the current study reveals the number of teachers who use and do not use YouTube in the classroom among the participants. Teachers who state that they do not use YouTube in the classroom may need information and resources on how to use YouTube in the classroom. For example; There may be a participant in the class who does not have the technological equipment to open a YouTube video, and this teacher may not use YouTube because she or he does not have enough resources. Or, a teacher may need training because she or he lacks the knowledge and skills to use social media, including the YouTube video platform, in the classroom. However, even if teachers know how to use YouTube, they may not have the knowledge to use it in the classroom. With the results of the current study, teachers can have an idea about the YouTube channels and video types that teachers use most frequently in the classroom, the purposes of YouTube use, and what they pay attention to while choosing a YouTube video to use in the classroom. Additionally, in this study, teachers were asked why they did not use YouTube in the classroom. These reasons can be investigated and if teachers have equipment or training deficiencies, these can be minimized by stakeholders. Research shows that the effective and appropriate use of media tools in early childhood environments can support children's development and learning (Ihmeideh, 2014; Ihmeideh and Al-Khawaldeh, 2017; Palaiologou, 2016). In this context, it is clear that there is a need for research that includes early childhood teachers' use of YouTube in the classroom, the purposes for which they use YouTube in the classroom, and the reasons for not using it. Considering the potential benefits of media to children, it is important to uncover early childhood teachers' use of YouTube in the classroom.

On the other hand, research suggests that earlier and longer exposure to media is associated with an increased risk of psychiatric symptomology, including attention

problems, hyperactivity, anxiety disorders, and depression (Maras et al. 2015; Yen et al. 2009). Madigan et al. (2019) stated that early childhood children exposed to excessive screen time show delays in learning and cannot meet developmental milestones in problem-solving, language, and motor skills. In order to prevent children from being exposed to the screen too much, it would be effective for early childhood teachers not to use videos in the classroom too often. In this context, it is important to reveal the extent of use of early childhood teachers.

In the extent of teachers' use of YouTube videos, it is aimed to reveal the YouTube channels and video types that teachers use most frequently in the classrooms. Revealing the YouTube channels that early childhood teachers use most frequently in the classrooms may provide insight into what type of channels teachers prefer. For example, if the channels that teachers use most are channels where content is produced by educators with pedagogical training and expert teams, it can be inferred that teachers choose the video channel by paying attention to its appropriateness for children. Thus, media content producers can benefit from findings about the video channel and type characteristics that teachers use most frequently in the classroom while producing media content.

Moreover, a study on preschool teachers' media use shows that preschool teachers choose quality content to use with children. In İnan's (2021) study, among the media products most used by preschool teachers, the most popular album among music videos was Onur Erol - Karamela Sepeti album (8.05%, n=86), followed by; Pepee cartoons (7.12%, n=76), Sevimli Dostlar music videos (3.28%, n=35), Adisebaba fairy tale videos (3.09%, n=35) and documentaries about animals (3%, 09, n=35). Karamela Sepeti is a channel containing music video content prepared by an educator (Karamela Sepeti, n.d.). In the study conducted by Coşkun and Köroğlu (2016), Pepee cartoons were evaluated in terms of concept teaching. According to Coşkun and Köroğlu (2016), it is seen that the concepts are repeated in various ways in Pepee, and this is positive in terms of making it easier for children to learn the concepts. According to Yorulmaz (2013), Pepee program has been found to be beneficial to values education. As a result of İnan's (2021) study, it can be said that teachers use quality content that will positively support children's development.

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Thanks to the current study result, media content creators can see which content teachers choose from videos on YouTube. Thus, media content creators can produce content by paying attention to the elements included in the quality content chosen by teachers.

In education, YouTube can be used to showcase subject content, encourage students to seek information for projects, and inspire innovative teaching methods (Agazio and Buckley, 2009). Duffy (2008) argues that YouTube is in demand for supporting collaborative and creative learning and for critical evaluation. Clifton and Mann (2011) suggested that YouTube can be utilized in a variety of ways, including as a learning resource for searching for information to aid learning and as a tool to compare and analyze ideas and facilitate learning. In order to benefit from what YouTube offers, it is important to reveal the purposes of early childhood teachers' use of YouTube. With result of the current study, teachers' different purposes for using YouTube in the classroom have been revealed. When teachers learn these purposes, they can make evaluations and obtain information about the use of YouTube for different purposes.

The current study investigates what criteria early childhood teachers consider when choosing videos to use in the classroom. It is important to reveal the criteria that early childhood teachers' pay attention to when choosing the videos they use in the classroom for several reasons. Firstly, as a result of the current study, the criteria that early childhood teachers take into consideration while choosing videos to use in the classroom have been revealed. With the result of current study, media content creators can create their content by taking these criteria into consideration. For example, if teachers consider the video to be interesting for children when choosing a video to use in the classroom, media content creators can make their content interesting for children by using characters or songs that interest children. Secondly, although there is a lot of positive content on YouTube, there are also a lot of inappropriate videos (Subedar & Yates, 2017; Maheshwari, 2017). As a result of the current research, if negative content control is included among the video selection criteria of early childhood teachers, it can be inferred that teachers are aware of the prevalence of these inappropriate contents. However, if a similar criterion is not

found, it can be inferred that teachers may not be aware of inappropriate content. If it is not found that teachers have criteria for not containing inappropriate content, policy makers can provide in-service training to teachers in line with the results of this research, so that teachers become aware of inappropriate content on the social media platform YouTube. By revealing the criteria that early childhood teachers take into consideration while choosing the videos they will use in the classroom, an inference can be made regarding teachers' awareness of the factors to be considered when choosing videos, and policy makers can take steps to increase this awareness in line with the results of this research. Therefore, it is important to investigate early childhood teacher's video selection criteria from YouTube.

1.5. Definition of Important Terms

Early Childhood Education: Early childhood has been defined by UNESCO (2012) as the period from birth to age eight, it is an important period of growth in which brain development is at its peak. Early childhood education is the education given to children in this period and is a term defined using the developmental definition of birth to approximately age 8, regardless of programmatic, regulatory, or delivery sectors or mechanisms (NAEYC, 2016, p.12).

Video: The meaning of video is given as "A recording of a motion picture or television program for playing through a television set." (Merriam-Webster, n.d.)

The YouTube video platform: According to Alp and Kaleci (2018), the YouTube video platform is a Google company used to connect users, provide information and inspire other users. According to Jones and Cuthrell (2011), YouTube, which was founded in 2005 and acquired by Google in 2006, is a video sharing site that allows its users to upload, watch, share and communicate with other users.

Cartoons: Cartoons are fictions portrayed by animated figures and scenes that were broadcast on television (Oglesby, 1998).

Animations: Animation refers to a simulated motion picture depicting the movement of drawn (or simulated) objects. (Mayer and Moreno, 2002)

Technology: Generally defined as anything human-made that is used to solve a problem (NAEYC, 2020).

Media: The basic tools of mass communication (broadcast, broadcasting, and the Internet) are considered collectively (Oxford Dictionary, 2023).

Social Media: "As a term, social media represents all the tools and applications that enable users to interact using network technologies" (Boyd, 2008, p. 92).

Screen time: Screen time refers to the time spent on screen-based behaviors, including but not limited to TV watching, recreational computer use, video games, and more recently, smartphone and tablet use (LeBlanc et al. 2017).

Screen viewing: Behaviors such as watching television, using computers, mobile phones, tablets, and playing video games were seen as screen viewing (Thompson et al., 2017).

Media Literacy: According to Šuminas & Jastramskis (2020), media literacy is understood as the knowledge, competencies, and skills required to access media messages, analyze and evaluate messages, and participate in contemporary society. According to RTÜK (2016), media literacy is, according to its widely accepted definition, the ability to access media messages of various types (visual, audio, printed, etc.), to analyze and evaluate accessed media with a critical perspective, and to produce their own media messages.

CHAPTER 2

LITERATURE REVIEW

In this part of the thesis, a literature review was conducted to provide a basis for the study presented herein. This chapter offers the necessary background including the Ecological Systems Theory by Urie Bronfenbrenner, Bandura's Social Cognitive Theory, the YouTube © video platform, and the connection between YouTube © and Early Childhood Education.

2.1. Theoretical Background

In this part of the literature review, the theoretical framework of the study is presented. The Ecological System Theory developed by Urie Bronfenbrenner (1979) and Bandura's Social Cognitive Theory (1978) are considered to guide this research. For both, explanations regarding the theories will be presented first. Then, the connection between these theories and preschool teachers' use of YouTube © in the classroom will be provided.

2.1.1. Ecological Systems Theory

The ecological systems theory was developed from the work of Urie Bronfenbrenner (1977) in the field of psychology. Human development is understood by Bronfenbrenner (1977) as "the progressive, mutual adaptation over the lifespan between a growing human organism and the changing immediate environments in which it lives" (p. 514). He put forward the idea that dynamic environments have important effects on individuals who are still in the development stage and that individuals can, in turn, affect their environments (Bronfenbrenner, 2004; Bronfenbrenner & Morris, 2006). Bronfenbrenner identified the four components of *process*, *people*, *context,* and *time* as the basic components in the development of

individuals (Bronfenbrenner & Morris, 1998). Considering these four components, he developed two propositions in his theory. The first proposition is that developing individuals go through "*processes of progressively more complex reciprocal interaction*" with objects and symbols in the environment and other active, developing individuals. (Bronfenbrenner, 1995).

Bronfenbrenner identified processes as a special form of interaction between the individual and their environment which is called *proximal processes*, and defined as the basic mechanism of human development (Bronfenbrenner and Morris, 1998). These processes occur in the close relations between the child and the parent, and in the relations with the peers and teachers around the developing individual in the years following. Bronfenbrenner conceptualized proximal processes as drivers of development (Bronfenbrenner & Morris, 2006). Examples of proximal processes include playing or reading activities with a child, relationships between people, and the objects and symbols they come into contact with (Bronfenbrenner and Morris, 1998). The second proposition is that the impact of proximal processes varies greatly in relation to the changes that occur in developing individuals, their characteristics, the close and distant environments they participate in, and developmental factors. (Bronfenbrenner, 1994).

Bronfenbrenner (1989) conceptualized child development contexts as five nested environmental systems with bidirectional effects within and between systems: These systems are *microsystems*, *mesosystems, exosystems, macrosystems, and chronosystems*.

The *Microsystem* includes the child's relationships and interactions with her immediate environment (Berk, 2000). According to Rus et al. (2010), the microsystem includes family, peer group, classroom, and sometimes the church, temple, or mosque. Paquette and Ryan stated that (2001), in this layer, relationships have a two-way effect, both away from the child and towards the child. For instance, a child's parents can influence their behavior; however, the child also influences the parent's behavior and Bronfenbrenner calls these effects bi-directional influences.

Mesosystem refers to the layer that provides the connection between the child's microsystem structures (Berk, 2000). The mesosystem includes "the relationship

between the main environments that include the developing person at a certain point in their life" (Bronfenbrenner, 1977). Ettekal and Maholey (2017) stated that the mesosystem, the second system in Bronfenbrenner's ecological levels, includes processes that occur between multiple microsystems in which individuals are embedded.

Exosystems is a system that includes the units that the child is not in a direct relationship with but affects the development of the child through the people in the microsystems (Bronfenbrenner & Ceci, 1994). For example, although the parent's workplace and work are not directly related to the child, the change in the working hours of the parent affects the child. Therefore, the parent's job and workplace indirectly affected the child.

According to Bronfenbrenner and Ceci (1994), the *Macrosystem* includes the cultural values, belief systems, and lifestyles of the society in which the individual lives.

The other layer of ecological systems is the *Chronosystem*. This system includes the time framework individuals live in. Bronfenbrenner (1977) highlighted the significance of time to various environmental systems.

In conclusion, Bronfenbrenner's theory of ecological systems deals with the environments in which people live in and the effects of the interactions between these environments on human development.

2.1.1.1. Ecological Systems Theory and Social Media

In his description of the ecology of human development, Bronfenbrenner (1979) emphasized the developmental importance of everyday activities. Daily activities are a reflection of development, as the daily lives of people of different ages or growing up in different places and times vary significantly (Larson and Verma, 1999). According to Bronfenbrenner (1979), daily activities have a significant impact on human development. Nowadays, watching videos has become a daily activity for children (Izci et al, 2019). The results of Elias and Sulkin's (2017) study show high

rates of online monitoring of young children; Almost half of the children in the sample watch online content on a standard day. There are also studies showing that children are also exposed to media in schools (Çiçek & Şahin, 2022; Szeto, 2016). Çiçek and Şahin (2022) found in their study that preschool children are exposed to one type of media for approximately 30 minutes during a typical school day. Media tools and media messages have significant effects on people's daily activities (Mchale et al., 2009). Considering the development of the child, the effects of media on physical, cognitive, and social development can be observed (Jordan, 2004). In this context, it can be said that media has an unquestionably great impact on children's development because they are present in children's daily lives. That is, according to ecological theory, it can be said that the videos children watch affect their development when it is a daily activity.

Since humans are characterized by the use of increasingly complex tools (Maynard et al., 2005), theoretical models of child development require conceptual attention to contemporary tools, especially those commonly used by children (Johnson & Puplampu, 2018). The ecological systems theory (Bronfenbrenner, 1979) emerged before the Internet, and the impact of technology then (e.g., television) on development was conceptually located within the child's microsystem.

According to McHale et al. (2009), in Bronfenbrenner's ecological model, the microsystem, the closest level of influence, encompasses the environments in which people are directly involved, for example, ranging from the number of television sets in the home to the patterns of parents and siblings. Schools can play an important role in people's use of media through modeling and explicit encouragement (e.g., use of news media or videos in the classroom) through instruction on how media should be used (e.g., teaching educational rules) (McHale et al., 2009).

The mesosystem focuses on the connections between two or more systems, such as the home, play environments, and school (basically, connections between different microsystems) (Krishnan, 2010). For example, what happens in a microsystem, such as the home where a child lives in, can affect him or her, and what happens at school can affect interactions at home (Krishnan, 2010).

At this environmental layer, media-related regulations in school environments can have an impact on children's development (Mchale et al., 2009). An example of this is school internet portals that allow parents to view their children's homework (Johnson and Puplampu, 2008). Additionally, school administrations may have different opinions about the use of social media in the classroom. This situation affects the media that children will be exposed to in schools.

While there are direct effects on the child in the microsystem and mesosystem, the effects of other systems are indirect (Bronfenbrenner & Ceci, 1994). In the exosystem, for example, parents' Internet use at work may affect the child's Internet access at home (Johnson and Puplampu, 2008). In the macrosystem, media tools can be used to spread ideas, and these ideas can have an impact on human development (Johnson and Puplampu, 2008).

Johnson & Puplampu (2018) propose the ecological technosubsystem, a dimension of the microsystem, given the ever-increasing availability of childhood technology. The technosubsystem involves the child's interaction with communication, information, and entertainment technologies, both living (e.g., peers) and nonliving (e.g., hardware) in immediate or direct environments (Johnson & Puplampu, 2018).

In summary, this section of the literature review examines social media and Bronfenbrenner's Ecological Systems Theory. The impact of the media is located in the microsystem and has a direct effect on the child. However, in other systems, the impact of media may be indirect, if not direct, on the child. The reason for this is that, according to the ecological systems theory, each system has effects on each other and on the child. As presented above, systems that are close to the child, such as the microsystem, have a direct effect on the child, while systems that are far away from the child, such as the macrosystem, have indirect effects on the child.

2.1.2. Bandura's Social Cognitive Theory

In Bandura's social cognitive theory, children can learn through "observational learning" in which they imitate certain behaviors with adult and peer modeling

(Bandura et al. 1961). Bandura (1971) argued that in the social learning system, new behavior patterns can be gained through direct experience or by observing the behavior of others. Bandura (1971) argued that the more primitive form of learning, based on direct experience, is largely driven by the rewarding or punishing consequences that follow any action. In social learning theory, Albert Bandura (1977) agreed with the behavioral learning theories of classical conditioning and operant conditioning but added the following: There are mediating processes between stimuli and responses, and behavior is learned from the environment through the observational learning process. Muro and Jeffrey (2008) stated that this theory is often referred to as a bridge between behavioral learning theories and cognitive learning theories.

Bandura (1971) claimed that most of the behaviors exhibited are learned intentionally or unintentionally, through the influence of example. Navabi and Bijandi (2012) stated that people observed in this theory are called *models*, and the learning process is called *modeling*.

According to Bandura (1971), there are several reasons why the effects of modeling are prominently embedded in human learning in everyday life. When errors are costly, new forms of response can be developed by providing qualified models who show how required actions should be performed. Moreover, some complex behaviors can only be produced by the influence of models. For instance, it would be impossible to teach linguistic skills to a child who has never had the opportunity to hear speech before.

Navabi and Bijandi reported that (2012), previous studies confirmed that many behaviors can be learned at least in part through modeling. Bandura (2006) stated that students' ability to watch their parents' reading and the representations of math problems are some examples that can be given in this regard.

Bandura et al. (1961) argued that aggression can be learned with models. Navabi and Bijandi (2012) stated that many studies have found that children become more aggressive when they observe aggressive patterns. Bandura's famous experiment,

known as the *Bobo doll experiment*, which demonstrated that similar behaviors are learned by individuals who shape their own behavior after the models' actions (Bandura et al., 1961). In Bandura's famous Bobo Baby experiment, when children who observed aggressive behavior (for example, an adult hits Bobo Baby with a hammer) were asked to play with toys, they induced more aggressive behavior than children who observed nonaggressive behavior (Bandura et al., 1961). In studies on young children's imitative aggression, exposure to aggressive models, live or in film, consistently leads to high levels of aggressive behavior (Bandura, 1969).

Bandura stated that (1971), the social cognitive theory assumes that modeling effects produce learning through their informative function and that observers gain symbolic representation of modeled activities rather than stimulus-response associations. Navabi and Bijandi (2012) stated that in this experiment, children received no incentives to beat the baby and simply imitate the behavior they observed. Navabi and Bijandi (2012) stated that Bandura named this phenomenon as observational learning and explained the elements of effective observational learning as *attention, retention, reciprocation, and motivation*. Bandura and Jeffery (1973) stated that ''Within this framework, acquisition of modeled patterns is primarily controlled by *attention* and *retention processes*. Whereas the performance of observationally learned responses is regulated by *motor reproduction* and *incentive processes''*.

Attentional processes were described as cognitive abilities that ''regulate sensory registration of modeled actions'' (Bandura & Jeffery, 1973, p. 122). Bandura (1971) stated that if the basic features of the behavior of the model are not taken into account or not noticed, not much can be learned through observation, therefore, one of the component functions of learning by example is related to attention processes. Bandura argued (1971) that, exposure to models alone will not make them participate, they will surely choose the most relevant among many features, and even accurately perceive the aspects they notice. According to Bandura (1971), although models with interesting characteristics are sought, those with unpleasant features are ignored. According to Navabi and Bijandi (2012), Bandura identified three basic *observational learning* models in this process: a *live model* that includes a real person performing a behavior, a *verbal model* that includes descriptions of a

behavior, and a *symbolic model* that includes real or fictional characters displaying behaviors in books, movies, television shows, or online media.

According to Bandura (1971), some forms of modeling are so rewarding that they can hold the attention of people of all ages for a long time, and nowhere is this better demonstrated than in televised modeling. Bandura et al. (1966) stated that the models presented on television are effective in attracting attention and that viewers learn the behavior depicted regardless of whether they are given additional incentives.

Retention processes were processes that took "transitory influences and converted to enduring internal guides for memory representation" (Bandura & Jeffery, 1973, p. 122). Bandura (1971) stated that if a person has no *memory* of a model's behavior, he or she is not much affected by observing it, and a second main function involved in observational learning is the long-term retention of modeled activities.

Fryling et al. (2011) explained *motor reproduction processes* as processes that carry component actions stored in memory into explicit actions similar to those of modeled behaviors. According to Bandura (1971), the amount of observational learning a person can exhibit behaviorally depends on whether they have acquired the component skills. Bandura (1971) explained that once a person has the constituent elements, they can combine them to produce new behavioral patterns, but if the component response is missing, behavioral reproduction will be faulty.

Fryling et al. (2011) state that *motivational processes* determine whether behavior will emerge as an overt action. According to Boeree (2006), unless you have the *motivation* to imitate, that is, you have a reason to imitate, you will do nothing. According to Boeree (2006), Bandura mentions the following set of motives: past reinforcement, promising reinforcements (incentives) that we can imagine, and indirect reinforcement, which refers to seeing and remembering the reinforced pattern. When positive incentives are offered, observational learning takes action immediately (Bandura, 1965b).

In the next part, the connection between these theories and the current study is presented.

2.1.3. The Connection Between Bandura's and Bronfenbrenner's Theories and Preschool Teachers' Use of YouTube © in the Classroom

There are several connections between the current study and the Ecological Systems Theory proposed by Bronfenbrenner (1979). When the four circles of the microsystem, mesosystem, exosystem, and macrosystem are considered, different elements such as family, teachers, peers, neighbors, and culture as well as the interactions between these elements directly or indirectly affect the development of the child (Bronfenbrenner, 1979). The first circle, the microsystem, directly affects the child as a circle close to the child (Bronfenbrenner, 1979). The classroom and teacher in the first circle, the microsystem, are related to this study. The teachers used as samples in the current study are an element that directly affects children in Bronfenbrenner's theory. Moreover, Bronfenbrenner conceptualized proximal processes as drivers of development (Bronfenbrenner & Morris, 2006), and examples of proximal processes include play and reading activities with the child, and relationships between people and the objects they come into contact with (Bronfenbrenner & Morris, 1998). The current study investigates preschool teachers' use of YouTube videos in the classroom. Teachers' use of YouTube videos with children in the classroom was considered a proximal process. These processes constitute the theoretical framework of the current study.

The macrosystem includes the cultural values, belief systems, and lifestyles of the society in which the child lives (Bronfenbrenner and Ceci, 1994). While the cultural difference between societies was more evident when media such as newspapers, radio, television, and the Internet were not widespread, today, with the development of media, people can now see how people on the other side of the world live like (Altun et al., 2011). This actually ensures that cultures are influenced by and resemble each other (Altun et al., 2011). In this context, it can be said that through social media, children can get to know other cultures other than the one they are in and be influenced by these cultures.

There are several connections between this study and Bandura's social cognitive theory. It is also important to emphasize that, according to this theory, children more

often choose role models that have meaning for them, can stand as strong figures, and have common characteristics with them, such as teachers (Bandura, 1977). Children can learn their teachers' behaviors by observing and imitating them. Drawing on Bandura's Social Learning Theory (1977), it can be concluded that if teachers choose videos suitable for children, use them in their classrooms, and act as role models, children are more likely to choose and watch similar videos. Besides, Bandura's theory states that children can acquire behaviors through symbolic models. In this context, it can be said that children can acquire a certain behavior by observing and imitating the models in the videos that teachers use in the classroom (Bandura, 1976).

Young children's exposure to aggressive models in film consistently leads to high levels of aggressive behavior (Bandura, 1969). In this context, preschool children's exposure to aggressive behavior in YouTube videos may lead to enacting these behaviors. With Bandura's theory (1969), it can be said that the current study is related to being exposed to videos containing aggressive behavior in children, leading to aggressive behavior. For example, a child who watches violent films receives the message that violence "works" even if it is to punish the bad people, and adopts violent behavior through "observational learning." (Ministry of National Education, 2013).

As mentioned before, according to Bandura (1977), children more often choose role models who can stand as powerful figures. In addition, according to the findings of the research titled "Students' Perception of Violence" conducted by the Ministry of National Education in 2008, 58.6% of the students stated that the primary source of violence was "the desire to be strong like the movie heroes on television" (Ministry of National Education, 2008). In this context, it can be said that the characters in the videos that teachers choose for children to watch are important. The current study investigates the criteria that preschool teachers pay attention to when choosing videos.

The degree of observational learning may be governed in part by incentive-related clusters that exert selective control over the direction, intensity, and frequency of

observational responses (Bandura et al., 1966). In this context, the frequency of video use of the participants in the current study is important because the degree of observational learning may increase as the frequency of participants' use of videos increases.

2.2. Media Literacy

It has been revealed that children, who are vulnerable recipients of visual, audio, and written media, need to be made aware of the media they consume, starting from primary education, and so that they would be able to assess the media at hand and reach a level of awareness that can enable them to decipher the language of the media and take part in the communication phenomenon as an active individual instead of being a passive receiver (MEB, 2006).

In one of his studies, Morley (2005) explains the effectiveness of today's audience as follows:

> "...it has been discovered that people in front of the TV set are active in every way, reading dominant cultural forms critically, perceiving ideological messages selectively and subversively. Recent audience research, as Evans says, can be characterized by two basic assumptions: (a) The audience is always active, (b) The content of the communication tool is always polysemous or open to interpretation" (Morley, 2005:98). In this context, it can be inferred from the words of Morley (2005) that the audience has the power to effectively interpret the message being presented through its own filter. Social media can be defined as "forms of electronic communication" in which users create online communities to share information, ideas, personal messages, and other content (such as videos)." (Merriam-Webster, 2021). Social media has become a medium used by many people and institutions today (Carlsson, 2019). With the spread of social media in today's world, it can be said that people can be exposed to different messages and therefore it is important for the audience to filter media messages.

Media literacy has been defined as the ability to use, analyze, and evaluate media in various ways (Aufderheide, 1997) and generally involves asking questions about what media consumers watch, see, and read (Hobbs, 2001). Ofcom defined media literacy as "the ability to access, understand, and create communications in a variety of contexts" (Ofcom, 2006). Adams and Hamm (2001) defined media literacy as the

ability to create personal meaning from the visual and verbal symbols we receive every day through television, advertising, film, and digital media.

Media literacy includes not only accessing information sources but also understanding and interpreting the sources (Bawden, 2001)There are four basic dimensions of media literacy: access, analysis, evaluation, and formation. Access involves accessing relevant resources; analysis involves examining media messages; evaluation involves making judgments about the message based on personal experiences; and creation involves creating new messages about the media's message (Livingstone, 2003; Thoman and Jolls, 2004).

Adams and Hamm (2001) stated that media literacy is more than challenging students to decipher knowledge. They must be critical thinkers who can understand and produce the media culture that revolves around them" (p. 33). "Critical thinking" about the media is a central goal in media literacy (Buckingham, 1998). Kurfiss (1988) defined critical thinking as what occurs when teachers ask problems or questions as an "entry point" to a subject, using techniques that bring up topics for discussion or evaluation rather than providing information with a lesson-centered approach. Ediger (2001) claimed that critical thinking "creates the consumer wanting to know whether the content is presented accurately, adequately researched, and whether the intent is honest (p. 124).". In a study conducted by Arke (2005) with the participation of 34 students from Duquesne University, a test consisting of multiple choice and open-ended questions regarding three different forms of media literacy (television, radio, and printed sources) and the California Critical Thinking Dispositions Scale were used. Arke (2005) stated that as a result of the research, it has been determined that there is a significant relationship between media literacy and critical thinking and that media literacy education is an important tool for acquiring critical thinking skills.

According to many studies, the impact of media begins in childhood and appears positive or negative in later life (RTÜK, 2016). For this reason, it is important to acquire media literacy skills from an early age, and parents and schools are two important channels that can support the acquisition of media literacy skills at a young age (RTÜK, 2016). The fact that this skill is acquired by parents calls into question

the existence of media awareness and the ability to analyze media culture in families with various socio-economic conditions (education, income, age, etc.), and therefore, the inclusion of media literacy into the education system paves the way for equal opportunities for children in this regard (RTÜK, 2016).

The earlier individuals learn and begin to perceive the difference between the existing reality and the reality presented in the media, the more negative effects of the media can be reduced (MEB, 2006). Therefore, it can be said that teachers need to have media literacy awareness in order to raise media-literate individuals who can think critically.

Media produces content in three basic groups such as news, entertainment, and advertising; it presents such content through mediums like the radio, television, computer, and the Internet; and informs, entertains, and promotes with this content (Altun et al., 2018). Media can create positive and negative experiences (Altun et al., 2018). Just as adequate sleep, balanced nutrition, and sports are necessary for a healthy life, healthy media use is also necessary. It is necessary to act consciously, selectively, and responsibly when using media. Using media healthily means being aware of when, for how long, and for what purpose we use media and technology (Altun et al., 2018). In this context, it can be said that when teachers use appropriate videos for the right purposes, they can set an example for children in terms of choosing the right content from media sources and using it for the right purposes.

2.3. The Use of Video in the Classroom

Cruse (2006) stated that using audiovisual materials in the classroom is nothing new. The wide availability of videos makes them attractive for using them for educational purposes (Jones and Cuthrell, 2011). The use of educational videos in classrooms has increased steadily over the past 20 to 30 years, according to a series of studies conducted by the Corporation for Public Broadcasting (1997). According to Winslett (2014) the popularity of video in educational settings was established almost a decade ago. Allison (2015) argued that 80 – 90% of educators regularly use videos in the classroom. Many teachers use documentaries, TV shows, or fictional films as

"enrichment" to enhance the coverage of subject areas (Weller & Burcham, 1990). Teachers use videos in the classroom because these materials can help explore cultural contexts, are easy to integrate into the curriculum, and provide flexibility in materials and teaching techniques (Aiex, 1999). According to the research, videos are not only widely used but are also seen as highly valuable as a more effective and creative teaching tool (CPB, 1997).

Research supports the theory that viewing is an active process, "an ongoing and interconnected process of monitoring and comprehending" and can be "a cognitive activity that develops with the child's development to promote learning" (Marshall, 2002, p. 7). Mayer (2001) states that, although it may seem passive, viewing can involve the high cognitive activity necessary for active learning: "Well-designed multimedia instructional messages can encourage active cognitive processes in students even if they appear to be behaviorally inactive" (p. 19). Many studies suggest that video, as an instructional resource, contributes to improving learning directly or indirectly through increased student engagement (Berk, 2009; Tuong et al., 2014; Chatti et al., 2014).

According to Gardner's theory of multiple intelligences, an individual has at least eight distinct intelligences of varying strengths and preferences: linguistic, logical mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Gardner, 2006). Gardner's theory claims that the way the subject is conveyed will affect the individual's ability to learn and teachers should take all these intelligences into consideration when planning instruction (Brualdi, 1996). While traditional textbooks generally take a linguistic approach to learning, the multiple modes of video can embrace a variety of approaches, such as aesthetic, logical, or narrative, along with the linguistic approach, and can address the needs of a wider range of students (CPB, 2004). Video is seen by teachers as particularly effective for reaching visual learners and special groups (CPB, 1997).

Barron (1989) argues that video not only creates learning contexts that would otherwise be inaccessible but can be re-watched in some cases to enable learning by those with learning disabilities or at risk of poor school performance. Educational

television and video improve students' comprehension and discussion skills, adapt better to different learning styles, increase student motivation, and support teacher effectiveness (CPB, 2004). Fisch (2005) summarizes research conducted since the early 1970s as providing important basis for the educational effectiveness of Sesame Street. Middle and high school students who watched Sesame Street and other educational TV during preschool received higher grades and showed higher academic self-esteem than their peers who did not watch educational television (Anderson et al., 2001). "There is strong evidence that the simultaneous presentation of pictures and speech improves learning (known as the multimedia effect)" (Mayer, 2002, p. 105).

Studies show that positive learning and affective outcomes increase significantly when video is integrated into the rest of the course (CPB, 2004; Mares, 1996). Effectively integrating video into classroom teaching involves preparations and activities before, during, and after viewing (National Teacher Training Institute, n.d.). According to Cruse (2006), teachers can prepare for video use by previewing the content, setting purposes for viewing, and deciding which choices will best support that purpose. The quality of the content and its appropriateness for the purpose affect the effectiveness of its use (Derbel and Al-Mohammadi, 2015).

Children's education programs are a type of program prepared for educational purposes by evaluating the needs of children (RTÜK, 2014). Educational videos are rich content that combines visual and verbal learning processes (Kılınç et al., 2017). By making the videos created by combining moving images with sound educational, the usability of educational videos has been demonstrated, and educational videos can be an effective learning material (Ata & Atik, 2017). Educational videos that appeal to more senses can be effective in understanding and visualizing the subjects more easily (Yıldırım & Özmen, 2012). By providing a rich content environment, educational videos are also effective in attracting students' interest in the subject and increasing their motivation (Yıldırım & Özmen, 2012).

RTÜK (2014) defined cartoon and animated films are types of programs that animate objects with single frame shots, using movement and line forms, and are mostly used

to convey messages to child audiences. According to TDK (n.d.), a cartoon is a cinema film consisting of consecutively drawn images that indicate the movements of the characters on a subject. A music video is a video recording of a performance of popular music (Merriam Webster, n.d.). RTÜK defined (2014) documentary programs as a type of program that takes its subject from real events and nature, deals with the event in its own environment and flow or in selected places within the arrangements established later, and presents the situation determined by certain classifications based on science to the audience.

2.4. Social Media

With the development of technology and the invention of smartphones and internet-connected devices, the use of social media has become popular among people all over the world (Boyd and Ellison, 2007). Social media is a group of Internet-based applications that enable the creation and sharing of user-generated content. (Kaplan and Haenlein, 2010). The basis of social media is social interaction, which provides participants with the opportunity to share ideas, thoughts, and information, where time and place are not important (Carlsson, 2010).. Some features of social media is given below (Zafarmand, 2010, p. 10):

Participation: Social media eliminates the distance between the audience, listener, and media by encouraging people's participation.

Conversation: Since social media includes comments, it appears as a two-way communication.

Openness: Most social media services are open to participation and encourage voting and commenting.

Community: People who form communities in the social media environment effectively establish relationships with each other.

Connectivity: Many forms of social media thrive because they are connected to other websites and people.

Creating Content in the Media: Today, creating content in the media is not limited to journalists and organizations; anyone with computer knowledge can publish and share their thoughts, videos, and everything they produce.

Creating a New Influencer Layer: Social media users are known as the new influencer layer.

Erkul (2009) listed the requirements for an application to be considered as social media as follows: having users independent of the publisher, user-generated content, interaction between users, and no time and space limitations.

The factors that make social media powerful can be listed as having low cost, fast access and up-to-date information, sincerity, introducing the target audience, making measurement and evaluation easier, providing the opportunity for direct communication, and the reliability of the information obtained through reference (Bostancı, 2010). Thanks to the developing technology in recent years, the ability to access social media environments through devices such as tablets and phones, as well as computers, has enabled it to reach more users easily. The past decade has witnessed the significant impact of social media technologies on educational practices (Eysenbach, 2008; Yost and Fan, 2014). Kreutzer and Hinz (2010) identified several types of social media platforms: microblogging sites (e.g., Twitter), media sharing sites (e.g., YouTube), and social networking sites (e.g., Facebook). Examples of social media tools used for educational purposes can be seen in Facebook pages, Twitter accounts, Blogs and wikis created by schools or classrooms and made available to closed user groups (e.g. Ranieri et al., 2012). Detailed content about social media and education is presented under the title "Social Media and Education".

2.4.1. Social Media and Education

It has been stated that social media can be considered a pedagogical tool, and the possible benefits that these tools can provide in the educational context are listed as follows (McLoughlin & Lee, 2008, p. 69):

Social support and connectivity: Applications, such as Facebook, support individuals in creating networks and also enable them to establish ties between these networks.

The discovery and sharing of collaborative knowledge: Sharing data with many applications becomes quite easy. In this way, individuals with similar interests can learn from each other.

Content creation: Individuals in social media environments play the role of producers and consumers of information.

The aggregation of knowledge and information and content modification: The content is taken and consumed according to the learner's wishes.

Faizi et al. (2013) stated that the rapid growth of social media due to technological factors is extraordinary and that social media has become a part of the lives of millions of people and has a great impact on every aspect of our lives. Considering that the majority of its users are teachers and students, it seems that social media affects the way of teaching and learning. (Faizi et al., 2013).

Research on social media in education shows that integrating social media into learning and teaching environments can reveal new forms of inquiry, communication, and collaboration or have positive cognitive, social, and emotional effects (Gao et al., 2012; Greenhow and Robelia, 2009a; Pimmer et al., 2012).

There are some potential benefits of using social media in education. Firstly, according to Faizi et al (2013), studies have shown that the successful execution of a learning experience depends on many things. One of these is effective communication between teachers and their students. According to Jones, V. F. & Jones, L. (1981), if teachers are connected to their students, they are more likely to help students learn quickly and at a high level. Faizi et al. (2013) argue that social media can also improve communication both between students and teachers and among students, and thanks to communication between students, students can use social networks to talk to each other about upcoming assignments.

Secondly, Faizi et al. (2013) stated that social media tools are effective ways to increase students' participation. Lottering's study (2020) concluded that student

performance improved with the use of social media as a tool for student engagement. A student who does not attend class may participate in structuring the learning experience with their teacher and feel more comfortable sharing their ideas on Facebook, YouTube, or similar platforms (Faizi et al., 2013).

According to Faizi et al. (2013), another benefit of social media is that it enables collaboration. Collaboration within an online learning community refers to any teaching method in which students work together in groups toward a common goal (Mattessich et al., 2001).

2.4.2. Social Media Impact on Children

Media exposure has been discussed in terms of its impact on early childhood development (Madigan et al., 2019; Tomopoulos, 2010). LeBlanc et al. (2017) stated that screen time refers to the time spent doing behaviors such as watching TV and using smartphones and tablets. The World Health Organization (WHO) guidelines recommend limiting screen time to no more than 1 hour per day for children (World Health Organization, 2019). There are studies on the effects of excessive media exposure on children's health (e.g.: Twenge & Campbell, 2018; Hancox et al, 2004). These studies have shown that excessive screen time is not only associated with poorer physical health and obesity in later life but also is associated with mental health problems in children (Twenge & Campbell, 2018; Poulain et al., 2019). Moreover, research shows that high media use in preschool children is linked to behavioral problems and hyperactivity in the coming years (Poulain et al., 2019; Christakis et al., 2004).

On the other hand, other studies have revealed links between young children's media use and developmental outcomes (Bittman et al., 2011; Rice et al., 1990). Participating in various forms of social media is an activity that research has shown benefits children by improving communication, social connection, and technical skills (Ito et al., 2008).

2.4.3. Social Media and Early Childhood Education

High-quality preschool education has long-term educational, social and economic benefits (Barnett, 2003). Preschool education needs to follow innovations and current

information (Marklund, 2015). Therefore, it is important to use social media platforms in education (Gülmez, 2019). The use of social media platforms in early childhood education has benefits for teachers and children in both the planning and evaluation processes of the learning-teaching process (Uyanık Aktulun and Elmas, 2019). On the other hand, as mentioned before, there are research results in the literature showing that excessive screen viewing and exposure to inappropriate content have some negative effects on children (e.g., Twenge & Campbell, 2018; Poulain et al., 2019). In this context, it can be said that it is important for preschool teachers to use social media in a way that is beneficial to children.

It is thought that when teachers use social media, the educational process will be enriched and students' creativity will be improved (Menteşe, 2013). Possible benefits of using social media for preschool teachers can be listed as being able to follow experts, receiving material support and exchanging information, ensuring more active participation of the family in the education process, and reporting problems more easily. (Uyanık Aktulun and Elmas, 2019).

Early Childhood Education Program (2013) has a "developmental", "spiral" and "eclectic" structure that takes into account children's developmental characteristics, interests and needs, and environmental conditions. It is also a program that encourages the use of daily life experiences and immediate environmental opportunities in the field of education, where the subjects are tools rather than goals (Ministry of National Education, 2013). Thanks to the features of social media, it can be used as a material that meets the needs of children. Besides, they can create opportunities for children to engage in daily life experiences. For example, a child who watches a cartoon about a day in the life of the characters in a cartoon can watch the characters' daily activities such as waking up in the morning, having breakfast with their family, brushing their teeth and going to school, and thus gain daily life experiences. Besides, by watching how two friends solve a problem in class together in a cartoon, they can get an idea about how to solve a similar problem when a similar problem arises in their class.

Hadjipanayis et al. (2019) stated that social media use has become an integral part of children's lives. In recent years, the use of social media is also increasing in early

childhood education (Lu, 2022). Hadjipanayis et al. (2019) conveyed that social media provides many benefits to children. A wide range of benefits have been reported in children who regularly interact with social media, including increased socialization, increased sense of emotional connection with peers, and improved communication (Ito et al., 2018; Reich, 2010). Additionally, social media can have a positive impact on children's education (Hadjipanayis, 2019). Research has shown that quality educational media can enhance young children's learning (e.g., Fisch and Truglio, 2001; Jennings et al., 2009). In their study on Sesame Street, Anderson et al. (2001) demonstrated how viewing quality educational television during the early childhood years can lead to academic and social benefits. In recent years, social media tools have been increasingly used in language and literacy teaching (e.g., Wang & Va'squez, 2012; Istifci and Doğan Ucar, 2021). Penuel et al. (2012), using content from educational programs, investigated whether a curriculum supplement organized as a series of teacher-led literacy activities could improve early literacy outcomes for low-income preschoolers. 80 preschool teachers implemented a 10-week media-rich early literacy intervention or a comparison condition using clips from Sesame Street, Among the Lions, and SuperWhy! (Penuel et al.,2012). Media-rich literacy support has been shown to have positive effects on children's ability to recognize letters, letter sounds, and initial sounds of words (Penuel et al., 2012).

According to Yıldırım and Özmen (2011); sharing videos to support lessons, following educational videos and using video sharing sites will contribute greatly to increasing the quality of education. There is an increase in the use of video sharing platforms (Keskin and Sayıkli, 2017; Kılıç and Çelik, 2014).

2.5. The YouTube © Video Platform

YouTube © is the most popular social media platform (Fyfield et al., 2021). YouTube © provides opportunities to watch and share videos. Additionally, people can make comments about the videos under them. YouTube © contains videos about many subjects. In this way, many people can find the video they are looking for through this platform. At the same time, thanks to this platform, everyone who is a member of the platform can share the videos they have made in a way that allows people living all over the world to watch them.

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YouTube © is the most popular video-sharing site in the world and the site is named a "social phenomenon" (Long, 2008 cited by Mayora, 2009: 4). There are several reasons for the popularity of this video-sharing site. Webb (2007) stated that YouTube © has a feature that allows you to send videos to a mobile phone, allowing easy access anywhere at anytime. According to Alon and Herath (2014), YouTube ©'s low cost, fast access, and potential to reach a global audience have allowed educational, entertainment, marketing, and science-related videos to be uploaded to the platform since 2005.

Recent research studies have reported that approximately 87% of YouTube © users find YouTube © useful for how-to and learning content (Perrin and Anderson, 2018; Smith et al. 2019). Educators have incorporated YouTube © videos as a dynamic element of course instruction to enhance knowledge transfer and skill development (Clifton and Mann, 2011; Copper and Semich, 2019).

Ofcom (2017) has stated that cartoons, animations, funny videos, music videos, game narrations, and "how-to" videos from video genres are determined as the most preferred videos by children aged 3-7. Although the YouTube © video platform has become one of the most popular apps in the world for young children to interact with (Marsh et al. 2019; Rideout, 2017), it has been little researched compared to other forms of media (Khan, 2017).

2.5.1. YouTube © Videos

Cheng et al. (2008) stated that users can choose from one of the 12 categories when uploading videos to YouTube ©, and stated that the distribution of these categories is skewed. The most popular category is "Music" with approximately 22.9%; the second is "Entertainment" with approximately 17.8%; and the third is "Comedy" with approximately 12.1%. "Not available" refers to videos that are set as private and "Removed" refers to videos that have been deleted by the uploader or a YouTube moderator (due to violation of terms of use), but are still linked by other videos.

According to Wilson (2020), many television networks that focus on children's programming, such as Nickelodeon and Cartoon Network, have their own channels

on the YouTube © video platform where viewers can watch clips of their favorite shows. The national channel TRT Çocuk offers content for preschool and school-age children (TRT Çocuk, n.d.). The TRT Çocuk channel has a channel on YouTube ©. According to the findings of İnan's (2021) thesis study, it was revealed that cartoons were the most preferred media type by the participants. According to the responses, Pepee, Kukuli, and Niloya stood out the most in the cartoon category, and these three cartoon series are shown on the TRT Çocuk channel, Turkey's national television channel (İnan, 2021). In their research, Arslan and Duman (2018) examined the motor development objectives in the Early Childhood Education Program in cartoons. As a result of the research in which 230 cartoons were watched, Pepee was the cartoon that featured the most motor development area (Arslan & Duman, 2018). In a study examining the cartoons broadcast on the TRT Çocuk channel, it was revealed that cartoons mostly contain values and kindness (Akıncı and Güven, 2014).

As explained above, many television networks have their own channels on YouTube © where people can watch their videos (Wilson, 2020), but these networks do not make up the majority of children's content on YouTube ©. Wilson (2020) stated that independent "content creators" provide a video supply that tends to superimpose many characters by using recognizable programs' characters in unauthorized ways (such as Spiderman).

Wilson (2020) stated that many of the most popular videos for children are known as "unboxing" videos, which are actually product placement ads. According to Wilson (2020), for example, a video titled "20 Surprise Eggs, Kinder Surprise Cars 2 Thomas SpongeBob Disney Pixar" has over 900,000,000 views and in this video, a pair of hands open a chocolate egg with a small toy inside.

2.6. The Videos on the YouTube © Video Platform and Early Childhood Education

In this section, the research and their results in the literature on YouTube © and Early Childhood Education are presented. The limited number of studies on this subject reveals the importance of the current study in terms of literature.

2.6.1. Potential Benefits of the Videos on the YouTube © Video Platform

Neumann and Herodotou (2020) claimed that videos can be used to support learning and as an engaging springboard for classroom activities, inspire children's creativity, and help them research and prepare projects on an interesting and exciting topic (for example, building a volcano at a science activity). Constructive conversations with children about what they watch on the YouTube © video platform can support the development of 21st-century skills such as critical thinking in children, and adults can share moral themes and make connections with the real world with their children through these videos (Neumann & Herodotou, 2020).

Using YouTube © videos in education has many benefits such as attracting students' attention, encouraging creativity, facilitating difficult-to-observe experiences, and making learning fun (Alhudaydi, 2018). Thorpe (2006) argued that video increases student and teacher performance and improves student-teacher interaction, facilitating student achievement. According to Naigles and Mayeux (2001), although it is not clear that social media can support their learning of more complex language skills such as grammar, it can encourage children to understand and use new words. Watching programs that promote language development by tagging, encouraging repetition, and interacting with characters can nurture positive learning outcomes. (Moussiades et al. 2019).

Szeto and Cheng (2014) examined pre-service teachers' use of YouTube © for teaching purposes during their teaching practice and found that YouTube © was perceived as useful for teaching in kindergarten.

Chtouki et al. (2012) stated that one of the advantages of YouTube © is that it is a free web-based service that contains videos about concepts so that teachers can easily search for a video about a particular concept and then share it with students.

In a study on preschool children's viewing of "Sesame Street" and their vocabulary development, television viewing diaries were collected from two groups of children, aged 3-5 and 5-7, for 2 years (Rice et al., 1990). The results show that the content

and presentation formats of "Sesame Street" are well suited to preschool children's vocabulary development, regardless of parental education, attitudes, and the child's gender, and reveal the instructional uses of the video (Rice et al., 1990). Therefore, it can be said that if appropriate content is selected, as in the Sesame Street example, it can be beneficial to children's development.

There are other advantages of using video in education in the literature: improving the understanding of the content and the academic performance of students (Fuller and France, 2016); improving communication skills (Karami, 2019); and providing motivation and learning (Yıldırım, 2018). The other advantage of using video is the possibility of students experiencing watching themselves and their peers on video (Leung et al., 2019).

Zakarian's (2013) thesis study investigates educators' use of social media in their classrooms and examines the use of three social media sites (Facebook, Twitter and YouTube) and the use of these technologies in education. The results of the study show that educators are more likely to implement YouTube into course curricula than Facebook and Twitter (Zakarian, 2013). The results also show that such use has a positive relationship with student participation (Zakarian, 2013). Besides, the findings reveal that educators recognize the educational benefits of incorporating social media into their teaching (Zakarian, 2013).

YouTube is thought to provide three types of opportunities: the first is information opportunity, concerned with searching for information and communicating to improve one's subject knowledge; the second is demonstration, concerned with the demonstration of information through the use of computers; third is open-ended constructivist relevance related to constructivist ways in which interaction between students provides a flexible student-directed study of information and subject content (such as student-initiated discussions) (Szeto and Cheng, 2014).

2.6.2. The Risks and Limitations of Using YouTube © in the Classroom

Technology tools such as YouTube © cannot completely replace traditional teaching methods (Debevec et al. 2006). Jia (2019) stated that while YouTube © provides

many advantages as a teaching tool, there are some limitations and risks in the use of this technology.

According to Jia (2019), the most important limitation of using YouTube © in education is reliability or accuracy because YouTube © updates videos on YouTube © without checking the content of the user.

As mentioned in the previous part, while there are many harmless and educational videos on YouTube ©, there are also many videos that are inappropriate for children (Papadamou et al., 2020). These contain inappropriate content, for instance those that feature popular characters involved in the Elsagate controversy (Brandom, 2017). Moreover, parodies of other videos pose a risk to children because these videos may not be noticed by an ordinary viewer (Jones & Cuthrell, 2011).

Moreover, YouTube's design allows any user to upload videos, and this feature of YouTube has led to a steady growth of freely available content of different levels of quality (Shoufan & Mohamed, 2022). This situation is further complicated by YouTube's popularity-driven search and recommendation system (Ciampaglia et al., 2018). This feature in particular poses a problem for students who are increasingly exposed to unverified and partially misleading content (Helming et al., 2021; Curran et al., 2020).

The first years of life are crucial for critical brain development and lay the foundation for healthy habits and socioemotional relationships (Ponti, 2017). Excessive screen use has negative effects on various developmental areas (Reid Chassiakos, 2016) and also causes behavioral problems in the preschool period, which can continue as the child grows (Tamana, 2019). For example, while children used to play outdoor games in environments that would help them develop friendship and support their development, nowadays, with the introduction of technological devices, children have less time to play outside and establish social relationships (Arnas, 2005; Tuncer, 2000). Since the Early Childhood Education Program aims to support children's development in many aspects, objectives and indicators related to all development areas should be addressed in a balanced manner in education plans

(Ministry of National Education, 2013). In this context, it can be said that teachers who use YouTube videos in the classroom should allocate sufficient time for different activities that will support children's development and should be careful not to have too much screen time.

2.6.3. Potential Reasons to use the YouTube © Video Platform in the Early Childhood

YouTube © offers opportunities to support students' learning process by enriching the learning and teaching processes with video materials (Pollara and Zhu, 2011). In this context, teachers can use YouTube © videos to support the learning process in the classroom.

Jones and Cuthrell (2011) stated that teachers can find ideas for their lesson planning on YouTube ©. YouTube © has videos of teachers presenting lessons that have proven effective in their own classrooms (Jones & Cuthrell, 2011). According to Jones and Cuthrell (2011), since the roots of YouTube © are based on social networking and sharing, it is natural for teachers to publish innovative ideas for the use of other teachers. These videos may include an animated video suitable for the kindergarten curriculum, a video that teaches about current events using news media, and even a social studies teacher rapping about history. Morever, the replayability of video content and the easy accessibility of YouTube © allow teachers to expand their understanding when it comes to lesson ideas as needed (Jones & Cuthrell, 2011).

Davidson et al. (2014) stated that the majority of what is written about technologies in preschool contexts is about the acquisition of skills rather than children's construction of meaning during the use of technologies. Davidson et al (2014) conducted a study on how watching a YouTube © video is used by teachers and children to create shared understandings about the video. Producing shared understandings means that watching videos is an interactive activity (Davidson et al., 2014). This study by Davidson et al (2014), which focused on a conversational analysis of conversation and interaction during video viewing, illustrates some of the ways in which individual accounts of events are produced for others and then validated as shared understanding. In the context of this study, it can be said that

teachers can use YouTube © in the classroom to create shared understandings with children.

Brillante and Mankiw (2015) stated that understanding geography is important for people and that geography is often taught within the scope of social studies because it has a very important role in developing children's awareness of the relationships between people and the environment. Lewis and Park (2017) also supported this by conveying that YouTube © videos are effective tools for teaching geography. In this regard, YouTube © videos can be used in early childhood education for geography teaching.

In education, YouTube can be used to display subject content, encourage students to seek information for projects, and inspire innovative teaching methods (Agazio and Buckley 2009). Duffy (2008) argues that YouTube is in demand for critical evaluation, supporting collaborative and creative learning. Looking at these studies, it can be seen that YouTube is used for different purposes. Teachers around the world are using YouTube movies for different purposes (Tamim, 2013). The study conducted by Tamim (2013) is a preliminary research on teachers' opinions on the advantages and current applications of YouTube in the classroom. The analysis of data collected through an open-ended survey from forty-five teachers shows that the perceived advantages include supporting the learning process, increasing interest and efficiency, and enriching the content. Additionally, the findings revealed that the majority of participants used videos for presentation purposes in teacher-led classrooms.

There are also studies conducted with families regarding the use of videos with children. Preliminary research has revealed that the YouTube © video platform is a well-known platform used for different reasons such as educating, engaging, or entertaining children (Elias and Sulkin, 2017; Ofcom, 2017; Marsh et al., 2015; Yadav et al., 2018). According to Elias and Sulkin (2017), it has been determined that online video platforms (such as YouTube ©) are used for various purposes such as calming children, entertaining or educating children, and providing something to watch at mealtimes. Teachers' reasons for using videos in the classroom may be similar to the parents' reasons for using videos in these studies.

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The study conducted by Elias and Sulkin (2017) aimed to identify the profile of toddler online audiences based on child, parent, and family-related characteristics and find predictors that could explain higher online exposure. The study, whose data were collected through a survey of 289 parents of young children aged 18 to 36 months in Israel, finds that online monitoring has become normative behavior among toddlers and it shows how online monitoring integrates platforms into the basic daily routines of parents of young children to meet a wide range of childrearing needs.

Yadav et al. (2018) examined the interaction of 55 children watching YouTube videos between the ages of 6 and 24 months. This study recorded children's ability to interact with touch screens and identify people in videos and observed which videos attracted them the most. According to Yadav et al. (2018), children became interested in music at 6 months and watching videos at 12 months. Children preferred to watch videos showing artists' dance performances accompanied by music and toys and balloons (Yadav et al., 2018). Children up to two years old can be entertained by showing YouTube clips on their smartphones, but they do not learn anything from the videos (Yadav et al., 2018). As a result of this research, it can be said that some videos on YouTube attract the attention of children and entertain them, and in line with the results of this research, it can be inferred that they can be used by teachers to attract children's attention and to entertain them.

2.6.4. Practical Strategies for Using the YouTube © Video Platform

Neumann (2015) argued that strict screen time guidelines with a "one size fits all" approach should be reassessed, considering the individual needs and backgrounds of children. Sweetser et al. (2014) state that there needs to be a more comprehensive measurement to assess various aspects of screen time. In this context, by revealing preschool teachers' YouTube use in the classroom, various aspects of the time preschool children spend in front of the screen can be observed.

Davidson et al. (2014) explained that teacher and children interaction concerning the videos watched together can lead to the development of *shared understandings*. Davidson et al. (2014) explained that a study examining how watching a video from

the YouTube © video platform used by a teacher and children to build shared understandings about the topic revealed that the analysis of the conversations held between the teacher and children provides insight into learning potentially delivered through conversations that build shared understandings about the video. According to Davidson et al. (2014), the importance of multimodal sources for interaction was evident in the forms of gestures, looks, and facial expressions that children and adults use to generate shared understandings of the YouTube © video they watch.

Neumann and Herodotou (2020) stated that families can interact with the videos they watch with their children by performing the physical movements and actions shown in the videos. A similar interaction can be seen between teachers and children. Teachers can interact with children in their classrooms through YouTube videos they use in the classroom.

Neumann (2020) recommends that adults act as consistent and positive role models and set rules and goals around YouTube © screen time by choosing quality YouTube © videos. Thus, while children can benefit from YouTube efficiently, they can also be protected from its harmful aspects.

According to Neumann and Herodotou (2020), talking with children about what they are doing on their screens can support the development of language skills, and this conversational approach can be achieved by using the 5Ws (Who, What, Where, Why, and When). Neumann and Herodotou (2020) explained 5W as follows. *Who* means that it is recommended that children watch videos with someone (adults, peers); *what* means that the videos children watch should be appropriate for the children; *where* means that videos should not be watched in an isolated place; *why* means that it is appropriate to ensure that children have a meaningful experience while watching a video; and *when* means that it is appropriate to ensure that children have a meaningful experience and that it is appropriate for children to watch videos for 15-20 minutes.

As mentioned above, Neumann and Hederadue (2020) suggested that what children watch, that is, the video they watch, should be appropriate. Below, information is presented on choosing the right video from YouTube.

2.6.4.1. Selecting the Right Video

According to Jones and Cuthrell (2011), given the wide-open reach of most social networking sites, it is important to critically select appropriate materials with educational value when deciding to use YouTube © videos in the classroom. YouTube © is a treasure trove of videos and materials that have the ability to enhance learning by stimulating multiple senses and anchoring material in students' prior knowledge, but YouTube © is also a vast wasteland full of garbage and social parodies that add nothing to the learning process (Jones & Cuthrell, 2011).

Papadamou et al. (2020) stated that there are harmless and educational videos on hundreds of channels aimed at young children on YouTube ©, but inappropriate content targeting children is also significantly common. Considering the risk of early childhood development and the increase in young children's consumption of YouTube © media, inappropriate content is a worrying problem (Papadamou et al., 2020). Although there are harmless and educational videos on YouTube ©, studies on this subject have stated that there is inappropriate content (Subedar and Yates, 2017; Maheshwari, 2017). An important example of this is the Elsagate controversy, where users uploaded videos featuring disturbing content along with popular cartoon characters such as Spider-Man (Brandom, 2017). In this context, it is important to choose the right videos and content to prevent young children from being exposed to inappropriate content.

Another important situation on YouTube © is the existence of videos and original-looking parodies of the same videos, and parodies are extremely inappropriate for children (Jones & Cuthrell, 2011). Additionally, because parodies are modeled so closely to the original cartoon shorts, an ordinary viewer will not be able to tell the difference. For instance, a YouTube © search for School House Rock (ABC, 2008) videos will likely reveal both the original animations and the parodies (Jones & Cuthrell, 2011).

According to Neumann and Herodotou (2020), deeper and more differentiated analyzes should be conducted on what a child watches on YouTube (e.g., nursery

rhymes, unboxing videos, science lessons) and how what they watch is related to learning.

Neumann and Herodotou (2020) claimed that there was not enough research to evaluate the quality of the videos on the YouTube © video platform for children, so they developed a set of design principles that inform the production of a rubric. Neumann and Herodotou (2020) stated that the assessment rubric they developed has the potential to be used by teachers to assess the quality of videos for early learning. According to Neumann and Herodotou (2020), these are the key factors in this rubric to consider when selecting YouTube © videos:

Age appropriateness

Content quality

Video design features

Learning outcomes
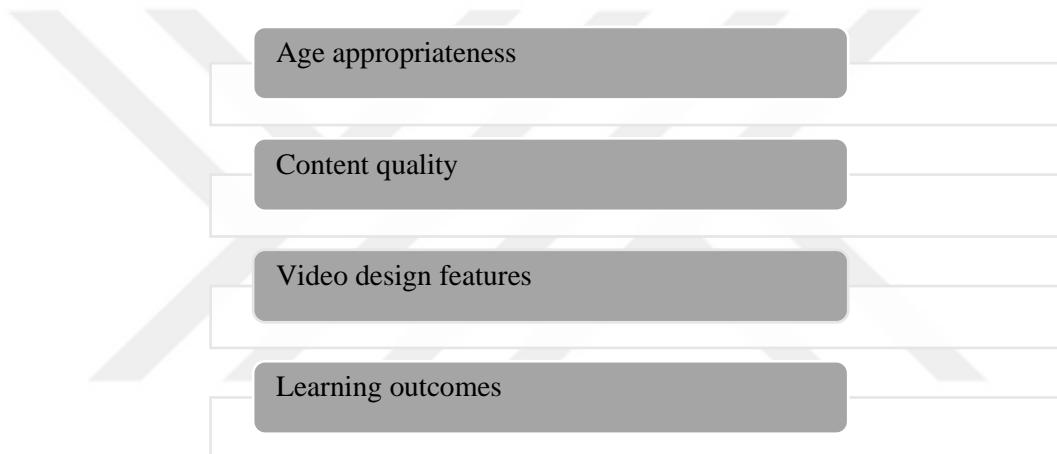
Figure 1. Key Factors to Consider When Selecting Videos from the YouTube © Video Platform for Children

Adapted from Neumann, M. M., & Herodotou, C. (2020)

Neumann and Herodotou (2020) explained the key factors as follows. *Age appropriateness* refers to whether or not the video is appropriate for the age and needs of the children watching it, and that the actors on the screen have positive behaviors. *Content quality* means that the content of the video is in a way that encourages children to engage in positive activities and that the video has content that the child can understand. *Video design features* is concerned with whether or not the words and images in the video are engaging and is matched with appropriate sound. *Learning outcomes* refers to whether or not the video supports learning in one or more developmental areas (See Figure 1).

Papadamou et al. (2020) stated that to distinguish between the videos on the YouTube © video platform, age-related general ratings are used to classify videos as appropriate or inappropriate for children. According to Papadamou et al. (2020), these ratings include the following *Suitable for children*, categorized under the general audience classification, means that the content is suitable for children aged 1 to 5 and is appropriate to the interests of young children. *Disturbing,* categorized under the adult audience classification, means that the content of the video is not suitable for children under the age of 15 and contains inappropriate elements. *Restricted,* categorized under the restricted audience classification, means that is not suitable for children under 17.

According to Neumann and Herodotou (2020), although YouTube © requires creators to notify the platform about whether their videos are made for children or not, the YouTube © video platform's guidelines for determining whether a video is intended for children are general and can be interpreted differently. The guidelines convey that content should be educational, the video should include characters and toys, the language should be suitable for children and the video should present activities for children such as play-acting, and songs. However, a video may not be suitable for children even though it provides all these features, for example, if the video encourages bullying. Research reveals that certain design principles used in the creation of videos for children can affect learning and educational outcomes (Izci et al. 2019; Veblen et al. 2018).

Harris (2010) warned educators when choosing media materials to be used in the classroom and said that educators should critically examine the internet material in terms of credibility, accuracy, reasonableness, and support. The credibility of the video is supported by precise information about the creator of the video and the source of the video, the accuracy of the information should be questioned. Harris (2010) also identified the reasonableness of Web resources, which refers to the objectivity and moderation of the work, for example, videos containing general statements should be avoided. Finally, Harris (2010) stated that educators should be aware of the supporting materials behind any Web resource, that is, videos supported by documentation are more appropriate than videos without appropriate resources.

According to Harris (2010), all of these factors should be taken into account when choosing YouTube © videos to be used in class.

2.6.5. Concerns Regarding the Use of the YouTube © Video Platform in the Classroom

Izci et al. (2019) stated that when children's YouTube © video platform use is considered, researchers have different concerns such as the platform's algorithm, finding quality content, advertising, commodification of childhood, and protection of children's rights. One concern, according to Lafrance (2017), is that children like to watch the same videos over and over again, and the YouTube © video platform's algorithm recommends videos to children that are similar to what they've watched before.

Papadamou et al. (2020) stated that hundreds of child-directed channels on the YouTube © video platform contain well-crafted and educational videos that are not offensive, but inappropriate content targeted at children is also common. Considering YouTube © algorithmic recommendation system, this situation unfortunately means that the platform would recommend more inappropriate content. Papadamou et al. (2020) refer to this new class of content as "*disturbing*", borrowing terminology from early press articles on the subject.

For instance, Papadamou et al. (2020) point to uploaded videos featuring popular child characters (Spiderman, Frozen movie characters etc.) with mildly violent and sexually offensive content. According to Neumann and Herodotou (2020), children were asked questions about watching the YouTube © video platform in phone interviews and it was found that while older children can understand and avoid inappropriate content, it is important for younger children to receive adult support in improving their digital literacy. Considering the results of this research, it can be said that it is beneficial to keep inappropriate content away from younger children, as children cannot notice inappropriate content on their own in early childhood.

The other concern about the YouTube © video platform is in relation to the ads in the videos. Unboxing videos include reviews by other children or adults on a range

of objects in a box (Craig & Cunningham, 2017). According to Marsh (2015), unboxing videos attract the attention of young children because children love the element of mystery or surprise. Izci et al. (2019) stated that the popularity of unboxing videos is a bit of a concern because viewing young children as consumers of digital content contributes to the commodification of childhood. According to Izci et al. (2019), YouTube © channels with unboxing videos or product reviews may provide free entertainment for young children, although the quality or educational content of these videos is somewhat questionable.

Some research has been done on advertisements found in videos on the YouTube © video platform. Jordá (2016) reported that 37.5 percent of advertisements in children's videos are not suitable for children because videos contain physical or moral hazards. Tan et al. (2018) stated that food and beverage advertisements (more than half of them are about unhealthy foods) target children. According to Steinberg (2008), this product placement ads model is often criticized for being deceptive. According to Ortiz (2016) young children do not have the cognitive capacity to know how they are targeted.

According to Liu et al. (2022), many channels for children are trending on YouTube and there are many educational and meaningful videos on these channels. Blippi, one of these trending channels with more than 15 million subscribers, teaches children numbers, colors, and crafts. (Liu et al., 2022). However, videos on these channels targeting young children can be viewed with inappropriate advertisements containing content such as violence (Statista, 2021). These inappropriate advertisements have raised serious concerns about the mental and physical health of young children (Kunkel et al., 2004).

2.7. Related Studies on YouTube © Use in the Classroom

There are various studies in the literature regarding the use of YouTube in the classroom (For example Fleck et al., 2014; Watkins & Wilkins, 2011; Wlison, 2015; Roodt & Peier, 2013). There are also studies examining the use of YouTube by preschool teachers (For example İnan, 2021; Çiçek and Şahin, 2022; Szeto et al.,

2016; Szeto and Cheng, 2014; Pattier, 2021). In their study, Szeto et al. (2016) aimed to gain a more detailed understanding of teachers' pedagogy by discovering their preferred social media as teaching tools for their teaching practices. According to Szeto et al. (2016), this study aimed to reveal how often teachers use social media as a pedagogical tool in their teaching practices, which social media they prefer to use, and what teachers' teaching strategies are for integrating the media to formulate teachers' pedagogies. In this study, in which Szeto et al. (2016) used multiple qualitative methods, it was found that the majority of the participants use social media with a high frequency, and according to the preferences of the participants, the YouTube © video platform is the most popular tool, as a response to the first research question. In response to the second research question, it was found that participants using direct instruction pedagogy integrated social media with information seeking and topic sharing; those using constructivist teaching pedagogy integrated social media with information seeking, content sharing, and content creation; and participants using instructional pedagogy integrated social media with information seeking, topic sharing, content creation, and social engagement. Szeto et al. (2016) stated that as a result of their study, it was seen that most of the participants had a direct instruction pedagogy. Confrey (1990) identified the three main elements of direct instruction as the goals aiming to achieve short-term results, the teachers directing the lesson according to the plans and routines they have, and the teachers being the only determinant of whether the understanding is achieved at the appropriate level. Considering these 3 elements, it can be said that the teacher is the authority in the classroom in lessons based on direct instruction pedagogy.

Existing studies on YouTube are mostly on teachers' use of YouTube in education (For example, Szeto and Cheng, 2014; Ali et al., 2022). A study was conducted on the YouTube © video platform usage by preschool teachers in Hong Kong. In Szeto and Cheng's (2014) study, the research questions were about how often teacher candidates use YouTube in their teaching practices, what are the perceived opportunities and limitations of YouTube in teaching, and what is the scope of using YouTube for teaching and learning purposes in the classroom. According to Szeto and Cheng (2014), multiple data sources in this research were collected at a teacher education institution in Hong Kong, including interviews, observation of classroom

sessions, a questionnaire, and related materials. Szeto and Cheng (2014) stated that their research results revealed that YouTube © is useful for kindergarten-level teaching. The results obtained from the collected data were analyzed by dividing them into categories. According to the results of the study conducted by Szeto and Cheng (2015), YouTube © was the most popular independent social media among the teachers participating in the study and was also used in conjunction with other social media and Internet-based tools.

Ali et al. (2022) claimed that their study aimed to find answers regarding the use of the YouTube © video platform regarding the type of content chosen by teachers when using the platform, and the types of activities that require them to use the channel for teaching and learning purposes. Ali et al. (2022) stated that they were trying to find out how preschool teachers use YouTube © to combine teaching and learning, how they use YouTube © educational songs when they teach their younger students, how they use YouTube © to play teacher-made songs, and what the reasons were for teachers not using YouTube ©. Ali et al. (2022) stated that the findings of this study show that YouTube © is used by participating teachers to reinforce teaching and learning, teach educational songs, and improvise teacher-made songs. The research of Ali et al. (2022) focused on whether or not teachers could find what they were looking for on the internet and in course-related resources while using the YouTube © video platform. This study, unlike the research above, focused on the use and non-use of YouTube © by early childhood teachers working in Türkiye and to what extent they use it. Another research on the YouTube © video platform and early childhood education in the literature is about learning English vocabulary from YouTube © videos for young learners. Hariyono (2020) explained that the findings of this research are considered in two categories: Students' reactions to classroom activities and teacher instructions, and student participation in the video use from YouTube ©. According to Hariyono (2020), most of the young students in the English course were engaged during the implementation of the video from YouTube © with the intent of teaching vocabulary.

Although the YouTube © video platform is widely used and there are many studies on YouTube ©, there is not enough research in the field on the relation between early

childhood education and YouTube © to the researcher's knowledge. Some research can be found on social media and early childhood education. Although these studies did not specifically examine YouTube ©, some studies have also included this platform.

Pattier (2021) conducted research that aims to understand the use of video in today's education from the perspective of teachers and to determine the factors that affect its application in the classroom environment. In a survey with teachers, Pattier (2021) examined topics such as the number of videos they used, the selection criteria, the content types of the videos, the tool that recommends these videos, and the most used platforms. According to the results based on the data in the survey, 9 out of 10 participants in this research use videos in their classroom.

In Pattier's (2021) research, different participants were included in the stages from kindergarten to university teachers. According to the research results, there is a polarity in the answers of kindergarten teachers. At this stage, the usage of more than 15 videos per week and, on the other extreme, not using videos at all, were emphasized at the highest rates. According to Pattier (2021), this result implies two types of teachers working at the kindergarten stage: teachers who use videos as a primary source for their lessons through content such as songs, and teachers who are reluctant.

According to the result of the research conducted by Pattier (2021), there are 3-4 criteria for each teacher's video selection. The most emphasized criterion by the participants as the criteria for selecting videos was motivation. The least emphasized criterion was authorship. Pattier (2021) claimed that it can be concluded that teachers choose videos from the YouTube © video platform search engine, not from specific YouTube © channels. According to Pattier (2021), this study shows that YouTube © is the platform that teachers use most often to search for and implement videos in their lessons.

In this research, we can conclude that the process of applying educational videos in the teaching-learning process is considered effective from the teachers' point of view,

and nine out of 10 teachers surveyed use them in the classroom (Pattier, 2021). Another finding of this research underlines that song videos are popular among the kindergarten teachers who participated in the research. In Pattier's (2021) study, where data was collected through a survey, it was determined that 70.3% of the most used video content during the kindergarten education phase was songs, 10.4% was explanatory videos, and 7.7% was cartoons.

Neumann and Herodotou (2020) argued that instead of focusing on the time the child spends in front of a screen, an analysis should be conducted that focuses on what device the child is using, what they watch on the YouTube © video platform (e.g. nursery rhymes, unboxing videos) and how what they are viewing is related to learning.

One other research is about determining the audio-visual media product preferences of early childhood teachers. Çiçek and Şahin (2022) explained that the study aims to understand the general use of children's media in early childhood education settings, with basic questions about how audiovisual media products are used in early childhood classrooms in Türkiye. In this study, Çiçek and Şahin (2022) stated that the data on early childhood educators' screen mediation strategies and teacher preferences in choosing media content that children would watch in the classroom is collected by using a 20-item questionnaire. According to Çiçek and Şahin (2022), the results of the study revealed that many children in preschool education environments are exposed to screen media during school hours, and while this practice is primarily carried out for educational purposes, it is generally limited to less than 30 minutes in a day. Çiçek and Şahin (2022) stated that the study showed that teachers mostly choose to use screen media in the classroom, taking into account the criteria of appropriateness for age and development, the educational value of the content, and the attractiveness and other formal characteristics.

İnan's (2021) thesis study investigated to what extent screen media was used in early childhood education and to what extent early childhood educators mediate screen media in their classrooms. İnan (2021) stated that while there are many studies in the literature about children's screen viewing time at home, information on the use of

screen media in educational environments is relatively limited, and İnan stated that the research she conducted provides some important information that will contribute to the literature on the relevant subject. In İnan's study (2021), data was collected through a survey with 639 teachers to find answers to the research questions. According to the results of this research, the majority of teachers stated that they use screen media and the environment in which teachers use screen media the most was determined to be the classroom (İnan, 2021). As a result of İnan's study (2021), it was revealed that most of the participants commonly used music clips, cartoons and educational videos, respectively. In this research, the most watched media product names are also presented. As a result of İnan's (2021) study, it is seen that the most popular album among the music videos is Onur Erol - Karamela Sepeti album (8.05%, n=86), and Pepee cartoons (%7.12, n=76), Sevimli Dostlar music video clips (3.28%, n=35), Adisebaba fairy tale videos (3.09%, n=35) and documentaries about animals (3.09%, n=35), respectively, are the common media products that educators choose for children to watch on screen. Among cartoons, after Pepee, Kukuli (2.8%, n=30) and Niloya (2.72%, n=29) are common (İnan, 2021). Among animated films, the Ice According to İnan (2021), Ice Age series (2.34%, n=25) and the Frozen series (2.53%, n=27) were chosen at a higher rate compared to other films.

When the literature is examined in detail, it has been seen that there is not enough research on the YouTube © video platform and Early Childhood Education and the use of YouTube © in early childhood education. In the literature, YouTube © has been discussed as a subcategory pertaining to social media. This has limited any kind of a detailed analysis of YouTube ©. Adequate studies on preschool teachers' YouTube © video selections have not been found by the researcher. There are a few studies that have been located, but the preference of the questionnaire as the data collection method in the research prevented a more detailed research result from being obtained. For these reasons, a special study of early childhood teachers' selection and use of YouTube © videos in the classroom would fill the gap in this area.

In summary, there are many studies in the existing literature on the use of social media in education. There are many studies in the literature on the use of social

media platforms in the school or classroom in the education of children or adults. Although the target audience of some of these studies is children, the subject of the studies is not aimed at a specific social media platform. The current study focuses on the YouTube platform and thus it is hoped that it will contribute to the literature. There are few studies in the literature focusing on the use of YouTube in education for preschool children. These studies show that YouTube is widely used by teachers. However, these studies do not cover uses of YouTube outside of education in schools or classrooms. In the current research, preschool teachers' use of YouTube is investigated.

CHAPTER 3

METHOD

In this part, the methodology of the study will be presented. There will be six sub-titles. These sub-titles are; the research questions, the design of the study, the participants, the pilot study, instrumentation and data collection, the data analysis, and the trustworthiness of the study.

3.1. The Design of the Study

In this part of the method chapter, the design of the study will be described, and the reasons why qualitative research is chosen will be explained in detail.

Human beings are complex creatures. According to Merriam and Grenier (2019), it was thought that it would be more appropriate to explain the human being with a holistic approach, considering the ever-changing emotional, thought, and mental structure and the complexity of their response to their dynamic relationships in the social field. Qualitative research is, "the systematic collection, organization, and interpretation of textual material derived from talk or conversation. It is used in the exploration of meanings of social phenomena as experienced by individuals themselves, in their natural context" (Malterud, 2001, p. 483). Qualitative research, broadly defined, means "any kind of research that produces findings that are not reached by statistical procedures or other quantification tools" (Strauss and Corbin, 1990). Some scholars define qualitative research as "a natural research process that requires an in-depth understanding of social phenomena." (Ahmad et al., 2019). Storey (2007) states that qualitative research aims to discover people's subjective perspectives on events.Looking at these explanations, qualitative research can be used to explore human emotions, thoughts, and choices in more detail. This study aimed to find out, in the participants' own words, to what extent teachers use

YouTube © in the classroom, for what purposes, the criteria they consider when choosing videos to use, and the reasons for not using videos. Therefore, the qualitative study was chosen to provide a deeper understanding of teachers' use of YouTube © in the classroom, which is difficult to obtain from a closed questionnaire.

According to Yıldırım and Şimşek (2005), qualitative research is research in which qualitative data collection techniques such as unstructured observation, unstructured interview, and document review are used, and a qualitative process is followed to reveal facts and events in their natural environment in a realistic and holistic way. This makes the world more observable and noticeable (Creswell, 2007). According to Bogdan and Biklen (1997), they tend to collect their data by constantly communicating with people in environments where subjects normally spend time in classrooms, cafeterias, teacher lounges, dormitories, and street corners, and the best-known representatives of qualitative research studies are those who use in-depth interview techniques. For these reasons, semi-structured interview was chosen as the data collection tool in the current study.

Data collection in phenomenological studies mostly consists of in-depth interviews with participants (Creswell, 2013). The researcher conducted a qualitative phenomenological study to examine preschool teachers' use of YouTube © in the classroom. A phenomenological study describes participants' feelings about their involvement with and practices of a phenomenon or concept. (Creswell, 2007). The best type of study to obtain participants' participation, perspectives, thoughts, and experiences regarding a concept is a phenomenological study (Gay et al., 2009). In the current study, phenomenological research was chosen because it was aimed to determine preschool teachers' use of YouTube © in the classroom. In this study, applying the phenomenological approach has allowed the researcher to understand early childhood teachers' "lived experiences" of YouTube © use in the classroom from their perspectives (Moustakas, 1994).

The aim of this type of research is to become deeply involved in the data and thus the phenomenon (Armour et al., 2009). According to Creswell (2013), one of the

features of the phenomenological study is that this phenomenon is investigated with a group that has all experienced this phenomenon, and thus a heterogeneous group that can vary from 3 - 4 people to 10-15 people is defined (Creswell, 2013). According to Connely (2010) although this phenomenon is being studied in fewer people, it is being studied in more depth than is possible in a survey or other type of research. Data collection in phenomenological studies mostly consists of in-depth interviews with participants (Creswell, 2013). Polkinghorne (1989) recommends that researchers interview 5 to 25 people who have experienced this phenomenon. On the other hand, according to Eberle (2014), in a phenomenological study, an exact number of participants is not specified and the sampling process should be continued until various aspects of the phenomenon under study are explored. Accordingly, in the current study, the interviews reached saturation when no new information was received. When no new information was received, the interviews were terminated. Thus, data was collected through 19 interviews, each lasting an average of 10-15 minutes.

Van Manen (1990) talks about recorded conversations, formally written responses, and vicarious experiences in drama, film, poetry, and novels. Face-to-face semi-structured interviews were conducted with 19 preschool teachers working in central schools in Nevşehir. The interviews were recorded with a voice recorder and then transcribed by the researcher.

In line with the design, the present study had four objectives: (1) examining to what extent early childhood teachers utilize the YouTube © video platform in the classrooms (e.g., YouTube © channels most used by teachers, the type of YouTube © videos most commonly used by teachers, and teaching techniques most used by teachers when viewing YouTube © videos); (2) examining the main aims of early childhood teachers who utilize YouTube © videos in the classrooms, (3) examining the criteria early childhood teachers consider while choosing the YouTube © videos they use in the classrooms, and (4) examining the reasons for not using YouTube © videos in the classrooms among early childhood teachers.

In line with these objectives, this study seeks to answer the following research questions:

1. To what extent do early childhood teachers utilize the YouTube © video platform in the classrooms?

   a) Which YouTube © channels do early childhood teachers mostly use in the classrooms?

   b) What type of YouTube © videos (Video Tutorials/ How to videos, Educational Videos, Challenge Videos, Unboxing Videos, Rhyme Genre Videos, Animation Videos, Music Videos, Cartoons, etc.) do early childhood teachers mostly use in the classrooms?

   c) What strategies/teaching techniques do early childhood teachers use when viewing YouTube © videos in the classroom? (Direct instruction, active teaching strategies, question-answer method, etc.) Why?

2. What are the main aims of the early childhood teachers who utilize YouTube © videos in the classrooms? (Preparation for the lesson, for fun, to motivate children, etc.)

3. What criteria do early childhood teachers consider while choosing the YouTube © videos they use in the classrooms?

4. What are the reasons for not using YouTube © videos in the classrooms among early childhood teachers?

3.2. Data Collection Instrument

3.2.1 Interview Protocol

In order to collect detailed data from the participants, the researcher used semi-structured interviews that aimed to reveal the teachers' YouTube © use in the classroom in sufficient detail.

An interview protocol (see Appendix C) was created by the researcher. During the preparation of the questions, attention was paid to ensure that the questions were in accordance with ethical principles and were easily understood. The protocol was created by the researcher, in the light of the relevant literature, by taking the opinions of 5 academicians and 5 early childhood teachers.

In the current study, the researcher first conducted a literature review and created a first interview protocol in line with the relevant literature. A table containing the studies examined by the researcher while creating the interview protocol used in the current study is presented below (see table 1).

Table 1. Conceptual Framework of the Semi-Structured Interview Protocol

Item	Conceptual Questions	Authors
Teachers' use of YouTube in the classroom/ Whether or not they use YouTube	Whether?	İnan, 2021
The reason for not using YouTube	Why?	Ali et al., 2022
Frequency of using videos	How often?	Hwang & Ilari, 2019, İnan, 2021
Video type	What?	İnan, 2021
Channels	What?	Pattier, 2021; İnan, 2021
Teaching technique / strategies	Which?	Pattier, 2021
Main aims to use YouTube	Why?	İnan, 2021
Whether or not pre-review	Whether?	İnan, 2021
Selection criteria	Why?	Hwang & Ilari, 2019; Neumann & Herodotou, 2020, Pattier, 2021, İnan, 2021

In İnan's (2021) thesis study, it was questioned which media products children watch most in preschool education institutions and how often. Teachers' skills in mediating media were investigated with questions such as the criteria taken into consideration

when choosing the product to be shown, the purposes of showing it, whether a preview was made, and whether they had received media literacy training before (İnan, 2021). In İnan's dissertation (2021), preschool teachers were asked via a survey data collection tool whether they use audiovisual media, the duration of their use, the purposes of media content selection, where they consume media content, what type of media products they prefer, and what type of mediating strategies they utilize while choosing media products. In the current study, similar to İnan's study (2021), whether teachers use YouTube in the classroom, and if not, the reasons for not using YouTube, the teaching techniques they use when using videos, the video types and channels they use most, their purposes of using them, and video selection criteria are investigated. In this context, since similar things were researched, the researcher benefited from İnan's (2021) thesis study while creating the interview questions. The data collection tool that İnan (2021) used in her research was a survey, but it served as a guide in preparing the interview questions aligned with the research questions with similar content for the current research. In the current study, questions in similar studies in the literature were not directly added to the interview protocol. The researcher used the literature to determine what type of interview questions should be asked and the dimensions of these questions in order to answer a research question in relation to the question. For example, one of İnan's research questions was concerned with the extent to which screen media is utilized in early childhood education settings. To answer this research question, teachers were asked whether they let children watch videos in their classrooms, how many hours in a week they let children watch videos, and what videos they watched (cartoons, movies, TV programs, documentaries, educational videos, entertaining videos, etc.). The current study investigates the extent of YouTube usage of preschool teachers in the classroom. In order to reveal the extent of usage, similar to İnan's (2021) study, teachers were asked whether they use YouTube in the classroom, how often they use it, and the types of videos and channels they use most frequently. In the current study, there was no question about the participants' frequency of YouTube use in the first interview protocol, but with the suggestion of an expert, the researcher re-examined the relevant literature and added a question about the frequency of use. İnan's (2021) other research question concerns the extent to which early childhood educators mediate screen media in their classrooms. To answer this question, the

survey includes questions about teachers' purposes for making children watch videos, what they pay attention to when choosing the videos to watch, and whether they preview the videos before the children in their class watch them. The current study investigates preschool teachers' main purposes of using YouTube in the classroom and what they pay attention to when choosing videos. In this context, questions were added to the interview protocol regarding the purposes for which teachers use YouTube and what they pay attention to when choosing videos. At the same time, the researcher wanted to support data on what teachers' pay attention to when choosing videos by asking whether they previewed the videos or not, and then also asked their reasons for previewing or not previewing the videos.

The research conducted by Ali et al. (2022) aims to investigate the use of YouTube among preschool teachers when integrated into teaching and learning among preschool children. It seeks to find answers about the materials teachers choose on YouTube and what types of activities require them to use the channel for teaching and learning purposes. In Ali et al. (2022)'s study, one of the research questions was, "what are the reasons preschool teachers do not use YouTube?". Since the research subject of the current study is teachers' YouTube use, similar to Ali et al.'s (2022) study subject, a question about the reasons why teachers do not use YouTube was added to the interview protocol in line with Ali et al.'s (2022) study.

Hwang and Ilari (2019) conducted an exploratory study on music teachers' use of online video platforms such as YouTube in lesson design and teaching and found out through an online survey of 21 music teachers the frequency of the use of videos in lesson design and teaching and the types of videos used by teachers. Considering that in the current study, preschool teachers' use of YouTube in the classroom was investigated, the study conducted by Hwang and Ilari (2019) and the survey that was used in their study was important since this study also investigated video use in the classroom. Hwang and Ilari (2019) stated that this survey was divided into four main categories and explained the categories as 1) frequency of use, (2) qualities of the videos, (3) teachers' beliefs about the use of online video platforms, and (4) demographic questions. In the current study, it was deemed appropriate to include the frequency of video use among the categories of interview questions in order to

determine the extent of YouTube usage of preschool teachers. In their research on music teachers' use of video platforms in the classroom, one category of data collection tools they use is video qualities. Regarding this, participants in research conducted by Hwang and Ilari (2019) were asked what they consider when choosing videos for effective use in the classroom. Since the current study investigates preschool teachers' YouTube usage, what they consider when choosing a video is important. In this context, a question was added to the interview protocol about what teachers' pay attention to when choosing a video.

The research conducted by Pattier (2021) aims to understand the use of video in education from the teachers' perspective and to determine the factors affecting its implementation in the classroom. In Pattier's study (2021), the following items were examined with a survey in which 1,150 teachers participated: the number of videos they used, the selection criteria, content types of the videos, the representative who recommended them, the most used platforms and the satisfaction level. Since the current study investigated preschool teachers' YouTube use in the classroom, the selection criteria and types of videos items included in the survey in Pattier's study (2021) were added to the interview protocol, which is the data collection tool of the current study.

Neumann and Herodotou (2020) argued that there is a lack of research and theoretical discussion on how best to evaluate the quality of children's YouTube videos and in their study, they developed a set of design principles that informed the production of a YouTube video rubric used to evaluate the quality of YouTube videos targeted to young children aged 0 to 8 years. In their study, Neumann and Herodotou (2020) developed a rubric to evaluate video quality because they claimed that despite the widespread use of YouTube videos, there is not enough research in this field, and emphasized the importance of evaluating video quality by mentioning that inappropriate videos are common. According to Neumann and Herodotou (2020), this evaluation tool can be used by educators to guide them in evaluating the quality of videos for early learning. Four key criteria were used to evaluate a video: Age appropriateness, content quality, design features and learning objectives (Neumann and Herodotou, 2020). In line with the study of Neumann and Herodotou (2020), in the current study, it was aimed to determine the video selection criteria

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related to teachers' YouTube use, and the question for this was added to the interview protocol.

The questions included in the interview protocol but not in the table above were added after the researcher reviewed the literature, considering that they were within the scope of research questions, but were not added based on a specific research or study. One of these questions is about what teachers do when using YouTube videos in the classroom and having children watch the videos they choose. The reason for adding this question in the current research is to obtain more detailed information about teachers' use of it in the classroom. The researcher did not find a similar question used in any research in the relevant literature, but it was added because what teachers did while using videos could contribute to answering the research question about the extent to which teachers use YouTube.

After taking the opinion of 5 early childhood education teachers and 5 academicians in the field of early childhood education about these questions, the necessary changes in the questions were made by the researcher. All 5 experts work as assistant professors or associate professors. The first of these experts is an associate professor in the field of Early Childhood Education and has studies in the field of children and media. The first expert's suggestion was that instead of using the term "media tools" when asked whether there are media tools in your classroom, he stated that the scope of the expression media tools is very broad and that a distinction or explanation could be made. It could rather be paraphrased as "written (print), audio, and audio-visual media". Based on this expert opinion, the term "audiovisual media tools", which was thought to be more suitable for the research, was used in the interview protocol instead of the term "media tools". Another suggestion from the expert is to add 2 interview questions to the protocol. These questions are, "What are the positive effects of YouTube © videos on children?", and "What are the negative effects of YouTube © videos on children?". These questions were not included in the protocol because they were not thought to address the research questions of the study. An expert with expertise in the field of early childhood education stated that explanations regarding the types of videos and teaching techniques included in the interview questions may be necessary. In the current study, no explanatory sentences

were made to these questions in order not to direct teachers. The researcher thought that if the participants asked questions about teaching techniques and video types during the interview, an explanation could be made.

Another expert, who is an expert in the field of early childhood education and has studies on media, stated that criteria such as frequency of use, which is another factor taken into account in the evaluation of media use, should also be considered. This expert suggested that a question regarding the frequency of use should be added to the interview questions. Based on this opinion of the expert, a question regarding the frequency of use was added to the interview protocol. In the question related to the channel teachers use most frequently in the classroom, it was explained that there may not be a need to ask questions about video types, as the researcher can classify the type of this channel when the preferred channel information is received. In this research, this question is also included in the protocol because the aim was to learn, in teachers' own words, what types of videos they use. Besides, since some video channels may contain more than one type of video, these two questions are also included in the interview protocol. Expert opinion regarding the interview protocol was obtained from an expert who is an associate professor in the field of Turkish education. The expert did not suggest any changes to the interview questions. The expert suggested using the question "What do you do while students in your class are watching YouTube © videos?" instead of "What do you do when you use YouTube © videos in your classroom?". Based on the expert's suggestion, the question was changed as suggested. Along with these experts, the expert opinions of 5 preschool teachers were also taken. One of the teachers stated that an alternative to the question " What do you do when you use YouTube © videos in your classroom?" could be "What role do you play in getting the YouTube © videos watched?". No changes were made to this question because it constitutes a more general statement about what the teachers do while viewing the video. The reason for asking such a general question is not to limit teachers but to allow them to express what they are doing while using the YouTube © video in the classroom.

Appendix D includes the questions created by the researcher before receiving expert opinions, expert suggestions, and final interview questions arranged according to expert suggestions.

The semi-structured interview protocol consists of two parts: the demographic part, which includes demographic information such as the participant's features, and the second part, which includes 10 questions about the research questions such as the extent to which teachers use YouTube © in the classroom, for what purposes teachers use YouTube © in the classroom, what are the criteria teachers' consider to when choosing YouTube © videos, and what are the reasons for teachers not using YouTube © in the classroom. Information regarding the question distribution is included in Table 2. These interview questions consist of questions aimed at answering the research questions along with the demographic information of the participants. In the interviews, the questions were directed to the volunteer early childhood teachers, and the audio recordings of these interviews were taken by the researcher.

Table 2. Distribution of the Semi-Structured Interview Protocol Questions

Dimensions	Interview Questions
Demografic Questions	5 questions (1 to 5)
Questions related with first research question: the extent of teachers' use of YouTube © in the classroom	6 questions (7 to 12)
Question related to the first research question: the teachers' purposes for using YouTube © in the classroom	1 question (13)
Questions related to the first research question: the criteria that teachers consider while choosing a YouTube © video to use in the classroom	2 questions (14 to 15)
Question related to the first research question: the reasons why teachers do not use YouTube © in the classroom	1 question (16)

3.3. Data Collection Procedure

Creswell (2013) stated that he sees the interview steps in the data collection process as follows: Decide on the research questions to be answered through interviews that are focused on understanding the central phenomenon in the study. Identify interviewees. Determine what type of interview is practical and will clarify the most useful information to answer the research questions. Use adequate recording procedures when conducting interviews. Design and use an interview protocol, which is a form approximately four or five pages long (Kvale and Brinkmann, 2009).

In the current study, the researcher created the research questions and these questions were later reedited. After the interview questions related to the research questions were created, an expert opinion form was prepared and sent to the experts. After receiving the opinions of the experts, the interview questions were rearranged in line with these opinions. A pilot study was conducted. The pilot study enabled the feasibility of the research to be seen and also provided experience of interviews for the researcher.

Ethical permissions were obtained from the Middle East Technical University Human Research Ethics Committee. Before the interviews began, the researcher informed all participants that what they shared would remain confidential and that they could leave the study if they wished to do so. Demographic information of the participants was taken during the interview so that participants get used to the interview and the researcher. It is aimed to create a warm environment. The researcher came to the classroom to interview the participants and gave understandable explanations to each participant about the interview. Questions from the participants were answered by the researcher.

In the interviews, no time limit was set in order not to disrupt the natural flow of the semi-structured interview, but the interviews generally lasted 10 to 15 minutes. Within the scope of the research, interviews were conducted with each participant at the schools. The audio recordings taken during the interview were transcribed by the researcher herself. This practice aimed to both protect the confidentiality of the

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answers of the participants and to understand the research in more detail. Audio recordings of 5 interviews were transcribed by another researcher and these transcriptions were compared with the researcher's own transcriptions. The data collection method was the semi-structured interview. When the data collection was completed, the data were categorised into themes and the findings of the research were reached.

3.4. Pilot Study

According to Connelly (2008), a pilot study has multiple purposes, such as developing and testing the adequacy of research instruments, assessing the feasibility of a full study, and creating and testing sampling strategies. According to Fraenkel et al. (2011), the purpose of a small-scale study before an actual study is conducted is to reveal flaws in the research plan so that they can be remedied before the study is done. Saldaña (2011) stated that pilot studies can help the researcher evaluate how understandable the interview questions are.

For the reasons given above, a pilot study was conducted with 5 teachers in this research to finalize the interview protocol which was used to determine preschool teachers' use of YouTube © videos in their classrooms, their frequency of using them, what types of videos and channels they used most frequently, for what purposes they used YouTube © videos in the classroom, the teaching techniques they use while viewing videos in the classroom, and why they do not use YouTube © videos in the classroom.

3.4.1. Sampling Procedure and Participants for the Pilot Study

The participants of the pilot study were selected by using a convenience sampling technique. According to the definition of Fraenkel and Wallen (2006), a convenience sample is a group of individuals who are suitable for the study. Therefore, as a result of convenience sampling, 5 teachers voluntarily participated in the pilot study. All of the preschool teachers in this study were women. All participants were teachers with 5-10 years or more of teaching experience. All of the teachers are graduates of the

Early Childhood Education undergraduate program of different universities. In the pilot study, all of the participants were preschool teachers who worked in schools (preschools or early childhood classrooms within the primary schools) in central Nevşehir, a small city located in the central Anatolia region of Türkiye.

3.5. Sampling Procedure and Participants for the Main Study

This section contains the sampling procedure and descriptive information about the early childhood teachers in the present study.

3.5.1. Sampling

In the present study, early childhood teachers working with the 3-6 age group in Nevşehir, a small city located in the central Anatolia region of Türkiye, were selected as the population.

In this study, interviews were conducted with the participants who volunteered. The participants in this study are early childhood teachers working in schools (preschool and early childhood classrooms within the primary school). All participants work in early childhood classrooms affiliated with the Ministry of National Education.

According to Fraenkel et al. (2011), it is often extremely difficult (or sometimes impossible) to randomly select a sample, and at such times, a researcher can use convenience sampling. Fraenkel et al. (2011) stated that the convenient sample is a group of individuals who are suitable for the study. In line with this, convenience sampling was used in this study. The researcher conducted interviews with early childhood teachers working in schools (preschool and early childhood classrooms within the primary school) located in the center of Nevşehir, a small city located in the central Anatolia region of Türkiye. According to Fraenkel et al. (2011), when convenience sampling is used, the researcher should be particularly careful to include information on the demographic and other characteristics of the sample studied. For this reason, the researcher included the demographic characteristics of preschool teachers, who are the participants of the present study.

3.5.1.1. Descriptive Information about Participants

This section contains descriptive information about preschool teachers who participated in the present study. In this study, 19 preschool teachers participated in a semi-structured interview. Due to ethical concerns, pseudonyms were chosen instead of participants' names. Accordingly, all teachers are marked with a "P" and numbered according to their order. Looking at the descriptive factors of the participants, teachers worked in public schools (n=14), preschool and early childhood classrooms within the primary school, and private schools (n=5) in Nevşehir, a small city located in the central Anatolia region of Türkiye. There are teachers who are graduates of Early Childhood Education (n=12) and teachers who are graduates of other departments (Child Development and Child Development and Education) (n=7). Nearly all teachers have undergraduate degrees (n=18). Only one teacher has an associate degree. The years of teaching experience of the 19 participants were as follows: 6 of them have 0-10 years of experience, 10 of them have 11-20 years of experience, and 3 of them have 21-30 years of experience (see table 3). It was also examined whether the teachers received training on media literacy. In this context, there are teachers who have received media literacy training (n=8), as well as teachers who have not received media literacy training (n=11). Early childhood teachers working with the 3-6 age group participated in this study as participants.

Table 3. Descriptive Information of Teachers

	Frequency (*f*)
Highest Education Level Attained by the Teacher	
Undergraduate	18
Associate	1
Program	
Teachers who are graduates of Early Childhood Education	12
Teachers who are graduates of other departments	7

Table 3. (continued)

Schools	
The participants who work in public schools	14
The participants who work in private schools	5
The years of experience	
0-10 years (n=6)	6
11-20 years (n=10)	10
21-30 years (n=3)	3
The media literacy background	
Teachers who have received media literacy training	8
Teachers who have not received media literacy training	11

Analysis of the responses revealed that the majority of preschool teachers (n=12) had computers in their classrooms. Some teachers stated that they have smart boards (n=5). In addition, some teachers indicated that there were projections in their classrooms (n=5). Early childhood teachers stated that there are televisions (n=2) in their classrooms. Early childhood teachers stated that there are LCD monitors (n=2) in their classrooms (see Table 4).

Table 4. Audio-Visual Media Tools in the Classroom

	n	**%**
Computer	12	63,16
Smart board	5	26,32
Projection	5	26,32
Television	2	10,53
Lcd Monitor	2	10,53

3.6. Data Analysis

In analyzing the qualitative data, the researcher used thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method of identifying, analyzing,

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and reporting patterns (themes) in data and it minimally describes the dataset with its details. Boyatzis (1998) stated that thematic analysis often goes further than this and interprets various aspects of the research topic. According to Varpio and Kiger (2020), thematic analysis is a method of describing data, but it also includes interpretation in the processes of choosing codes and creating themes.

According to Boyatzis (1998), thematic analysis presents data in detail and addresses various issues through interpretations. Since this research is qualitative research, it is open to interpretation, as it includes questions in which the participants should state their personal comments and preferences in their own words. Therefore, thematic analysis was chosen for data analysis in this study.

According to Creswell, J. W., & Creswell, J. D. (2007), after data collection is completed, the researcher reviews and interprets all data, and organizes all data sources into relevant codes and themes. In this study, voice recordings were transcribed after data collection was completed. The researcher has completed the coding. The answers given to the open-ended questions in the semi-structured interview form were examined in depth and categories and themes were created. The categories obtained are presented with graphics and tables.

Braun and Clarke (2012) stated that thematic analysis is a convenient and powerful method to use when trying to understand a set of experiences, thoughts, or behaviors in a dataset. In this study, the thematic analysis method was preferred because it was desired to reveal the experiences and thoughts of early childhood educators. A qualitative thematic analysis technique was applied to identify significant meanings from the answers of the participants.

There are several reasons for choosing thematic analysis. Braun and Clarke stated that (2006), the advantages of using thematic analysis include providing flexibility, being an easy-to-learn method, having the ability to summarize the main features of the data, lending itself to emphasizing the similarities and differences in the data and having the ability to produce unexpected insights. According to Braun and Clarke (2006), themes in data can be identified in one of two ways in thematic analysis: either in an inductive or a deductive way. Patton (1990) explained that an inductive

approach states that the identified themes are strongly related to the data. According to Braun and Clarke (2006), in the inductive approach, if the data were gathered specifically for research (for example, by interview), the themes identified may have little relevance to the specific questions asked of the participants, and therefore inductive analysis is the process of coding the data without trying to fit it into an existing coding framework or the researcher's biases.

Braun and Clarke (2006) stated that some stages of thematic analysis are similar to those of other qualitative research, and the process begins when the analyst starts to notice and search for patterns of meaning. This may happen during data collection. According to Braun and Clarke (2006), writing in thematic analysis is not something that happens at the end, as in statistical analysis, and so writing should begin early with the notation of potential coding schemes and continue throughout the entire analysis process. In this study, when the researcher started collecting data, she also started the analysis of the data. According to Ryan and Bernard (2000), the endpoint is to report the meaning of the patterns (themes) in the data, in which 'themes are abstract, [meaning that they form] the constructs that researchers define before, during, and after the analysis'.
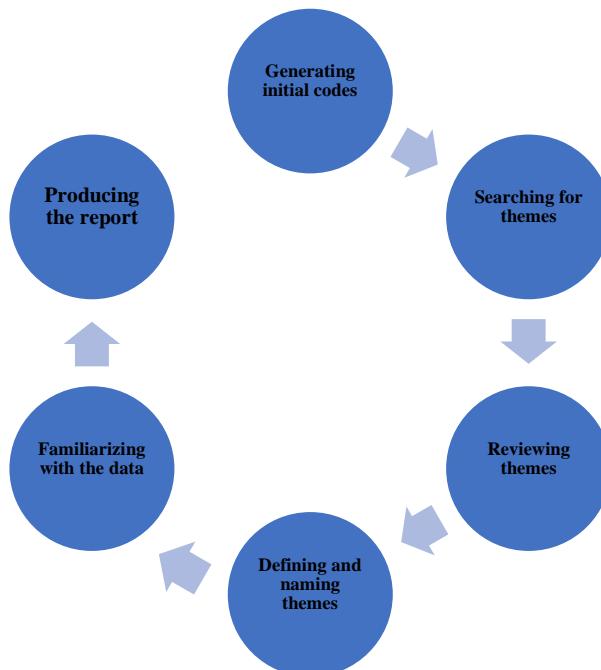
Figure 2. Qualitative Data Analysis Procedure

Adapted from Braun and Clarke (2006)

According to Braun and Clarke (2006), analysis involves constantly moving back and forth between all the data, the coded parts of the data one analyzes, and the analysis of the data one produces.

Braun and Clarke (2006) provided an outline guide for the six stages of analysis: 1) familiarizing oneself with the data, 2) generating initial codes, 3) searching for themes, 4) reviewing themes, 5) defining and naming themes, and 6) producing the report (see Figure 2).

Patton (1990) stated that it is important to recognize that qualitative analysis guidelines are not strictly rules and will need to be applied flexibly to suit research questions, following basic principles. Varpio and Kiger (2020) have argued that it is important to note that Clarke and Braun's thematic analysis is designed as a non-linear, iterative process where the next steps can lead the researcher to return to previous steps in the light of new data or emerging themes. In this study, the researcher followed an iterative process instead of proceeding with a linear process while following 6 stages. In the current study, the interviews were transcribed shortly after they were conducted, both to begin the analysis process and to be able to communicate with the participants in case there were any unclear points in the answers. The interview records were transcribed by the researcher and in this way, it was aimed to become familiar with the data. Afterwards, all the data were read by the researcher to get a general idea. Saldaña (2011) explained that there are many coding methods and that the method that best suits the purpose, research questions and subject of the study can be chosen. As previously mentioned, the inductive coding method was used to obtain codes from the data and the codes were assigned to relevant categories in the current study because inductive analysis is the process of coding data without trying to fit it into a coding framework or the researcher's biases (Braun & Clarke, 2006).

In the current study, participants' quotes are included to explain how themes, categories, and codes were determined. In the findings section, the themes, categories and codes are presented as a summary in the table 5. In the discussion section, different theories and research studies were used to make correct interpretations of the findings.

3.7. Validity

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures (Gibbs, 2007). Creswell (2007) explained that he is interested in validation strategies, often multiple strategies, that include verifying or triangulating data from a variety of sources, having the study reviewed by participants, and enlisting other researchers to review their procedures. Fraenkel et al. (2011) stated that validity is the most important idea to consider when preparing or selecting an instrument for use. Therefore, in order to satisfy validity, some methods are applied by the researcher. Prior to the study, the researcher conducted a pilot study using the questions and procedures that she intended to use in the interview. This pilot study was carried out with 5 preschool teachers. The effectiveness of the questions was assessed through the study.

Fraenkel et al. (2011) stated that sometimes it is not possible to obtain a random sample, and when this is the case, researchers should describe the sample as comprehensively as possible so that other interested parties can judge for themselves the extent to which any finding is valid and to whom it applies to. In this study, demographic information such as the department from which the participants graduated, how many years they spent in the profession, and whether or not they received education on media literacy were included. Moreover, in order to prevent the threat of interval validity, interviews were conducted with each participant separately.

According to Cresswell (2007), there are some methods to ensure validity, also referred to as trustworthiness and credibility. These methods are member checking (respondent validation), peer review, and rich and thick description (Creswell, 2007). According to Creswell (2007), validity can be achieved if two of these methods are used. In this research, three of them were used.

First, the researcher asked another researcher to transcribe 5 interview audio recordings and thus used Creswell's method of providing peer review validity. In this way, researcher biases were sought to be reduced.

Second, participant verification was conducted to ensure the validity of the research. According to Creswell (2009), the final report of participants' answers can be sent to them to verify that it reflects what they actually meant during the interview. In the current study, all interview recordings were listened to after the interview. Three teachers were contacted to confirm the meaning of the answers in the interview. All 3 teachers confirmed the meaning of their answers.

Third, the researcher used rich and thick descriptions to ensure the validity of this study. Denzin (1989b) mentions the importance of using "thick description" when writing qualitative research. The researcher included explanations while writing the research findings. For rich and thick descriptions, the researcher initially researched the literature and became familiar with the data to create themes. The researcher uses the emerging themes to draw conclusions and includes sample sentences from the participants.

Finally, before preparing the research questions, the literature review on this subject was made by the researcher in detail. After the literature review, initial interview questions were created and then reedited. While preparing a semi-structured interview protocol, the opinions of 5 experts and 5 preschool teachers were taken regarding the interview questions. Three experts are experts in the field of early childhood education and work in the field of media. Suggestions were received from these experts regarding the appropriateness of the questions for the purpose. Suggestions were received from a Turkish education expert regarding the clarity and understandability of the questions in the protocol. Recommendations regarding the appropriateness of the questions were received from a measurement and evaluation expert. Before the actual study began, a pilot study was conducted with 5 participants to assess how understandable the interview questions were and to identify potential problems with the interview questions. The revisions were made in line with expert opinions and a pilot study.

3.8. Reliability

Qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects (Gibbs, 2007). Gibbs (2007) recommends

several reliability procedures. These include, checking transcripts to make sure they do not contain mistakes made during transcription in the coding process; be careful not to categorize codes in subsequent or prior sections; not to shift the meaning of the codes, and constantly compare the data with the codes. In the present study, the researcher checked the transcripts both to avoid errors in the transcripts and to be familiar with the data.

Creswell (2009) suggested some strategies for researchers to ensure qualitative reliability in their studies. Two frequently used strategies recommended by Creswell (2009) for researchers working alone are checking the transcriptions to ensure that no errors have been made and ensuring that the meaning of the codes has not changed during the coding process. The current study was conducted with two suggestions in mind. Transcriptions were checked by both the researcher and another researcher. The coding process of the analysis was done carefully by constantly comparing the data and codes.

3.9. Ethical Consideration of the Study

Orb et al. (2020) stated that ethics is about doing good and avoiding harm, and harm can be avoided by applying appropriate ethical principles, so it is imperative to protect human subjects or participants in any research study. Researchers must be aware of the rules, including the codes of conduct, that determine the entire research process (Pittenger, 2003). Thus, the researcher has considered ethical issues while designing the present study. Firstly, before the data collection, the researcher requested a review from the METU Human Research Ethics Committee and received the necessary approvals from the Middle East Technical University Ethics Committee (see Appendix A).

With this ethics committee approval, it has been confirmed that the instrument used in the research (Appendix C) and the data collection process comply with ethical standards. In addition, the researcher obtained the necessary permission from the Ministry of National Education to collect data from schools in Nevşehir (see Appendix B).

Secondly, the researcher read the consent form before the interviews to inform the participants about the ethical considerations and the purpose of the study. Participants were informed at the beginning of the study that they could withdraw from the study at any time. Each participant was informed by the researcher that the confidentiality of what they would share would be protected. In addition, the interviews were recorded after obtaining the consent of each participant for audio recording of the interview. Third, the researcher maintained data confidentiality at every stage of the research. The researcher used pseudonyms instead of participants' names during data analysis. Finally, it is also important to ensure that the participant would give their consent. The researcher asked the participants for their written consent. Participants who gave their informed consent to participate in the study answered the questions.

3.10. Limitations of the Study

Some limitations were identified in order to evaluate the findings of the current study more accurately.

The first limitation of this research is the selection of convenience sampling to select the participants for this research. According to Fraenkel et al. (2011), convenience samples cannot be considered representative of any particular population and should be avoided, if possible, but unfortunately, it is sometimes the only option a researcher has. According to Fraenkel et al. (2011), particular care should be taken to include information on demographic and other characteristics of the sample studied where appropriate sampling is used. For this reason, the researcher included the demographic characteristics (department graduated, years spent in the profession, having received media literacy education, etc.) of the early childhood teachers who are the participants of this study.

The second limitation of this study is that the data in this study are based on teachers' self-report. According to O'Leary (2004), in studies involving interviews, the honesty of the participant is assumed, but it is a known fact that people want to be liked and want privacy. In this study, user names were kept confidential in order to prevent

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participants from giving honest answers for purposes such as being liked and a comfortable environment was sought to be created during the interview. The researcher went to the schools to make an appointment before the interview and met the participants beforehand.

Moreover, observation as another data collection procedure can make the data richer because the process of collecting data through interviews yielded teachers' self-reported uses. Observation, in addition to interviews, can provide clear answers to teachers' use in real-time situations.

In conclusion, random sampling can be used in future studies, and by using more than one data collection tool, data can be enriched and data dependence on participant self-reports can be reduced.

CHAPTER 4

FINDINGS

4.1. Findings

The present study has included semi-structured interviews. In this section, the main findings that emerged from the analysis of the data obtained from the semi-structured interviews with 19 early childhood teachers who expressed their willingness to participate in the present study, both in writing and verbally, is presented. While analyzing the data, the researcher used thematic analysis for qualitative data (Braun & Clarke, 2006). The MAXQDA 2020 software was used for thematic analysis. In this section, the findings are presented. An in-depth description of the findings is presented herein, taking into account the research questions respectively.

The framework of the current study consists of four different objectives. The first aim is to determine the extent to which preschool teachers use YouTube © in the classroom. The second aim is to determine the purposes for which teachers use YouTube © in the classroom. The third aim is to determine the criteria that teachers pay attention to when choosing what type of YouTube © videos to use in the classroom. The fourth aim of the research is to shed light on the reasons why teachers do not use YouTube © videos in the classroom. The fifth and final purpose of the research is to determine preschool teachers' use of YouTube © in the classroom.

Semi-structured individual interviews were used to collect data. A detailed explanation of the results of these interviews is given below. A summary of the main findings is provided at the end of this section. In this section, there are four chapters. The first part will address the findings of the research question detailing the extent to which Preschool Teachers use YouTube © in terms of the following subsections: the

most frequently used YouTube © video types; the most frequently used YouTube © video channels; and criteria to consider when choosing videos. The second chapter presents findings that answer preschool teachers' purposes for utilizing YouTube © in the classroom. The third chapter presents findings that respond to the criteria that preschool teachers consider when choosing YouTube © videos to use in their classrooms. In the fourth and final part, findings are presented regarding the reasons why preschool teachers do not use YouTube © in the classroom.

The results obtained from the interview protocol with preschool teachers are used to answer the research question. When the responses to these interview questions were analyzed, a theme emerged: (1) Teachers' Self- Reported Use of YouTube © in the Classroom. In this section, the subthemes that emerged within this theme are discussed, supported by quotes from the interview transcripts. The number of occurrences in which these sub-themes are mentioned is also given in parentheses.

Table 5. The Summary of the Results

Theme	Subthemes	Category	Codes
Teachers' Self-Reported Use of YouTube © in the Classroom	The extent of preschool teachers' use of YouTube © in the classroom	Teacher's Use of YouTube ©	I use (15) I don't use (4)
	The extent of preschool teachers' use of YouTube © in the classroom	The frequency of use of YouTube © in the classroom	Every day (n=4) 2-3 days a week (n=4) 4 days a week (n=1) 3-4 days a week (n=1) 3 days in a week (n=1) 1-2 days a week (n=1) 1 day a week (n=1) 1 in two weeks (n=1) 2-3 times a month (n=1)
	The extent of preschool teachers' use of YouTube © in the classroom	The video channels that are most frequently used by teachers	Trt Çocuk (n=8) Karamela Sepeti (n=6) No channel name (n=4) Adisebaba (n=3) Hakan Abi (n=2) Bam Bam Tam (n=1) Miniyo (n=1) Anne bu ne? (n=1) Mor Elma (n=1) Bilge Öğretmen (n=1) Ezo Sunal (n=1)

Table 5. (continued)

The extent of preschool teachers' use of YouTube © in the classroom	The type of videos that are most frequently used by teachers	Educational videos (n=13) Music videos (n=12) Animation (n=4) Cartoons (n=3) Experimental videos (n=3) Dance videos (n=2) Movement videos (n=2) Documentary videos (n=1) Do it yourself videos (n=1) Look and draw videos (n=1)
The extent of preschool teachers' use of YouTube © in the classroom	The things teachers do when they use YouTube in the classroom	To observe the children (n=7) To watch together (n=6) To accompany the children (n=3) To check videos (n=2) Other jobs (n=1) To guide the children (n=1)
The extent of preschool teachers' use of YouTube © in the classroom	Teaching techniques that preschool teachers use when using YouTube in the classroom	Question answer (n=9) Demonstration (n=8) Brainstorming (n=2) Repetition (n=2) Drama (n=1) Experiment (n=1) Narration (n=1) Riddle (n=1) Learning by doing (n=1)
	Preschool teachers' purposes for using YouTube in the classroom	Educational (n=11) Both educational and entertainment (n=3) Other (n=3) Entertainment (n=1)
	Whether or not teachers conduct a pre-review of selected YouTube © videos	I examine (n=15)
Criteria that preschool teachers consider when choosing videos to use in the classroom	Reasons to review videos	Appropriateness for student (7) Negative content control (n=6) Inappropriate content (n=4) Ads (n=3) Attractiveness to the child (n=2) Reliable content is important (2) Unlimited content (n=2)

Table 5. (continued)

		Content that can affect their imagination differently (n=1) Suitability for objective (n=1) Video features (n=1) Video usefulness (n=1) Video is important (n=1) Unaudited (n=1)
Criteria that preschool teachers pay attention to when choosing videos to use in the classroom	The things teachers consider to when choosing YouTube © videos to use in their classroom	Does not contain negative content (n=8) Interesting for the children (n=5) Contains educational content (n=4) Relevance to the subject (n=4) Appropriate content (n=2) Does not set a negative example (n=2) Fitness for purpose (n=2) To have entertainment (n=2) Not too deep (n=1) Teaching something positive (n=1) To be ethical (n=1) Does not contain false information (n=1) To be useful (n=1)
	Teachers' Reasons for Not Using YouTube ©	Advertisements (n=1) Not to set a negative example for children (n=1) Harmful content (n=1) To complete other content (n=1)

Jamieson (2016) notes that coding is when you start marking your transcript, and this is when you really start analyzing your data: breaking it down and looking for meaning. A code is a label related to a particular theme, and thus a code attaches meaning to the coded text (Jamieson, 2016). In the current study, during the data collection process, the researcher started to transcribe the interviews. During the transcription process, the first codes began to be created. Codes appropriate to the participants' answers were selected. For example, while codes were created in the video types section, when the participants stated that they mostly used educational

video types in the classroom, the data was coded with the educational video code. Teachers were asked what they did when using YouTube videos in the classroom, and the answers were coded using 6 codes. Among these 6 codes, the "to accompany children" code was seen as an application in which the child is at the center, as it meant that the participants accompanied the children's actions, and it was not coded with the "to guide children" code. This was because the code "guiding children" was used to code the answers in which the teacher was a guide. Four codes were created regarding teachers' purposes of using YouTube in the classroom, and these codes were educational, entertaining, both educational and entertaining and other. Among these codes, there are subcodes of the "education" code. One of those subcodes, "to enrich education", was used to include the meaning of contributing to education and enriching education. In order to repeat what was learned, the answer was coded with "to review and repeat". According to Saldaña (2021), there is no formula for averaging words, but there are ways to synthesize a common result of qualitative data that leads to a unified meaning, and this unified meaning can take the form of a category and a theme. For example, in a study conducted by Harry et al. (2005), data coded as classroom materials, computers and textbooks were categorized under the main heading of "resources". In the current study, codes such as educational videos, music videos and experiments were categorized under the main heading of " The type of videos that are most frequently used by teachers".

4.1.1. Findings about the Extent of Early Childhood Teachers' Use of YouTube © in the Classrooms

This section includes the findings obtained to answer the question of to what extent preschool teachers use YouTube ©. In-depth research findings are presented regarding the extent to which early childhood teachers use YouTube © in the classroom, including which YouTube © channels are most frequently used by early childhood teachers in the classroom, what types of YouTube © videos teachers use most frequently in the classroom, what teaching techniques teachers use when viewing YouTube © videos in the classroom, and why.

Table 6 contains information about teachers' answers regarding their YouTube © use as well as findings about how often teachers use YouTube © videos in the classroom

and are included in Table 7. The findings are presented in the order shown in Table 6 and Table 7.

Table 6. Teacher's Use of YouTube © in the Classroom

	n	%
I don't use it	4	21,05
I use it	15	78,95

When the answers of the early childhood teachers were analyzed, it was found that more than most of the early childhood teachers (n=15) used videos from the YouTube © video platform in their classrooms, and some early childhood teachers did not use YouTube © videos in their classrooms (n=4). (See table 6)

Table 7. The Frequency of Use of YouTube © in the Classroom

	n	%
Every day	4	26,67
2-3 days a week	4	26,67
4 days a week	1	6,67
3-4 days a week	1	6,67
3 days in a week	1	6,67
1-2 days a week	1	6,67
1 day a week	1	6,67
1 in two weeks	1	6,67
2-3 times a month	1	6,67

To answer the research question about to what extent preschool teachers use YouTube © in the classroom, teachers were asked how often they use YouTube © in the classroom. Among the participants consisting of 19 teachers, 15 participants who stated that they use YouTube © in the classroom were asked how often they use YouTube © in the classroom, some teachers (n = 4) answered this question as "every day of the week", and some teachers (n = 4) answered this question as "Twice a week". They answered, "2-3 days." One of the preschool teachers (n = 1) answered

this question as "3-4 days a week". Additionally, preschool teachers reported the frequency of use as "3 days a week" (n=1), "1-2 days a week" (n=1), "1 day a week" (n=1), "1 day for 2 weeks" (n= 1) "2-3 times a month" (n=1) (see table 7).

Table 8. Teachers' Reasons for Not Using YouTube © in the Classroom

Theme	Category	Codes	n	%
Teachers Self Reported Use of YouTube in the Classroom	Teachers' Reasons for Not Using YouTube ©	Advertisements	1	16,67
		Not to set a negative example	1	16,67
		Not appropriate for children's development	1	16,67
		Do not want children to spend time in front of the screen	1	16,67
		To complete other content	1	16,67
		Harmful content	1	16,67

*Some teachers gave more than one answer.

In order to find answers to the research question about the reasons why teachers do not use YouTube, teachers were asked why they do not use YouTube videos in the classroom. Some of the teachers gave more than one answer in this section (See table 8). Teachers P5 and P7, who stated that they did not use the YouTube © video platform in their classes, gave more than one answer to this question.

One of the preschool teachers stated that she did not use YouTube © videos in her class due to advertisements by saying;

> There are ads on YouTube ©. An ad pops up. There may be things that are not suitable for children. I mean, I don't use YouTube © videos just for that reason. We do not know what is in its content, even if I look at it before, even if it is a video I watched before, there may be irrelevant advertisements. Here, children can be exposed to a variety of images. That's why I don't use YouTube © videos in my classroom. I do not prefer it. I don't find it appropriate. (P5)

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One teacher stated that she does not use videos from the YouTube © video platform in her classroom in order not to set a negative example for children. The teacher commented on the reason for not using YouTube © videos in her classroom as follows;

> We are against screen addiction in early childhood. I do not welcome screen addiction. While I don't like this addiction, I think it's not very healthy to educate children with this kind of stuff... (P7)

One of the teachers stated that she does not use videos from the YouTube © video platform in her class because of harmful content by saying;

> …and we can't predict what will happen to us. All of a sudden, things can happen that are very different, and harmful to children. (P7)

One of the teachers stated that the reason for not using YouTube © in her classroom was because she thought it was not appropriate for children's development.

> As I said, I think it is not appropriate for the development of children. (P7)

P16 stated that she did not use videos from the YouTube © video platform in her class and the reason for this was to complete other content. She stated that there was not enough time left for YouTube © by saying;

> Since we have activities and magazine sets suitable for the age group of children in the classroom, we use them during an education period and we do not use YouTube © because we do the trainings sent by the Ministry of National Education. We do not use YouTube © to complete these trainings. (P16)

One teacher stated that she does not use the YouTube © video platform because she does not want children to spend time in front of the screen by saying;

> I don't like putting children in front of the screen. So, never. I just use the smart board when I make magazines with kids, there is something for their magazines. I just open it and direct the children from there. But I never make children watch anything from YouTube ©. (P10)

Preschool teachers were asked, "Which YouTube © channels do you use most frequently in the classroom? Can you give an example?" By asking this question, it is

aimed to find an answer to the research question of the YouTube © channels that preschool teachers use most frequently in the classroom. The teachers' answers to this question were divided into 11 categories (see table 9).

Table 9. The Video Channels that Used Most Frequently by Teachers in the Classroom

	n	%
Trt Çocuk	8	53,33
Karamela Sepeti	6	40,00
No channel name	4	26,67
Adisebaba	3	20,00
Hakan abi	2	13,33
Bam Bam Tam	1	6,67
Miniyo	1	6,67
Anne bu ne?	1	6,67
Mor elma	1	6,67
Bilge öğretmen	1	6,67
Ezo sunal	1	6,67

Some of the teachers gave more than one answer.

In this section, first of all, the characteristics of the channels that teachers stated they use most frequently in the classroom are explained (see table 10). Then, the findings that emerged after the analysis of the teachers' answers are presented (see table 9).

Table 10. Characteristics of Channels that Used Most Frequently by Teachers

Characteristics of Channels	
Trt Çocuk	Content for preschool and school-age children Combines entertainment and education (TRT, n.d.)
Karamela Sepeti	Includes music videos prepared by an educator (Karamela Sepeti, n.d.)
Adisebaba	Contains clips of cartoon children's songs made with classic children's fairy tales (Adisebaba, n.d.).

Table 10. (continued)

Hakan abi	Includes children's songs, rhythm exercises, dances for children, nursery rhymes, English children's songs, entertaining children's songs, educational children's songs (Hakan Abi ve Gitarı Boncuk, n.d.)
Bam Bam Tam	Includes songs were designed in a way that children would actively participate in Combines entertainment and education with songs (Bam Bam Tam, n.d.)
Miniyo	Includes educational songs and animations Aims to support the development of children's rhythmic and musical skills Aims to nurture children's imagination (Miniyo, n.d.)
Anne bu ne?	Includes educational, instructive, and entertaining cartoons (Anne bu ne?, n.d.)
Mor elma	Includes educational, instructive, and entertaining content for children (Mor Elma Yayıncılık, n.d.)
Bilgece Paylaşımlar	Contains videos about a teacher's classroom activities (Bilgece Paylaşımlar, n.d.)
LALALA Dünyası	Contains songs, games and stories prepared for preschool children (LALALA Dünyası, n.d.)

TRT Çocuk contains content for preschool and school-age children, and the contents are designed in accordance with the perception levels and needs of children (TRT, n.d.). TRT Çocuk offers content that combines entertainment and education. (TRT, n.d.). Karamela Sepeti is a channel that includes music videos prepared by an educator in the field of Music Education (Karamela Sepeti, n.d.). The content producers of the YouTube © channel "Bam Bam Tam" stated that their songs were designed in a way that children would actively participate in and that children developed their musical aptitude with these songs and had fun as well as learning (Bam Bam Tam, n.d.). "Adisebaba Masal" YouTube © channel contains clips of cartoon children's songs made with classic children's fairy tales and fairy tale heroes (Adisebaba, n.d.). "Hakan Abi ve Gitarı Boncuk" channel includes preschool songs, children's songs, rhythm exercises, dances for children, lullabies, nursery rhymes,

English children's songs, entertaining children's songs, educational children's songs, and songs about sports (Hakan Abi ve Gitarı Boncuk, n.d.). The aims of the Miniyo channel are to provide fun, educational songs and animations to children, supporting the development of children's rhythmic and musical skills, and nurturing their imagination (Miniyo, n.d.). Mor Elma Publishing is a publishing house that prepares educational, instructive, and entertaining content for children (Mor Elma Yayıncılık, n.d.). The "Anne bu ne?" YouTube channel is specially designed for preschool children, based on the questions that children constantly ask and it is an educational, instructive, and entertaining cartoon channel (Anne bu ne?, n.d.). The YouTube © channel named "Bilge Öğretmen", which the participants stated under the name "Bilgece Paylaşımlar", is a channel containing videos about a teacher's classroom activities (Bilgece Paylaşımlar, n.d.). The YouTube © channel named "LALALA Dünyası", which was identified by a teacher as Ezo Sunal who creates content in the channel, contains songs, games, stories, and lullabies prepared for preschool children between the ages of 2-7 (LALALA Dünyası, n.d.). (See table 10)

According to the analysis of the answers of the teachers, more than half (n=8) of the teachers who said that they use YouTube © videos in their class stated that they used the Trt Çocuk channel. Some teachers stated that they use the YouTube © channel called Karamela Sepeti (n=6). Some teachers used the name of Onur Erol, who shared on the channel instead of saying the name of the channel Karamela Sepeti. This name is also coded as Karamela Sepeti (see table 9). Some teachers stated that they use more than one channel. P4, P6, and P11 each commented as follows:

> Karamela Sepeti, Trt Çocuk, Hakan Abi, Mor Elma, then Bilge Öğretmen. But primarily Trt Çocuk. (P4)

> Miniyo, Karamela Sepeti. There is a channel called "Anne bu ne?". These are generally what I use, but of course, there are different ones, but I don't know all of them. (P6)

> There is Trt Çocuk. Well, was it Karamela Sepeti? That one too. With Onur Erol. (P11)

On the other hand, some teachers (n=4) stated that they do not have a specific channel they use. Regarding not using a particular channel, P1, P12, P13 and P14 each commented as follows:

Not an official channel. When we start searching, we can benefit from everything that we come across when we enter the subject and that we deem appropriate and that is educational. (P1)

So, I'm not using a specific channel. In general, I start and watch videos in the form of songs and fun games. Because of them, I start from the videos I know. That's why I can't say for sure this or that channel. (P12)

I don't have a specific YouTube © channel because I go by doing research. I mean, I'm looking at the content on YouTube © from different channels. I'm not obsessed with a channel. So, I am not fixated on a channel as I am using it for research purposes. (P13)

I usually start with educational videos, so I don't have any channels. What am I doing today? For example, I am experimenting. I can give an example of a wind panel. (P14)

Some teachers (n=3) stated that they used Adisebaba, and some teachers (n=2) stated that they used the Hakan Abi channel. Other answers from the teachers are; "Bam Bam Tam" (n=1), "Miniyo" (n=1), "Anne bu ne?" (n=1), "Mor Elma" (n=1), "Bilge Öğretmen" (n=1), and "Ezo Sunal" (n=1). (See table 9)

To find an answer to the research question about which types of videos teachers use most in the classroom, teachers were asked "*What are the types of YouTube © videos you use most in the classroom?*". In the analysis of the answers from the teachers to this question, it was revealed in the analysis of the answers that teachers stated that they used more than one video type.

According to the answers of the teachers in this part, video types are discussed under 10 different headings; movement videos, experiment videos, documentaries, dance videos, look and draw videos, do it yourself videos, animation, cartoons, educational videos, and music videos. In this part, it was revealed that most of the teachers (n=13) used educational videos and music videos (n=12). Some teachers (n=4) stated that they use animation. Some teachers (n=3) stated that they use experimental videos and some of them stated that they use cartoons (n=3). Few teachers (n=2) stated that they used movement videos. One of the teachers stated that she uses documentary videos, one of them stated she uses look and draw videos and one of them stated she uses do it yourself videos (see table 11).

Table 11. The Type of Videos that are Used Most Frequently by Teachers

	n	%
Educational videos	13	86,67
Music videos	12	80,00
Animation	4	26,67
Cartoons	3	20,00
Experimental videos	3	20,00
Dance videos	2	13,33
Movement videos	2	13,33
Documentary videos	1	6,67
Do it yourself videos	1	6,67
Look and draw videos	1	6,67

*Some of the teachers gave more than one answer.

In order to learn what teachers are doing while using videos from the YouTube © video platform in the classroom, the teachers were asked "*What do you do when children are watching YouTube © videos in your class?*".

Table 12. The Things Teachers Do When Children are Watching YouTube © Videos in the Classroom

	n	%
To observe the children	7	46,67
To watch together	6	40,00
To accompany the children	3	20,00
To check videos	2	13,33
Other jobs	1	6,67
To guide the children	1	6,67

Teachers' answers to this question were coded using 6 codes: To observe the children (n=7), to watch together (n=6), to accompany the children (n=3), to check videos (n=2), other jobs (n=1), to guide the children (n=1) (see table12).

In order to answer the research question about to what extent preschool teachers use YouTube © in the classroom, the teachers were asked "*What teaching techniques do you use when using YouTube © videos in your classroom? Why?*".

As a result of the analysis of teachers' answers, question and answer (n=9) and demonstration (n=8) were the two most commonly used teaching techniques.

P6, P13, and P19 commented on the teaching techniques as follows:

> After closing the video, I ask questions. They answer. Just like that. (P6)
>
> I do question and answer with the children while I use YouTube © videos. I pause the video and ask the question. (P13)
>
> If they are educational videos, I can pause and ask questions to the children. (P19)

P2 and P3 commented on the teaching techniques as follows:

> We are using the demonstration activity. We watch first and then we can do the activity ourselves, especially in experiments. (P2)
>
> For example, there was a mushroom activity today. Here's red and white or something... "We'll do that, but these colors don't have to be the same", I use the demonstration in this way. (P3)

A small number of teachers stated that they use brainstorming (n=2). One of the teachers stated that she used narration, one of them stated she used drama, one of them stated she used learning by experience, one of them stated she used experiment and one of them stated she used teaching techniques (see table 12).

Table 13. Teaching Techniques/Strategies that Teachers Use Most Frequently When Using YouTube in the Classroom

	n	%
Question answer	9	60,00
Demonstration	8	53,33
Brainstorming	2	13,33

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Table 13. (continued)

Repetition	2	13,33
Drama	1	6,67
Experiment	1	6,67
Narration	1	6,67
Riddle	1	6,67
Learning by doing	1	6,67

Some of the teachers gave more than one answer.

In the research question about which teaching techniques preschool teachers use when viewing YouTube ©, and the reason for this was asked as a probing question. As a result of the analysis of the answers of the teachers, it was revealed that the reason for using question and answer frequently was to make an evaluation (n=6). Other stated reasons are; Permanent learning (n=2), repetition (n=1), and understanding the cause-effect relationship (n=1) (see table13).

Table 14. Reason for Using Question and Answer

	n	%
To evaluate	6	66,67
To provide permanent learning	2	22,22
To understand the cause-effect relationship	1	11,11
To repeat	1	11,11

According to the analysis of the data, the most popular reason for teachers to use the question and answer technique is to evaluate (See table 13). P9, P13, P14, P15 and P18 commented on the teaching techniques as follows:

> To understand whether it is understood by children or how it makes an impression on their world. (P9)

> I often use the question and answer techniques for children. The reason for this is to decipher whether my children have perceived it or not. (P13)

> I use the question and answer technique, I need to stop because I should understand whether they understand or not, because I explain the subject

beforehand, I start a video to reinforce it. We also do activity after everything. So I use the question and answer technique to find out if they understand or not. (P14)

I wonder if they learned or not, in order to determine how much they learned. (P15)

Can he make a flashback? Can they remember what they have learned? Can they give meaningful, accurate answers? Can they accurately convey what they are watching? I do this to evaluate. (P18)

To see how permanent it is. (P19)

In the analysis of the answers of the teachers, the reasons for using demonstration are divided into 9 categories: to learn by living, to reinforce creativity, to use in activities, to make teaching easier, to make something concrete, to present a visual, to show the result to the children, to speak to the majority, to do physical activity. Teachers stated their reasons for using demonstration; to present a visual (n = 3), to learn by living (n = 1), to reinforce creativity (n = 1), to use in activities (1), to make teaching easier (n = 1), to make something concrete (n = 1), to show the result to the children (n = 1), to speak to the majority (n = 1), to do physical activity (n = 1) (see table 14). The teachers gave different answers for the reasons for using the demonstration technique, the only common answer was "presenting a visual" (see table 14).

Table 15. Reasons for Using the Demonstration Method

	n	%
To present a visual	3	37,50
To learn by living	1	12,50
To reinforce creativity	1	12,50
To use in activities	1	12,50
To make teaching easier	1	12,50
To make something concrete	1	12,50
To show the result to the children	1	12,50
To speak to the majority	1	12,50
To do physical activity	1	12,50

One of the two teachers who stated that they use brainstorming stated that she uses brainstorming to reach a conclusion by saying:

> I'm listening to their predictions. Later, let's see if it is as they have predicted it? So that's how we reach the conclusion. Whose statement turned out to be true? Whose prediction is right? (P15)

One teacher stated that the reason for using brainstorming was to make an evaluation (see table 15)

Table 16. Reason for Using Brainstorming

	n	%
To reach the conclusion	1	50,00
To evaluate	1	50,00

One of the teachers stated that she used the riddle teaching technique while using videos from the YouTube © video platform and the reason for using this technique was to make evaluations (see table 16) by saying:

> The reason for this is to see if children can really pay attention to the video, to see if the purpose of the video is fulfilled. (P13)

Table 17. Reason to Use Riddle

	n	%
To evaluate	1	100,00

One of the teachers who participated in the current study stated that he used the narration teaching technique while using YouTube © in her classes and explained the reason for this by saying that the narration is the technique that is used frequently (see table 17).

Table 18. Reason for Using Narration

	n	%
Already frequently used	1	100,00

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One teacher stated that she used drama as a teaching technique while using YouTube © videos in her classroom (See table 18). She explained the reason for this by saying:

I use drama as a teaching technique to reach the children more easily. (P4)

Table 19. Reason for Using Drama

	n	%
Easy access to children	1	100,00

One teacher stated that she used the experiment as a teaching technique while using videos from the YouTube © video platform in her classroom. She stated that she benefited from the experimental techniques according to the content. In other words, she stated that the reason for using the experiment was that the content was suitable for using this method (see table 19).

Table 20. Reason for Using Experiment

	n	%
Relevance to the content	1	100,00

4.1.2. Findings on the Teachers' Purposes of Using YouTube © Videos

To answer the research question about teachers' purposes of using YouTube © videos in the classroom, preschool teachers were asked "*For what purposes do you use YouTube © videos in the classroom?*". With the help of this question, it is aimed to get deeper answers about teachers' purposes for using YouTube © in the classroom. After all the answers of the interviewees were taken, it was revealed that the teachers explained the purposes of using YouTube © videos in the classroom under four headings: "educational purposes, entertaining purposes, both educational and entertaining purposes, and other purposes" as seen in table 20. In the analysis of teachers' answers regarding the purposes of using YouTube ©, sub-codes were to support the development, to motivate children, to appeal to many senses, to make sense of what is taught to the teacher, to use in matters that are out of reach, and these sub-codes are placed under the "other" code. (See table 24)

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The analysis of the teachers' answers indicated that the majority of the 15 teachers who said that they use YouTube © videos in their classrooms use YouTube © videos for educational purposes in their classrooms (n=11) (see Table 20). While some teachers stated that they had both educational and entertainment purposes for using YouTube © (n=3), some teachers stated that they had other purposes (n=3). One of the teachers (n=1) has stated that they use YouTube © for entertainment (See table 20).

Table 21. Teachers' Purposes for Using YouTube in the Classroom

	Documents	Percent (valid)
Educational	11	73,33
Both educational and entertainment	3	20,00
Other	3	20,00
Entertainment	1	6,67

A teacher (P12) who stated that she used videos from the YouTube © video platform for entertainment purposes in her classroom stated that she handled educational purposes in the activities she applied and explained that she used YouTube © videos for purposes such as allowing children an outlet to express excess energy and dancing (see table 21).

Table 22. Preschool Teachers' YouTube Usage Purposes and Exemplary Quotes

Usage Purposes	n	Exemplary Quotes
For educational purposes	11	I use educational videos for educational purposes. I use it so children can learn something new. (P6)
For both educational and entertainment purposes	3	I also use it for entertainment. To dance, to allow children an outlet to express excess energy. As I said, I also use it for educational purposes. (P15)
For entertainment purposes	1	Not for very educational purposes. I usually use it in entertainment time because I take the educational ones into activities that I have done according to my own plan. That's why I use YouTube © for entertainment, not educationally. So that they can release their energy, so that they can dance. That's how I use it. (P12)

In the analysis of the answers, the data that could not be coded as "education", "entertainment" or "both education and entertainment" purposes were coded with the "other" code (n=3).

Table 23. Preschool Teachers' Educational Purposes for Using YouTube in the Classroom

Theme	Category	Code	Subcodes	n	%
Teachers Self Reported Use of YouTube in the Classroom	Preschool teachers' purposes for using YouTube in the classroom	Education	To review and repeat	2	25,00
			To enrich education	2	25,00
			To provide better understanding	1	12,50
			To deliver a visual impression	1	12,50
			To reinforce the topic	1	12,50
			To attract children's attention	1	12,50
			For lesson preparation	1	12,50

There are seven subcodes under the "Education" code, and these subcodes are: to review and repeat, to enrich education, to provide better understanding, to deliver a visual impression, to reinforce the topic, to attract children's attention, and for lesson preparation. (see table 22) Among the sub-codes under the "Education" code, the most popular code was the "review and repeat" code (n=2).

In Table 23, the comments of the teachers and the sub-codes in which these comments were coded are given.

Table 24. Preschool Teachers' Educational Purposes for Using YouTube in the Classroom and Exemplary Quotes

Education	n	Exemplary Quotes
To review and repeat	2	For example, if I am going to teach music to children; I use it to first perceive it audibly, listen, and then repeat after me. (P6)
		As I said, I use it to review and repeat what we have learned. (P18)

Table 24. (continued)

To enrich education	2	I use YouTube © videos to enrich teaching and learning. (P2)
		I use YouTube © videos to contribute to the lesson. (P4)
To provide better understanding	1	I use YouTube © videos to help children better understand. (P9)
To deliver a visual impression	1	I use YouTube © videos to give children a visual impression of the lessons and topics we teach. (P9)
To reinforcing the topic	1	It can be used to reinforce the topic. (P19)
To attract children's attention	1	I use it to involve the child in the activity to be done, to get their attention. (P3)

*Some of the teachers gave more than one answer.

The answers of the teachers were coded with the code "other", except for the codes "Education", "entertainment" and "both education and entertainment" (n=3). The "Other" code contains five subcodes (see table 24). These subcodes are "to support the development of children, to motivate children, to appeal to their many senses, to make sense of what is taught for the teacher, to use in matters that are out of reach". The answers of the teachers could be coded with more than one code. For example, participant 8 stated that she uses YouTube © video platform videos in her classroom to both motivate students and make sense of what they teach as a teacher:

> When we do the activity verbally throughout the activity, it motivates children visually. It also makes some of what we teach more meaningful for us. (P8)

P9 stated that she uses YouTube © both to motivate children and to reach impossible subjects by saying that:

> ....In order to appeal to them both visually and audibly, ... we use the opportunity of economically and visually accessing subjects that cannot be otherwise accessed. (P9)

Table 25. Preschool Teachers' Other Purposes for Using YouTube in the Classroom

	n	%
To support the development of children	1	33,33
To motivate children	1	33,33
To appeal to their many senses	1	33,33
To make sense of what is taught for the teacher	1	33,33
To use in matters that are out of reach	1	33,33

Some of the teachers gave more than one answer.

In Table 25, the comments of the teachers which were coded with the "other" code are given.

Table 26. Preschool Teachers' Other Purposes for Using YouTube in the Classroom and Exemplary Quotes

Codes	Exemplary Quotes
To support the development	From time to time, I use YouTube © videos in my classroom to support their body development and to support their physical development with sports videos. (P18)
To motivate children	...when we do it verbally throughout the activity, it motivates children more visually. (P8)
To appeal to many senses	... we use ... to address both visually and audibly. (P9)
To make sense of what is taught for the teacher	It also makes some of what we teach more meaningful for us. (P8)
To use in matters that are out of reach	..., we use it on issues that are not accessible both economically and visually. (P9)

Two teachers gave more than one answer.

4.1.3. Findings about the Criteria of Early Childhood Teachers While Choosing YouTube © Videos

In this section, there are two questions. Firstly, the following question was asked in order to reveal whether the teachers examined the videos on the YouTube © video platform they used in their classrooms before using them: *"Do you review the* YouTube © *videos you use in your classroom before using them? Why?".*

In the analysis of the teachers' answers, all 15 teachers (n=15) who stated that they used YouTube © in their classrooms stated that they reviewed the videos before using them in their classrooms (see table 26).

Table 27. Whether or not Teachers Conduct a Pre-review of Selected YouTube © Videos

	n	%
I examine	15	100,00

Teachers were asked why they viewed YouTube © videos before use. While some teachers gave a single reason for the why question, some teachers gave more than one answer. As for the reasons for their answers, "appropriateness to the student (n=7), negative content control (n=6), inappropriate content (n=4), ads (n=3), attractiveness to the child (n=2), reliable content is important (n=2), unlimited content (n=2), content that can affect their imagination differently (n=1), suitability for target (n=1), video features (n=1), video usefulness (n=1), video is important (n=1), unaudited (n=1) (see table 27).

Seven teachers indicated that "appropriateness to the child" was their reason for reviewing the videos beforehand (see table 27). Two of the teachers commented on this issue as follows:

> Because some content is not suitable for children and is not suitable for their age and development. That's why I always choose. (P9)

> It is important whether it is suitable for the level of children. (P17)

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The analysis of the answers showed that six of the teachers stated that the reason for examining the videos before use was negative content control (see table 27). "Negative content control" code contains seven subcodes such as "wrong content, negative examples, scary content, unpleasant words, violent content, harmful content, bad messages". Four teachers stated that they reviewed YouTube © videos before using them in their classrooms because of inappropriate content.

Talking about this topic, two of teacher said:

> I review it over and over because there may be some unnoticed and inappropriate images. (P2)

> Sometimes there may be inappropriate content. (P8)

Other review reasons cited were advertisements (n=3) (see table 27). Teachers commented on this by saying:

> There are ads between YouTube © videos, which is very disturbing. (P2)

> I need to know its content because I can see something very different in the ad that comes out suddenly, even if it's a children's video. (P3)

> It's important to me that there are no ads. (P4)

Two teachers stated that they reviewed YouTube © video platform videos before using them in the classroom, and this was because secure content was important. P4 stated that she reviewed the videos and explained why by saying:

> Because it is important to me that the content is secure. (P4)

Two of the teachers indicated that their reason for viewing the videos was to see if the videos appealed to children.

> I'll definitely look into it to see if it will appeal to them. (P19)

Two of the teachers said that there is unlimited content on the YouTube © video platform and therefore they review the videos they will use in the classroom beforehand.

As you know, the internet is an ocean, so there is no limit. (P3)

Because YouTube © is a very large field. (P5)

One of the teachers stated that she reviewed the videos before use to see if the videos were beneficial to children.

So, I wonder if it will be able to educate children. I wonder if that video will be useful, I'm looking at it to see beforehand. (P13)

One teacher stated that the videos contain things that can affect children's imaginations differently, and therefore she examines the videos from the front by saying:

Well, I think that in some videos, there are things that will affect children's imaginations differently. (P12)

One teacher pointed out that the subject of the videos is important and stated that she therefore examines the videos. One of the teachers stated that she reviewed the videos to see if they were suitable for the objectives by saying:

...does the video really deliver what I intend to teach? (P8)

One of the teachers explained that because the videos on the YouTube © video platform were not checked, she reviewed them before use.

Because there are channels that have not been reviewed by the Board of Education. (P4)

Table 28. Reasons to Review Videos

	Documents	%
Appropriateness to the child	7	46,67
Negative content control	6	40,00
Inappropriate content	4	26,67
Ads	3	20,00
Attractiveness to the child	2	13,33
Reliable content is important	2	13,33

Table 28. (continued)

Unlimited content	2	13,33
Content that can affect their imagination differently	1	6,67
Suitability for objective	1	6,67
Video features	1	6,67
Video usefulness	1	6,67
Video is important	1	6,67
Unaudited	1	6,67

Analysis of the teachers' answers showed that negative examples (n=2), scary content (n=2), unpleasant words (n=2), and violent content (n=2) were the reasons for teachers to pre-review the videos. Few teachers stated that wrong content (n=1), harmful content (n=1), and bad messages (n=1) were reasons to review videos before using them.

One teacher stated that she viewed the videos before using them to see the video features. She mentioned the sound and image of the video as video features by saying:

> ... sometimes the pictures and characters are very small. The tone of voice is not appropriate at all. That's why I'm definitely watching. (P18)

Table 29. Appropriateness to the Child

	n	%
Appropriateness for the age group	10	100,00
Compliance with developmental characteristics	3	30,00
Compliance with their level	1	10,00

*Each teacher has more than one answer.

One of the teachers mentioned the negative content control by saying:

> As I said, it should be away from negative examples or negative content. (P1)

Table 29 contains the sub-codes of the negative content control.

Table 30. The Sub-codes of Negative Content Control

	n	%
Negative examples	2	33,33
Frightening content	2	33,33
Unpleasant words	2	33,33
Violent content	2	33,33
Harmful content	1	16,67
Bad messages	1	16,67
Incorrect contents	1	16,67

In Table 30, the code included in the analysis of preschool teachers' answers regarding the reasons for reviewing videos before use and the teachers' quotes regarding this code are included.

Table 31. The Sub-codes of Negative Content Control and Exemplary Quotes

Sub-Codes	Exemplary Quotes
incorrect contents	In other words, even as YouTube © Kids, I do not watch it at home, nor do I open it. I've heard that YouTube © Kids also has very wrong content. (P13)
negative examples	... there may be negative examples, I pay attention to them and then I can use them if I find it appropriate. (P19)
frightening content	I think there are scary things. (P12)
unpleasant words	Because sometimes, for example, some videos may contain unpleasant words. (P6)
violent content	I think there are scary things… (P11)
harmful content	...in the sense that there is no content that is very harmful to the child… (P1)
bad messages	…in the sense that there is no content with bad messages. (P1)

Some of the teachers have more than one answer.

To answer the research question about what criteria teachers use when choosing the video they will use in the classroom, the question *"What do you consider to when choosing a YouTube © video to use in the classroom?"* has been asked. This question aims to get deeper answers about the criteria that teachers consider in the videos that preschool teachers choose to use in the classroom. After all the answers from the interviewees were received, the teachers' video selection criteria are as stated in table 31: "Not contain negative content, interesting for the children, contain educational content, relevance to the subject, appropriate content, not to set a negative example, fitness for purpose, to have entertainment, not too deep, teaching the positive, to be ethical, not contain false information, to be useful".

Table 32. The Criteria Teachers Consider to When Choosing YouTube © Videos to Use in the Classroom

	n	%
Not contain negative content	8	53,33
Interesting for the children	5	33,33
Contain educational content	4	26,67
Relevance to the subject	4	26,67
Appropriate content	2	13,33
Not to set a negative example	2	13,33
Fitness for purpose	2	13,33
To have entertainment	2	13,33
Not too deep	1	6,67
Teaching the positive	1	6,67
To be ethical	1	6,67
Not contain false information	1	6,67
To be useful	1	6,67

Eight teachers who stated that they use videos from the YouTube © video sharing platform in their classrooms (n=15) indicated that they paid attention to the absence of negative content when choosing YouTube © videos to use in their classrooms.

> First of all, it should not create a negative image for children... There should not be a negative symbol or expression. (P4)

> We're looking to see if the video contains any negative content. (P17)

Analysis of the teachers' answers shows that the teachers considered whether the video was attractive to children by saying:

> ... it needs to attract the attention of children. (P1)

> I pay special attention to whether it will attract the attention of children. (P15)

> ...and we're looking to see if it can get the attention of children. (P17)

One of the teachers mentions video features (see table 32) as follows:

> The image needs to be vivid and attract children's attention. Audio content needs to be good. (P1)

Table 33. Video Features

	n	%
Good image	2	66,67
Good audio content	1	33,33
Video duration	1	33,33

Eight teachers stated that they paid attention to not having negative content while choosing the videos (See table 31). In the previous question, six teachers stated that the reason for previewing YouTube © videos was negative content control (see table 27). In this respect, it can be said that the answers of the teachers to different questions are consistent.

Five teachers stated that when choosing videos from the YouTube © video platform to use in their classrooms, they paid attention to attracting children's attention.

Four teachers stated that while choosing videos from the YouTube © video platform to use in their classrooms, they paid attention to the fact that the videos contain

educational content. Four teachers stated that when choosing YouTube © videos to use in their classrooms, they made sure that the videos were relevant to the subject.

The teachers stated that they paid attention to the following criteria while they selected videos from the YouTube © video sharing platform to use in their classrooms: that they have appropriate content (n=2), that they do not set a negative example (n=2), that they fulfill fitness for purpose (n=2), and that they provide entertainment (n=2).

Other teachers stated that they paid attention to the following criteria when choosing YouTube © videos to use in their classrooms: that the videos are not too deep (n=1), teach the positive (n=1), are ethical (n=1), do not contain false information (n=1), are useful (n=1).

CHAPTER 5

DISCUSSION AND CONCLUSION

In this section, firstly, a summary of the study is presented. Then, preschool teachers' self-reported use of YouTube © in the classroom was discussed in depth and implications were made regarding the findings of the study. Finally, suggestions were made for policymakers, preschool teachers, families, content producers, and future studies.

5.1. Summary of the Study

The purpose of the study was to investigate early childhood teachers' use of YouTube © in the classroom. The participants of the research consist of preschool teachers working in the center of Nevşehir. A semi-structured interview protocol was conducted with 19 volunteer preschool teachers who agreed to participate in the research. After the data collection process was completed, the MAXQDA 2020 program was used for the results.

5.2. Discussion of Findings

The discussion of the findings includes a part on preschool teachers' use of YouTube © in the classroom. This part also has other subheadings, as will be explained in the following sections.

5.2.1. The Extent of Early Childhood Teachers' Use of YouTube © in the Classrooms

To what extent preschool teachers use YouTube © in the classroom was examined under four main headings: status and frequency of use, video channels teachers use

most frequently, types of videos teachers use most frequently, and teaching methods teachers use while viewing the videos.

5.2.1.1. Early Childhood Teachers' Use of YouTube © in the Classrooms and Frequency of Use

Findings on early childhood teachers' use of the YouTube © video platform in classrooms are quite similar to other studies in the literature on early childhood teachers' use of social media and YouTube © (e.g. Szeto and Cheng, 2015; Pattier, 2021; Çiçek & Şahin, 2022). In their study, Szeto and Cheng (2015) aim to gain a deeper understanding of teachers' pedagogy by exploring the social media they prefer in their teaching practices, and a qualitative case study was conducted of a group of preservice teachers who integrated technology into their teaching in kindergartens, primary and secondary schools. The results show that among social media tools, YouTube © is widely used together with other social media and non-social media tools for teaching purposes. As a result of Szeto et al.'s research (2016), it was found that the majority of the participants use social media with a high frequency, and according to the preferences of the participants, the YouTube © video platform is the most popular tool. According to the findings of the current research, most of the teachers who participated in the research stated that they use YouTube © in their classrooms. According to Pattier (2021), 9 out of 10 participants in this study use videos in their classrooms. According to the research results of Çiçek and Şahin (2022), many children in preschool education environments are exposed to screen media during school hours. A similar result was also found in the present study. 15 out of 19 teachers stated that they use YouTube © videos in the classroom. In this context, it can be said that these studies and the current research suggest that preschool teachers use YouTube © in the classroom. When compared with the findings of the research and the relevant literature, it is possible to infer that teachers use YouTube in the classroom, based on the above-mentioned studies conducted at different times and countries.

Previous studies and reveals that teachers use technology and media to offer children more effective learning experiences and provide a positive attitude towards learning

(Brooks et al., 2006; Lim and Tay, 2003). The results of current research indicate that 15 out of 19 participants, namely 78.95%, use YouTube © videos in their classrooms.

The use of social media in educational settings is a debatable issue. There are questions regarding the impact of such early media use on children's cognitive and social development, including questions regarding just how and when children learn from screen media (Wartella et al., 2005). Rice et al. (1990) stated that the results of a study they conducted showed that the content and presentation formats of "Sesame Street" were very suitable for the vocabulary development of preschool children, regardless of parent education, family size, child's gender, and parental attitudes. In this context, it can be said that some video contents are effective in children's development and learning. The current study revealed that 15 out of 19 participants used YouTube in their classrooms. In this regard, it can be inferred that the participants in the current study know the positive effects of video content on children's development and learning.

Looking at the use of video as an educational resource in education, it is seen that it is quite common among teachers at all stages of education (Rangarajan, et al., 2019). In his study, Pattier (2021) aims to understand the use of video in education from the teachers' perspective and to determine the factors affecting its implementation in the classroom. A survey was conducted with the participation of 1,150 teachers. According to Pattier (2021), it can be concluded that the process of applying educational videos in the teaching process is considered effective according to teachers, and nine out of 10 teachers participating in the survey use them in the classroom. Considering that 15 out of 19 participants used YouTube videos in the classroom as a result of the current study, it can be said that the videos are seen as effective in the teaching process according to the participants of the current study.

According to the Preschool Education Program (2013), using the opportunities in the immediate environment provides diversity and economic benefits in providing tools and materials. For this reason, it is important for the teacher to know and monitor the immediate environment and the child's life experiences (Ministry of National Education, 2013). As a result of the current study, it can be inferred that the 15

participants who were found to use YouTube videos in their classes used YouTube as a close circle opportunity in the context of this feature of the program because YouTube is accessible and economical wherever there is a computer and internet access.

The frequency of teachers' use of videos from the YouTube © video platform in the classroom is important because of how intensely the videos affect children's lives, perceptions, and development. In the study of Pattier (2021), polarization emerged in the results of the frequency of video use. According to Pattier (2021), this result shows that there are two types of teachers working at the kindergarten stage: teachers who use content such as songs and videos as primary resources in their lessons, and teachers who are reluctant to use videos. In the current study, the majority of the participants, that is, 15 out of 19 teachers, stated that they used YouTube videos in the classroom. Moreover, although there are differences between the frequency of participants' use of YouTube videos, there is no polarization. According to the findings of current research, 4 of the teachers who said that they use YouTube © videos in their classrooms stated that they used them every day, and 4 of them stated that they used them 2-3 days a week. In the current study, no generalization can be made since the number of participants consists of 19 teachers, but the fact that 4 of the participants stated that they use YouTube every day and 4 of them stated that they it 2-3 days a week does not indicate that there is a polarization between the frequency of YouTube usage of the participants in this study. In terms of participants' frequency of YouTube use in the classroom, the results of Pattier's (2021) study are not similar to the results of the current study.

Research explains that long screen viewing will have negative effects on children (Twenge & Campbell, 2018; Poulain et al., 2019). At the same time, according to Bandura's (1974) observational learning model, not using screens excessively in the classroom may be effective in being a positive model for children. As a result of the studies of Çiçek and İnan (2022), it was revealed that students were exposed to screens for 30 minutes on a typical school day. When the findings on this subject are examined, it is seen that 4 of the research participants stated that they use YouTube © in their classes every day and 4 of them say that they use YouTube © in their

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classes every 2-3 days. This finding shows that teachers' frequency of media and screen use in the classroom is similar to the results of Çiçek and İnan's (2022) study.

The research revealed that the reasons why preschool teachers do not use videos on the YouTube © video platform in their classrooms are to avoid exposing children to advertisements, not to set a negative example, because they contain potentially harmful content, and because the content is not suitable for children's development. Bandura (1986) claimed that individuals can learn many things by observing the experiences of others. "The Bobo Doll experiment has serious implications for how children will be affected by viewing violent media products" (Bandura, 1977). In this context, it can be said that teachers who stated that they do not use YouTube © in order not to present negative examples are conscious about observational learning in Bandura's theory.

The finding of the current study is that the teachers who stated that they did not use videos from the YouTube © video platform in their classrooms did not receive any training on media literacy. Based on this information, it can be said that teachers with media literacy awareness in this study use YouTube © in their classrooms, while those who do not have a media literacy education prefer not to use it. In this context, it can be inferred that teachers with media literacy training are more positive towards using YouTube, a social media platform, in the classroom.

According to Pattier (2021), the recommendations of the World Health Organization, campaigns against technological addictions, or naturalist movements in education that indicate the risks of exposure to screens at an early age (Lin et al., 2019; Nergiz et al., 2020; Wolf et al., 2018) divide kindergarten teachers into two (in a study conducted by Pattier (2021): those who generally do not use videos in their lessons by following such recommendations, and those who apply a large number of videos in their classes. In the current study, it was revealed that 15 of the 19 participants, the majority of the participants, used YouTube videos in the classroom, but 4 participants did not use YouTube videos. Two of the participants' reasons for not using YouTube was "not to set a negative example" and the other was "do not want children to spend time in front of the screen". In this context, it can be said that the participants in the current study who stated that they do not use YouTube for these

two reasons may not be using YouTube videos in their classroom by following the thoughts and recommendations mentioned by Pattier (2021).

One of the current study participants stated that she did not use YouTube videos in her classroom to complement other activities. In this context, it can be inferred that the participant in the current study did not use YouTube in the classroom in order to spare time for other activities that would support children's development.

This teacher stated that there was not enough time left for YouTube © by saying;

> Since we have activities and magazine sets suitable for the age group of children in the classroom, we use them during an education period and we do not use YouTube © because we do the trainings sent by the Ministry of National Education. We do not use YouTube © to complete these trainings. (P16)

This teacher stated that she did not use YouTube in her classroom and ran out of time to complete the preschool education magazines prepared by the Ministry of National Education. Considering that the educational contents prepared by the Ministry of National Education are prepared by expert teams, it can be inferred that the activities that this teacher will do with the magazine prepared by the Ministry of National Education for preschool children are considered a priority for this teacher. In this context, it can be noted that the teacher did not use YouTube videos to complement the resources provided by the ministry.

As a result of Ali et al.'s (2020) study, it was revealed that the reason why YouTube videos were not used as teaching and learning materials by the participants was that they relied on the materials provided by the relevant curricula of preschool children. In the current study, it can be inferred that one of the preschool teachers stated that she did not use YouTube to complete other content because she relied on her existing content.

5.2.1.2. Video Channels Teachers Use Most Frequently

Pattier (2021) claimed that teachers choose videos from the YouTube © search engine, not from specific YouTube © channels. According to the results of the

current research, when asked about the YouTube © channels they use the most, 4 teachers stated that they do not use a particular YouTube © channel. Conversely, 11 teachers gave the names of the YouTube © channels they use the most frequently, and some teachers mentioned more than one YouTube © channel. At this point, while a few teachers do not use certain channels, most of them stated that they do. Therefore, a different result was obtained in the present study.

As a result of İnan's (2021) study, it was seen that the channels most used by preschool teachers were TRT Çocuk and Karamela Sepeti. As mentioned before, the TRT Çocuk channel is a channel that contains educational videos suitable for the development of children and whose content is prepared by an expert team (TRT Çocuk, n.d.), and Karamela Sepeti channel is a channel that contains music videos prepared by an educator in the field of Music Education named Onur Erol (Karamela Sepeti, n.d.). TRT Çocuk offers content for preschool and school-age children, and the contents are designed to meet the perception levels and needs of children, and attention is paid to ensure that educational and learning contents are active and interactive (TRT Çocuk, n.d.). TRT Çocuk provides content that is in line with the basic views and aims of national education, combines entertainment and education, and positively affects the lives of children. It prepares and contributes to the production of these contents, taking into account its own policy standards, quality, and publication integrity (TRT, n.d.). As a similar result in the current study, it was determined that the channels most used by teachers were TRT Çocuk (n=8) and Karamela Sepeti (n=6). In this context, the results of the two studies show parallelism in terms of teachers' video channels. Both studies found that teachers selected quality content to use with children in the classroom. This finding shows that current participants in both studies were knowledgeable in YouTube © channel selection and they mostly use quality content prepared by educators or expert teams. Besides, judging by the characteristics of the channels that teachers stated they use most frequently in the classroom, it can be said that they consider it being educational and entertaining, which is one of the aims of national education.

According to the results of İnan's (2021) study, Karamela Sepeti music album, the clips of which were prepared and performed by Onur Erol, has been the most

preferred media product by educators in schools. A similar result was obtained in the current study and Karamela Sepeti was stated as one of the most used YouTube © video platform channel. İnan's research (2018) on screen media use in the classroom revealed that early childhood educators use technology and media mostly in music videos. In the current study, the Karamela Sepeti channel, one of the channels that preschool teachers stated they used most, is a music video channel, and it can be said that these studies are parallel in this respect. Moreover, considering that people can improve their musical knowledge and skills by interacting with a musical environment (Sloboda, 1996), it can be said that it is important to use musical content in preschool education environments. In this context, it can be explained that the participating teachers in the current study used channels that could help children acquire musical skills. It was revealed that the Adisebaba Fairy Tales channel was used by 3 teachers who participated in the current study. The "Adisebaba Masal" Youtube © channel contains videos consisting of children's songs and cartoons based on classic children's fairy tales (Adisebaba, n.d.). Fairy tale is a literary genre that conveys extraordinary events that mostly happen to people, animals, and beings such as witches, genies, giants, and fairies, and it is usually created by the people, based on imagination, living in oral tradition. (TDK, n.d.) Fairy tales attract the attention of children, especially preschool children and all children who have just started school (Dilidüzgün, 1994). There are opinions about whether fairy tales are useful or harmful. Karatay (2007) explained that the fairy tale enriches the imagination of children and provides education on values such as kindness, honesty, and helpfulness. Works that contain violence and death are very dangerous for children, so they should be chosen considering the age, sensitivity, and mental health of the child, books that cannot harm children's sensitivity should be chosen, and studies to the contrary should not be recommended to children (Aytekin, 2008). According to Karatay (2007), tales will benefit educators in transferring national and universal values to younger generations and will determine the reason for their use in educational environments.

5.2.1.3. Type of Videos Teachers Use Most Frequently

Neumann and Herodotou (2020) stated that instead of focusing on the time the child spends in front of the screen, it is necessary to focus on what she or he watches on

the YouTube © video platform. In the current study, it was investigated which video types teachers use and thus which videos children are exposed to. The video types that teachers stated they use the most frequently are educational videos and music videos.

According to the results based on the data in Pattier's study (2021), 9 out of 10 participants in the study use video in their classrooms. In this research, we can conclude that the process of applying educational videos in the teaching process is seen as effective for teachers and 9 out of 10 teachers participating in the survey use them in the classroom. In the current study, it was revealed as a result of the analysis of the data that the majority of the participants, 15 out of 19 participants, used YouTube videos in their classes. The fact that 15 out of 19 participants stated that they use educational videos the most is similar to Pattier's (2021) study in the current research, and therefore, it can be concluded that the participants in the current research also found the application of educational videos in the teaching process effective.

Computer addiction has become a rapidly spreading public health problem all over the world, especially for children (Gentile et al., 2017; Wu et al., 2018). In this context, it is possible to say that teachers' encouragement of their students to use the internet for educational purposes has a preventive feature against risky situations in this field (Kaşıkçı et al., 2014). As a result of the current study, it is possible to say that the fact that teachers mostly use educational videos may be aimed at encouraging children to use YouTube videos educationally.

In the study of İnan (2021), the most preferred audio-visual video types in schools are music clips (25.5%, n=453) and cartoons (24.5%, n=437). According to İnan (2021), other most watched video types are educational videos (17.7%, n=310), animated videos (12.7%, n=226), and documentaries (9.6%, n=171). In the study of İnan (2021), the fact that the other most used video types are music videos and educational videos is in parallel with the findings of the current study. In the current study, the 5 most used video types in the classroom from YouTube © are; educational videos (n=13), music videos (n=12), animations (n=4), cartoons (n=3),

and experiment videos (n=3). In the study of İnan (2021), documentaries are a rare response, in line with the current study.

In the study of Doğan and Göker (2012), 165 people (34.4%) in the selected sample group preferred to watch cartoons the most. İnan (2021) stated that while the educational videos category was expected to be the first choice of the educators according to the answers given by the educators to the question of the purpose of watching, it turned out that cartoons were the first choice of the teachers. Cartoons have a great role in improving children's learning skills (Özer & Avcı, 2015). In addition to teaching children interpersonal issues such as family relationships, friendships, communication, and playing games, cartoons also help them adopt the cultural and social elements presented in films (Yavuzer, 2007, p.80). In Başar and Elyıldırım's (2022) study conducted with 21 participants from seven different regions of Turkey, it was revealed that YouTube, which is associated with multimedia, supports children in learning basic concepts by accessing multimedia content. In the study conducted by Başar and Elyıldırım (2022) with parents, they stated that children learned many concepts by watching cartoons on YouTube, for example, they learned some critical ideas about earthquakes. In the current study, only 3 teachers stated that they used cartoons and the most used video type is educational videos (n=13). In this context, there is a difference between the two studies. However, as mentioned before, cartoons can improve educational skills (Özer & Avcı, 2015) and TRT Çocuk, which is one of the channels that the participants in the current study stated they use most frequently, contains many cartoons.

Research shows that children who watch well-designed educational videos engage cognitively and gain many benefits from it (Anderson and Kirkorian, 2015). Since the type of video that the participants in the current study stated that they used most was educational, it can be said that the participants in current study may have knowledge that educational videos have positive effects on children.

At the same time, TRT Çocuk and Karamela Sepeti include music videos and educational videos, and in the current study, teachers stated that they used music videos and educational videos the most. In this context, the YouTube © video

channels and types that teachers stated they use most are similar. Therefore, it can be said that teachers are knowledgeable about their own use.

In the current research, many teachers stated that they use YouTube © videos in their classrooms for educational purposes and they use educational videos. The answers given by the participants to different questions, namely their intended use of YouTube © videos and the types of videos they use, match up with each other. That is, this data match up with participants' answers to different question.

As a result of the analysis of the data collected by Pattier (2021) with the survey data collection tool, it was revealed that 70.3% of the most used video content in the kindergarten education stage was songs, 10.4% was explanatory videos and 7.7% was cartoons. In the current study, it was found that the most used video types were educational videos (n = 13) and music videos (n = 12). The research results are parallel in that Pattier's (2021) research found that songs were frequently used, and in the current research, music videos were frequently used. In this context, it can be said that the participants in both studies are aware of the benefits of including music in the education of preschool children and use it with children. YouTube offers explanatory videos on a wide range of everyday and science-related topics (Wolf and Kratzer, 2015 cited by Bitzenbauer et al., 2023). Explanatory videos are short videos, usually 10 minutes or less, that aim to introduce and explain a specific topic of interest (Wolf and Kratzer, 2015 cited by Bitzenbauer et al., 2023). It can be said that explanatory videos have educational features as they contain explanations about a topic of interest. In this context, as a result of the two studies, it can be said that the most used video types by the participants are videos with educational content and that the participants regard educational videos as efficient tools in the education process.

A study in the literature investigating the types of videos that parents let their children watch conducted by Ofcom (2017), parents of 3-7 year olds who use YouTube were asked to indicate their favorite type of content on YouTube. For parents of 3-4 year olds, the category shown as cartoons/animations/mini movies or songs is the most watched content category on YouTube (52%); Less than a fifth of

parents mentioned funny videos or challenges (11%) or unboxing videos (15%). As a similar result in the current study, music videos are among the most watched video types, and unboxing and challenging videos were not stated to be preferred by teachers. Considering this, it can be inferred that the teachers in the current study and the parents in the study conducted by Ofcom (2017) do not prefer video types such as unboxing for children and they are likely to be knowledgeable about the harms of such type of video.

5.2.1.4. Teaching Methods Teachers Use While Viewing the YouTube © Videos

Teachers were asked which teaching techniques they use while using videos fom the YouTube © video platform. Findings reveal that teachers mostly stated that they use question-answer and demonstration while using YouTube © videos in the classroom. The majority (n=6) of 9 teachers who stated that they used question and answer stated that the reason for this was to make evaluations. The findings showed that the most stated reason for teachers to use the demonstration teaching technique was visual presentation.

Bozbolat et al (2016) stated that some educators use learning strategies, teaching methods, and techniques in the same sense, but all three are different concepts. Tok (2008) stated that the teaching strategy has pioneered the selection of appropriate methods and techniques to answer the question, "How shall we teach?". Teaching methods are the way to plan the learning-teaching process, and teaching techniques are the way to implement this plan (Tok, 2008). According to Yeşilyurt (2020), one of the general principles of teaching is the action principle, the work principle, and the active participation principle. Additionally, the concept of "through one's own life" entails the active participation of the student in the learning-teaching process, emphasizing learning by doing and living.

Taking cognitive learning into consideration, Öztürk (1995) determined the learning strategies as "Attention Strategy", "Repetition Strategy", "Interpretation Strategy", "Embedding Strategy", "Remembering Strategy", "Cognitive Management Strategy" and "Affective Strategy". Eggen and Kauchak (1994) defined repetition as repeatedly

expressing information verbally or mentally without changing the meaning and structure of the information. Yıldızlar (2012) stated that repetition strategies such as repeating information verbatim support the more appropriate processing of information in long-term memory. That is, while according to Öztürk (1995), repetition is a learning method and according to Yeşilyurt (2020), learning by doing is a teaching principle, in this study, teachers stated that they used these two concepts as a teaching technique. In this context, there is a misconception among teachers.

According to the research results of Szeto et al. (2016), the majority of participants, that is, 23 out of 32 people, primarily integrate social media affordances of information search into direct instruction. Confrey (1990, p.107) identified three main elements for direct instruction: (a) the goals are aimed at obtaining short-term results, (b) the teacher directs the lesson according to the plans and routines at hand, (c) the teacher is the only determinant of whether understanding occurs at the appropriate level. Considering these 3 elements, it can be said that in classes based on direct expression, the teacher is the authority in the classroom in terms of evaluating information and the students are not activated. In the current study, through analysis of the data, it was determined that most participants used YouTube teaching techniques such as demonstration and question answer in the current study. The question answer technique was developed based on the desire to eliminate the boringness of the narration technique and to carry out teaching more effectively (Karamustafaoğlu and Yaman, 2006, p.101). In this context, it can be said that there is no similarity between the results of Szeto et al.'s (2016) study and the current study in terms of the teaching techniques used by teachers. This is because, in Szeto et al.'s (2016) study, while direct education pedagogy was common among teachers, in the current study it was revealed that the question-answer technique, which makes education productive, was widely used. However, there are also studies with similar results to the current study regarding the use of teaching techniques in education. In the study conducted by Karasakaloğlu and Saracaloğlu (2011), when teachers' opinions were examined, it was observed that all of the teachers (n=13) used the question-answer technique. In the current study, findings regarding the reasons why participants benefit from question answer when using YouTube show that it is for evaluation and permanent learning purposes. Assessment and evaluation in early

childhood education should be carried out continuously and should support the child's learning and development (Gullo & Hughes, 2011). It is also recommended that teachers ask questions in lessons, especially as it will improve students' skills such as analytical thinking, evaluation, creativity and summarization (Morgan & Saxton, 1991). According to the results of the current study, the teaching technique that teachers use most when utilizing YouTube is question and answer, and the reason for using this technique may be evaluation because the participants have the knowledge that evaluation should be continuous in early childhood education. At the same time, it can be said that the participants in the current study may be informed that the question and answer technique was appropriate for evaluation.

The current research results regarding the teaching technique that teachers use most when using YouTube are compatible with the literature on the teaching techniques that teachers use most. The question and answer technique is the second technique that teachers frequently use during teaching, after the narrative technique (Cotton, 2003). Researchers stated that teachers ask 300-400 questions in a day (Leven & Long, 1981), and the number of questions they ask in a lesson hour is between 30 and 120 (Graesser & Person,1994). However, while the narrative technique is the most used technique by teachers in the literature, the analysis of the current research data revealed that only one teacher used the narrative technique while using YouTube. Narrative is an instructor-centered teaching technique (Sönmez, 1994). Although this technique is an economical technique, allowing many topics to be explained to large groups in a short time, it has low power to ensure effective learning because it makes classroom interaction one-way (İnandı, 2013). In this context, the fact that the participants in the current study did not use the instructor-centered narrative technique may be because they were aware that this technique, in which the instructor is active, does not provide effective education.

The methods and techniques used in creating learning experiences and increasing its quality have a great function (Oğuzkan, 1985). The method in education is to talk about how the processes of teaching students new behaviors are created because education works to achieve its goals with appropriate methods (Akto, A., & Akto, S, 2017). Teaching techniques are the application forms of the method (Özden, 2000).

The teaching method and teaching techniques are tools to help students to facilitate learning (Güleryüz, 2000). In the results of this research, the techniques that the participants stated that they used most were question and answer (n = 9) and demonstration (n = 8). Question and answer (n=9), one of the teaching techniques, was preferred by the participants for evaluation (n=6) because it ensures learning performance (n=2). Asking questions has become a basic way of learning and an important method of satisfying curiosity (Kabaş, 2009). Teachers are advised to ask questions in lessons as it will develop students' analytical thinking, evaluation, creativity, summarization, theory, and similar skills (Morgan & Saxton, 1991). In this context, it can be said that preschool teachers have knowledge about the question and answer technique and while viewing YouTube © in the classroom, they use it considering what this technique will provide. Questions can be used to measure learning at the levels of knowledge, comprehension, application, analysis, synthesis and evaluation (Kubat, 2018). In parallel, teachers stated that they used this method for evaluation (n=6). In this context, it can be said that teachers use the question and answer method in accordance with their ways of using it.

In the demonstration, the teacher shows students how to do what is expected to be done at the end of the lesson and explains the process step by step (Ameh et al., 2007). Some of the advantages of this method, as outlined by Olaitan (1984) and Mundi (2006), are: that it saves time and provides an economy of materials; increases attention in lectures and is a strong motivator; students receive immediate feedback through their products; and is good at pointing out proper ways to do things. According to the answers of 3 preschool teachers in the current study, the reason for using demonstrations was to use visuals. Two of the other reasons given by teachers are to make teaching easier and to show the results to the children. It can be said that one of the participants in the current study aimed to show the result to the children in accordance with the definition of demonstration by Ameh et al (2007). It can be said that teaching techniques make learning easier for students (Güleryüz, 2000), which is parallel to teachers' use of the demonstration method to facilitate learning.

When teachers were asked what they did while children were watching videos in their classrooms, the most common answers were to observe children and to watch

with children. Findings about what preschool teachers do while using YouTube ©
are as follows: observing children, watching videos together, accompanying children,
checking videos, and other related activities. What teachers said they did most was to
observe children and watch videos together. According to Smidt (2005), observation
means watching what people do and listening to what they say. Observation is
defined as one of the informal assessment tools in early childhood education
(Wortham, 2005). According to Neisworth and Bagnato (2004), observation has been
identified as the heart of informal assessment. Dunphy (2010) explained the tradition
of child observation in early childhood education with the following words: "Many
of the pioneers in the field such as Froebel, Piaget, and Vygosky strongly supported
the process of watching, listening to, and thinking about children's actions (p.41). In
this context, it can be said that preschool teachers observe and evaluate children's
actions while using YouTube © in the classroom. Flottman et al. (2010) state that
evaluations should be made regarding the progress in children's learning and
development, especially what children are ready to learn and how early childhood
teachers can support this progress. In this context, it can be said that because the
teachers in the current study were knowledgeable about the importance of evaluation,
they observed children while using videos and they may benefit from this
observation on how to support children.

5.2.2. Teachers' Purposes of Using Videos from the YouTube © Video Platform

According to Çiçek and Şahin (2022), as a result of their research, it was found that
many children were exposed to screen media during school hours and that this
practice was primarily carried out for educational purposes. In the study of İnan
(2021) with preschool teachers, the aims of teachers' screen watching were found to
be educational reasons (484), spending time (n=43), entertaining (n=36), and
classroom management (n=36). Findings of the current research are in parallel with
the results of this research, and these are educational (n=11), both educational and
entertainment (n=3), other (n=3), and entertainment (n=1).

Screen viewing for entertainment purposes in schools has been found to be one of the
less popular purposes of teachers (İnan, 2021). Current research shows 3 teachers

using the YouTube © video platform for entertainment purposes only and the results of previous studies are similar to the findings of the current study. On the other hand, in the study of İnan (2021), "spending time", which is the second goal of preschool educators for screen viewing, was never mentioned by the current research participants. This may be because the teachers in the current study did not use YouTube in their classrooms to pass time. Besides, this may be due to teachers' concerns that their answers will not be liked or they may not actually use the video for this purpose.

Teachers' purposes for using YouTube © were coded with 3 different codes in this research, and one of these codes is the other purposes code. Other purposes include the subcode to motivate children. According to Sardiman (2012), motivation can be explained as the driving force that emerges in students, leads to learning activities, ensures the continuity of the learning process, and guides the learning process. Puspitarini and Hanif (2019) stated that teachers have a major role in the process of increasing students' learning motivation because they spend a lot of time with students at school.

In Tamim's (2013) study, which collected the opinions of 45 teachers with an open-ended survey, participants' responses regarding their perceptions of the general advantages of using YouTube for teaching purposes were mostly positive. As a result of the analysis, the answers were collected under four main themes: (a) supporting the learning process, (b) increasing interest, (c) increasing efficiency and (d) enriching the content (Tamim, 2013). In the current study, it was observed that participants used YouTube mostly for educational purposes (n=11). Sub codes under educational purposes are to review and repeat (n=2), to enrich education (n=1), to provide better understanding (n=1), to deliver a visual impression (n=1), to reinforce the topic (n=1), to attract children's attention (n=1), and for lesson preparation (n=1). When the codes in the two studies are examined, it is seen that there is parallelism between the codes. In particular, the code "enriching education" is included in both studies. It can be said that the results of the two studies, that is, the answers of the participants, are similar. In this context, it can be inferred that the participants in both studies used YouTube in education for similar purposes. In both studies, it can be inferred that the teachers used YouTube in their classrooms for educational purposes.

5.2.3. The Criteria of Early Childhood Teachers While Choosing YouTube © Videos

According to İnan (2021), in the context of controlling what to watch and content, when early childhood educators were asked whether they previewed their media products, it was revealed that the vast majority of respondents did. In the current study, all of the teachers who stated that they used videos from the YouTube © video platform in their classrooms stated that they previewed them.

An important part of this study is about what preschool teachers pay attention to when choosing YouTube © videos. Teachers were asked what they paid attention to when choosing videos. In the current research, it has been revealed that there are many things that preschool teachers consider when choosing YouTube © videos to be used in their classrooms. According to the findings of the current study, the teachers participating in the research mostly paid attention to the appropriateness of the videos for the child, that they do not contain negative content, and that they are attractive to the children. According to Pattier (2021), each teacher has 3-4 criteria in video selection, and while the criterion they emphasize most as a video selection criterion is motivation, the least emphasized criterion is authorship. In the current study, teachers stated one or more criteria. Motivation is not stated as a criterion. In this context, teachers may not have seen children's motivation as a criterion, or it may be thought that other criteria may also include motivation. For example, the codes of being interesting for the child (n=5) and containing entertaining content (n=2) may include motivation, or teachers may not have specified motivation as a separate criterion because these codes directly or indirectly motivate children.

In the current study, it was revealed that the teachers paid attention to the fact that the video is appropriate for the child, that there is no negative content in the video, that it is attractive for children, that the video is suitable for the subject, that the video contains educational content, and the overall video features. Çiçek and Şahin (2022) stated that in their study, it was revealed that the teachers mostly chose to use the screen environment in the classroom, taking into account the criteria of the appropriateness for age and development, the educational value of the content, the

attractiveness and the formal features. In the current research, it is seen that a similar result is obtained in terms of teachers' attention to the appropriateness of the video for the child, its attractiveness for the children, the educational content of the video, and the video features.

In the study of İnan (2021), the most frequent response in the frequencies of the criteria under the age or development category is that video should not being frightening or violent. In the current study, the teachers paid the most attention to "appropriateness for the student" followed by "negative content control". Violent content is one of the sub-codes of negative content control. The children's programs have a higher frequency of violence compared to comedy programs, music videos, and reality shows (Gentile et al., 2007). Studies show that children aged 0-6 tend to reflect what they see on television without considering whether the actions are good or bad (Rideout et al., 2003). According to Anderson et al. (2012), media violence is a risk factor for future aggressive behavior. In this context, it can be said that teachers may be aware that negative content such as violence can negatively affect children or lead them to perform negative behavior.

Neumann and Herodotou (2020) explained the key factors for choosing the right video, which are age appropriateness, content quality, video design features, and learning outcomes. The findings revealed that the teachers paid attention to the fact that the videos contained educational content and that the video content was appropriate when choosing videos. At the same time, teachers stated that the reasons for making pre-reviews were to determine the videos' suitability for the child, content control, and to screen video features. In this context, it has been seen that teachers take these key factors into consideration in video selection.

According to the Early Childhood Education Program of the Ministry of National Education (2013), the teacher should always keep in mind that each child has different developmental and individual characteristics. For this reason, it is important for teachers to look for appropriateness for the child in the video selection process. According to Papadamou et al. (2020), appropriateness to children means that the general audience classification is used, the content is suitable for children aged 1 to 5

years, and it is appropriate to the interests of young children. According to Neumann and Herodotou (2020), for a video to be appropriate for children, the content must be educational and include activities such as play-acting and songs.

The selection and use of videos are important to consider when integrating YouTube videos into teaching and learning (Snelson, 2018). Klobas et al. (2018) suggested that the pedagogical use of YouTube should select relevant resources, embed them within other learning materials and activities, and reduce the risk of students being distracted by entertainment. In the current study, the majority of the participants (n=13) use educational videos, which can be inferred that the participants in the current study were aware of the risk of distracting children with entertainment. In addition, 4 of the participants in the current study stated that they paid attention to the criteria of relevance to the subject when choosing the videos they would use in the classroom, and 4 participants stated that they paid attention to the criteria of containing educational content. In this context, it can be inferred that the participants in the current study are aware of the importance of choosing relevant videos when choosing YouTube videos. Besides, the participants in the current study are aware that there is a risk of children being distracted by entertainment and it can be said that they may choose educational videos to prevent this.

In İnan's thesis study (2021), early childhood educators were asked whether they preview media products, in the context of controlling what they watch and its content. Of the 602 respondents, the majority (88.2%, n=537) reported previewing, while 8.6% (n=52) reported sometimes doing it. Additionally, 3.2% (n=19) stated that they did not watch media products before letting children watch them. It can be said that the results of the two studies are similar and that the participants in the two studies previewed the videos they would use in the classroom. In the current study, it was determined that all participants watched the videos before using them in the classroom. The most frequently cited reasons for previewing are appropriateness for children (n=7), negative content control (n=6), inappropriate content (n=4) and advertisements (n=3). As a result of the analysis of the data, it was revealed that 8 of the participants paid attention to the absence of negative content when choosing the videos (see table 31). 6 teachers stated that the reason for previewing YouTube©

videos was to control negative content (see table 27). In this respect, it can be said that the answers given by the teachers to different questions were consistent and the analysis of the answers to both questions showed that the teachers paid attention to the absence of negative content in the video. There are many children's videos on YouTube © (Papadamou et al., 2020). Studies indicate a trend of inappropriate content targeting children (Subedar and Yates, 2017; Maheshwari, 2017), and an example of this trend is the uploading of videos featuring popular cartoon characters such as Spider-Man, as well as disturbing content that includes violence (Brandom, 2017). Existing literature reveals that children's exposure to inappropriate media content causes many negative consequences, including increased aggression, fear, depersonalization, poor school performance, the prevalence of psychological trauma symptoms, antisocial behavior, negative self-perception, and low self-esteem (e.g., Donnerstein et al., 1994; Fleming and Rickwood, 2001; Funk and Buchman, 1996; Wartella et al., 2000). Research shows that food marketing increases children's current and future consumption and childhood obesity is associated with advertisement viewing (Harris, 2014). Considering the negative effects that negative and inappropriate content can cause on young children, it can be said that teachers are knowledgeable about the content and protect children from negative content by pre-reviewing it in line with this knowledge.

As mentioned above, considering the fact that there is a lot of inappropriate content targeting children on YouTube and the negative effects that these inappropriate contents can have on young children, it can be said that the participants of current study are aware of the presence of inappropriate content on YouTube and with this awareness they choose the videos they use in the classroom and they try to protect children from negative content by conducting a prereview.

5.3. Implications

This study was applied to investigate early childhood teachers' use of videos from the YouTube © video platform in their classrooms. It has been proven that the majority of early childhood teachers use YouTube © videos in their classrooms and pay attention to choosing appropriate videos for children. In line with the findings of this

study, this section offers implications for educators and policymakers in charge of education and media content creators. In the last part, implications for further studies are provided.

5.3.1. Implications for Early Childhood Teachers

The findings of the current study offer different implications for preschool teachers. To begin with, this study found that teachers use YouTube © for educational purposes mostly with educational videos and music videos. The fact that the participants stated that they used YouTube © for educational purposes and that they mostly used educational videos showed that there were parallel answers to two different questions, and in this respect, teachers gave consistent answers about their own use. In this context, it can be said that the participants' goals and video type choices are compatible. However, while the other type of video that the participants stated they used most frequently was music videos, the teachers did not specify any purpose of use of the music. It can be said that music videos can also have educational features. Therefore, although teachers used music videos, they may have described these videos as educational videos. For this reason, in-service training or seminars can be given to teachers to inform them about video types, so that they can better learn the features of the videos they use in the classroom and make it easier for them to choose the video types that are suitable for their intended use.

The findings of the current study show that the channels that the participants used most in the classroom were the TRT Çocuk and Karamela Sepeti channels. TRT Çocuk is a national channel and contains educational videos suitable for children prepared by an expert team (TRT, n.d.). Karamela Sepeti is a channel containing music video content prepared by an educator (Karamela Sepeti, n.d.). In this context, it can be said that when teachers have quality content prepared by experts and educators on YouTube ©, they choose to use these videos in the classroom. In this context, it can be said that preschool teachers are knowledgeable about choosing videos suitable for children. On the other hand, research shows that even educational media use can have negative effects on children's development, depending on the child's age, screen content, as well as the degree of screen exposure (Christakis et al.,

2018). Therefore, it can be said that teachers should pay attention to factors such as screen time and the age of the child even when using quality educational content.

According to the current research results, the majority of teachers stated that they pay attention to the absence of inappropriate content while choosing YouTube videos. Similarly, a teacher who stated that she did not use YouTube in her class also stated that she did not use YouTube due to harmful content. Teachers who want to benefit from YouTube videos in their classroom but avoid inappropriate content can enable YouTube restricted mode to filter out inappropriate content.

There is a participant who stated that while choosing YouTube videos to use in her classroom, she was careful not to contain misinformation. Teachers can watch the videos before use to check that the videos do not contain incorrect information and can check the accuracy of the information in the video beforehand. In order to check the accuracy of the information, they can use platforms and applications that check the accuracy of the information on the internet and social media.

According to Öztürk (1995), repetition is a learning method, and according to Yeşilyurt (2020), learning by doing refers to the action principle, which is a teaching principle. In this study, teachers stated that they used these two concepts as a teaching technique. In this context, there is a misconception among teachers in the current study. Early childhood teachers can attend trainings and seminars to refresh and enrich their knowledge of teaching techniques.

5.3.2. Implications for Policy Makers

It was found that among the preschool teachers who participated in the current study, those who received media literacy education used YouTube in their classes. It has been observed that teachers who have not received media literacy education use YouTube less frequently or do not use YouTube in their classrooms. In line with this finding in the current study, 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 in order to increase the awareness of early childhood teachers on media and media's effects.

As a result of the current research, it has been revealed that negative content control is among the criteria that preschool teachers pay most attention to when choosing videos. In line with this finding, teachers can be supported to acquire media literacy skills to distinguish negative content in the media and to present better content to children by providing guides prepared with the help of experts in the field.

5.3.3. Implication for Content Creators

Those responsible for the production of children's media should consider the holistic development of children. They should take steps to ensure equality for children, especially in underdeveloped societies, by using the advantages of the media for the benefit of children. According to Lemish and Kolucki (2013), the media is the storyteller of our time and a source of information and entertainment for people of all ages.

Chunna (2006), based on the four stages of the cognitive development theory, suggested that the child's perception structure is different from adults. Piaget stated that children in the preoperational period cannot think logically (Heatherly, 1974). Therefore, producers of children's media must provide accurate and reliable information to children.

In the current study, it was found that the video channels that preschool teachers use most on YouTube are channels prepared by educators and contain quality content for children. When the literature was examined, Neumann and Herodotou (2020) stated that the videos that children watch should be appropriate for children. In this context, content producers should make sure that the videos they produce are appropriate for the development of children.

According to Lemish and Kolucki (2013), media content producers should follow the basics and principles of media development. Using interactive, creative and respectful communication; using strength-based communication which focuses on

nurturing the potential of children, including age- appropriate things such as age-appropriate puppet shows, songs; and ensuring communication is free of stereotypes can be given as examples of the principles of media development that support children's development. According to the results of the current research, all preschool teachers participating in the study watch the YouTube video before using it in the classroom. The most common reasons given by teachers for this review were appropriateness for children. With this result, it can be said that the appropriateness of the videos for children is considered important according to preschool teachers. In this context, media content creators should produce content appropriate to the development and needs of preschool children. Media content creators can use current study results in order to produce appropriate content for children.

5.3.4. Implications for Further Studies

The findings of this study revealed important recommendations for further studies. First of all, there are suggestions regarding the research design. In the current study, qualitative data was collected through interviews. Having another data collection tool, such as observation, will enrich the data. At this point, teachers' YouTube © usage in the classroom was recorded through teacher's self-reporting. Therefore, it may be useful to observe preschool teachers' YouTube © use in future studies. In order to evaluate teachers' statements regarding their use of YouTube ©, they can be observed in terms of the types of videos, channels and teaching techniques they use.

Additionally, a longitudinal study could be conducted to examine the long-term consequences of YouTube © use in the classroom on both teachers and children. This may provide clues as to how professional training regarding media and YouTube © use in the classroom can be developed.

Secondly, this study examined whether teachers use YouTube © in their classrooms and what channels and video types the teachers use. With a more detailed study, the consistency of teachers in choosing these channels and video types can be revealed.

Moreover, the study was conducted in schools located in the center of Nevşehir, a small city located in the central Anatolia region of Türkiye. The researcher made

such a choice due to easy accessibility and to save time. In future studies, research can be conducted with participants from different regions and provinces in Türkiye. Thus, other researchers can analyze the similarities and differences between participants from different regions and provinces.

Lastly, as a result of their study, Wozney et al. (2006) stated that private school teachers reported significantly more use of computers for all functional uses, except for "recreational" and "expansive" purposes, compared to public school teachers. In the current study, a difference has been found between the use of YouTube © by teachers working in private and public schools, but the number of participants in this study has been limited. Therefore, this research can be conducted with more participants. In the current study, it was found that teachers working in private schools do not use YouTube in the classroom for various reasons or use it less frequently.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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Konu: Değerlendirme Sonucu   27 OCAK 2023

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğr. Üy. Volkan ŞAHİN

Danışmanlığını yürüttüğünüz Ayşe SUSAM'ın *"Okul Öncesi Öğretmenlerinin Sınıflarında YouTube Kullanımları"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0003-ODTUİAEK-2023** protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Sibel KAZAK BERUMENT
Başkan

Prof.Dr. İ.Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Dr. Öğretim Üyesi Şerife SEVİNÇ
Üye

Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

B. APPROVAL OF THE MINISTRY OF NATIONAL EDUCATION

T.C.
NEVŞEHİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-74212857-605.01-71802666   08/03/2023
Konu : Ayşe SUSAM Araştırma İzni

VALİLİK MAKAMINA

İlgi : a) Orta Doğu Teknik Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 54850036-044-E.360 sayılı yazısı.
b) Ayşe SUSAM'ın 08/03/2023 tarihli ve 71739420 sayılı dilekçesi.

Orta Doğu Teknik Üniversitesi Temel Eğitim Anabilim Dalı Okul Öncesi Eğitimi yüksek lisans programı öğrencisi Ayşe SUSAM'ın Dr. Öğr. Üyesi Volkan ŞAHİN'in danışmanlığında yürütmekte olduğu "Okul Öncesi Öğretmenlerinin Sınıflarında YouTube Kullanımları" başlıklı tez çalışması kapsamında yer alan ölçeklerin kurumumuza bağlı resmi okul öncesi eğitim kurumlarımızda görev yapan eğitimcilerimize uygulanmasında Müdürlüğümüzce bir sakınca görülmemektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

EK :
- Dilekçe ve Ekleri (8 Sayfa)
- Komisyon Tutanağı

Murat DİLDÖKEN
Milli Eğitim Müdür V.

OLUR
Kübra KARAALİOĞLU
Vali a.
Vali Yardımcısı

C. SEMI-STRUCTURED INTERVIEW PROTOCOL

LÜTFEN SORULARI CEVAPLAMADAN ÖNCE OKUYUNUZ
Bu araştırmada vermiş olduğunuz bilgiler araştırmacının güvencesi altındadır. Araştırmanın verileri hiçbir kurum, kuruluş, kişi ile paylaşılmayacaktır. Katılımcılardan alınan veriler katılımcıların kimliklerinden bağımsız olarak değerlendirip, sadece bilimsel amaçlarla kullanılacaktır.
Bölüm I – Demografik Bilgiler
1) İsim- Soyadı: …………………………………
2) Eğitim Durumunuz: ………………..

Lise ☐   Ön lisans ☐   Lisans ☐   Lisansüstü ☐
3) Mezun Olunan Bölüm: ……………………………………………………………………
4) Meslekte kaçıncı yılınız? ……………………………
5) Medya Okuryazarlığı ile ilgili herhangi bir eğitim aldınız mı? (Lütfen size uygun olan seçeneği işaretleyiniz.)

Evet ☐ Hayır ☐
Bölüm II
6) Sınıfınızda görsel- işitsel medya araçları var mı? Eğer varsa hangileri olduğunu açıklayınız.
7) Sınıfta YouTube videoları kullanıyor musunuz? (Soruya cevabınız evet ise sonraki sorulara devam edilir. Cevap hayır ise son soruya geçilir.)
8) Ne sıklıkla sınıfta YouTube videoları kullanıyorsunuz?
9) Sınıfta en çok kullandığınız YouTube kanalları hangileridir? Birkaç örnek verir misiniz?
10) Sınıfta en çok kullandığınız YouTube video türleri ("Kendin yap" videoları, Eğitici içerikler, müzik videoları, çizgi filmler, animasyonlar, ürün inceleme ve kutu açılım videoları vb.) hangileridir? Birkaç örnek veriniz.
11) Sınıfınızdaki öğrenciler YouTube videoları izlediği sırada siz ne yaparsınız?
12) Sınıfınızda YouTube videoları kullandığınız sırada hangi öğretim tekniklerinden faydalanırsınız? Neden?
13) Sınıfta YouTube videolarını hangi amaçlarla kullanıyorsunuz?
14) Sınıfınızda kullandığınız YouTube videolarını kullanım öncesinde inceler misiniz? Neden?
15) Sınıfınızda kullanmak için YouTube videolarını seçerken nelere dikkat edersiniz? Örneklerle açıklayınız.
16) Sınıfınızda YouTube videoları kullanmama nedenleriniz nelerdir?

D. INTERVIEW QUESTIONS BEFORE AND AFTER EXPERT OPINIONS

Questions Before Getting Expert Opinion	Suggestions From Experts	Interview Questions
Do you have media tools in your classroom? If so, please explain which ones they are.	In this question, perhaps a distinction or explanation can be made as written (printed), auditory, audio-visual. Because the scope of the expression media tools is very broad.	Do you have audiovisual media tools in your classroom? If so, please explain which ones they are.
Do you use YouTube © videos in class? (If your answer to the question is yes, continue with the next questions. If the answer is no, proceed to the last question.)		Do you use YouTube © videos in class? (If your answer to the question is yes, continue with the next questions. If the answer is no, proceed to the last question.)
-	Questions regarding the frequency of use can be added.	How often do you use YouTube © videos in class?
Which YouTube © channels do you use most in class? Can you give a few examples? (Research question regarding the extent to which teachers use YouTube)		Which YouTube © channels do you use most in class? Can you give a few examples?
What are the types of YouTube © videos you use most in class ("Do it yourself" videos, educational content, music videos, cartoons, animations, product reviews and unboxing videos)? Give a few examples. (Research question regarding the extent to which teachers use YouTube)		What types of YouTube © videos (Do-it-yourself videos, educational content, music videos, cartoons, animations, product reviews and unboxing videos, etc.) do you use most in the classroom? Give a few examples.
What do you do when you use YouTube © videos in your classroom? (Research question regarding the extent to which teachers use YouTube)		What do you do while students in your class are watching YouTube © videos?

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What teaching techniques do you use when using YouTube © videos in your classroom? (Research question regarding the extent to which teachers use YouTube)		What teaching techniques do you use when using YouTube © videos in your classroom?
For what purposes do you use YouTube © videos in the classroom? (Research question regarding the main aims of early childhood teachers who utilize YouTube videos in the classrooms)		For what purposes do you use YouTube © videos in the classroom?
Do you review the YouTube © videos you use in your classroom before using them? (Research question regarding the criteria of early childhood teachers consider while choosing YouTube videos they use in the classrooms)		Do you review the YouTube © videos you use in your classroom before using them?
What do you look for when choosing the YouTube © videos to use in your classroom? Explain with examples. (Research question regarding the criteria of early childhood teachers consider while choosing YouTube videos they use in the classrooms)		What do you look for when choosing the YouTube © videos to use in your classroom? Explain with examples.
What are your reasons for not using YouTube © videos in your classroom? (Research question regarding the reasons for not using YouTube videos in the classrooms among early childhood teachers)		What are your reasons for not using YouTube © videos in your classroom?

OKUL ÖNCESİ SINIFLARDA YOUTUBE KULLANIMI: OKUL ÖNCESİ ÖĞRETMENLERİNİN ÖZ BİLDİRİMLERİNE DAYALI UYGULAMALARI HAKKINDA BİR ARAŞTIRMA

GİRİŞ

Günümüzde teknoloji her zamankinden daha gelişmiş durumdadır. Teknolojideki gelişmeler sonucunda sosyal medya yaygınlaşmıştır. Sosyal medya artık çoğu insanın yaşamının ayrılmaz bir parçası haline gelmiştir (Kaplan ve Haenlein, 2009). Teknolojinin hızla gelişmesiyle ortaya çıkan sosyal medya kullanımının yaygınlığı, birçok alanda olduğu gibi insan hayatını da pek çok açıdan etkiliyor ve değiştiriyor. Görünüşe göre sosyal medya bugün olduğu gibi gelecekte de eğitimde önemli olacaktır. Sosyal medyanın büyüme hızı büyük oranda artmıştır ve öğretme ve öğrenme biçimlerini ciddi biçimde etkilemiştir (Beckman vd., 2014).

Fleck ve diğerleri (2014) sınıfta medya kullanımının yeni bir olgu olmadığını ancak teknolojik yeniliklerle birlikte kullanılan medya türünün değiştiğini belirtmiştir. Eğitimciler 1920'lerden beri onlarca yıldır sınıfta çeşitli medya türlerini kullanmışlardır (Snelson ve Perkins, 2009). 1950'lerde öğretmenler 16mm projektörler kullanıyordu; 1980'ler ve 1990'lar görsel yardımlar sağlayan ve öğrenci katılımını artıran VHS ve DVD'lerin ortaya çıkmasına yol açmıştır (Berk, 2008; Kaplan ve Haenlein, 2010). 21. yüzyılda teknoloji kullanımında devrim niteliğinde bir gelişme yaşanmıştır; cep telefonları, tabletler ve dizüstü bilgisayarlar ortaya çıkmıştır (Jones ve Healing, 2010). Medya içeriğine artık İnternet ve kullanıcıların içerik oluşturmak için etkileşimde bulunduğu ve işbirliği yaptığı teknolojiler aracılığıyla erişilmektedir (Harris ve Rea, 2010). Leyrer-Jackson ve Wilson'a (2018) göre "sosyal medya", kullanıcıların içerik paylaşmasına olanak sağlayan web siteleri ve teknolojik uygulamalar olarak tanımlanmaktadır. Sosyal medya kavramı, kullanıcı

tarafından oluşturulan içeriğin oluşturulmasını ve paylaşılmasını destekleyen, belirli düzeyde sosyal varlığa izin veren uygulamaları kapsayan bir kavram olarak özetlenebilir (Kaplan ve Haenlein, 2010). Olagbaju ve Popoola (2020), sosyal medyanın kesintisiz bilgi ve fikir alışverişini kolaylaştırmayı amaçlayan bilgisayar destekli teknolojiler olduğunu ve sosyal medya kullanımının bilgi paylaşımında yeniliği teşvik ettiğini belirtmiştir. Olagbaju ve Popoola'ya (2020) göre sosyal medya insanların, özellikle de öğretmenlerin ve öğrencilerin eğitim içeriğine erişmesine olanak sağlamaktadır. Fleck ve diğerleri (2014) sosyal medya platformlarının insanların bilgi paylaşmasına ve üretmesine olanak tanıdığının altını çizmektedir. "YouTube ©" platformu son beş yılda popülaritesi artan ve sınıflarda eğitim aracı olarak da kullanılan sosyal medya kaynaklarından biridir (Fleck vd., 2013; Shere ve Shea, 2011).

İzci ve diğerleri (2019), Susam Sokağı'nın ilk bölümünün yayınlandığı 1960'lı yıllardan bu yana video izlemenin küçük çocuklar için günlük bir aktivite haline geldiğini belirtmiştir. Muhammad ve Boushehry'ye (2023) göre video oynatıcının okullarda yaygın olarak bulunması nedeniyle okulda öğrenmeyi teşvik eden teknolojilerden biri olarak videoların kolay bir öğretim materyali olarak kullanılması yaygındır. Video izlemek için DVD'ler, televizyonlar ve bilgisayarlar kullanıldı. Gelişen teknolojiyle birlikte artık bazı video platformları video izlemek için kullanılıyor. Video izleme ve video paylaşım platformları günümüzde yaygın olarak kullanılmaktadır. Video paylaşım platformlarından biri olan YouTube ©, bireylerin kendi videolarını ücretsiz olarak kaydedip paylaşabilecekleri bir yer olarak 2005 yılında hayata geçirilmiştir (Terantino, 2011). YouTube ©, birçok ülkede en popüler sosyal medya platformudur (DeWitt vd., 2013; Fyfield vd., 2021). Televizyon, küçük çocukların ve okul öncesi çocukların ekran başında geçirdikleri sürenin hakimi olsa da, bir araştırma, dokunmatik ekranlı cihazların bulunduğu evlerde televizyonun artık çok küçük çocuklar arasında ekran izleme için birincil tercih olmadığını, ancak YouTube gibi çevrimiçi izleme platformlarının onu geride bıraktığını göstermektedir (Madenci, 2015).

Son dönemde yapılan çeşitli araştırmaların sonuçlarına göre YouTube © (Saed vd., 2021; Szeto vd., 2016; Yaacob ve Saad, 2020) öğrenme sürecini kolaylaştırabilir.

Trishu Sharma ve Shruti Sharma (2021), YouTube ©'un dünyanın her yerinden akademisyenleri, eğitimcileri ve araştırmacıları birbirine bağlayarak ve eğitime yeni bir boyut katan bilgilendirici ve ilgi çekici içerikler sunarak etkili bir eğitim aracı olduğunu kanıtladığını belirtti. YouTube ©, öğretmenlerin daha anlamlı bir öğrenme deneyimi oluşturmak için kullanabileceği bir seçenek olabilir (Deori vd., 2023).

Öğretmenler de bu olumlu yönlerden yararlanmak adına çocukların eğitiminde YouTube © videolarından faydalanmaktadır. Sosyal medya araçları arasında YouTube ©, diğer sosyal medya ve sosyal medya dışı öğretim araçlarıyla birlikte yaygın olarak kullanıldığı bulunmuştur (Szeto vd., 2016). Rangarajan ve diğerleri (2019), eğitimde video kullanımının öğretmenler arasında yaygın olduğunu belirtmektedir. Öğretmenler, resimli taslakların ilk günlerinden mevcut dijital video trendine kadar sınıflarda videoları kullanmışlardır (Hammond ve Lee, 2009). Pattier'e (2021) göre araştırmasına katılan 10 öğretmenden 9'unun sınıfta video kullandığı ortaya çıkmıştır. YouTube © okul öncesi öğretmenleri tarafından da kullanılabilir. Neumann ve Herodotou'ya (2020) göre YouTube, çocukların bilgilerini artırarak, yaratıcılıklarını ve fikir paylaşımlarını destekleyerek, özgüvenlerini geliştirerek erken öğrenmeye fayda sağlama potansiyeline sahiptir. Öğretmenler, küçük çocuklara oyun ve yaratıcılık konusunda ilham vermek ve motive etmek için YouTube © videolarını kullanabilir (Neumann ve Herodotou, 2020).

YouTube ©'da pek çok popüler çocuk videosunu bulmak mümkündür (Papadamou vd., 2020). İçerik zararsız, eğlenceli veya eğitici olsa da, bu konudaki raporlar çocukları hedef alan uygunsuz içerik eğilimine işaret etmektedir (Subedar ve Yates, 2017; Maheshwari, 2017). Bu eğilimin dikkate değer bir örneği, kötü niyetli kullanıcıların Örümcek Adam, Disney Frozen ve Mickey Mouse gibi popüler çizgi film karakterlerinin yer aldığı videoları ve şiddet içeren rahatsız edici içerikleri yüklediği Elsagate tartışmasıdır (Brandom, 2017). Günümüzde YouTube © kullanımının ve YouTube ©'da uygunsuz içeriklerin yaygınlaşmasının medya konusunda farkındalık yaratma ihtiyacını ortaya koyduğu söylenebilir. Böylece; Birey pasif bir alıcı olmak yerine, medyanın dilini çözebilecek bilinç düzeyine ulaşarak, aktif bir birey olarak iletişim olgusunun içinde yer alabilmektedir (MEB,

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2006A). Medya okuryazarlığı, mesajlara erişme, bunları analiz etme, değerlendirme ve iletme yeteneğini ifade etmektedir (Aufderheide, 1993). Medyanın öğrenciler üzerindeki olumlu etkisinin arttırılması ve olumsuz etkisinin azaltılması konusunda yol gösterici ve model olabilmek için öğretmenlerin etkili bir şekilde medya okuryazarı olmaları gerektiği belirtilmektedir (Adıgüzel, 2005).

Anastasiades ve Vitalaki'ye (2011) göre teknolojiyi kullanma konusunda kendini yetkin hisseden kişiler, teknolojinin doğru kullanımı konusunda daha etkili modellerdir. Ayrıca teknolojiyi yetkin bir şekilde kullanan öğretmenler eğitim-öğretim faaliyetlerinde daha öğrenci merkezli bir eğitim uygulamaktadır (Blackwell, 2013). Teknolojinin küçük çocukların eğitimine gelişimsel açıdan uygun bir şekilde entegre edilmesinde çocukların yaratıcılığının, merakının, bilişsel becerilerinin ve sosyal becerilerinin desteklendiği, çocuk merkezli öğrenme ve eğitim etkinliklerinin ön planda tutulduğu bir eğitim sürecinin planlanması gerekmektedir (McManis ve Gunnewig, 2012; Rosen ve Jaruszewicz, 2009). Naz ve Akbar (2008), öğretme ve öğrenmenin, medya veya öğretim araçlarının kullanımı da dahil olmak üzere birçok farklı faktörden etkilenen, öğrencilerin aktif katılımıyla sonuçlanan ve öğretimi daha etkileşimli hale getiren karmaşık süreçler olarak kabul edildiğini belirtmişlerdir. Tok (2008) öğretim stratejisinin, nasıl öğretileceği sorusuna hizmet edecek uygun yöntem ve tekniklerin kullanımına rehberlik ettiğini belirtmiştir. Tok'a (2008) göre öğretim yöntemleri öğrenme-öğretme sürecinin planlanması, öğretim teknikleri ise bu planın uygulanmasıdır. Araştırmalar, öğrencileri materyalle aktif olarak ilgilenmeye teşvik eden öğretim tekniklerini savunmaktadır ve bunun nedeni, aktif katılımın daha derin düşünme düzeylerini teşvik ettiği ve geleneksel derslerle karşılaştırıldığında kodlamayı, depolamayı ve geri almayı daha iyi kolaylaştırdığının bulunmasıdır (McGlynn, 2005). Sonuç olarak, çoğu eğitimci muhtemelen öğrencileri dahil eden ve öğrencilerin materyali uygulamalarını sağlayan teknikleri birleştirmeye çalışacaktır (Michel, vd., 2009). Puspitarini ve Hanif (2019), öğrenmede yaygın olarak kullanılan öğretim yöntemlerinin tartışma, gösteri vb. olduğunu ve bu öğrenme yöntemlerinin kullanımının diğerlerinden izole edilemeyeceğini, çünkü medyanın öğrencilere materyal veya bilgi aktarma aracı olarak da gerekli olduğunu savunmaktadır. Öğrenme ortamları, öğrenme hedeflerine ulaşmak için öğrenme sürecini destekleyecek materyal olarak kullanılmaktadır (Puspitarini ve Hanif, 2019). Mevcut

araştırma, okul öncesi öğretmenlerinin video izlerken hangi öğretim tekniklerini kullandıklarını incelemektedir.

Çocuk gelişimi ile ilgili teori ve çalışmalara bakıldığında çocukların yakın çevresinin gelişim dönemleri üzerinde önemli bir etkiye sahip olduğu görülmektedir. Bronfenbrenner (1979) ekolojik sistemler açısından bakıldığında öğretmenlerin çocuğun yakın çevresindeki önemli faktörlerden biri olduğunu belirtmiştir. Bu bağlamda öğretmenlerin uygulamalarının ve sınıfta çocuklara sundukları materyallerin çocuğun gelişimini etkileyebileceği söylenebilir. Bandura (1977), çocukların gözlemleyerek ve model alarak öğrendiklerini ve etraflarındaki yetişkinlerin onlara model olduklarını vurgulamıştır. Gözlemsel öğrenme, bireylerin yeni davranışları, bu davranışların kasıtlı veya kasıtsız modeli olarak hizmet eden diğer kişilerin davranışlarına dikkat ederek nasıl öğrendiklerini ifade eder (Bandura, 1986). Bandura (1986) da gözlemleyerek öğrenme yoluyla yeni davranışların kazanılmasının dört aşamalı bir sürecin tamamlanmasını gerektirdiğini ileri sürmüş ve bu aşamaları dikkat, akılda tutma, davranış oluşturma ve motivasyon olarak adlandırmıştır. Bandura ve Jeffery (1973), modellenen örüntülerin ediniminin öncelikle dikkat ve akılda tutma süreçleri tarafından kontrol edildiğini belirtmiştir. Dikkat süreçleri, "modellenen eylemlerin duyusal kaydını düzenleyen" bilişsel yetenekler olarak tanımlanırken, akılda tutma süreçleri, "geçici etkileri alan ve bunları hafıza temsili için kalıcı iç rehberlere çeviren" süreçler olarak tanımlanmaktadır (Bandura ve Jeffery, 1973, s. 122). Bayrakçı'ya (2007) göre sosyal öğrenme teorisinin dayandığı gözlem yoluyla öğrenme sürecinin ilk ve en önemli aşaması "dikkat" olduğundan görsel öğelerin ve gerçek hayattan modellerin sayısının arttırılması önerilebilir. Öğrencilerin dikkatini öğrenilecek konuya çekmeyi sağlar. YouTube medyası, kalıcılığı teşvik ettiği ve öğrenmeyi geliştirdiği için çeşitli dersler için uygun bir eğitim materyalidir (Nacak vd., 2020).

Yukarıda verilen bilgiler ışığında YouTube'un eğitimde yaygın olarak kullanıldığı söylenebilir ancak araştırmacının bilgisi dahilinde okul öncesi öğretmenlerinin sınıfta YouTube kullanımlarını mevcut çalışmaya benzer şekilde ele alan bir çalışmaya literatürde rastlanmamıştır. Bu nedenle mevcut çalışma, okul öncesi öğretmenlerinin sınıfta YouTube kullanımını araştırarak bu alana katkı sağlamayı amaçlamaktadır.

Araştırmanın Amacı ve Araştırma Soruları

Bu çalışmanın amacı, okul öncesi öğretmenlerinin sınıfta YouTube © video platformunu ne ölçüde kullandıklarını, en çok kullandıkları YouTube © kanallarını, en çok hangi tür YouTube © videolarını kullandıklarını ve YouTube © videoları kullanırken hangi öğretim tekniklerinden faydalandıklarını araştırmaktadır. Araştırmanın diğer amaçları, okul öncesi öğretmenlerinin YouTube © videolarını kullanmaktaki temel amaçlarının neler olduğunu ve YouTube © videolarını seçerken hangi kriterleri göz önünde bulundurduklarını ortaya çıkarmaktır. Son olarak, okul öncesi öğretmenlerinin YouTube © videoları kullanmamalarının nedenlerinin neler olduğunu ortaya çıkarmak amaçlanmaktadır. Araştırmanın amacına uygun olarak, bu çalışmada aşağıdaki araştırma sorularına yanıt aranmıştır:

1. Okul öncesi öğretmenleri YouTube'u sınıflarında ne ölçüde kullanıyor?

    a) Okul öncesi öğretmenleri sınıflarda en çok hangi YouTube kanallarını kullanıyor?

    b) Okul öncesi öğretmenleri sınıflarında en çok hangi tür YouTube videolarını (Eğitim Videoları, Kutu Açma Videoları, Animasyon Videoları, Müzik Videoları, Çizgi Filmler) kullanıyor?

    c) Okul öncesi öğretmenleri sınıfta YouTube videolarını görüntülerken hangi öğretim yöntem ve tekniklerini kullanıyor? (Doğrudan anlatım, aktif öğretim stratejileri, soru-cevap yöntemi vb.) Neden?

2. Sınıflarında YouTube videolarını kullanan okul öncesi öğretmenlerinin temel amaçları nelerdir? (Derse hazırlık, eğlenmek, çocukları motive etmek için vb.)

3. Okul öncesi öğretmenleri, sınıflarında kullanacakları YouTube videolarını seçerken hangi kriterleri dikkate alıyor?

4. Okul öncesi öğretmenlerinin YouTube videolarını sınıflarda kullanmama nedenleri nelerdir?

YÖNTEM

Araştırmanın Deseni

Araştırmacı, okul öncesi öğretmenlerinin sınıfta YouTube © kullanımını incelemek için nitel bir fenomenolojik çalışma yürütmüştür. Fenomenolojik bir çalışma, katılımcıların bir olgu veya kavrama katılımları ve uygulamaları hakkındaki duygularını tanımlar (Creswell, 2007). Katılımcıların bir kavrama ilişkin katılımını, bakış açılarını, düşüncelerini ve deneyimlerini elde etmeye yönelik en iyi çalışma türü fenomenolojik çalışmalardır (Gay vd., 2009). Bu çalışmada okul öncesi öğretmenlerinin sınıfta YouTube © kullanımlarının belirlenmesi amaçlandığı için fenomenolojik araştırma seçilmiştir.

Fenomenolojik çalışmalarda veri toplama çoğunlukla katılımcılarla yapılan derinlemesine görüşmelerden oluşmaktadır (Creswell, 2013). Polkinghorne (1989), araştırmacıların bu fenomeni deneyimlemiş 5 ila 25 kişiyle görüşme yapmasını önermektedir. Mevcut çalışmada 19 okul öncesi öğretmeni ile görüşmeler gerçekleştirilmiştir.

Araştırmanın Örneklemi

Araştırmanın evrenini, 2022-2023 eğitim-öğretim yılında Nevşehir merkezinde İl Milli Eğitim Müdürlüğü'ne bağlı devlet ve özel okul öncesi kurumlarında çalışan okul öncesi öğretmenleri, örneklemini ise evrenden kolay ulaşılabilir örnekleme yoluyla belirlenen Nevşehir il Merkez okullarında çalışan 19 öğretmen oluşturmaktadır. Veri toplama sürecinde farklı veriler gelmemeye başladığında ve doyuma ulaşıldığında veri toplama sonlandırılmıştır ve böylece örneklem büyüklüğü ortaya çıkmıştır.

Veri Toplama Süreci ve Veri Toplama Araçları

Araştırmanın veri toplama sürecinde, güncel literatür taranarak, 5 akademisyenin ve 5 okul öncesi öğretmeninin görüşleri alınarak araştırmacı tarafından hazırlanan yarı

yapılandırılmış görüşme protokolü kullanılmıştır. Bu görüşme protokolünde birinci kısım öğretmenlerin mesleki ve kişisel bilgilerini edinmek amacıyla demografik sorulardan oluşmaktadır ve protokolün ikinci kısmı araştırma sorularına yönelik sorulardan oluşmaktadır. Okul öncesi öğretmenlerinin sınıfta YouTube © kullanımlarını araştırmak amacıyla yarı yapılandırılmış görüşmeler yapılmıştır.

Verilerin Analizi

Mevcut çalışmada, verilerin analizinde tematik analiz kullanılmıştır ve veriler MAXQDA 2020 yazılımı kullanılarak analiz edilmiştir.

BULGULAR

Mevcut çalışmada, öğretmenler sınıflarında görsel-işitsel medya araçlarından bilgisayar (n=12), akıllı tahta (n=5), projeksiyon (n=5), televizyon (n=2) ve LCD monitor (n=2) olduğunu belirtmişlerdir. Bu çalışmada yer alan okul öncesi öğretmenlerinin çoğu (n=15), sınıflarında YouTube © video platform videoları kullandıklarını belirtmişlerdir. Mevcut araştırmaya katılan okul öncesi öğretmenleri en fazla kullandıkları YouTube © kanallarının TRT Çocuk (n=8) ve Karamela Sepeti (n=6) olduğunu belirtmişlerdir. 4 öğretmen ise kullandıkları belirli bir kanalın olmadığını belirtmişlerdir. Sınıfta YouTube © videoları kullandığını belirten öğretmenlerin çoğu, videolar türleri arasından eğitici (n=13) ve müzik videoları (n=12) kullandıklarını belirtmişlerdir. Öğretmenlere sınıflarında çocuklar YouTube © videoları izlediği sırada ne yaptıkları sorulmuştur. Öğretmenler çocukları gözlemlediklerini (n=7) ve çocuklarla beraber izlediklerini (n=6) belirtmişlerdir. Öğretmenlere YouTube © videolarını sınıflarında kullanırken hangi öğretim tekniğinden faydalandıkları sorulmuştur. Bulgular, sınıfta YouTube © videoları kullandığını belirten öğretmenlerin yarısından fazlasının (n=9) soru cevap tekniğinden faydalandıklarını ortaya koymuştur. Sekiz öğretmen gösterip yaptırma tekniğinden faydalandıklarından bahsetmişlerdir ve bu tekniği kullanma nedeni olarak en yaygın cevabın görsel sunma olduğu görülmektedir. Öğretmenlere YouTube © video platform videolarını kullanma amaçları sorulmuştur. Sınıfta YouTube © video platform videoları kullandığını belirten öğretmenlerin çoğunluğu

(n=11) YouTube © video platform'u eğitici amaçlarla kullandıklarından bahsetmişlerdir. Öğretmenlerin YouTube © video platform videoları kullanım amaçlarına yönelik beş ana kategori ortaya çıkmıştır: 1) eğitici, 2) hem eğitici hem eğlence 3) eğlence ve 4) diğer. Sınıfta YouTube © video platform videoları kullandıklarını belirten öğretmenlerin hepsi (n=15) videoları sınıfta kullanmadan önce ön inceleme yaptıklarını belirtmişlerdir. Bulgular, öğretmenlerin videoların öğrenciye uygunluğunu (n=7) ve olumsuz içerik bulundurmamasını kontrol etmek (n=6) amacıyla incelediklerini ortaya koymuştur. Öğretmenlerin yanıtlarından, öğretmenlerin sınıfta kullanmak için video seçerken olumsuz içerik bulundurmamasına (n=8) ve çocuklar için ilgi çekici olmasına (n=5) dikkat ettikleri ortaya çıkmıştır.

TARTIŞMA

Erken Çocukluk Öğretmenlerinin Sınıflarda YouTube © Kullanım Kapsamı

Okul öncesi öğretmenlerinin sınıfta YouTube © video platformunu kullanımına ilişkin bulgular, literatürde okul öncesi öğretmenlerinin sosyal medya ve YouTube© kullanımına ilişkin diğer çalışmalarla oldukça benzerlik göstermektedir (örn. Szeto ve Cheng, 2015; Pattier, 2021; Çiçek & & Şahin, 2022). Szeto ve diğerlerinin (2016) araştırması sonucunda katılımcıların çoğunluğunun sosyal medyayı yüksek sıklıkta kullandığı, katılımcıların tercihlerine göre en popüler platformun YouTube © video platformu olduğu tespit edilmiştir. Pattier'in (2021) çalışmasına katılan 10 katılımcıdan 9'u sınıflarında video kullandığı bulunmuştur. Çiçek ve Şahin'in (2022) araştırma sonuçlarına göre okul öncesi eğitim ortamlarında pek çok çocuk okul saatleri içerisinde ekran medyasına maruz kalmaktadır. Mevcut çalışmada da benzer bir sonuca ulaşılmıştır. 19 öğretmenden 15'i sınıfta YouTube © videolarını kullandığını belirtmiştir. Bu bağlamda bu çalışmaların ve mevcut çalışmanın katıldığı okul öncesi öğretmenlerinin sınıfta YouTube © kullandığını öne sürdüğü söylenebilir. Araştırmanın bulguları ve ilgili literatürle karşılaştırıldığında farklı zaman ve ülkelerde yapılan yukarıda belirtilen çalışmalara dayanarak öğretmenlerin YouTube'u sınıfta kullandıklarını söylemek mümkündür.

Rice ve diğerlerinin (1990) yaptıkları bir çalışmanın sonuçlarında, "Susam Sokağı"nın içerik ve sunum formatlarının, anne-baba eğitimi, aile büyüklüğü, çocuğun cinsiyeti ve anne-baba tutumları ne olursa olsun, okul öncesi dönem çocuklarının sözcük dağarcığı gelişimine oldukça uygun olduğunu gösterdiğini belirtmişlerdir. Bu bağlamda bazı video içeriklerinin çocukların gelişiminde ve öğrenmesinde etkili olduğu söylenebilir. Mevcut çalışma, 19 katılımcıdan 15'inin sınıflarında YouTube kullandığını ortaya çıkardı. Bu bağlamda, mevcut çalışmaya katılanların video içeriklerinin çocukların gelişimi ve öğrenmesi üzerindeki olumlu etkilerini bildikleri çıkarımı yapılabilir.

Videonun eğitimde bir eğitim kaynağı olarak kullanımına bakıldığında, eğitimin her aşamasındaki öğretmenler arasında oldukça yaygın olduğu görülmektedir (Rangarajan vd., 2019). Pattier (2021) çalışmasında videonun eğitimde kullanımını öğretmenlerin bakış açısıyla anlamayı ve sınıfta uygulanmasını etkileyen faktörleri belirlemeyi amaçlamaktadır. Bu amaçla, 1.150 öğretmenin katılımıyla anket yapılmıştır. Pattier (2021) araştırmasına katılan on öğretmenden dokuzunun sınıfta videoları kullandığı açıklamıştır ve öğretmenlere göre eğitici videoların öğretim sürecinde uygulanmasının etkili olduğu sonucuna varılabileceğini belirtmiştir. Bu çalışmaya paralel olarak mevcut çalışma sonucunda 19 katılımcıdan 15'inin sınıfta YouTube videoları kullandığı göz önüne alındığında, mevcut araştırmanın katılımcılarına göre videoların öğretim sürecinde etkili görüldüğü söylenebilir.

Pattier'e (2021) göre Dünya Sağlık Örgütü'nün önerileri, teknolojik bağımlılıklara karşı yürütülen kampanyalar ya da eğitimde erken yaşta ekranlara maruz kalmanın risklerine işaret eden natüralist hareketler (Lin vd., 2019; Nergiz vd., 2020; Wolf vd., 2018) anaokulu öğretmenlerini ikiye ayırmaktadır (Pattier (2021) tarafından yapılan bir çalışmada: genellikle bu tavsiyelere uyarak derslerinde video kullanmayanlar ve derslerinde çok sayıda video uygulayanlar) Mevcut çalışmada katılımcıların çoğunluğunu oluşturan 19 katılımcıdan 15'inin sınıfta YouTube videoları kullandığı, ancak 4 katılımcının YouTube videosu kullanmadığı ortaya çıkmıştır. Katılımcılardan ikisinin YouTube kullanmama nedenleri "Olumsuz örnek oluşturmamak", diğeri ise "çocukların ekran karşısında vakit geçirmesini istememek" şeklindedir. Bu bağlamda mevcut araştırmada ekran başında ekran kullanmadıklarını

belirten katılımcıların YouTube bu iki nedenden dolayı Pattier'in (2021) belirttiği düşünce ve önerilere uyarak sınıflarında YouTube videolarını kullanmıyor olabilir.

İnan'ın (2021) araştırması sonucunda okul öncesi öğretmenlerinin en çok kullandıkları kanalların TRT Çocuk ve Karamela Sepeti olduğu görülmüştür. TRT Çocuk kanalı, çocukların gelişimine uygun eğitici videoların yer aldığı ve içerikleri uzman bir ekip tarafından hazırlanan bir kanaldır (TRT Çocuk, n.d.). Karamela Sepeti kanalı ise Onur Erol adında tarafından hazırlanan müzik videolarının yer aldığı bir kanaldır (Karamela Sepeti, n.d.) TRT Çocuk, okul öncesi ve okul çağındaki çocuklara yönelik içerikler sunmakta olup, içerikler çocukların algı düzeylerine ve ihtiyaçlarına uygun şekilde tasarlanmaktadır (TRT Çocuk, n.d.). Bu çalışmada da benzer bir sonuç olarak öğretmenlerin en çok kullandıkları kanalların TRT Çocuk (n=8) ve Karamela Sepeti (n=6) olduğu tespit edilmiştir. Bu bağlamda iki çalışmanın sonuçları öğretmenlerin kullandığı video kanalları açısından paralellik göstermektedir. Her iki araştırmada da öğretmenlerin sınıfta kullanmak için kaliteli video içeriklerini seçtikleri bulunmuştur. Bu durum, her iki çalışmada da katılımcıların YouTube © kanal seçimi konusunda bilgili olduklarını ve çoğunlukla eğitimciler veya uzman ekipler tarafından hazırlanan kaliteli içerikleri kullandıklarını göstermektedir.

Bilgisayar bağımlılığı tüm dünyada özellikle çocuklar açısından hızla yayılan bir halk sağlığı sorunu haline gelmiştir (Gentile vd., 2017; Wu vd., 2018). Bu bağlamda öğretmenlerin öğrencilerini interneti eğitim amaçlı kullanmaya teşvik etmelerinin bu alandaki riskli durumlara karşı önleyici bir özelliğe sahip olduğunu söylemek mümkündür (Kaşıkçı vd., 2014). Mevcut çalışma sonucunda öğretmenlerin çoğunlukla eğitici videolar kullanmasının, çocukları YouTube videolarını eğitici amaçlı kullanmaya teşvik etme amaçlı olabileceğini söylemek mümkündür.

Öğretmenlerin YouTube'u kullanırken en çok kullandıkları öğretim tekniğine ilişkin mevcut araştırma sonuçları, öğretmenlerin en çok kullandıkları öğretim tekniklerine ile ilgili literatürle uyumludur. Soru-cevap tekniği, öğretmenlerin anlatım tekniğinden sonra öğretim sırasında sıklıkla kullandıkları ikinci tekniktir (Cotton, 2003). Araştırmacılar, öğretmenlerin günde 300-400 soru sorduğunu (Leven ve Long

1981), ders saatinde sordukları soru sayısının ise 30 ile 120 arasında olduğunu (Graesser ve Person,1994) belirtmişlerdir. Ancak literatürde öğretmenler tarafından en çok kullanılan teknik anlatım tekniği iken, mevcut araştırma verilerinin analizi YouTube'u kullanırken sadece bir öğretmenin anlatım tekniğini kullandığını ortaya koymuştur. Anlatım, öğretici merkezli bir öğretim tekniğidir (Sönmez, 1994). Bu teknik, birçok konunun kısa sürede büyük gruplara anlatılmasına olanak tanıyan ekonomik bir teknik olmasına rağmen sınıf içi etkileşimi tek yönlü hale getirdiği için etkili öğrenmeyi sağlama gücü düşüktür (İnandı, 2013). Bu bağlamda, mevcut çalışmadaki katılımcıların anlatım tekniğini kullanmamaları, bu tekniğin etkili bir eğitim vermediğinin farkında olmalarından kaynaklanıyor olabilir.

Öğretmenlerin YouTube © Video Platformundaki Videoları Kullanma Amaçları

Okullarda eğlence amaçlı ekran izlemenin öğretmenlerin daha az popüler olan amaçlarından biri olduğu tespit edilmiştir (İnan, 2021). Mevcut araştırma, 3 öğretmenin YouTube© video platformunu yalnızca eğlence amaçlı kullandığını göstermektedir ve daha önce yapılan çalışmaların sonuçları, mevcut çalışmanın bulgularıyla benzerlik göstermektedir. Öte yandan İnan'ın (2021) çalışmasında okul öncesi eğitimcilerinin ekran izleme konusundaki ikinci hedefi olan "zaman geçirmek" konusu mevcut araştırma katılımcıları tarafından hiç dile getirilmemiştir. Bunun nedeni, mevcut çalışmadaki öğretmenlerin YouTube'u sınıflarında zaman geçirmek için kullanmamış olmaları olabilir. Ayrıca öğretmenlerin cevaplarının beğenilmeyeceği endişesi ya da videoyu bu amaçla kullanmamalarından da kaynaklanıyor olabilir.

Tamim'in (2013) açık uçlu bir anketle 45 öğretmenin görüşlerini topladığı çalışmasında, katılımcıların YouTube'u öğretim amaçlı kullanmanın genel avantajlarına ilişkin algılarına ilişkin yanıtları çoğunlukla olumlu olduğu belirtilmiştir. Analiz sonucunda cevaplar dört ana tema altında toplanmıştır: (a) öğrenme sürecini destekleme, (b) ilgiyi artırma, (c) verimliliği artırma ve (d) içeriği zenginleştirme (Tamim, 2013). Mevcut araştırmada katılımcıların YouTube'u çoğunlukla eğitim amaçlı (n=11) kullandıkları görülmüştür. Eğitsel amaçlı alt kodlar;

gözden geçirme ve tekrarlama (n=2), eğitimi zenginleştirme (n=1), daha iyi anlaşılmasını sağlama (n=1), görsel izlenim verme (n=1), konuyu pekiştirmedir. (n=1), çocukların dikkatini çekmek (n=1) ve derse hazırlık amaçlı (n=1). Her iki çalışmadaki kodlar incelendiğinde kodlar arasında paralellik olduğu görülmektedir. Her iki çalışmada da özellikle "eğitimin zenginleştirilmesi" koduna yer verilmiştir. Bu bağlamda her iki çalışmada da öğretmenlerin YouTube'u sınıflarında eğitim amaçlı kullandıkları sonucuna varılabilir.

Öğretmenlerin YouTube © Video Platformundan Video Seçerken Dikkat Ettikleri Kriterler

Araştırmanın bulgularına göre araştırmaya katılan öğretmenler çoğunlukla videoların çocuğa uygunluğuna, olumsuz içerik barındırmamasına ve çocukların ilgisini çekecek nitelikte olmasına dikkat etmişlerdir. Pattier'e (2021) göre öğretmenlerin video seçim kriteri olarak en çok vurguladıkları kriter motivasyondur. Mevcut çalışmada motivasyon bir kriter olarak belirtilmemiştir. Bu bağlamda öğretmenler çocukların motivasyonunu bir kriter olarak görmemiş olabilir veya diğer kriterlerin de motivasyonu içerebileceği düşünülebilir. Örneğin, çocuğun ilgisini çekmesi (n=5) ve eğlenceli içerik barındırması (n=2) kodları motivasyonu içerebilir ya da bu kodlar çocukları doğrudan veya dolaylı olarak motive ettiği için öğretmenler motivasyonu ayrı bir kriter olarak belirtmemiş olabilir.

İnan'ın (2021) çalışmasında yaş veya gelişim kategorisi altında yer alan kriterlerin frekanslarında en sık verilen yanıt, videonun korkutucu veya şiddet içermemesi gerektiği yönündedir. Araştırmada öğretmenlerin en fazla dikkat ettiği konu "öğrenciye uygunluk" ve ardından "olumsuz içerik kontrolü" olmuştur. Şiddet içeren içerik, olumsuz içerik kontrolünün alt kodlarından biridir. Araştırmalar 0-6 yaş arası çocukların televizyonda gördüklerini eylemlerin iyi ya da kötü olup olmadığına bakmadan yansıtma eğiliminde olduklarını göstermektedir (Rideout vd., 2003). Anderson ve diğerleri (2012), medyadaki şiddetin gelecekteki saldırgan davranışlar için bir risk faktörü olduğunu belirtmektedir. Bu bağlamda öğretmenlerin şiddet gibi olumsuz içeriklerin çocukları olumsuz etkileyebileceğinin veya onları olumsuz davranışlar sergilemeye yöneltebileceğinin farkında olduğu söylenebilir.

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SONUÇ VE ÖNERİLER

Bu çalışmanın bulguları daha sonraki araştırmalar için önemli öneriler ortaya çıkarmıştır. Öncelikle araştırma tasarımına ilişkin öneriler bulunmaktadır. Bu araştırmada nitel veriler görüşmeler yoluyla toplanmıştır. Gözlem gibi başka bir veri toplama aracının olması verileri zenginleştirecektir. Bu noktada öğretmenlerin sınıftaki YouTube © kullanımları, öğretmenin öz bildirimi yoluyla kayıt altına alınmıştır. Bu nedenle, gelecek çalışmalarda okul öncesi öğretmenlerinin YouTube © kullanımlarının gözlemlenmesi faydalı olabilir.

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Ayrıca çalışma Türkiye'nin İç Anadolu bölgesinde yer alan küçük bir il olan Nevşehir'in merkezinde bulunan okullarda gerçekleştirilmiştir. Araştırmacı, kolay ulaşılabilirlik ve zamandan tasarruf sağlaması nedeniyle böyle bir tercihte bulunmuştur. Gelecek çalışmalarda Türkiye'nin farklı bölge ve illerinden katılımcılarla araştırma yapılabilir. Böylece diğer araştırmacılar farklı bölge ve illerden gelen katılımcılar arasındaki benzerlik ve farklılıkları analiz edebilirler.

Son olarak yaptıkları çalışma sonucunda Wozney ve diğerleri (2006), özel okul öğretmenlerinin, devlet okulu öğretmenlerine kıyasla "eğlence" ve "geniş kapsamlı" amaçlar dışında tüm işlevsel kullanımlar için bilgisayarları önemli ölçüde daha fazla kullandıklarını bildirdiklerini belirtmiştir. Mevcut araştırmada özel okullarda ve devlet okullarında görev yapan öğretmenlerin YouTube © kullanımları arasında

farklılık bulunmuş ancak bu araştırmada katılımcı sayısı oldukça azdır. Bu nedenle bu araştırma daha fazla katılımcıyla yapılabilir. Mevcut çalışmada özel okullarda görev yapan öğretmenlerin çeşitli nedenlerle sınıfta YouTube'u kullanmadıkları ya da daha az kullandıkları tespit edilmiştir.

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TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): USING YOUTUBE IN EARLY CHILDHOOD CLASSROOM: AN INVESTIGATION ON EARLY CHILDHOOD TEACHERS' SELF REPORTED PRACTICES

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