ICCMTD – 2013

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International Conference on Communication, Media, Technology & Design
May 02 - 04, 2013
Famagusta – North Cyprus
CONFERENCE PROCEEDINGS

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Organizing Coordinator
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AKNOWLEDGEMENT

We are holding the second International Conference on Communication, Media Technology and Design in Famagusta North Cyprus. This is going to be a great and significant event as the experience will be shared and actions will be explored.

This Conference is organized by Anadolu University - Institute of Communication Sciences and powered by the Eastern Mediterranean University, Online Journal of Communication and Media Technologies, Journal of Contemporary Educational Technology and Online Journal of Art and Design.

Around 100 well-known colleagues and audiences from 30 different countries have been invited to participate in this conference.

Here, please allow us to express our sincere welcome on behalf of the Anadolu University and Eastern Mediterranean University to all the colleagues and audience that have participated in the conference

This international conference provides a very good opportunity for all the participants to share experiences and cooperation with international colleagues.

International Conference of Communication, Media, Technology and Design aims to gather academicians who are interested in communication, media studies and design from all over the world. The ultimate aim is to promote different ideas to offer a place for participants to present and discuss their innovative recent and ongoing research and theoretical work and/or their applications or development.

We are very willing to share experience with international friends. On the other hand, we also hope to learn more from international experience through extensive exchange, discussions and cooperation to improve our work.

We hope that you all will discuss the issues deeply, freely and openly,

Finally, we wish the conference a complete success, and wish all the participants and the international friends a good time in North Cyprus

ICCMTD 2013
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Keynote Speakers

Professor Clarke L. Caywood — Northwestern University, USA

Presentation Title: Reputation and Brand Building in High Risk Organizations with Integrated Marketing Communications

Presentation Date: 02 May 2012 — 10:00

Professor Eugène Loos — University of Amsterdam, Netherlands

Presentation Title: Towards accessible information for senior citizens in a multimedia landscape: Debunking myths of age related communication barriers

Presentation Date: 02 May 2012 — 11:15

Clarke L. Caywood

Northwestern University, USA

Reputation and Brand Building in High Risk Organizations with Integrated Marketing Communications

Addressing the contributions of the field of marketing communications in paper on reputation management seems dangerous. After all, the field of marketing communications includes sales, advertising, public relations, promotions, and database marketing, all individually have their own tenuous and tempestuous reputations.

As the most highly visible element of marketing, marketing communications too often reveals the underbelly of marketing, management and our assumptions about human behavior. While marketing communications can be a key strategy to launch new products, elect good politicians and even revive an economy in the doldrums; it can also be an irritant to regulators, watchdogs, unhappy buyers and angry users of misrepresented products and services. The paper discusses how IMC can build your corporate reputation despite the risks in the market and nature of corporate risk.

Eugène Loos

University of Amsterdam, Netherlands

**Towards accessible information for senior citizens in a multimedia landscape
Debunking myths of age related communication barriers**

Populations are ageing at a rapid pace in the majority of western countries. At the same time, these countries are increasingly becoming more digitised and information is supplied to a growing extent in digital form. To what extent is there an actual problem for senior citizens who are looking for accessible information: Are they really digital immigrants in their own country?

In this keynote speech this question will be addressed by presenting the following 5 myths:
Myth1: The use of new media is a hype that will pass as fast as it came.
Myth 2: The generation of senior citizens having problems with new media will automatically die out soon.
Myth 3: Senior citizens can not learn to use new media.
Myth 4: Age is the explanatory variable for differences in information search behaviour.
Myth 5: Senior citizens are a homogeneous group that can be represented visually in information sources in a similar way.

These myths of age related communication barriers will be debunked by empirical research, which will be illustrated by documents and videos.

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A CASE STUDY ON THE COMMON ATTITUDES AND PERCEPTIONS OF THE STATE OF FACEBOOKLESSNESS

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Abstract

In his quote the Greek philosopher Aristotle describes man as a social animal by nature. This human sociality is based on a network of complicated but unique principles and relations that were maintained on a stronghold of   bonds and ties through cultures and traditions. Again man has never been silent; s/he has been quite reactive to everything going around him. S/he is able to use a unique and complicated system called language for communication. The medium for communication has been changing over time due to technological advancements and innovations. These have brought him to a point where s/he may be muted verbally but virtually s/he is louder than ever. Today s/he socializes himself online through interactive media on social space called "social media". Consisting of a group of internet-based applications social media is an interactive platform through which people create, share, exchange, and comment contents among themselves in virtual communities and networks. It allows the creation and exchange of user-generated content. Facebook, gathering millions of users and established vast increase in sharing private information among people on voluntary basis has become one of the most popular forms of social media applications. It is so contagious that not having a Facebook account has been conceived as not following the latest technological developments and it caused a new type of alienation or isolation. Despite that negative assumption, many people resisted to this dominant trend and seemed not to have a Facebook profile at all, or they freeze or delete their account deliberately. The sample of the study consists of randomly selected 150 people who were found eligible for the study out of 600 scanned and over 18 years of age in the city of Istanbul. Participants in the sample were divided into three groups as those who never created a Facebook account and those who did so for a while but froze or deleted their accounts being Facebookless now and finally those who froze or deleted their accounts for a period and then decided to reactivate their accounts being Facebook users now. The study focuses on the reasons underlying the attitudes and perceptions of the choice of being Facebookless. Therefore, three different questionnaires were conducted on three different user types. The data from the questionnaires were quantitatively and qualitatively classified as the takers' age group, gender, educational background, their profession, time spent, which were analyzed through various statistical methods. Overall, the study intended to open new dimensions to new media literature by attracting attention to social media use through Facebook from social, cultural, and psychological points of views and references by current intellectual trajectory.

Keywords: Sociality, Communication, Media, Social Media, Social Networking, Facebook, Facebooklessness

Sociality

As the saying has it: "Man is a social animal by nature". Man can read, write and, most important of all, he can use instruments and ways intelligibly enough to achieve a successful communication. What makes us sociable is often based on to what the extent we act or behave. Getting more and more sociable could mean building more contact with others through a series of behaviours displayed as our attitudes are shaped accordingly. According to Papacharissi (2011), sociality is the sum of social behaviors that permit the individual to traverse from the state of individuality to that of sociality and fellowship. Man's sociality displays unique and peculiar characteristics in that he tends to build a network of communication among the members of his society or community. Determining patterns of sociality has often been more important determining presence of sociality. Sociability, on the other hand, is the ability to perform the social behaviors that lead to sociality reflecting one's inherent potential to engage in such social behaviours. It is an arguable issue that as human beings we are either doomed to be social creatures or marooned to be isolated in different eras, times or geographies of humanity.

Social Networking

A network accessed through the internet and shared by millions of people is a very good example of online sociability. The growth and penetration of broadband and the development and distribution of new software applications-such as social networking platforms, blogging tools, and podcasting- have combined to create the next generation of the Internet, often called "Web 2.0" (Montgomery, 2008). Recognition of the increasingly participatory nature of information services can also be seen in the rise of social networking sites, where the information service is little more than an infrastructure for user-contributed conversations and articles (Lankes, 2008). The growth of social networking is a global cultural phenomenon. The great jump from static web pages of the 90s to the interactive ones and so forth owes much of its success to the advent and age of web 0.2 .Web 0.2 through its reactive tools allowed people to share more about what they dared not speak out. Described as a social structure made up of people or organizations linked to each other along with the interaction generated or established by them, a social network allows for a greater level of interaction on the Web, especially on the Web 2.0. Online social networks have existed since the beginning of the Internet (Mislove et al., 2007). Social networks seem to have a magnetic effect on people as many can hardly resist staying away from them. Wigley (2006) supports this idea stating that constantly surrounded by talk of networks; it is as if technologies feed on a kind of narcissistic self reflection. The message is clear. Nowhere escapes the net. Still there is a considerable criticism made about social networking as it is also viewed as a big eye of the brother watching every step taken on digital arena. The digital

environment, in its global drive, while allowing for increased access and, in some cases, for much needed freedoms, introduces new and powerful modes of surveillance and censorship. In other words, digital culture functions much like civilizing process, bringing along with it new opportunities as well as unpredictable and at times disturbing if not dangerous side effects (Doueihi, 2011).These effect can be felt in various layers of a networked society.

Social Networking: What good is it?

So where are these networks of social self-realization to be found? The answer is simple: Social networks exist everywhere around us — at workplaces as well as within families and social groups. They're designed to help us work together over common activities or interests, but anecdotal evidence suggests that many social networking sites (SNS) lack such common objectives. They often connect to others for no other reason than to boost the number of friends they have in their profiles. Many more browse other users' profiles simply for curiosity's sake. These explicitly established connections become increasingly meaningless because they aren't backed up by common objects or activities (Breslin &Decker, 2007). A research conducted in Standford University found that for every hour we spend on our computers, traditional face-to-face interaction drops by nearly thirty minutes as the brain evolves and shifts its focus toward new technological skills, it drifts away from fundamental social skills, such as reading facial expressions during conversation or grasping the emotional context of a subtle gesture (Small and Vorgan, 2011). Social media's popularity is due in large part to its ability to help people avoid *information digestion.* Heavy social media users actually do not care about every little thing happening in their lives all the time (Qualman, 2009). On the other hand, related literature suggests that SNSs can serve meaningful purposes and they can have clear objectives when they are integrated into educational academic projects. Such examples are very common in those areas of study. Last but not least, it is evident that social networking instruments with their pros and cons will be fashion in the next millennium.

Facebook

> *"Facebook is the novel we are all writing"*
> Roiphe (2010)

E-mail was long the Net's most common and fasting-growing use, it was surpassed in 2009 by social networking sites. Classmates.com's 1995 launch began the social networking movement; it was soon followed by LinkedIn in 2003. Myspace, launched in 2003 and hipper and more feature-filled than these earlier efforts, became the favorite of young people around the world until it was unseated by Facebook, Harvard University-specific at birth in 2004, becoming global in 2006. Life of Facebook does not go back so far. Between 2008 and 2009, the number of Facebookers tripled to 300 million socializing in 40 languages. By 2010, its 124 million monthly visitors accounted for 44% of all Internet sharing of links, photos, and videos, 5 billion pieces of content a week. According to Facebook Inc., the number of active users at Facebook as of 2012 is 1.01 billion around the world. It is the most popular web site for Americans 17-25 years old, and 8 out of every 10 U.S college students are registered users. A lot of people use the service mostly for making, keeping, and staying in touch with friends (Baran, 2012).

Alexander in his study stated, "Facebook leads the planet, but others continue to function, suchs as MySpace, Orkut" (p.32). Sites like MySpace allow users to choose whether they want their profile to be public or "Friends only". Facebook takes a different approach—by default, users who are part of the same "network" can view each other's profiles, unless a profile owner has decided to deny permission to those in their network. Structural variations around visibility and access are one of the primary ways that SNSs differentiate themselves from each other. Facebook was first designed to support distinct college networks only. Today Facebook is used to maintain existing offline relationships or solidify offline connections, as opposed to meeting new people (Boyd & Ellison, 2007).

Based on PewInternet's (2011) findings related to a research on social networking sites, it was stated that there is a considerable variance in the way people use various social networking sites: 52% of Facebook users and 33% of Twitter users engage with the platform daily, while only 7% of MySpace and 6% of LinkedIn users do the same. On Facebook on an average day 15% of Facebook users update their own status; 22% comment on another's post or status; 20% comment on another user's photos; 26% "Like" another user's content; 10% send another user a private message. A part of the study about drew interesting conclusions about Facebook usage suggesting that Facebook users are more trusting than others. They have more close relationships as they get more social support than other people. In addition, it was also pointed out in the related study that Facebook users are much more politically engaged than most people and Facebook revives "dormant" relationships.

According to Qualman surprisingly "wasting time on Facebook and social media actually makes you more productive" Ellison et al. (2011) suggest that Facebook makes it easy to keep lightweight contact with each other even when the benefits of proximity are no longer available. Facebook enables individuals to maintain a large set of weak ties and make ephemeral connections persistent. It also lower the barriers to initial interaction and facilitate formation of common ground Therefore, one way or the other Facebook is also a way of tracking and monitoring friends let alone share things.

Criticism of Facebook

The question whether people like befriending friends on Facebook or befriending Facebook as if it is a friend may have ambiguous answers as for some having a Facebook account is just for keeping it as sign of prestige; actually they are passive users. On the other hand, for others, it is like a tunnel with numerous galleries where you exhibit a life cycle. Facebook has not been accepted as a random network, if it were, one would find that most individuals have nearly the same number of friends and that there are only very few individuals who have a very large number of friends or have no friends whatsoever. In a sense, random network describes a society that is very democratic: everyone has roughly the same number of friends. So Facebook cannot be regarded as a democratic network (Barabasi, 2011).

Ito (2010) recounts an interesting observation in his study:

> Sitting in a coffee shop in suburban Michigan in June 2007, Tara, a Vietnamese sixteen-year-old, was asked about Facebook. She giggled and said that she had "an addiction" to the site. She had heard from adults that Facebook might be bad, but "like everyone says "get a Facebook". You need to get one." She made sure to log in often to check for new messages from friends, read updates about her classmates, and comment on friends' photos. For Tara, this type of participation on a social network site is a critical element of staying socially connected (p.79).

On the other hand, the massive uptake of Facebook in particular has spurred an identity crisis of yet unknown dimensions, circling around the question of who we are and how we should present ourselves online. Facebook CEO Mark Zuckerberg puts it like this: "having two identities for yourself is an example of a lack of integrity". In the age of social media, we are not looking to externalize other possible selves but the True Self, deep inside. Social networking is not about affirming something as truth but more about making truth through endless clicking. Even on Facebook, amongst "friends", we play theater, acting as if we play ourselves. By questioning the self-evidence of Facebook and its befriending algorithm, we already make a first step toward refusing corporate-controlled social media platforms: "I prefer not to." The next step could be to actively shape new manifestations of collective anonymous action: "I need to become anonymous in order to be present." Anonymity as an exercise in play may be a necessary delusion that saves us from the idea the true self, advocated by

Facebook as our one and only option. We are told to believe there is no true face behind the mask, or rather, told to ask what the mask is hiding, instead of what its wearer is performing (Lovink, 2012).

Privacy expectations in social networks are based on relationships. Typical social networks support friends and networks with privileged access. Past work demonstrates that users have strong expectations for privacy on social networking sites (Felt & Evans, 2008). The basic connection in Facebook is referred to as "friendship" since there is no way for software to elegantly map the true dynamic nuances of social life. While friendship feels more comfortable, its overuse is costing us richness of our social life. These binaries can be avoided by variation and degrees of participation offered (Hyde et al., (2012). Netiquette of Facebook in terms of building or spoiling a friendship is quite different from the etiquette of actual relationships in social life as Facebook friends can be easily either accepted or declined. There is no shame doing this whereas in actual life it is a daring action. Facebook to Facebook is a silent mode of face-to-face communication.

Reported in earlier research based on Social network site usage with college students, it was reported that over 12% of the sample does not use any of six social network sites (i.e., Bebo, Facebook, Friendster, MySpace, Orkut, and Xanga). Facebook was reported to be the popular service among these students (78%), followed by MySpace(54,6%). Almost two-thirds of the overall sample use Fcebook frequently, but just over one-third use MySpace often. The other four webs were considerably found less popular less popular among respondents (Hargitti and Hsieh, 2011).

Related Research

Today studies related to the use of social media tools have attracted a lot of attention due to the fact that they yielded surprising results contrary to the common belief and understanding of them. Facebook studies also play a critical role in determining attitudes, perceptions and behaviours that shape, guide and direct social media. One good example for this is the study results by Toprak et al. (2009) which showed that the main reasons for participants (68% female, 32% males, 18-36 age group, 57% university graduates) to open a Facebook account was communicate with friends (34%), second, find old friends (22%) and third peer pressure or recommendation (13%). Answers given to the question "why do you want to communicate with daily friends on Facebook again" were based on "sharing (48%)", "communication (34%)" and "intimacy (6%)". Participants reported that they learned about Facebook from friends (81%) and media (19%) and they accessed it at least once a day (73%) involved in activities such as video sharing (55.5%), messaging (47.2%) and checking invitations (30.56%). Participants regarded Facebook as a communication tool (15%), monitoring and entertainment tool (14%), and meet and find tool (11%). For 13%, Facebook did not mean anything. Finally, 80% of the participants were aware that they were monitored on Facebook and 27% wanted control but 35% did not want any control over Facebook. As for the question "What do you find the most private information on Facebook", participants' answers were "nothing (40.54%), "personal information (24, 32%) and photos (16.22%) Participants also reported that they would be very much disturbed if they saw unauthorized usage (30.56%) and their photos (27, 7%) on Facebook.

Data from another study conducted by Durmuş et al.(2010) with 4000 participants (49.9% female, 50.1% male and 18-63 age group) aiming to measure to what extent reasons for using Facebook through user profile and trust felt affected Facebook addiction showed that women (33.9%) accessed Facebook more than men (31.3%) two-five times more a day. "Reading friends' wall (51, 4%)", "inviting friends to social groups (43, 5%)", "selling things commercially (69%)" and "follow friends' trends (51%)" were among the most preferred reasons for using Facebook. Facebook trust analysis results showed that participants believed that Facebook would protect and keep to their privacy (39%) and Facebook is trustworthy enough (45, 2%). Carneige Mellon researchers Alessandro Acquisti and Ralph Gross in a survey of Facebook users at their university detected little or no relation between participants' reported privacy attitudes and their likelihood of publishing personal information online. Even the students who were most concerned about their privacy-about 40% provided their class schedule on Facebook, 22 % put their address on Facebook, and almost 16% published both (Rosen, 2011).

On the other hand, according to a new research out of the Pew Internet & American Life Project, a significant chunk of the population aged 18 to 29 reported they're planning to use Facebook less in the next year, while a tiny minority said they plan to use it more. Among the entire population, the study found that 67 percent of all American adults are using Facebook. Of those, 61 percent reported they have taken lengthy breaks from using the service (lasting multiple weeks). Of the 33 percent who do not use Facebook currently, 20 percent reported that they had been users in the past (Nagel, 2005).

Ellison et. al. assessed levels of social capital and Facebook use in an undergraduate student population, finding that students' Facebook use was significantly related with their levels of social capital that is classified into three kinds such as bridging, bonding and maintained.These are based on social relations that have productive effects.

Method
Research Question

As one of the most widely used social media tool, Facebook was considered an appropriate and interesting one to be studied from a different perspective and aspect and perspective to assess Facebook. That is: why be without it or give up on it, which may be called "Facebooklessness". "Facebooklessness" is a coined term used in this study that simply means "a state of not having a Facebook account or being without Facebook. Urban dictionary (2012) defines Facebooklessnes as [Def. 1] *The state in which many foreigners find themselves when they arrive to internet-censored countries such as China.* [Def. 2] *Freedom*. These days almost every single individual is one way or the other supposed or expected to actively or inactively be using at least one or more than tow social media tools. It is also believed that resistance to this trend is almost out of question as you find yourselves drawn into it.

Research Model

This research is a case study based mainly on quantitative data. Qualitative data from a few open-ended questions in the questionnaires were also recorded and interpreted to support the outcomes of the study.

Participants

The sample of the study consisted of randomly selected 170 people out of 600 people scanned and over 18 years of age in the city of Istanbul. However, 20 participants provided missing or incomplete data. Accordingly, data from 150 people (equally distributed among three groups) were found eligible for the study to the extent the framework of the study allowed. As the study's methodology suggested participant were divided into three groups as those who never created a Facebook account, those who did so for a while but froze or deleted their accounts being Facebookless now and finally those who froze or deleted their accounts for a period and then decided to reactivate it being Facebook users now. Therefore, three different questionnaires were conducted on these three different user types.

Data Collection and Analysis Instrument

Questionnaire forms developed by the researchers were based on the opinions of three different groups of people as to how they felt without Facebook by giving reasons. The questionnaires consisted of three sections: First part of each questionnaire aimed at collecting demographic information (sex, age, education level, profession) about the participants. Second part was related to the ways and type(s) of technological devices owned to access the internet, social media tools used and time spent on them. The last part made the core of the study's common objectives as it included questions related to participants' attitude and perceptions of their Facebooklessness with underlying reasons. The data from the questionnaires were quantitatively and qualitatively classified and analyzed through statistics software (SPSS v.18) using frequency and t-test measurement tools.

Findings
Case I: Those who never created a Facebook account (Coded "NF"= No Facebook)
This group consisted of fifty participants that were distributed equally according to their gender. Average age among group members was 19 (8%) and 38 (8%) followed by 44 (6%) and other different age groups changed between 4% and 2 %. Regarding their educational degree, 42% of the participants held a university diploma. 30% high school, 16 % MA/MBA/MSc and 10 % high school.

Looking at the profession distribution, group NF participants were mostly students (28%) followed by academics (20%), housewives (10%), tradesmen (8%), the retired (6%), workers (6%), accountants and engineers (4%) bankers, architects, and technicians (2%).

Among desktop (38%), iPhone (46%), and iPad (20%) use, participants used laptop (62%) mostly while benefiting from wired (32%) and wireless (30%) and both (30%) forms of internet access options equally.

As participants in this group never created a Facebook account, this part of the study also aimed at finding whether they used any other social media tools and what were they.
WhatsApp (18%) was the most common social media tool used among participants. The results in percentages for other social media instruments followed as Twitter (10%), Blogs (2%), Instagram (6%), FriendFeed (0%), Foursquare (6%), Pinterest (0%), Flickr (2%), LinkedIn (8%), MySpace (0%), Skype(12%), Forums (4%), e-groups(1%).

On these social media tools, 28% of the participants spent 5-10 minutes a day on average. 6 % spent 11-30 minutes, 4% 31-40 minutes, 2% between 41 and more than 51 minutes.

Participants were given 8 statements that could best describe their attitudes and perceptions as to what they think and know about Facebook and why they had not created a Facebook account so far. Their results from the statements in percentages read as follows: "I have no idea about what Facebook is (10%)", "I do not find Facebook trustworthy enough (62 %)", "I have doubts about privacy matters (30%)", " I do not find Facebook useful (48%)", " I do not know how to use Facebook (8%)", " I use a different social media tool (10%)", " I have no reason at all (14%)", " Other (6%)". For the last item, participants stated that they did not need a Facebook account as Facebook kills face-to-face relationship, privacy. They also reported that publishing one's photos on Facebook was not a good idea. According to gender distribution, there is no considerable difference between men's and women's choices for the statments.

Case II: Those who used Facebook for a while but froze or deleted their accounts. (Coded "Facebook Frozen)
Equally again this group also consisted of fifty participants: 25 female, 25 male. Average age was 22 (11, 8%) and 23 (11, 8%) followed by 21 (9, 8%) and 18-19 (7, 8%). As for participants' educational degree, university graduates made the biggest part by 64, 7 % followed by high school (21, 6%), MA/MBA/MSc (5,9 %), Vocational school (3,9 %) and PhD (2%).
As for participants' period of use and freeze on Facebook, it can be referred to Table 1:

Table 1. Facebook use period

Year(s)	%
2,00	19,6
3,00	7,8
4,00	41,2
5,00	11,8
6,00	13,7
7,00	2,0
10,00	2,0

Table 2. Period of Facebook account frozen

Year(s)	%
1,00	76,5
1,50	9,8
2,00	11,8

Looking at the profession distribution in group FF, participants were mostly students (43, 1%) followed by engineers (23, 5%), academics (15,6%), technicians (5,9%) tradesmen and bankers (3,9 %) and directors (2%).

Among desktop (39,2%), iPhone (70,6%), and iPad (15,7%) use , participants used laptop (88,2%) mostly while benefiting from wired (9,8%) and wireless (37,3%) and both (51%) forms of internet access options..

As participants in this group never froze their Facebook account, this part of the study aimed at finding what other social media tools they might have preferred to use.

WhatsApp (62, 7 %) was the most common social media tool among the participants. The results in percentages for other social media instruments followed as Twitter (51%), Blogs (7,8%), Instagram (33,3%), FriendFeed (2%), Foursquare (31,4%), Pinterest (2%), Flickr (5,9%), LinkedIn (19,6%), MySpace (2%), Skype(31,4%), Forums (15,7%), e-groups (9,8%) and other (3,9%).

On these social media tools, more than 33, 3 % of the participants spent more than 51 minutes a day on average. 31, 6 % spent 11-20 minutes. 17, 6 % spent 21-30 minutes, 9, 8 % 31-40 minutes, and 5, 9 % 41-50 minutes

Participants were given 11 statements that could best describe their attitudes and perceptions as to what they thought and knew about Facebook and why they had frozen their Facebook accounts. Statements and their results in percentages read as follows: "I don't feel safe while using Facebook (11, 8%)", "I have doubts about privacy matters (21,6%)", "I do not find Facebook useful (37,3%)", "I froze my account for a while but I will reactivate it (17,6 %)", "My account was hacked (2%)", " I do not how to use Facebook as it looks quite complicated (2%)", " I spend too much time on Facebook (19,6%), " I have another Facebook account (2%)", " I receive too many e-mails and invitations from Facebook (15,7%)," I use another social media tool (33,%) "I have no reason at all (11, 8%)", "Other (13,7%)" for which participants did not comment. Results according to gender distribution in this part showed that women (28%) cared more about their privacy than men (16%) and men found Facebook less useful. While men tended to give reasons for deactivating their account, women avoided to do so. Although none of the men wanted to reactivate their Facebook accounts, 36% of the women did so. For the rest of the statements, there is a minimal difference between both men and women's choices.

Case III: Those who froze or deleted their Facebook accounts for a period and then decided to reactivate it. (Coded "RF" = Returners of Facebook)
Consisting of fifty participants (23 female, 27 male), average age among participants was 22 (26 %) and 23 (22%) followed by 21 (10 %) and 19-20 (6%), 18, 25,29,30,33 (4%) and 24, 31,40,50,62 (2%) . According the educational degree participants held, the order follows as university (86%), MA/MBA/MSc (6, 2%), high school (4%), PhD and vocational school (2%).
Looking at the profession distribution in group RF, participants were mostly students (76%) followed by academics (10%), engineers and directors (4%) and tradesmen, businessmen and the retired (2 %).

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Among desktop (40%), iPhone (88%), and iPad (20%) use, participants used laptop (90%) mostly while benefiting from wired (10%) and wireless (30%) and both (58%) forms of internet access options.
As for participants' period of use and freeze on Facebook, it can be referred to Table 3:

Table 3. Facebook use period

Year(s)	%
1,00	19,6
3,00	7,8
4,00	41,2
5,00	11,8
6,00	13,7
7,00	2,0
8,00	2,0

Table 4. Period of Facebook account frozen

Year(s)	%
1,00	76,5
2,00	24,0

As participants in this group had been away from Facebook for a while, this part of the study aimed at finding what other social media tools they might have preferred to use.

WhatsApp (80%) was the most common social media tool among the participants. The results in percentages for other social media instruments followed as Twitter (76%), Blogs (26%), Instagram (52%), FriendFeed (4%), Foursquare (58%), Pinterest (6%), Flickr (14%), LinkedIn (38%), MySpace (16%), Skype (48%), Forums (22%), e-groups (10%).
On these social media tools, more than 50% of the participants spent more than 51 minutes a day on average. 20% spent 31-40 minutes, 10% spent 11-20, 21-30 and 41-50 minutes.

Participants were given three statements that could best describe their attitudes and perceptions as to why they decided to reactivate their Facebook accounts and gave up on being Facebookless. Statements and their results in percentages read as follows: "I felt isolated and lonely without Facebook (4%)", "I was curious to know about the most recent developments related to things and events (46%)", " I have no reason at all (24%)", "other (24%)" but did not comment. Results according to gender distribution in this part showed that men (51%) and women (48%) were almost equally curious to know about the most recent developments related to things and events during their freeze on Facebook and so they reactivated their accounts. Finally, men were more reluctant to give reasons for the reactivation of their Facebook accounts and they were also more eager to comment on that.

Discussion and Conclusion
Having randomly scanned 600 people and found 150 people eligible for the study made us draw the conclusion that proportionally %25 of people preferred either to stay away from Facebook or be suspended for a while for and get back to their accounts some reason. Overall, our findings show that younger people consisiting mostly of students tend to use Facebook more. Older participants prefer to stay away from Facebook as they do not find Facebook useful enough or they use other social media tools. Again, our results showed that people who stayed away from Facebook also spent less time other social media tools, too (5-11 minutes a day by 28%). Participants using iPhone at large prefer Whatsapp and Twitter apart from Facebook. There is a consistent relationship with iPhone use and use of Whatsapp and Twitter.Those who froze or deleted their accounts or retuned to their Facebook accounts comparatively spent more time on other social media tools, too (more than 51 minutes a day). In terms of the relationship between gender and the period Facebook used and frozen, t-test results showed that there is no significant difference in both B (sig: 0,543 > 0, 05) both in C (sig: 0,322 > 0, 05).

Having been able to reach a small group of people who avoided or put a distance between themselves and Facebook, our study produced two important results: First, Facebook is still considered to be the most common social media tool. Second, Facebook use is comparatively changeable according to age rather than gender and it seems a certain group of people will continue to resist creating a Facebook account and the other will come and go between staying in or out of it due to privacy and trust matters. They say curiosity kills the cat but it has never been so tempting for those who hesitated to take a look inside for a friend on Facebook.This study was meant to shed light on further researches including preferences, attitudes and perceptions related to Facebook use and deprivation.

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A STUDY ON THE PERCEPTION OF PRE SERVICE SCHOOL TEACHERS ON THE IMPORTANCE OF EFFECTIVE COMMUNICATION SKILLS FOR TEACHING

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Abstract
Effective communication skills are considered to be the core of good teaching and are regarded to assist the teacher to master his delivery of pedagogy and interaction with the class and society. Along the same line education empowers the educator to enhance his potentials for the benefit of self, family and society.

This study examines the pre service secondary teachers' **perception** of the strengths and weaknesses of a communication course in their program. Saunders and Mills (1999) state that communication skills are applied in the teachers' classroom management, pedagogy and interaction with the class. This paper explores and endeavours to represent the weight of the importance of effective communication skills for good teaching.

The information was gathered by interviewing a sample of pre service secondary teachers in Mauritius on the importance of effective communication skills for teaching with regard to the course "communication skills for teachers". This research project is being elaborated to look at the pre-entry understanding of communication skills of the pre service teachers so as to assess their **knowledge** and **interest** prior to entering the course. The subsequent findings from the questionnaires and interviews attempt to show the **evolution** of these skills and how the pre service teachers perceive this accomplishment has taken place.

Introduction: The Importance of Effective Communication Skills for Good Teaching
According to Steinberg (1997), communication can be defined as *"a transactional process of exchanging messages and negotiating meaning to establish and maintain relationships".* It is clear that the concept of transaction means that the participants should reach an agreement about the meaning of their messages for communication to be effective and for their relationship to be gratifying. Communication is the decisive element which determines whether the different activities carried out by an organisation or in this context by teachers will contribute negatively or positively to the functioning of the organisation. Every decision taken by any levels in an organisation has communication implications (Cutlip et al, 2000).

Teachers are required to have excellent communication skills to be successful in their occupation. They are expected to fulfill technical tasks and to communicate effectively with internal and external customers. To help better understanding and the ability to accomplish their responsibilities effectively, teachers are expected to have listening, interpersonal, written and oral communication skills.

The importance of communication is emphasised as it is about transforming knowledge into a form that is accessible to learners according to Ur (1997).There is emphasis that students succeed,learn and progress with effective communication skills. However, research on the topic of communication skills that pre service teachers bring to their education courses and how these skills help in transforming into an effective beginner-teacher, are few and long coming.

The core of the study requires an analysis of the importance of effective communication skills for good teaching. A scrutiny of the pre service teachers self perception is vital as it is their convictions which influence their practice in a classroom.According to Steinberg (1995) perception is confined to the scope by which we judge or evaluate others.Perception is fault-finding very often as it controls the information that enters the memory.

This research attempts to trace upon the development of the pre service teachers perception of communication in Mauritius.Lee (1997) proclaims the importance of communication for good teaching.In her paper she maintains that people are the centre of schools and communication is the foundation.It is clear in her study that pre service teachers have some knowledge of communication skills though they cannot describe it. She also demonstrates that communication skills should be a course to be taught in the teacher training program.Pre service teachers according to Jones and Fong (1999) believe that they are the transmitters of knowledge.There is recognition on their part that communication interaction between the teacher and the class is crucial.Along the way they learnt to fuse communication skills into their teaching.

Overall, the literature suggests that communication skills are becoming progressively vital for achievement in the workplace environment.
The present study endeavours to analyse the significance of effective communication skills for good teaching for the pre service secondary teachers in Mauritius.This paper attempts to demonstrate the findings about the **evolution** of these skills and how the pre service teachers perceive this accomplishment has taken place.

Theoretical Framework of the Present Study
Two main purposes have been identified for this research:
i.   To investigate student perceptions of the effectiveness of communication skills as a module. Perceived effectiveness was chosen because of (1) the difficulties of measuring learning (must have a control and experimental group over time in a controlled setting) (2) student perceptions may be more important than reality, that is decisions, many times, are based on perceptions, and (3) perceived learning will contribute to our knowledge of learning effectiveness;

ii.   To investigate how students perceive those evolutions of these skills and how this accomplishment might provide a relative advantage in their teaching.
The Everett Rogers' model of the diffusion of innovation (Rogers 1995) was chosen for this study. There are five stages which are designed in the innovation decision process: Knowledge, Persuasion, Decision, Implementation, and Confirmation. This study centres on the first two stages of Rogers' model: Knowledge and Persuasion. For these two stages, Rogers' three constructswere adapted: prior conditions, characteristics of the decision-making unit, and perceived characteristics of the innovation to match the research domain. The modified constructs are (1) prior educational conditions, (2) characteristics of pre service teacher, and (3) perceived characteristics of the communication course. We believe that these three constructs influence student perceptions regarding the effectiveness of training in communication which is shown in the Student Perception Model below:
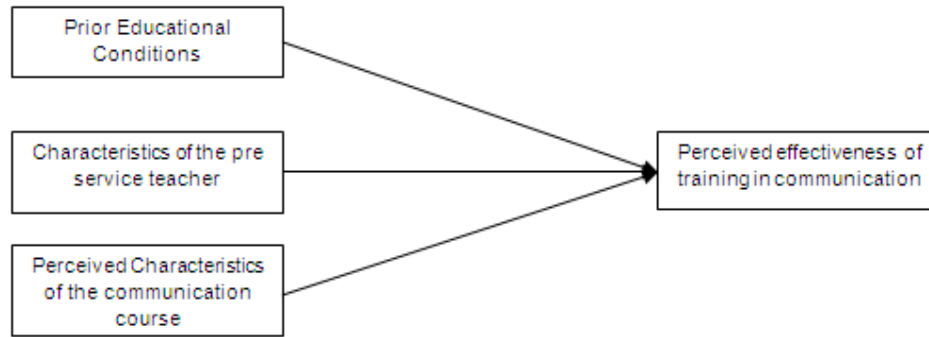
Figure 1: STUDENT PERCEPTION MODEL

There are multiple facets for each of the four constructs in Figure 1. For example, for prior educational conditions, there are facets such as previous understanding of communication. For characteristics of the student, facets include personality development, and communication behaviors. For perceived characteristics of communication course, facets include student compatibility, and course compatibility. Finally, students'progresses are facets of perceived effectiveness of studying a communication course for teachers.

From the above, the following hypotheses were developed:
a. Pre service teachers may be unable to describe their knowledge of communication and communication skills at entry level;

b. The pre service teachers would be able to understand their own evolution and apply communication skills to effective teaching.

Research design
Programme description
The students selected for this study were attending a two year diploma (secondary school)at the Mauritius Institute of Education. The programme is on a full time basis consisting of various courses in their subject areas, pedagogy, curriculum and assessment. This programme is a foundation course for those wishing to be part of the B Ed programme afterwards.There were fifty pre-service teachers enrolledin this program. The class met for 3 hoursonce a week during a 15-week semester for the module in communication skills.

Methodology
The data collection method used was a student feedback questionnaire. Thefocus was on students'analysis of a communication course whereby students could indicate their views in relation to the course content.Through the analysis the awareness of the communication skills module was targeted. In short there was an attempt to see how far the different components in the course content will cater to the needs of the students.Through this examination of the content, information on the perception of the students in terms of the skills acquired (like communication skills) to pupils has also been gathered.

Adapting to a new approach is sometimes not an easy task.For the purpose of this paper necessary information has been gathered that illustrates the extent to which the students have been able to cope or not with emergent features.The second part of theresearch is concerned with the adaptation of the learners with this new course .The questions input for this second part unravel the views of the students in respect to indicators like interpersonal skills, importance of the audience and feedback. The examination of their reflection journals helps us to know to what extent the evolution of those skills from the students have taken place according to their perception.The learners needed to reflect weeklyin their journals their analysis of the course.To start with, information on the anticipation of the students to this new module was collected and also their reflections towards the end of the semester.The journals allowed us to have a broader picture how the pre service teachers perceive the evolution of communication skills have taken place over one semester of 15 weeks. The pre service teachers were invited to write about their perceived strengths and weaknesses in communication skills at the start and end of their course.In their journals,the pre service teachers reflected on their knowledge learnt throughout the course and how they feel convinced of the importance of this course in their practice.Moreover this part of the research has enabled us to rate the usefulness of such a course in the curriculum for teachers.

The last section is mainly focused on personal views.The data for these perceptions have been collected from their journals. After clear reflections of their experiences of the learning environment, the students are able to express their views. These data sources are valuable indicators for the perceptions of the student teachers to communication skills while being an effective teacher.The questionnaire and reflection journals therefore allowed us to collect information regarding the evolution of the students at different levels, the content level, the adjustment of the learners' level and the reflection level.

This study involved 50 pre service teachers.There were 45 respondents and 42 reflection journals were analysed. The points identified by the pre service teachers as their evolution of their communication skills were analyzed along the lines of whether they were verbal or non verbal; whether they were linguistic in nature or relate to communication skills.

Results and discussion
The first part of the research was conducted on the first day the students had their class for communication skills. They were asked to write down their understanding of communication and communication skills.Their responses contemplate both common elements and individual clear replies.

A. Questionnaire Analysis
In respect of the questions posed, the outcome is as follows:
i. **Existing beliefs about communication; and**
ii. **Communication skills**
100% of the pre service teachers believed that communication is about transferring knowledge.However, only 12 students recognised the fact that understanding the transmission of knowledge is important.
10 of the respondents felt that listening, questioning and feedback were communication skills. None of the respondents tried to elaborate more.
iii. **Acquisition of communication skills**
The ways in which the pre service teachers acquired the skills prior to entering the course were diverse according to their responses which reflected their past experiences.

30 of the respondents acquired their communication skills by informal means as they never worked before. The other 15 respondents felt they had some kind of formal training as they worked before being part of this course. This included being a salesperson, insurance agent or replacement teachers in schools. They mostly learnt their skills of communication through observation and environment adaptation.

iv. Relationship of communication skills to teaching

The reinforcement of the comments was observed here when the students answered that communication is a transfer of knowledge thus there is a relationship between communication skills and teaching.

100% of the respondents used the teaching strategies like demonstration, explanation, questioning, lecturingas being the communication skills used for teaching. There seems to be a concept of the teacher being the one in front of the class and delivering the message which is his knowledge and instructions.

None of the students felt that listening could be part of the communication skills related to teaching. It seems there is a belief that the learner is the passive recipient and they as teachers need communication skills to impart knowledge.

One student emphasised that communication skills and teaching means 'speaking and writing'

v. Communication skills help in teaching

With this question the pre service teachers showed that they did not quite understand how communications can help in teaching .They seem to understand mostly that communication skills being 'speaking and writing' thus it is enough for teaching. The respondents also believe that communication skills is about conveying the message to the students which what they will be doing as teachers.

However 5 pre service teacher responded that '*communication skills help in teaching by building up our self confidence and for the development of our personality*' and also '*listen to our students'.*

B. Journal Review

Furthermore, the review of the 42 journals revealed the following:

The pre service teachers reflected their evolution as understanding relationship between teachers and students better.

In the reflection journal of one pre service teacher:

'*Relational level is important to boost students at secondary level of schooling so as to build trust for their learning to take place.'*

The perception that their accomplishment has taken place is reflected in another's journal as:

'*Communication is a tool used so that every individual obtains something out of the process.'*

There seems to be an attempt from the pre service teachers that the outcome of their relationship with their students is important. They tend to feel strongly that the tone used and the body languages are important for giving instructions and servicing their subjects at schools.

This group of pre service teachers felt that their evolution of communication skills took place along their different aspects of speech and their capability to empathize with their audience. According to a few of them:

'*Observation is important for us to use different approach while communicating'*
'*Communication is related to the emotional aspect thus as teachers we need to understand the emotional need of our students'*
'*I have realised the importance to dress as a professional to go to work so that my students respect me'.*

The pre service teachers also noted the importance of possessing effective communication skills when it comes to dealing with their internal customers who are their colleagues, rectors and even parents at school: '*a teacher should be able to talk to the rector and his colleagues and the parents in a clear manner and also respecting them at the same time even we do not agree with what they are saying'.*

The above remarks clearly contrast with their initial perception of communication skills - when they reported to understand communication skills as talking to people and giving instructions to students when required. Since they did not realise the importance of empathy at the start now they feel they have learnt new terms in the communication skills class. They now see the importance of the emotional need of their students and how this helps better learning to take place.The importance of trust has been part of their reflection as well as being a component between both parties that is the students and teachers for effective learning to take place. We can also notice the acknowledgement of the pre service teachers' belief that they now can use communication skills to deal with students' feedback and responses.One of the pre service teachers even specified that now he feels he can be more assertive in class versus his aggressive ways which he was initially using during his practicum.

The pre service teachers further identified aspects of communication skills related to interpersonal communication to a greater extent than when they first joined the class. One reason for this can be attributed to the fact that they viewed teaching and learning just as teachers and students who need to learn no matter what the external environment is. 12 of the respondents wrote in their reflection journals that they have now realised the importance of smiling to their students and showing appropriate facial expressions make a difference in the relationship. It seems now they believe,that paying more attention to being polite and building a rapport with students and colleagues, facilitate their work.

8 respondents also placed importance for humour in communication. The reason seems to be that they now feel that students will listen better in class when they are enjoying and having fun during the class. They reiterated that humour is an effective tool as it brings happiness and learning takes place with less effort.

As far as verbal communication is concerned,10 respondents felt that pronunciation and speech is significant as now they tend to believe that emphasis should be on the receptiveness of feedback which again demonstrated a link to their belief that politeness is important between students and teachers.

Analysis and conclusion of reflection points of pre service teachers

From the review of the preservice teachers' journals and analysis of the questionnaires, it can be concluded that their fears with communication skills is about teaching effectively and also mainly about the interpersonal aspects such as proper use of humour in class, facial expressions and the proximity and relationship with their students.

The interest with using effective communication skills among the pre service teachers has to do with the role that teachers play: someone who establishes a sympathetic relation with the students. It isrecognitionthat teachers are not only concerned with the importance of communication skills in the class for instructions but also in investing themselves in interpersonal relationships with students.

A curriculum in effective communications showed a substantial part in bringing out the capabilities of the pre service teachers' communication skills. The proficiencies acquired within the course were the reason for the pre service teachers to contemplate upon their actual beliefs about communication. This was perceived within their changing views about the involvement and interactions between teachers and students.

The pre service teachers claim that they are now equipped to use a wider scope of communication skills in their teaching practicum. Communication skills are not restricted to teacher education.Teachers are also expected to fulfill technical tasks to communicate effectively with internal and external customers and they must possess highly developed skills to become a successful professional. Theseabilities necessitate a context through knowledge of curriculum and through developing knowledge of the school atmosphere to become beneficial within teaching. This made it easier for the pre service teachers to merge the skills into their teaching practice.

There is little doubt that pre service teachers felt that the communication skills course was important and contributed to an increase in their knowledge and perception for effective communication. Furthermore teachers must be able to correctly envision the needs of their students, empower them to share the vision and enable them to create an effective climate.

From their weekly journal it was obvious that all the pre service teachers valued the favorable advantage to consider and ponder upon the development of their communication skills. In this study the pre service teachers display an awareness regarding their observation that non verbal communication like tone, pitch of voice, facial expression, body posture and the listeners. The pre service teachers also emphasize that they are now confident at adapting their communication to their students' communication in class. To take matters further it would be exciting and vital to study their recognition of the capabilities of their communication skills once they enter the teaching service. Consequently it is significant that research is carried out on the importance of communication skills for teachers. The reflections from the pre service teachers journals demonstrate that the communication course will definitely have an impact in their self confidence when they have to perform in class. Teachers in Mauritius also face the difficulty of their professional image towards their students who are of secondary levels. More research should be carried out about the predicament of teachers in the Mauritian context where English and French are both used as a teaching medium along with the local dialect. However from this study, it is obvious that there is a need to look into the conflicts that teachers face when they do not have the communication background to back them up. Further studies could contemplate the different cultures of teachers in the various environments in Mauritius and how it's important to adapt to various cultures as teachers.

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(Classroom research: a tool for preparing pre-service teachers to) EucabethOdhiamboShippensburg University

ABNORMALITIES IN VIRTUAL WORLD

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Abstract
With the development of Web 2.0 technology, a shift from one-to-one and one-to computer towards one-to-many relationships have been experienced. Virtual world created its own cultures, languages, sub-groups and behavior patterns particularly in the various social media environments. Virtual world has some positive features, such as easier to communicate, maintain relationships, more entertainment, having control over relationships, decrease time and space problems, a sense of security and fulfilling unmet needs in the real world etc. However, virtual world has darker aspects as well. In the real world, social relations or social groups force individuals to act as desired through predetermined cultures, identities, norms, rules, beliefs makes the emergence of abnormal behavior easier. Because of the hidden identities; individuals became vulnerable in the virtual world. Moreover, individuals could develop some problematic behaviors.
This study aimed to investigate the abnormal behaviors with reason and response approaches in the context of virtual world from the both aspects; individuals and audiences. From the individuals perspective some of the abnormalities were Internet addiction, Facebook addiction disorder, cycling between the social medias, identity confusion, nomophobia etc.. In addition, individuals may be on the target board of online predators, cyber stalkers, cyber trollers, etc.. The negative results of the abnormal behaviors in the virtual world have been exampled and discussed under the concepts of the loss of distinction between the virtual world and the corruptions of reality perceptions. Focusing on situational awareness, recommendations were made to improve healthy behaviors and to defend individuals.
Keywords: Virtual world, online identity, abnormal behaviors, online predators, trollers.

Introduction
The rapid advances in information and communication technologies have created enormous changes all over the World. People today not only use the Internet more and more to interact other people, but they use it to socialize, to generate some lasting relationships, and even to develop a "real" social virtual life (in online forums, chats, massively multi-player online games ext.). In these virtual spaces, the online identity that people develop represents a critical element of the activities taking place. This digital identity - that represents how they are perceived in the online environment- has a direct impact in enabling or preventing the social interaction and on nature of the interaction (Nabeth, 2005).

Social networking's increasing popularity among both youth and adults makes it an area worth studying to find patterns of human behavior and communication. Social networking sites, such as Facebook, have become venues for self-presentation through complex online profiles (Smock, 2010). In 2012, The Pew Internet and American Life Project revealed in a research report just how relevant social networking has become. The report indicated that young adults are more likely than others to use major social media and Facebook is currently the most commonly used social network among young woman adults (Duggan & Brenner, 2013). As social networks became popular, some of negative effects on individuals were discussed. Some of them could be exampled as Internet addiction, Facebook addiction disorder, cycling between the social medias, identity confusion, nomophobia etc.

Internet addiction was defined first by Young (1996) as an impulse-control disorder, like pathological gambling. Eight criteria was determined to differentiate normal and pathological internet use. These are ; (1)feeling with the Internet (2) feeling the need to use the Internet with increasing amounts of time (3) making repeatedly unsuccessful efforts to control, cut back, or stop Internet use, (4) feeling restless, moody, depressed, or irritable when attempting to cut down or stop Internet use(5) staying on-line longer than originally intended (6) jeopardizing or risking the loss of significant relationship, job, educational or career opportunity because of the Internet (7) lying to others to conceal the extent of involvement with the Internet (8) Using the Internet as a way of escaping from problems or of relieving a dysphoric mood (e.g., feelings of helplessness, guilt, anxiety, depression). Young (1999) pointed of some abnormalities like using Internet 40-80 hours in case of familial, academic, and occupational impairments. Internet addiction could cause physiological, social, psychological, and mental problems. Cycling between the social medias emerged another problem in the digital world. This was not only as identity problem, but also a time problem stealed from the real world.

Young (2012) classified internet addiction as cyber-relationship addiction (online pornography), Cyber-Affair/Relational Addiction (social networks, chat rooms), net compulsions (online gaming and online gambling), ınformation overload (computer addiction (i.e., computer game addiction), information overload (excessive web surfing and database searches). In order to treat Internet addiction, a type of cognitive-behavioral therapy, Digital Detox Rehab™ program was suggested.

Nomophobia (No Mobile PHOBIA) was "*an overwhelming fear of being out of contact through mobile phone which causes physical side effects such as panic attack, shortness of breath, dizziness, trembling, sweating, accelerated heart rate, chest pain etc*". The interesting thing was that a research revealed almost 53% of the sample in UK suffered from nomophobia. For some people being disconnected caused professional need to help.The symptoms were; negative physical symptoms, panic attack due to lack of reception or a dead battery, obsessively making sure that one has their cell phone or mobile device, worrying about losing one's phone (AllAboutCounseling.com, 2013).

Social media and identity confusions
An online identity is a social identity that an Internet user establishes in online spaces. It can also be considered as an actively constructed presentation of oneself. Although some people prefer to use their real names online, some Internet users prefer to be anonymous, identifying themselves by means of pseudonyms, which reveal varying amounts of personally identifiable information (Online identity, 2013). When online, one's gender, culture, lifestyle, clothing, voice, body size, age and identity are no longer bound by the confines of the embodied reality. This offers liberation to many. The old can feel young, the shy can be extrovert, and the loner can be popular (Thomas, 2007).

Beddington (2013) emphasized that 'identity' is not a simple notion. Rather than having a single identity, people have several overlapping identities, which shift in emphasis in different life stages and environments. These are changing in three important ways:
Hyper-connectivity: It is driving social change and expectations, while bringing people together in new ways. The number of Internet users reaches 2.5 billion worldwide (Internet world stats, 2013). Nearly one person in three surfs online. Turkey has about 33 million Facebook users with this number it is in the sixth place in the world. The largest age group is currently 18-24 with total of 11.305.940 users, followed

by the users in the age of 25-34 (Turkey Facebook statistics, 2013). This means that people's online identities have personal, psychological, social, and commercial value. The growth in the collection and use of personal data can have benefits for individuals, organizations and government, by offering greater insights through data analysis, and the development of more targeted and more effective services (Beddington, 2013).

Increasing social plurality: Society may become more pluralized, and less integrated, as people's identities are influenced by the ageing population, greater diversity and changing patterns of immigration, and the emergence of online 'virtual' communities. Beddington, (2013) also stated that demographic change in the UK effects people's identities.

Blurring of public and private identities: Beddington (2013) reported that people are now more willing to place personal information into public domains, such as on the Internet and attitudes towards privacy are changing, especially among younger people. These changes are blurring the boundaries between social and work identities. For instance, employers have been not just look potential candidate up on search engines, but to dig very deep, through social media profiles, online gaming sites, and even in virtual worlds like SecondLife. Of the U.S. recruiters and HR professionals surveyed, 75% report that their companies have formal policies in place that require hiring personnel to research applicants online (Microsoft Study, 2010). This breakdown in the barrier between public and private identities could be an important and transformative consequence of social and technological change. As a result, Beddington (2013) stated individual's identity mean today is the sum of characteristics which determine who a person is. This includes a person's perception of themselves as similar to, or different from, others. People can choose to present certain aspects of their identities and express their identities in different ways.

People have also many overlapping identities. A person can have lot of identities simultaneously in online and offline. The line between the real person (the offline one) and her/his projection onto social networking sites (online self) is becoming blurred. There are situations where a real person has multiple accounts on social networking sites, each with a unique personality. For example, the person might appear as a serious professional in one account, and a completely different personality in another (Hongladarom, 2011). In other words, people have multiple identities in hobby, professional, fantasy or dating websites. Beddington (2013) reported that understanding which of a person's identities are most relevant in a given situation depends on the context. It can also be strongly linked to behaviors both positive (for example volunteering in a community) and negative (such as antisocial behavior). Consequently, people present themselves with designed identities. That is, self-presentation occurs with designed identities in online environments. For instance, Beddington (2013) stated particularly among younger people, their view of themselves is shaped increasingly by online interactions of social networks and on online role playing games.

Designing, overlapping and blurring of identities could be seen as potential risks in online environments. Magid (2005) argued that some risks for people who use the Internet or online services. Teenagers are particularly at risk because they often go online unsupervised and more likely than younger children to participate in online discussions regarding companionship, relationships, or sexual activity. As a result of this, the virtual world has provoked a considerable wave of worry and anxiety especially among parents and policy makers worldwide in recent years.

Online Identity and Online Risks
With all emerging technologies there is the potential for misuse. There are some specific risks related to problematic online identities, such as online predator, Internet troller, cyber stalker, cyber bully.

Online Predators
Online predator is a term used to distinguish all online users who engage in criminal, deviant or abusive behaviors using information and communication technology. Online predators are driven by deviant fantasies, desires for power and control, retribution, religious fanaticism, political reprisal, psychiatric illness, perceptual distortions, peer acceptance or personal and financial gain (Nuccitelli, 2011). They can be any age, either gender and not bound by economic status, race or national heritage. They target individuals of all ages and use the anonymity of the Internet to interact with others.

Online predators use online communications to establish trust and confidence in their victims, who typically are adolescents, by introducing talk of sex, and then arranging to meet youth in person for sexual encounters (Wolak, Finkelhor & Mitchell, 2009). So, the youth see these relationships as romances or sexual adventures. Many are master manipulators with skills that are known as the grooming process. Predators look for children that are more technically savvy than their parents. They look for children that are emotionally vulnerable which can be related to personal issues derived from problems at school or home. They look for child oriented screen names. They use these issues to befriend the victim and empathize with them while building a pseudo friendship and trust (Online predators, 2011). Most online predators are patient enough to develop relationships with victims and savvy enough to move those relationships offline (Wolak, Finkelhor & Mitchell, 2004).

Wolak, Finkelhor, Mitchell and Ybarra (2008) also reported that most Internet-initiated sex crimes involve adult men who use the Internet to meet and seduce young adolescents into sexual encounters. Most such offenders are charged with crimes, such as statutory rape, that involve nonforcible sexual activity with victims who are too young to consent to sexual intercourse with adults.

Cyberbullies
Cyberbullying can be briefly defined as sending or posting harmful or cruel text or images using the Internet or other digital communication devices. A cyberbully may be a person an individual knows or may be an online stranger. A cyberbully may be anonymous and may enlist the aid of others, including online "friends" (Willard, 2006). Sometimes cyberbullying may involve sexual harassment or may be the result of the break-up of a real world or online relationship. Sometimes cyberbullying may be related to racial, religious, or cultural bias (Willard, 2004). Youth who bully others online are often victims of online bullying as well. Most cyberbullies use more traditional forms of bullying (Raskauskas & Stoltz, 2007). Bullying is also associated with lower levels of moral emotions like guilt and shame and higher levels of emotions like pride or indifference in the context of moral transgressions, respectively (Perren & Gutzwiller-Helfenfinger, 2012).

Willard (2007) and Nuccitelli (2013) stated that cyberbullying may occur in various forms, such as flaming, harassment, denigration, impersonation, outing, trickery, exclusion and cyberstalking, happy slapping, phishing, bash boards and password theft.

Ybarra and Mitchell (2008) suggested 15% of all youth report being targeted by unwanted sexual solicitation, 4% in a social networking site specifically. Similarly, 32.5% of youth report being harassed, either by threats or aggressive comments, or having rumors spread about them; 9% report being harassed while on a social networking site specifically. Girls are significantly more likely than boys to report unwanted sexual solicitation and harassment episodes on social networking sites than all other places online. Harassment is more frequently reported by older youth on social networking sites compared with all other places, although no age differences were noted for unwanted sexual solicitation.

Internet Trollers
The term, 'cybertroll', or 'cyber-troll', is often used synonymously with the meaning given by the media to "trolls" – which in the eyes of the media are people who abuse others, when in fact a 'Troll' is an Internet user who posts to entertain others peacefully rather than aggressively. It and refers to Internet equivalents of the Old Norse and Swedish meaning of troll, which is '*an ugly cave-dwelling creature depicted as either a giant or a dwarf,*' according to the Oxford Dictionary (Bishop, 2013).

Bishop (2012) emphasized that the twelve types of Internet troller are quite unique and will be grouped into pairs because some are quite similar and differing in that one group posts kudos to be friendly and the other flames to be nasty.

Table 1. Troller Types (Bishop, 2012)

Troller Character Types	Description
Lurker	Driven by 'Surveillance' forces. Lurkers make silent calls by accident, etc., clicking on adverts or 'like' buttons, using 'referrer spoofers', reporting posts, modifying opinion polls or user kudos scores.
Elder	Driven by 'Escape' forces. An Elder is an out bound member of the community, often engaging in "trolling for newbies", where they wind up the newer members often without questioning from other members.
Troll	Driven by 'Chaos' forces. A Troll takes part in trolling to entertain others, bringing some fun and mischief to an online community.
Big Man	Driven by 'Order' forces. A Big Man does trolling by posting something pleasing to others in order to support their world view.
Flirt	Driven by 'Social' forces. A Flirt takes part in trolling to help others be sociable, including through light 'teasing'.
Snert	Driven by 'Anti-social' forces. A Snert takes part in trolling to harm others for their own sick entertainment.
MHBFYJenny	Driven by 'Forgiveness forces'. A MHBFY Jenny takes part in trolling to help people see the lighter side of life and to help others come to terms with their concerns.
E-Venger	Driven by 'Vengeance' forces. An E-Venger does trolling in order to trip someone up so that their 'true colours' are revealed.
Wizard	Driven by 'Creative' forces. A Wizard does trolling through making up and sharing content that has humorous effect.
Iconoclast	Driven by 'Destructive' forces. An Iconoclast takes part in trolling to help others discover 'the truth', often by telling them things completely factual, but which may drive them into a state of consternation. They may post links to content that contradicts the worldview of their target.
Ripper	Driven by 'Thanatotic' forces. A Ripper takes part in self-deprecating trolling in order to build a false sense of empathy from others.
Chatroom Bob	Driven by 'Existential' forces. A chatroom bob takes part in trolling to gain the trust of others members in order to exploit them.

Conclusion

This study aimed to increase awareness of the abnormalities in digital world. Abnormalities could be explained by biological (usually brain malfunctioning), psychodynamic (unconscious underlying psychological forces), behavioral (result from learned responses-rewards, modeling etc), cognitive (irrational/illogical thinking processes), humanistic (lack of caring and support, meaning in life and anxiety), sociocultural (social experiences and cultural values) and biopsyhosocial (interaction of biological, psychological and social models) approaches.

The viewpoint to abnormalities determines how to understand, interpret the issues and develop solutions as well as abnormalities in digital world (Crossbie, 2004). The abnormalities could stem from the individuals as well as the nature of digital world giving opportunity to being anonymous. Destroyed barriers between real and digital worlds could one of the reasons of abnormalities (Turkle, 2011). Additionally, law making process is very slow and never fully addressed the problem about abnormal behaviors in online environment.

Digital world gives a sense of self-expression, sense of belonging, sense of ego and sense of obligation (Rowles, 2013) which helps to design the identity. Performing identity or identity authorization were terms implying having lots of identities in online environments. Because of the blurred identities; individuals became vulnerable in the virtual world. Moreover, individuals could develop some problematic behaviors. Şimşek & Şimşek (2012) suggested developing robust real identity and sufficient digital literacy to defend both themselves and othersa and to solve identity confusions.

Most of the studies about abnormal behaviors like online predators came from American culture. Research in different cultures on abnormal behaviors will help for a deeply understanding. Because identity works like an organic system interacting within self and others (Vitak, 2008), new socialization tools plays important roles in designing identities. Focusing on different beliefs, values, rules and attitudes, in other words different cultures, will enlight the nature of abnormalities in digital world.

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ADAPTATION OF COGNITIVE STYLE INDICATOR: VALIDITY STUDIES OF THE INDICATOR

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Abstract
Cognitive Style Indicator (COSI) is a scale developed by Cools and Van den Broeck (2007) which evaluates cognitive style in university students. COSI is a five-point Likert-type scale consisting of 3 cognitive styles and 18 items. The aim of this study was to determine the validity of Cognitive Style Indicator in Turkish population. 1035 female and 816 male students participated into the study. The sampling group consisted of 1851 1st- 4th year students studying at 63 universities during the fall 2012- 2013 academic year. However, the data gathered from 331 respondents were excluded from the analysis due to incorrect or missing marking; therefore, the analysis was conducted using a 1520-person data set. The number of female students participating in the study was 885 and the number of male students participating in the study was 635. Exploratory and confirmatory factor analysis was carried out in order to test the construct validity of the scale.
Keywords: Cognitive Style Indicator; university students; validity.

Method
Participants
1035 female and 816 male students participated into the study. The sampling group consisted of 1851 1st- 4th year students studying at 63 universities during the fall 2012- 2013 academic year. However, the data gathered from 331 respondents were excluded from the analysis due to incorrect or missing marking; therefore, the analysis was conducted using a 1520-person data set. The number of female students participating in the study was 885 and the number of male students participating in the study was 635.

Research Instruments
Cognitive Style Indicator (CoSI). The indicator developed by Cools and Van Den Broeck (2007). Cognitive Style Indicator (CoSI) is a five point Likert-type scale consisting of 3 subscales and 18 items. CoSI subscales are as follows: Planning, knowing, and creating.

Procedure
CoSI draft was implemented on students in a classroom environment as a group. Prior to the implementation, the students were informed of the aim of the study and they were assured that their responses would be kept secret.

Data Analysis
Data analysis was carried out through Lisrel 8.54 ve SPSS 18.0 package programmes. The upper limit of the margin error was determined as .05. In the frame of construct validity, Exploratory Factor Analysis (EFA) was carried out for the data gathered from the second group in order to determine to what extent the items are included in the three factors. After this procedure, the construct validity was tested by conducting Confirmatory Factor Analysis (CFA) for the data obtained from the third group (Büyüköztürk, 2005; Sümer, 2000).

Findings
This section covers the findings regarding the validity of CoSI.

Findings regarding the Reliability of TAULS
Exploratory Factor Analysis (EFA) and Principal Component Analysis (PCA) as a factoring technique were conducted in order to examine the factoral structure of TAULS (Kline, 1994). While the factoral structure was being examined there was no limitation to the number of factors and the minimum eigen value was determined as 1.00 in the first analyses. Prior to the factor analysis, Kaiser-Meyer-Olkin (KMO) coefficient and Barlett Sphericity were carried out in order to determine the appropriateness of the data. KMO value was found as . ,934 and the result of Barlett test (x^2: 7743,004; p: 0.00) was meaningful. After that, Exploratory Factor Analysis (EFA) was conducted through using Varimax Rotation and Principal Component Analysis. The results revealed that 18 items of CoSI were grouped under three factors and the explanation of variance regarding the scale was found 48.21%. The factor loadings of the subscale items gathered from the factor analysis are given in Table 1.

Table 1. Knowing, Planning and Creating Factor Loadings of Cognitive Style Indicator

Items	Factors		
	Creating	Planning	Knowing
s_17	,685		
s_4	,685		
s_1	,664		
s_5	,647		
s_11	,631		
s_14	,588		
s_7	,518		
s_10		,731	
s_9		,635	
s_12		,622	
s_18		,566	
s_16		,552	
s_8		,522	

s_15			,658
s_3			,640
s_6			,592
s_2			,576
s_13			,492
Percentages of Variance Explanation	17.55	16.28	14.37
Total Percentages	17.55	33.84	48.21

It was found at the end of the analysis that 48.21% of the variance of CoSI was explained. Creating consists of seven items whose factor loadings vary between .51 and .68 and explains 17.55 % of the variance of Cognitive Style Indicator. Planning consists of six items whose factor loadings vary between .52 and .73 and explains 16.28 % of the variance of CoSI. Knowing consists of five items whose factor loadings vary between .49 and .65 and explains 14.37 % of the variance of CoSI. (If the factor loading is .45 and over it means it is a good measurement to be used; however, when there are few items for an implementation this limit value can be reduced to .30 (Büyüköztürk, 2005). In general, it can be argued that the factor loadings of the items are over the limits, which is considered as acceptable. After that, Exploratory Factor Analysis (EFA) was conducted so as to test the factoral structure of CoSI. It was assumed that cognitive style is explained by creating, planning and knowing with this in mind the data gathered from the study group was tested to determine whether it would fit this assumption. In other words, this above-mentioned test was carried out in order to determine whether the proposed model fits the data. The aim of the model is to explain the change in the measurement variables and covariance. The nature of the model structure may change according to the choice of the indicators and the findings and comments may also be affected according to the order of the indicators. In fact, the study and the comments depend on the appropriate studies into the latent variables (MacCallum, 1986; MacCallum ve Austin, 2000). Adjustment statistics can be grouped under three headings; namely, Chi-Square Goodness of Fit, Goodness of Fit and Comparative Fit Indices. In Chi-Square Goodness of Fit, if the fit between the data and the model is perfect, the gathered value should be close to "0" and the p value should not be meaningful. If χ^2 degrees of freedom are relatively bigger, then the model is rejected. If If χ^2 degrees of freedom are not meaningful or smaller, then the model is accepted (Anderson ve Gerbing, 1988; Marsh, Balla ve McDonald, 1988; Sümer, 2000). GFI and AGFI rank first in Goodness of Fit Index. GFI values vary between 0 and 1 and values .90 and over are considered as a good adjustment. Absolute fit indices, which are developed on the basis of the degree of error, are also used. The main absolute fit indices are called Root Mean Square Residuals (RMS) Residuals and Root Mean Square Error of Approximation (RMSEA). It is expected for both values to be around "0" which means there should be minimum error between the observed and produced matrixes. The values which are equal to .05 or less signal a perfect fit. However, the values which are equal to .08 and less are also acceptable values by considering the complexity of the model. Comparative Fit Index (CFI) ranks first in incremental fit indices. CFI value varies between "0" and "1". In CFI, the values equal to .90 and over are considered as a good fit. The values of Normed Fit Index (NFI) and Non-normed Fit Index (NNFI), which are developed as an alternative to CFI, vary between "0" and "1". The values equal to .95 and over signals a perfect fit; however, the values between .90 and .94 are considered as an acceptable fit (Anderson ve Gerbing, 1988; Bentler, 1990; Marsh, Balla ve McDonald, 1988; Rice, Ashby ve Slaney, 1998; Sümer, 2000).

Confirmatory Factor Analysis

Chi-Square=522.83, df=132, P-value=0.00000, RMSEA=0.049
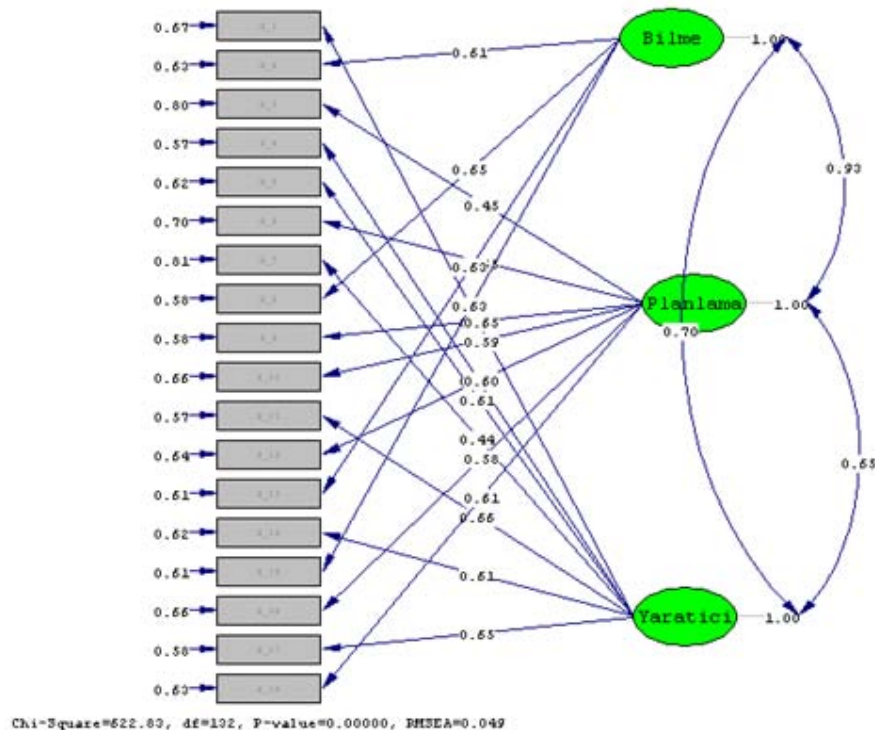
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ASSESSMENT OF NEW MEDIA USE IN THE FIGHT AGAINST COUNTERFEIT MEDICINES IN NIGERIA

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Abstract
This paper assessed the extent of utilisation of anti-counterfeiting cutting-edge technologies by NAFDAC in the fight against counterfeiting and the impact these technologies have had on the control and regulation of counterfeiting of medicines in Nigeria. Findings indicate that these technologies are being deployed to a large extent in the fight against counterfeit medicines in Nigeria. Further, the impact of these technologies on the control and regulation of counterfeiting in the country is reported to be positive and massive as recent studies have shown progressive reduction of counterfeit medicines. The recent study on the Quality of Anti-Malaria Medicines in Sub-Saharan Africa (QAMSA) which showed significant decline in the incidence of the counterfeiting of anti-malaria drugs in Nigeria from 64.9 percent (64.9%) in 2008 to 20 percent (20%) in 2012 is a watershed case of success. The strong correlation between the Agency's 2012 National Survey on Quality of Medicines using *Truscan* device and laboratory analysis which put the failure rate of anti-malaria drugs in Nigeria currently at 19.6 percent is again a significant milestone on NAFDAC's path of winning the war against counterfeiting. Holistically, evidence shows that the incidence of counterfeiting has significantly been reduced by the agency via deployment of the anti-counterfeiting technologies. Results from the National Survey on Quality of Medicines across the 36 states of Nigeria and the Federal Capital Territory (FCT) by NAFDAC between January 2010 and April 2012 using *Truscan,* for instance, showed that the incidence of counterfeiting has been reduced to 6.4 percent. The foregoing results by all standards clearly attest to the remarkable successes NAFDAC has achieved in the fight against counterfeiting through the adoption of anti-counterfeiting cutting-edge technologies. The paper also suggested a corpus of applications for other forms of new and social media platforms in the anti-counterfeiting fight. These included: Targeted awareness raising, strengthening policy and operations capacities, impact inventory and assessment, and vulnerability assessment.

Introduction
Counterfeiting of medicines has been acknowledged as a significant public health problem that has assumed global dimensions and is rapidly gaining grounds daily with scores of new reported cases (Factsheet, 2013). Reports indicate that counterfeit medicines have had adverse effects on consumers, which range from injury, disability, paralysis, complications and treatment failure, and even death in some instances (IMPACT, 2013).

It has been observed that counterfeiting of medicines is an organised crime that fetches perpetrators millions of naira in profits. According to a report "criminals in many parts of the world have discovered that the counterfeiting of medicines is financially lucrative and of relatively low risk. As a result, organized crime has shifted from the smuggling of narcotics and running of weapons to the counterfeiting of medicines" (Akunyili, 2005, p. 5).

Generally, it is reported that counterfeiting of medicines affects different countries in different ways, however statistics of global and regional prevalence of counterfeiting are scarce, and where available, the figures are grossly inaccurate partly because they are under-reported and partly because they have not been updated. As a result, what obtains as statistics are mere estimates of the crime. This point has been made unequivocally made by **(**Factsheet, 2013) which asserts that:

Counterfeiting of medical products and similar crimes affect all countries, whether as countries of origin, transit or marketplace. As with all clandestine criminal activities, it is impossible to gauge exactly the extent of the problem. The latest estimates suggest that global sales of counterfeit medicines are worth more than € 57 billion, having doubled in just five years between 2005 and 2010.

Surveys have shown that the situation is much the same on all continents, Europe, North America, South America, Australia, however with higher incidents in the Third World, particularly in Asia and Africa. According to a report:

Counterfeit medicines have become a critical issue for developing nations, with an impact measured in lives. For example, of the one million malaria deaths that occur worldwide each year, 200,000 are reportedly the result of counterfeit anti-malaria drugs. Additionally, the WHO indicates that 700,000 Africans die annually from consuming fake anti-malaria or tuberculosis drugs (*biztechafrica.com*, p. 1).

High incidents of counterfeit medicines across the globe have ushered in recent years, the epoch of anti-counterfeiting, which dovetails to the fight against the menace. The fight is gaining global momentum and a flurry of activities and strategies are being engaged by anti-counterfeiting regulatory agencies towards curbing the menace. Nigeria is not left out of this move and has established a regulatory agency - the National Agency for Food and Drug Administration and Control (NAFDAC) which has been in the vanguard of the fight. According to NAFDAC News (2013, p.11)

The menace of counterfeit and substandard drugs is no doubt one that has been on the front burner of national discourse as far as the safety of the health of Nigerians is concerned. This led to the setting up of the National Agency for Food and Drug Administration and Control (NAFDAC) by the Federal Government in 1993 with a clear mandate of safeguarding the health of the nation through the provision of effective regulation of the food, drug and chemical sector of the economy.

In response to its mandate and to the increasingly complex public health problem of medicines counterfeiting, NAFDAC introduced a range of fake drugs detecting technologies - *Truscan, Mobile Authentication Service (MAS) using Short Message Service (SMS), Black eye, and Radio Frequency Identification (RFID)* to assist NAFDAC inspectors at detecting fake and counterfeit drugs. This paper therefore assesses the extent of utilisation of these technologies and the impact of these on the control and regulation of drug counterfeiting in Nigeria.

Counterfeit Medicines: What They Are
According to the World Health Organisation (2013, p. 1), "counterfeit medicines are defined differently in different countries. The definitions used in various WHO Member States show that the nature of the problem of counterfeit medicines varies from country to country." However, it adds that participants at the first international meeting on counterfeit medicines in 1992 at WHO in Geneva agreed on the following definition:

A counterfeit medicine is one which is deliberately and fraudulently mislabeled with respect to identity and/or source. Counterfeiting can apply to both branded and generic products and counterfeit products may include products with the correct ingredients or with the wrong ingredients, without active ingredients, with insufficient (inadequate quantities of) active ingredient(s) or with fake packaging (*www.who.int/medicines/services/counterfeit/faqs/03/en/).*

Taking into account Nigeria's peculiarities of the counterfeiting menace, NAFDAC, anchoring on the key indices in WHO's conception of counterfeiting, defines as fake/counterfeit medicines in Nigeria:
▪ Drugs with no active ingredient(s) e.g. having only lactose or even chalk in capsules and tablets, olive oil in Supradyn capsules.
▪ Drugs with insufficient active ingredients e.g. 41mg Chloroquine instead of 200mg, 50mg Ampicillin as against 250mg.
▪ Drugs with active ingredient(s) different from what is stated on the packages e.g. Paracetamol tablets packaged and labelled as Fansidar (Sulphadoxine + Pyrimethamine).

- Clones of fast moving drugs - these are drugs with the same quantity of active ingredients as the genuine original brand, but may not have the same efficacy.
- Drugs without full name and address of the manufacturer.
- Herbal Preparations that are toxic, harmful, ineffective or deceitfully mixed with orthodox medicine.
- Expired drugs or drugs without expiry date, or expired and re-labelled with the intention of extending their shelf-life.
- Drugs not certified and registered by NAFDAC.

Implications of Counterfeit Medicines on individuals and the Nigerian Society

In a paper titled: *Counterfeit and Sub-standard Drugs, Nigeria's Experience: Implications, Challenges, Actions and Recommendations* presented at a meeting for key interest groups on health organised by the World Bank in Washington D. C. 10th -11th March, 2005, Professor Dora Akunyili, the immediate past Director General of the National Agency for Food and Drug Administration and Control (NAFDAC) enumerated the following implications of counterfeit medicines on individuals and the Nigerian society:

- Counterfeiting of medicines has been acknowledged as the greatest evil of our time and the highest weapon of terrorism against public health. It has also been said to be an act of economic sabotage, and an evil wind that blows nobody good.
- The evil of fake drugs is worse than the combined scourge of malaria, HIV/AIDS and armed robbery put together. This is because malaria can be prevented, HIV/AIDS can be avoided and armed robbery may kill a few at a time, but counterfeit/fake drugs kill en mass.
- The social problem posed by hard drugs, cocaine, heroine etc. cannot also be compared with the damage done by fake drugs, because illicit drugs are taken out of choice, and by those that can afford them, but fake drugs are taken by all and anybody can be a victim.
- Fake drugs have embarrassed our healthcare providers and eroded the confidence of the public on our healthcare delivery system. This development has led to treatment failures, organ dysfunction/damage, worsening of chronic disease conditions and the death of many Nigerians. The situation became so bad that even when patients were treated with genuine antibiotics, they no longer respond positively due to resistance induced by previous intake of fake/counterfeit antibiotics.

Incidence of Counterfeiting of Medicines in Nigeria and Reported Cases of Adverse Drugs Reactions

According to the paper, the first phase of the baseline studies by NAFDAC in six major drug markets across the country in early 2002, to measure the level of compliance to drug registration, revealed that 67.95 percent of the drugs were unregistered and therefore unauthorised for use by NAFDAC.

Retrospectively, the paper reported results of studies that were carried out over the years to measure the incidence of counterfeiting in the country. Accordingly:

- A study conducted by Poole in Nigeria in 1989 was reported to indicate that 25 percent of samples studied were fake, 25 percent genuine and 50 percent inconclusive.
- A study reported to have been conducted by the former Deputy Director of WHO (Prof. Adeoye Lambo) in Nigeria for a pharmaceutical firm in Lagos in 1990, showed that 54 percent of drugs in every major pharmacy shop were fake. Further, results were reported to indicate that the figure had risen to 80 percent in the subsequent year.
- A study carried out on 581 samples of 27 different drugs from 35 pharmacies in Lagos and Abuja (Nigeria) showed that 279 (48%) samples did not comply with set pharmacopoea limits, and the proportion was uniform for the various types of drugs tested.

- The following cases were also reported in the paper with respect to Adverse Drugs Reactions:

- In 1989, poorly compounded Chloroquine syrup killed several children in University of Nigeria Teachnig Hospital (U.N.T.H) Enugu in the early '80s of which there is no statistics, partly because many of the deaths were not even reported.
- In 1990, the "Paracetamol syrup disaster" occurred when 109 children died in Ibadan and Jos, after taking paracetamol syrup produced with the toxic ethylene glycol solvent instead of propylene glycol. This tragedy occurred more than fifty years after that of the U.S.A.
- In 2002, 3 patients reacted adversely to infusions manufactured by a Nigerian company. Some of the adverse reactions exhibited by the patients were severe rigor, vomiting, sweating, restlessness, seizure, impaired level of consciousness, etc. The reactions stopped immediately after the administration of the infusions were discontinued. Investigations by NAFDAC on the offensive infusions collected from the hospital revealed that three (3) batches were heavily contaminated.
- In 2003 fake cardiac stimulant (Adrenalin) contributed to the death of three children during open-heart surgery at UNTH, Enugu. Further investigations by NAFDAC revealed that even the muscle relaxant used was substandard and the infusion was not sterile.
- In 2004 three Nigerian hospitals reported cases of adverse reactions from the use of contaminated infusions produced by four Nigerian companies. Consequently we sampled infusions and water for injection from all over the country. Our results confirmed that some batches of infusions produced by the indicted companies were heavily contaminated with microorganisms. 147 of the 149 brands of water for injection screened were also not sterile.

The foregoing demonstrates in concrete terms, the reality of the threat of counterfeiting to public health, and the general well being of Nigerians. Table 1 gives a list of some counterfeit medicines that have been banned by NAFDAC and the year they were banned.

Table 1: List of some counterfeit medicines that have been banned by NAFDAC

S/N	ACTIVE SUBSTANCE	PRODUCT NAME	DESCRIPTION OF ACTION TAKEN, GROUNDS FOR DECISION	YEAR
1.	Rosiglitazone	All Brands	NAFDAC directed Marketing Authorization Holder in Nigeria to voluntarily withdraw product from circulation in Nigeria within 6 months. Total recall to be effected by June 2012. Agency to carryout mop up of products remaining in circulation June 2012. Risk of congestive Heart failure.	2011
2.	Gentamycin 280mg	All Brands	Deregistration of 280mg and mop up from circulation. Public alert on action taken due to increased risk of ototoxicity, impaired hearing, deafness, nephrotoxicity and increased risk of endotoxin reactions with some recorded deaths.	2010
3.	Teething mixture	All Brands	Deregistration and ban of all teething mixture in circulation in Nigeria. Low benefit/risk ratio.	2009
4.	Nimesulide	All Brands	Restriction of registration of product due to report of liver toxicity. Product had no obvious advantage over existing NSAID that already in the market.	2005
5.	Dipyrone	All Brands	Ban due to serious ADR's reported. E.g. Toxic epidermal necrolysis (TEN) and recorded death.	2005
6.	Chlorproguanil-	(Lapdap[R])	Voluntarily withdrawal by NAFDAC and GSK. Cardiovascular risk.	2005

	Dapsone			
7.	Phenylpropanolamine	All Brands	Ban of cough and cold remedies containing this active, directives from the agency for replacement of actives with the sympathomimetic agents.	2003
8.	Mercury Containing Creams and Soaps	All Brands	Ban on creams and soap containing mercury. Cause dermatitis, cumulative toxicity causes damage to kidneys which could manifest as hypertension and fatal kidney failure.	2002
9.	Creams Containing Hydroquinone > 2%	All Brands	Ban on creams containing Hydroquinone > 2%. Exogenous ochronosis which manifests as a dirty brown pigmentation on sun exposed areas, loss of skin elasticity.	2002
10.	Cosmetic Products Containing Corticosteroids	All Brands	Ban on cosmetic products containing corticosteroids. Prolonged use on the skin causes recalcitrant acne, red straie, excessive hairiness, proneness to infections (bacterial, fungal and parasitic). Absorption through the skin could manifest as severe hypertension in kidney, diabetes and cataract.	2002
11.	Potassium Bromate as Dough Improves/Ingredients in flour & Bread Improvers	All Brands	Banned and removed from the list of permitted food additives. Decomposes Vit A, B, B2 and E. Implicated in kidney failure and hearing loss.	2002
12.	Phenylbutazone	All Brands	Ban on use in human due to agranulocytosis	2002

Source: NAFDAC News (2013. P. 79)

Factors Influencing Counterfeiting of Medicines in Nigeria
Corruption: According to the World Health Organisation (1999, p. 16) "the efficiency of personnel is adversely affected by corruption and conflict of interests resulting in laws not being enforced and criminals not being arrested, prosecuted and convicted for crime." This situation smacks of corruption and has been the case with counterfeiting of medicines in Nigeria.
Economic factors: The adverse economic situation in the country has given impetus to the high incidence of counterfeiting. It has been observed that counterfeit drugs are usually cheaper and low priced compared to genuine ones. As a result they are preferred and heavily patronised at the expense of the genuine. A study by Adeagbo (1998) in Ibadan, a city in South West Nigeria showed that high cost of drugs and related health services were responsible for seeking alternative options like itinerant drug sellers.
Poor health seeking behaviour: Olujimi (2007) found that the health seeking behaviour of an average Nigerian is poor. Earlier, Downs (1970) observed that self-medication is usually the first step taken immediately the symptom of an illness is expressed or recognised. Self-medication, as Olujimi (2007, p. 59) further observes, "includes purchase of drugs, collection of herbs and preparation of concoction that is equally applied . . ." This attitude, to say the least, encourages counterfeiting.
Chaotic drug distribution system: Drug distribution in Nigeria has been said to be very chaotic with drugs marketed like any other commodity of trade. It has also been observed that due to poor regulation over the years, drug markets have evolved and got deeply established all over the country despite the illegality of such activities. As a result, almost all drug manufacturers and importers supply to these drug markets. Drug sellers and even health professionals have been acknowledged to patronise the drug markets, which also service the hawkers that sell in streets and commercial buses (Akunyili, 2005). NAFDAC has recently, however come up with a policy document - the National Drug Distribution Guidelines in attempt to address this systemic problem and ensure drug quality and safety.
Heightened global control of narcotics: It has been observed that the high global surveillance on the smuggling of narcotics and associated penalties has diverted attention to the low risk, yet highly lucrative crime of counterfeiting of medicines.
Sophistication in clandestine drug manufacture: According to NAFDAC News (2013), drug counterfeiters have taken advantage of the growing access and sophistication in printing technology and now manufacture fake drugs affixed with fake NAFDAC registration number. "This is why cloning of fast moving drugs is so perfect that even the brand owners find it difficult to differentiate between fake and original" Akunyili (2005, p. 8).
Lack/Inadequate legislation: Nigeria is said to have a multiplicity of drug control laws that are unwieldy, overlapping and sometimes conflicting. Some of the laws are said to be so old and would need to be amended or updated to meet the demands of present day realities for effective regulation. This perhaps explains the rationale behind the revised NAFDAC Law, "presently receiving attention of the Federal Executive Council" which tilts essentially towards greater use of criminal enforcement (NAFDAC News, 2013, p. 20).

NAFDACs Efforts at Combating Counterfeiting of Medicines in Nigeria
NAFDAC was established by the Federal Government of Nigeria in 1993 with the mandate of safeguarding the health of the nation through the provision of effective regulation of the food, drug and chemical sector of the economy. One of the objectives of the agency was to make available at all times to the Nigerian populace, adequate supplies of drugs that are effective, affordable, safe and of good quality. The high prevalence of counterfeit medicines particularly anti-malaria medicines, antibiotics, and vitamins in Sub-Saharan Africa generally and Nigeria particularly, discussed earlier in this paper necessitated this decision.
    Over the years, the agency has engaged different strategies to combat the menace of counterfeiting. According to NAFDAC News (2013, p. 11), "in the past, a common strategy adopted by NAFDAC was the use of NAFDAC registration number on packages to be able to detect fake drugs." However, as earlier observed, growing access and sophistication in printing technology now enables counterfeiters to manufacture fake drugs affixed with fake NAFDAC registration number; as a result, cloning of fast moving drugs is so perfect that even the brand owners find it difficult to differentiate between fake and original.
    It is against the backdrop of the above and the drive towards achieving the President's target of *Zero Tolerance* to counterfeit, fake, sub-standard, spurious, adulterated and expired medicines in the country that the agency has resorted to the fight against counterfeiting of medicines through the adoption of cutting edge technologies, the objective being to rid the country of the "activities of counterfeiters who are merchants of death, trying to benefit at the expense of the health of others" NAFDAC News (2013, p. 4). One of the anti-counterfeiting cutting-edge technologies engaged by the agency is the *Truscan*. It is a hand held device for carrying out on- the- spot detection of counterfeit medicines. Other technologies deployed by the agency to fight counterfeits are the *Text Messaging System* (also referred to as the *Mobile Authentication System, MAS*) that empowers consumers in detecting counterfeit medicines. Using this technology, consumers can send a direct message using the code on the drug they are about to buy to verify whether it is genuine or fake. Stressing the value and mode of operation of the *MAS*, NAFDAC News (2013, p. 20) observes that "the agency has deployed the use of SMS text messaging technology to authenticate medicines at the point of purchase, putting the power of detection of counterfeits in the hands of Nigerian consumers, thereby enlisting the entire Nigerian public in the war against counterfeiting." Other technologies like the *Black Eye* and the *Radio Frequency Identification* (*RFID*) have also been introduced by the agency to enhance the detection of counterfeit medicines. The *Black Eye* is an infra red technology used for speedy evaluation and detection of counterfeit medicines, while the *Radio Frequency Identification* (*RFID*) helps in authenticating sensitive documents. It is reported to have the capacity to track and trace the movement of regulated products and prevent the forgery of sensitive documents.

There is sufficient evidence that the anti-counterfeiting cutting-edge technologies are being deployed to a large extent in the fight against counterfeit medicines in Nigeria. Further, the impact of these technologies on the control and regulation of counterfeiting in the country is reported to be positive and massive as recent studies have shown progressive reduction of counterfeit medicines. For instance, a recent study on the Quality of Anti-Malaria Medicines in Sub-Saharan Africa (QAMSA) shows that the incidence of the counterfeiting of anti-malaria drugs has declined from 64.9 percent (64.9%) in 2008 to 20 percent (20%) in 2012 in Nigeria. Again, the Director General of NAFDAC was quotes as saying "there was a strong correlation between the Agency's 2012 National Survey on Quality of Medicines using *Truscan* device and laboratory analysis which put the failure rate of anti-malaria drugs in Nigeria currently at 19.6 percent" (NAFDAC News, 2013, p. 10). "A similar study undertaken in Asia by the World Health Organisation (WHO) showed about 38 percent (38%) failure rate of anti-malaria medicines within that region" (NAFDAC News, 2013, p. 10). Comparatively, these figures show higher incidents of counterfeiting in Asia, a region that has notoriety like Sub-Saharan Africa in counterfeiting. Using these figures as indices, it is not difficult to see that the anti-counterfeiting cutting-edge technologies have impacted positively on the quality of anti malaria medicines in Nigeria, a feat which even the Director General of WHO, Dr. Margaret Chan recently acknowledged at the first meeting of the New Member State Mechanism on Spurious, Sub-standard, Falsely labelled, Falsified and Counterfeit (SSFFC) medical products held in Buenos Aires, Argentina.

Considered holistically, the incidence of counterfeiting has significantly been reduced by the agency via deployment of the anti-counterfeiting cutting-edge technologies. Results from the National Survey on Quality of Medicines across the 36 states of Nigeria and the Federal Capital Territory (FCT) by NAFDAC between January 2010 and April 2012 using *Truscan* showed that "the incidence of counterfeiting has been reduced to 6.4 percent." Another Survey on the Quality of Medicines conducted in Lagos State in May 2012 using *Truscan* device showed that anti-malarias, antibiotics, antidiabetes, and anti-inflammatories showed a 3.8 incidence of counterfeiting, a figure which is significantly less than the national average (NAFDAC News, 2013).

The foregoing results by all standards clearly attest to the remarkable successes NAFDAC has achieved in the fight against counterfeiting through the adoption of anti-counterfeiting cutting-edge technologies. This paper, however suggests a corpus of strategies for engagement of other forms of New Media Technologies (NMTs) in the fight against counterfeit medicines in Nigeria.

Proposals for New Media Engagement in the Fight against Counterfeit Medicines in Nigeria
Targeted Awareness Raising
It is appropriate to commend NAFDACs effort towards raising awareness of the general public to the drug counterfeiting menace in the country. In doing so, it has made use of the counterfeit medicines detecting technologies, the traditional media of television, newspapers, radio, etc, via commercials, public alert notices on banned products, phone-in programmes, talk shows, etc. This is in addition to the interpersonal media of community mobilisation and household sensitisation visits. The truth, however remains that the agency can do better in terms of targeted mobilisation and mass awareness creation. The defect with the on-going strategy is that it is too general and targeted at the entire populace. While this strategy should not be discontinued, more specific messages and targeted approaches should be directed at different groups of people for different effects/ results. Messages, for instance should be directed at key stakeholders for policy enunciation, development and implementation. On the other hand, artisans – commercial motorcycle riders, plumbers, cobblers, market women, youths, etc who are more vulnerable to counterfeit medicines should be sufficiently educated and enlightened on the dangers of counterfeit medicines and should be discouraged from patronising medicine hawkers. It is believed that this will lead to behaviour change, because it has been maintained that "the first step towards combating counterfeiting is getting people to know that it exists with all its consequent deleterious effects" (Akunyili, 2005, p. 1).

NAFDAC could therefore deploy other forms of New Media Technologies (NMTs) to compliment, consolidate, and extend the influence of the cutting edge technologies, traditional, and interpersonal media hitherto engaged in the anti-counterfeiting fight. These technologies could be used in a variety of ways in conveying multifarious content including education, entertainment, games, etc. The point that New Media Technologies (NMTs) can add value to pro-health causes - the fight against counterfeit medicines in Nigeria - in our case, has been clearly articulated by the World Economic Forum (2010). According to this agency, gaming, entertainment and social communities are viewed as powerful forces for change and a fundamentally important way to motivate and engage individuals in pro-health behaviours. The argument therefore is that NMTs and their related platforms can be engaged to significantly raise the awareness of key stakeholders particularly and the general public at large.

In this regard, this paper proposes that NAFDAC should engage such mobile technologies as ipads, iphones, laptops and notebooks (which are forms of mobile computers) palmtops, and a host of others like tablet computers and their attendant internet platforms to sensitise key policy institutions and stakeholders, for instance, Federal Ministry of Health, Pharmacists Council of Nigeria, Nigerian Medical Association, Nigerian Bar Association, Federal Ministry of Justice, Community Health Extension Workers, etc about the causes, dangers, implications and most importantly, possible strategies for addressing the menace.

NAFDAC could equally deploy details of counterfeit medicines, their batch numbers, samples, manufacturers, composition of active ingredients (test results by NQCL) etc, which hitherto has not been the practice on its website for public notice. It should also consider the option of posting public alert notices on banned products on its website to make room for wider access to such information. Social media platforms (Facebook, Twitter, Blogs, YouTube, etc) should also be engaged and encouraged; this will facilitate social networking and will promote digital engagement with key targeted audience (stakeholders) and the general public at large. Besides, NAFDAC should partner with telecommunication operators in Nigeria (MTN, Airtel, Glo, Etisalat, etc) to first of all, improve the poor internet/wireless connectivity in the rural and urban areas of the country, then develop/upgrade existing infrastructure (e.g. broadband, masts etc). This should be in addition to creating anti-counterfeiting awareness using Short Message Service (SMS). This was the case in Uganda, where (Etzo & Collender, 2010) observed that Celtel and AIDS Information Centre (an indigenous NGO) powered a SMS based quiz, christened *Text to Change* (TTC), which was used in providing AIDS awareness to 15000 mobile phone subscribers.

NAFDAC should also run Public Service Commercials on the Internet as is the case with other consumer products. These commercials, chances are, will effectively explore the internet and internet based networks which engage multimedia enabled wireless devices that users usually carry along in their hands and pockets, therefore enlarging the public sphere for access and application.

It is important to note that these technologies would provide opportunities for effective social participation, as they will make available to the user, interactive tools that are carefully structured to operationally accommodate multimedia channels which will enable dialogue among users. NAFDAC as a result, will exploit this system to send messages to a large, heterogeneous and anonymous interactants, who in most cases would respond with immediate feedback, giving vent to their feelings, opinions, and thoughts, which in some cases would constitute valuable ideas/suggestions. These communication transactions, it should be borne in mind, would occur within the virtual participants/interactive context, thereby empowering NAFDAC to harness and utilise brilliant ideas sourced via digital engagement. Anticipated results for the agency would be enhanced understanding and improved co-operation, while attitude change, and most importantly, behaviour modification would be the result from consumers of pharmaceutical products.

From the foregoing, we can conclude that the New Media, particularly the Internet and its networks can serve as veritable platforms for mobilising public opinion and raising awareness in the fight against counterfeit medicines in Nigeria. This point has been articulated by Hauser, who sees the Internet as a "discursive space in which individuals and groups congregate to discuss matters of mutual interest and, where possible, to reach a common judgement" (1998, p. 86).

Strengthening Policy and Operations Capacities

In addition to the engagement of the *Mobile Authentication System*, other digital technologies like mobile laptops and screens, projectors, films recorded on compact disks (CDs) etc could be deployed to teach people in rural communities as well as those in urban areas how to identify counterfeit medicines and to create awareness on the symptoms of ADRs . NAFDAC should also consider the possibility of developing creative applications that the public can engage on their smartphones in accessing useful information on counterfeiting. Social media platforms may prove useful in this regard.

The field of robotics could also be engaged by NAFDAC in the fight against counterfeiting in Nigeria. Under this arrangement, robots (artificial intelligence new media tools) with inbuilt on-the-spot medicines authentication mechanisms could be deployed to man the boarders and entry ports (air/water) with the objective of ensuring quality of medicines. This will give the counterfeiting fight a boost, particularly in the face of shortage of manpower in the agency and would considerably assuage overhead costs incurred by the agency in terms of salaries and staff training.

The internet, its social networking sites and other related platforms can be fully optimised in strengthening partnerships, and collaborations at the national and international level with sister regulatory agencies elsewhere in the world.

Impact Inventory and Assessment

This point is conceived at two levels. The first deals with compliance of community members and indeed consumers of pharmaceutical products to non-patronage of counterfeit medicines and consequent reporting of same to the pharmacovigilance directorate of NAFDAC, while the second deals with keeping and updating records/statistics of Adverse Drugs Reactions. The issues of better awareness, improved surveillance, monitoring and the mopping up of incidents of counterfeit drugs are also considered here.

At the moment, there is dearth of statistics on the incidence of counterfeit medicines, not only in Nigeria, but on a global scale. What is available are estimates of these incidents. It is therefore important as a starting point in generating data/statistics on counterfeit medicines in Nigeria that NAFDAC should think of establishing effective control systems by establishing and managing databases of counterfeit medicines that have been seized and destroyed in the country within the past 10 years. It is commendable that the agency is already taking steps in this direction with the inauguration of the Federal Task Force on Drug Anti-counterfeiting "meant to come up with effective and multipronged approach in the fight against fake, spurious and sub standard drugs" (NAFDAC News, 2013, p. 19) a feature of which is the State Taskforce on Counterfeit/Fake Drugs and Unwholesome Processed Foods, first inaugurated in Kano on 28th November, 2012. The State taskforce teams could therefore input and update on a regular basis, data and statistics of counterfeit medicines seized or destroyed in their territories. Much more commendable is the formulation of the National Pharmacovigilance Policy and Implementation Framework which was launched in Abuja recently. The policy is aimed at monitoring and managing the adverse effects of drugs.

NAFDAC should also through the Pharmacovigilance directorate, embark on aggressive urban and rural community engagement to keep track of cases of Adverse Drugs Reactions (ADRs) and Contra indications. In addition, NAFDAC may wish to adopt the Indonesia example of what this paper calls *Personnel and Tools* in actualising Impact Inventory and Assessment. In the Indonesian example, referred to, Lee and Chib (2008) noted that mobile phones were distributed to 223 rural midwives in the Tsunami affected region of Aceh Besar and were monitored on the quality of their services. Onus was therefore on the midwives to generate from their communities, medical information of their patients for the purpose of diagnosis and transmit such information through the Short Message Service (SMS) to the central database for action. NAFDAC could therefore equip surveillance teams (*Personnel)* with GSM phones and other multimedia enabled wireless mobile devices (*Tools*) with which data on ADRs, contra indications and general incidents of counterfeit medicines are sent via enabled platforms to central databases that would be created for the purpose of Impact Inventory and Assessment. The public alert system introduced by the Pharmacovigilance directorate for people experiencing ADRs to send a text to 20543 stating their reactions is a step in the right direction.

Vulnerability Assessment

It is proposed under this application that NAFDAC should adopt a strategy akin to the *Mobile Clinic* method, where rural communities and semi-urban areas are availed the services of medical personnel at their doorsteps. NAFDAC could therefore engage in routine community, semi-urban and urban outreaches/checks and deploy the *Truscan* technology to randomly assess medicines on the shelves of pharmacies (in urban and semi-urban areas) and in patent medicine stores in rural communities. It could also deploy the Magic tray technology and the *Mobile Authentication System* which uses *Short Message Service* for the same purpose. The essence should be to assess the extent to which consumers are vulnerable to counterfeit medicines and to mop up counterfeit medicines in circulation, therefore ensuring consumer protection and elimination of vulnerabilities. Interviews, focus groups, discussions, surveys, vox pops, etc could also be organised to measure the level of awareness of consumers of pharmaceutical products on counterfeiting of medicines and how vulnerable they think they are to the menace, and what their responses will be in cases of Adverse Drugs Reactions (ADRs). Outcomes of these surveys could be used to draw up future strategic plans.

Conclusion

Nigeria is reported to have one of the highest incidents of counterfeiting in Sub- Saharan Africa. Studies by Lambo (1990, 1991 & QAMSA, 2008) reported prevalence rates of (54%, 80%, & 64.9%) respectively. The menace of counterfeit and substandard drugs led to the setting up of NAFDAC by the Federal Government in 1993 with a clear mandate of safeguarding the health of the nation through the provision of effective regulation of the food, drug and chemical sector of the economy. In response to its mandate and to the increasingly complex public health problem of medicines counterfeiting, NAFDAC introduced a range of fake drugs detecting technologies - *Truscan, Mobile Authentication Service (MAS) using Short Message Service (SMS), Black eye, and Radio Frequency Identification (RFID)* to assist NAFDAC inspectors at detecting fake and counterfeit drugs. This paper therefore assessed the extent of utilisation of anti-counterfeiting cutting-edge technologies by NAFDAC in the fight against counterfeiting and the impact these technologies have had on the control and regulation of counterfeiting of medicines in Nigeria. Findings indicate that these technologies are being deployed to a large extent in the fight against counterfeit medicines in Nigeria. Further, the impact of these technologies on the control and regulation of counterfeiting in the country is reported to be positive and massive as recent studies have shown progressive reduction of counterfeit medicines. The recent study on the Quality of Anti-Malaria Medicines in Sub-Saharan Africa (QAMSA) which showed significant decline in the incidence of the counterfeiting of anti-malaria drugs in Nigeria from 64.9 percent (64.9%) in 2008 to 20 percent (20%) in 2012 is a watershed case of success. The strong correlation between the Agency's 2012 National Survey on Quality of Medicines using *Truscan* device and laboratory analysis which put the failure rate of anti-malaria drugs in Nigeria currently at 19.6 percent is again a significant milestone on NAFDAC's path of winning the war against counterfeiting. Holistically, evidence shows that the incidence of counterfeiting has significantly been reduced by the agency via deployment of the anti-counterfeiting technologies. Results from the National Survey on Quality of Medicines across the 36 states of Nigeria and the Federal Capital Territory (FCT) by NAFDAC between January 2010 and April 2012 using *Truscan,* for instance, showed that the incidence of counterfeiting has been reduced to 6.4 percent. The foregoing results by all standards clearly attest to the remarkable successes NAFDAC has achieved in the fight against counterfeiting through the adoption of anti-counterfeiting cutting-edge technologies. The paper also suggested a corpus of applications for other forms of new and social media platforms in the anti-counterfeiting fight. These included: Targeted awareness raising, strengthening policy and operations capacities, impact inventory and assessment and vulnerability assessment.

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MULTI-SENSORY REPRESENTATION
HOW SOUND AND MOVING IMAGES ENHANCE USER EXPERIENCES AND EMOTION IN INTERIOR DESIGN

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Abstract
Interior design struggles with representing the users experience and aligning it to an emotional connection in a proposed space. Traditional methods fall short of delivering this connection between person, space and experience. Floor plans, elevations, perspectives, color and material boards separate the design's information and fracture the experiential image needed to identify and critique a user journey within a proposed environment. Movie trailers are ideal examples of short, emotionally engaging representations of a full-length movie. The animation, moving text, and short clips of a film organized around a musical score provide a rich emotional experience for the audience. I have adopted the movie industry's practices and applied them in interior design representation early in the design process. Using animation software, my students and I transfer traditional static presentations into digital video/presentations. This paper describes this method of representation, outlines the process of its making and reviews the feedback from interested constituents.

Introduction
The traditional complex language of interior designers and architects consists of abstract drawings identified as floor plans, sections, elevations and perspective drawings. These relatively small 2-dimensional devices do their best to explain huge 3-dimensional environments. This disconnects between the actual built environment and our representational tool sets create huge concerns for the client and the designer during a project. I have always been concerned with this disconnect and for years have been searching other professions visual languages to find clues that might help us expand our current language potential.

One area of concern is the inability for designers to represent the emotional connection to an environment that a user might experience. At the beginning of a project it is crucial for the designer to be able to express user experiences to a client as well as to other involved stakeholders. Some architects and designers use word association and image collages, or what is commonly known as "mood boards or concept boards." This provides the client with imagery and text that might help begin to discuss the emotive conditions and decision making necessary for a successful project to develop. David Whitebread in his book, "The Design Manual," defines the concept or mood board as:

> Graphic presentation boards that collect images from magazines, catalogues or websites (…) Mood boards can conjure a feeling that helps capture the experience of your project-so they can be idea generators in themselves. They can help create an atmosphere for your design or the experience of it based on a fantasy place or rather a real place. They are used extensively in product, film and interior design (Whitbread 2009)

These stationary methods do open the conversation pipelines and have been known to help in some cases with the messy "touchy feely" part of the ideation stage of the design process. The impact, however, often falls short of its potential. My alternative approach better engages the client and designer with the emotional framework necessary to understand emotionally what is to come.

Inspiration
A number of years ago I sat in a movie theater, watching the movie trailers to upcoming shows and found myself tearing up one minute, scared with shivers the next and then empowered along with the hero. This emotional roller coaster existed within a three to five minute timeline. "Short and sweet" as the saying goes. I wondered what if a designer could make a client cry. Everyone knows clients have made us cry. The point is that, wrapped up in that two to three minute trailer were all the components necessary to stir up a collective emotion that was generally agreed upon by the entire diverse audience. The following quarter I began engaging my interior design students in the role of amateur movie (trailer) making.

Problem Statement
My original goal was to encourage and instruct interior designers to make short 1-3 minute films that replaced the static front-end information traditionally used in interior design presentations. These video experiments unlocked the key that allows us to concern ourselves with experience and affect that we associate with an environment. Furthermore they were intended to help educators find the tool that would better allow us to dissect the emotional connections and critique emotional content with our students during the design process. This has been a hard yet important topic to discuss and explain to our young design students. I felt the key was the movie trailer. Many interesting things have come from this exercise over the past 5 years and I will touch on these in this paper.

Methods and Procedures
Background
Prior to introducing the methods and procedures of creating and critiquing this new multi-sensory way of representing the conceptual ideas of a project, let's first identify our traditional methods, their original abilities and intentions.
According to the book *Professional Practice for Interior Designers*
by Christine M. Piotrowski there are 5 phases of an interior design project. The phases closely mirror project phases in architecture and are: (1) programming, (2) schematic design, (3) design development, (4) preparation of contract documents and (5) contract administration. It is predominately phases 1&2 where our movie trailer experiments are most effective. During the programming (or information gathering) stage it is imperative to understand the demographics, cooperate branding, users and existing conditions of the environment. Once all this research is gathered it is traditionally the designer's role to visually present its findings to the client. The schematic phase is when preliminary design decisions are established. These include concepts for proposed layouts, materials and physical relationships. It is in this phase that the designer identifies his or her inspiration for the project and establishes the characteristics and framework in which future decisions are made.

Our constructed environments are often stoic in nature. Solid examples of architecture and materials assembled in a way to surround us, although the architecture itself rarely moves our relationship with it is in constant motion. The famous 20th century Psychologist, James J. Gibson, coined the term "Optical Flow." This term characterizes "the streaming motion of objects through a visual field. (…) Optical flow acts as a cue to structure, or physical layout of the environment, independent of other cues such as perspective." (De Jong 1994) The understanding of our environment is not made up of one view, but of multiple views taken over time, a cognitive collage of sorts. Interior and architectural representations of our built environments have existed as static documents and this goes against our perception of the environments they are trying to represent. Our ability to narrate our spatial ideas visually and effectively is dependent on movement.

> Movement within animation is something that simultaneously exists on many levels and speaks in many ways. Movement conveys story, character, and theme. It creates tension through the development of expectation and its release, through the arousal of curiosity and its resolution. Movement creates the structure for the passage of time. (Laybourne, 1998)

In addition to the power of movement within the perception of place and story, the synthesis of multiple-sensory detection is paramount for us to engage emotionally with our environment and henceforth with our representation of that environment, real or proposed.

> There are certain fundamental factors attached to the moving compared with static images, no matter how they are made – the capacity of moving pictures to engage the public on several levels (sometimes physically, sometimes emotionally, sometimes intellectually) and their ability to convey a range of effects which other media would find much more difficult to achieve. The synthesis of pictures, movement, sound and effects are means of communicating with audiences expressing a deep feeling. (Halas, 1990)

The advent of sound in fact is probably the most important component to engaging the audience emotionally. The connection of the soundtrack and the images, when done effectively, can have the biggest impact on the projects ability to engage the audience emotionally with the material.

> There is no longer a need to question the effectiveness of aural and visual effects. It has been scientifically tested by a leading commercial agency on behalf of television companies. The finding was that if an audience retains an aural message to the extent of 20%, it retains a visual one to the extent of 30%. But when the two are successfully combined, this rises to 70%. The effectiveness of seeing and hearing has consequently been confirmed. Its utilization is practical in all fields of communication, from advertising to teaching, science and entertainment, but especially in animation, which, as a rule, is a medium for experiments in vision, sound and music. (Halas 1990)

The research confirms those connections we have with the stories being told in the movie theaters, that a multi-sensory approach to "story telling" should create a better story than our traditional static approach. Telling a story, after all, is what we are trying to do. Our stories contain scenes and sets, (our environments), characters (users), a plot (the movement and interaction of our characters in our scene) and the feelings along the way, those that are perceived and those that are prescribed.

Tools

In order to create our first videos we needed to expand our knowledge of software, terminology, inspiration and overall methods of working. Our software of choice is *Adobe After Effects*. There are some more recent programs including upgraded *Photoshop* that offer animation choices along with sound embedment and editing capabilities. However, these easier ones often limited our ability to control the effects and edit the quality of the sound along the length of the video, which I felt was crucial to the outcome. Of course, having graduate students from our animation program as a resource for information, often leads to selecting the luxury car model over the economy car. Our interior design students, over the last couple of years, have been able to tackle some of the complexities in this *Adobe* product easier than those before. The language barrier was apparent as soon as we began working with the software that is geared toward animators. New terms like; "frames per second" (fps), "keypoint," "overlap," "tweening," "panning," "zooming" and "transitions" along with many more were foreign to us at first. Our interior students overcame these barriers with the help of online tutorials and support from our graduates in the animation department.

One of the next hurdles to overcome in this process was to think how we were going to tell our story before we knew the design. This was one of the most amazing paradigm shifts to occur when working this way. We had always created the design or collected the images before we narrated the "story" to the client. When you begin to make a video early (at the beginning) of a project you don't discuss the space as a series of design decisions, instead you talk about what a user's journey should feel like or what a certain message should be to begin validating the decision making later. These pre-visualizations and the narrative that develops around the pre-visualization becomes the innovative part of working in this capacity. One of the first tasks to test your narrative is to create an animatic. These are a series of stills/sketches or very short animations that describe the highpoint of the story line and identify some of the key transitions and/or image movements.

Figure 1: *Rough Storyboard*

Note. From A. Duzga, (2012, Oct 10), Pigment Studios: Rough story board, [web blog post] Retrieved from http://pigmentstudios.blogspot.com/2012/10/rough-storyboard.html

Methods

Our traditional inspiration for interiors typically comes from art, technology, and science and, of course, other published historical or current interiors. When we were making these short movies those inspirations were often unable to help us construct a framework for the narrative. We began seeking out other media examples for inspiration. These included short and long animated movies, television advertisements, films of all kinds and lengths, music videos and movie trailers. Some of our favorite examples included; *Sliding Doors,* where two separate, but related stories unfold side by side in what can be described as parallel universe ping-pong match. The trailer to *Stranger Than Fiction,* where video images are overlaid with informational text that help narrate the story behind the story. La Jete, the Famous art film by Chris Marker that describes the future and past, using black and white photographs, that transition over a narration which culminates in the middle of the film with a 10 second live action moment. In essence, visualizing the moment when the dream world enters the real world. We looked at these and many more for content, plot, emotional impact, visual effect, transitional moments, graphic layering and much more. The conversations in the studio changed from a static critique to a dynamic one. Plot, narrative and story became the common goal. Emotional journey became the descriptive path toward that goal. We began to describe a build up toward a future event rather than the quality of a current environment. Another non-traditional activity in our studio experience was "sound track" day. Once the work on the videos were past the animatic stage and the students were filling in the visual components of the narrative, including transitions and movements, it was time to assign a sound track to the project. Transition timing and emphasis can coordinate with this emotional additive component. Our iPods and a speaker system were all we needed to sample hundreds of songs and sound tracks collectively. The students would first show their draft videos and then propose soundtracks they felt aligned best with the emotional direction of the story. When 18 young students working in two person teams begin discussing music, the dynamics of the studio drastically changes. Normally quiet students become animated and openly passionate. I cannot think of one person who is not emotionally passionate about some genre of music. Many are passionate about many genres. Music moves us, psychologically and often physically as well. As mentioned above this is a key ingredient that unlocks the emotional component to this line of working. The videos become alive at the moment the music is imported into the work.

Results

The following is a brief description of four of the projects The Ohio State University interior design students created.

The first attempt at working this way was awkward, as most first attempts are. The students worked alone and the "new" software was a struggle at times. In addition, the original goals were simply trying to animate existing mood boards rather than see what video making could potentially develop. The project brief asked the students to design a small-scale environment with a clearly defined human interaction as its key purpose. A few examples included; a smoking shelter outside an office building, a two person design firm focusing on socially conscious solutions, a consultation space for a prison psychiatrist and a proposal for a new and improved catholic confessional to attract younger members into the catholic faith. Figure 2 below shows a sequence animatic from the catholic confessional video. The traditional still images and associated text were replaced with a series of images fading in and out along with the associated text panning across the bottom of the scene. The music "Like a Virgin" by Madonna (instrumental version) created an interesting and contemporary twist to the often iconic images of faith and religion.

Figure 2: *Movie image sequence*
Dissolve transition at each image

Word "User" pans right as images fade in and out
Note: Screen shots from student video (2008)

The following year I had the students create videos to be submitted to the annual national student competition for the retail design institute. The project theme was to upgrade the existing C-store experience consisting of gasoline station and mini-market, so that it would attract a changing population of consumers. We submitted a 3-minute video for each solution instead of the prescribed traditional requirements for the competition including floor plans, reflected ceiling and lighting plans, fixture details and a business brief. Our submissions, despite breaking all the rules, were praised by the jurors as the future of design representation and one of the projects was awarded with an honorable mention.

The first example (figure 3) describes a new experience by combining 3 known experiences commonly found in separate retail archetypes and imagines them all existing under one roof; "Cafe Convenience". This video adopts the "sliding doors" scenario by combining these different experiences as an overlapping narrative that passes in and out of the new store type across a typical day. The music works to emotionally connect the viewer with this multi user experience.

Figure 3: *Movie image sequence*
Scene 1; cars from all three scenarios in frame

Scenario 3 car revealed as 1 & 2 pan left off screen- car 3 pans to the right
Note: Screen shots from student video (2010)

The second example from this group is the project that was awarded with an honorable mention and was explained as a "juror favorite." This video described a journey from pump to produce of a new environmentally conscious approach to alternative fuel and locally grown healthy produce and product choices. These conditions do not currently exist in the current offerings of the C-store. The animated video and

graphic information was inspired by the trailer "Stranger than Fiction" where the visual story was enhanced by carefully overlaying facts (text blocks) explaining the benefits and details of the visual narrative. In addition, the music score provided a lighthearted accompaniment that keeps the viewers engaged and smiling throughout the video. Creating the happy experience one is supposed to have while visiting this futuristic place,

Figure 4: *Movie image sequence*
Car moves in from left edge and parks at pump
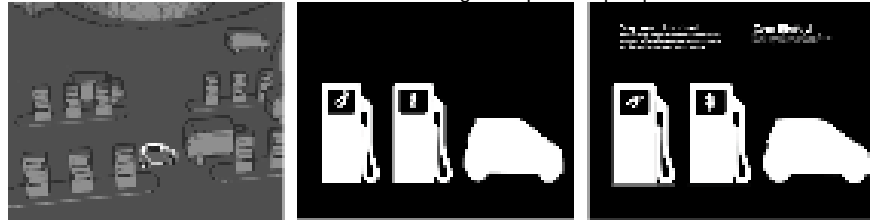
scene 1 dissolves to graphic of car and pump- text drops down and swings in place
Note: **Screen shots from student video (2010)**

The final project was part of *Talent for Tiles* an international student competition project, sponsored by Cooperativa Ceramica D'Imola. This video was primarily used to emotionally connect a viewer with the demographic conditions to the problem statement of their project. The team through research found that many of the United States most impoverished citizens exists within a couple of miles of the wealthiest citizens. The video was an attempt to inform the viewers of this fact and to engage them in the proposal to change these troubling conditions. The soundtrack had interviews and dialogue woven into the music. This was a powerful emotional addition to the moving images and imbedded video clips. The demographic statistics in the beginning of the video are placed between the video clips and moving images. Emotionally speaking, this is one of the most powerful videos our students have produced. It is a clear example of how this multi-sensory approach can engage and move a viewer in ways that surpass our traditional methods.

Figure 5: *Movie image sequence*
Scene 1; video clip of homeless man turning his head towards the camera [text of audio]

video clip fades to graphic describing demographic statistic and locations
Note: **Screen shots from student video (2012)**

Conclusion

This process is just one more step that technology has afforded us to take in our ever evolving educational and professional pursuit to represent our emotional connection to our environments. Interiors have always been intertwined with our emotional memories of events. Our sequential perception of movement within the boundaries of place and time has been a necessary component needed to understand how environment and emotion intertwine. Finally, as designers we have tools that can begin to tell us the story of our intentions, our creative process and most of all emotionally engage others and ourselves along the way.

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BUILDING ARABIC AUTOMATIC THESAURUS USING CO-OCCURANCE TECHNIQUE

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Abstract
One of the major problems of modern Information Retrieval (IR) systems is the word mismatch word mismatch that concerns the discrepancies between terms used for describing documents and the terms used by the researchers to describe their information need. One way of handling the Word mismatch is by using a thesaurus, that shows (usually semantic) the relationships between terms. The main goal of this study is to design and build an automatic Arabic thesaurus using Co-occurrence technique that can be used in any special field or domain to improve the expansion process and to get more relevance documents for the user's query. Results from this study were compared with the traditional information retrieval system.

Two hundred and forty two Arabic documents and 59 Arabic queries were used for building the requirements of the thesaurus, such as inverted File, indexing, term-term co-occurrence matrix, etc. All of these documents involve computer science and information system vocabulary.

The system was implemented in ORACLE 10 g environment and run on Pentium-4 laptop with 2.13GHz speed, 2.86MB RAM memory, and hard disk capacity of 500GB.

Building this technique can be used in any special field or domain to improve the expansion process and to get more relevant documents for the user's query.

In this paper, we concluded that the Co-Occurrence thesaurus improved the recall. However, it has many limitations over the traditional information retrieval system in terms of recall and precision level.
Keywords: Query Expansion, Co-Occurrence thesaurus, Similarity thesaurus, Thesaurus, Indexing, Natural language (NL), Synonyms.

Introduction
Information retrieval (IR) deals with the representation, storage, organization and access of information items. The representation and organization of the information items should provide the user with easy access to the information in which he is interested.

Unfortunately, characterization of the user information-need is not a simple task because of the language of the user. [13]

The word thesaurus has Greek and Latin origins and is used as a reference to a treasury of words. [7]

The Thesaurus involves some normalization of the vocabulary and includes a structure much more complex than a simple list of words and their synonyms, the popular thesaurus published by Peter Roget [23].

A thesaurus (plural: thesauri) is a valuable tool in Information Retrieval (IR), both in the indexing process and in the searching process, used as a controlled vocabulary and as a means for expanding or altering queries (query expansion)[8] . Most thesauri that users encounter are manually constructed by domain experts and/or experts at document description. Manual thesaurus construction is a time-consuming and quite expensive process, and the results are bound to be more or less subjective since the person creating the thesaurus make choices that affect the structure of the thesaurus. There is a need for methods of automatically construct thesauri, which besides from the improvements in time and cost aspects can result in more objective thesauri that are easier to update.

Is a statistical approach where the occurrences of terms in documents, chapters or some other unit are computed? The closer the words occur, the more significant is the co-occurrence. Many automatic indexing methods do not consider how closely words occur, just if they occur in the same document [6].

Related Work
Many researchers discussed the co-occurrence analysis of the documents text such as Chen and Lynch [8], Crouch [7], and Salton [24].

The limitation of the popular symmetric similarity functions (such as cosine, Dice, and Jaccard's) have been reported by Peat and Willett [21]. Their research showed that similar terms identified by symmetric co-occurrence function tended to occur very frequently in the database that is being searched and thus did little or nothing to improve the discriminatory power of the original query. They concluded that this can help explain Sparck Jones finding that the best retrieval results were obtained if only the less frequently occurring terms were clustered and if the more frequently occurring terms were left UN clustered.

The co-occurrence analysis used by Schutze and Pedersen in their research was based on number of times a word co-occurs with other words in a document. Schutze and Pedersen described this matrix as a "term-by-term matrix" (Schutze and Pedersen, 1997) [24].

Topical or semantic similarity between two words can then be defined as the cosine between the corresponding columns of the matrix.

The assumption is that words with similar meanings will occur with similar neighbors if enough text material is available. (Schutze & Pedersen 1997, p.311) [26] there are efficiency problems with this approach: the matrix that is used to Compare each word in the vocabulary to all other words in the vocabulary tend to be quite large, and it takes quite a long time to process the word comparisons, depending on the size of the vocabulary.

Although Crouch and Yang (1992) [6] automatically generated thesaurus classes from text keywords, which can subsequently be used to index documents and queries. Crouch's approach is based on Salton's vector space model and the term discrimination theory. Documents are clustered using the complete link clustering algorithm (agglomerative, hierarchical method). Ekmekcioglu et al. [12] tested retrieval performances for 110 queries on a database of 26,280 bibliographic records using four approaches: original queries and query expansion using co-occurrence data, Soundex code (a phonetic code that assigns the same code to words that sound the same), and string similarity measure (based on similar character microstructure), respectively. The four approaches produced 509 (original queries), 526 (term co-occurrence), 518 (Soundex), and 534 (string) documents, respectively. They concluded that there were no significant differences in retrieval effectiveness among these expansion methods and initial queries. However, a close examination of their results

revealed that there was a very small degree of overlap between the retrieved relevant documents generated by the initial queries and those produced by the co-occurrence approach (19% overlap using the Dice coefficient). This suggests that search performance may be greatly improved if a searcher can select and use the terms suggested by a co-occurrence thesaurus in addition to the terms he/she has generated.

Several research groups have experimented with an algorithmic approach to cross-domain term switching recently. Chen et al. experimented extensively in generating, integrating, and activating multiple thesauri (some were existing thesauri, others automatically generated, all in computing-related areas) [9] [11]. Both Kim and Kim [18] and Chen et al. [9] proposed treating (automatic and manually-created) thesauri as a neural network or semantic network and applying spreading activation algorithms for term-switching. Despite questions about the usefulness of automatic thesaurus browsing heuristics [15], our recent experiment revealed that activation-based term suggestion was comparable to the manual thesaurus browsing process in document recall and precision, but that the manual browsing process was much more laborious and cognitively demanding [11].

Collecting Terms

Thesaurus construction requires collecting a set of terms. Some of these will end up becoming preferred terms and others may not appear in the thesaurus at all in their original form, but they may suggest concepts that need to be covered in some way.

In a global strategy as in [27] the query expansion technique presented explored the lexical-semantic links in Wordnet in order to expand hierarchically related terms to the original query. In a local strategy, the top-ranked documents retrieved for a given query are examined to determine terms for query expansion.

Apart from this expansion has been carried out by replacing or adding thesaurus words or synonyms to the existing query. Research pioneer Voorhees [Voorhees, 1994] has shown that this mechanism decreases the IR performance. However, her research points out that a manually built corpus specific thesaurus can give better results.

Arabic Language Problems

The problems of Arabic language that are related to our project are:
1) A word may take several meanings, depending on it position on the text and if the text is pointed or not, so that it makes an ambiguous view.
2) several words "حاسوب" (computer), "حاسبات" (Computers), "حوسبة" (Computing),"حساب"(Computations) and "محاسبة" (accounting), have the same root "حسب" (Compute), in spit of that there meaning is differ, and our calculation are based on root only.
3) Some words may have more than one root."مخافة",(Fear) it has two roots "خفى",(Hid), and "أخفى" (Cached).
4) When we deal with pointed text is a big problem?

Co-Occurance Analysis

Co-occurrence analysis is a statistical approach, where the occurrences of terms in documents Term co-occurrence analysis is one of the approaches used in IR research for forming multi-phrase terms. Local Context Analysis, implemented as term−suggestion devices. The closer the words occur, the more significant is the co-occurrence.

Any IR system performs the following tasks [5]:
1- Deleting the stop word from the documents.
2- Extracting Stems for each term in the documents.
3- Creating the inverted file based on the root of each documents. (The root technique used is suffix prefix removal).

Two hundred and forty two Arabic documents were used to build the database of the thesaurus. These documents contain 2499 distinct terms. An inverted file of nearly size 22478 record was build. The problems faced in building the thesaurus were:
1- Compute the weight of each term in each document.
2- Compute the weight of each two terms in the same document.
3- Compute the similarity between each two terms (Compute the cluster weights).

After terms were identified in each document, we first computed the term frequency and the document frequency for each term in a document. Term frequency, tf_{ij}, represents the Number of occurrences of term j in document i. Document frequency, df_j, represents the Number of documents in a collection of n documents in which term j occurs. A few Changes were made to the standard term frequency and inverse document frequency measures.

Usually terms identified from the title of a document are more descriptive than terms identified from the abstract of the document. In addition, terms identified by the user Filters are usually more accurate than terms generated by automatic indexing. This is due To the fact that terms generated by automatic Indexing are relatively noisy [10].

We then computed the combined weight of term j in document i, d_{ij}, based on the product of "term frequency" and "inverse document frequency" as follows:

$$d_{ij} = tf_{ij} * \log \frac{N}{df_j}$$

Where N: represents the total number of documents the collection.

We then performed term co-occurrence analysis based on the asymmetric "Cluster Function" developed by Chen and Lynch [8]. We have shown that this asymmetric Similarity function represents term association better than the popular cosine function.

The weighting-factor appearing in the equations below is a further improvement of our Cluster algorithm.

$$ClusterWeight(T_j, T_k) = \frac{\sum_{i=1}^{n} d_{ijk}}{\sum_{i=1}^{n} d_{ij}} \times WeightingFactor(T_k)$$

These equations indicate the similarity weights from term T_j to term T_k, d_{ij} and d_{ik} were calculated based on the equation in the previous step. d_{ijk} represents the combined weight of both Terms T_j and T_k in document $_i$. d_{ijk} is defined similarly as follows:

$$d_{ijk} = tf_{ijk} * \log \frac{N}{df_{jk}}$$

Where tf_{ijk} represents the number of occurrences of both term j and term k in document i (The smaller number of occurrences between the terms was chosen).

df_{jk} represents the Number of documents (in a collection of N documents) in which terms j and k occur together.

In order to penalize general terms (terms which appeared in many places) in the co-occurrence analysis, we developed the following weighting schemes which are similar to the inverse document frequency function:

$$WeightingFactor(T_k) = \frac{\log \frac{N}{df_k}}{\log N}$$

Terms with a higher df_k value (more general terms) had a smaller weighting factor value, this caused the co-occurrence probability to become smaller. [10]

So here weight cluster is like the similarity in similarity thesaurus, applying the Co-Occurrence analysis and finding the weight factor between each two terms.

Expansion Process

The co-occurrence analysis started with computations of each term's document frequency (the number of documents in a collection in which a word occurs) and term frequency (the frequency of occurrence of a word in a document). Terms appearing in the title of a document were assigned higher weights than terms in the abstract or other parts of the document. Terms that had been identified by the object filters in the first step were also assigned higher weights than those identified in the automatic indexing process. The inverse document frequency was then computed with some extra features. Multiple-word terms were assigned higher weights than single word terms since the former usually convey more precise semantic meaning than the latter.

Our Co-Occurrence thesaurus was based on all the documents in the collection (Global analysis). In our research we expanded the greater 10 terms associated with greater weight Cluster and we consider its terms as an expanded term and we expand the original Query, and after we retrieve the documents we rank it, (Lu et al., 2008) suggest that ranking by relevance can result in better retrieval performance. Thus, we computed TF-IDF scores for retrieved documents (Kim and Wilbur, 2005; Lu et al., 2008) and then ranked them based on these scores. A document with a higher TF-IDF score is returned earlier in a list.

Discussion

One of the major problems of the modern IR systems is the word mismatch that concerns the discrepancies between terms used for describing documents and the terms used by the searchers to describe an information need. A way of handling the word mismatch is by using a thesaurus, which shows (usually semantic) relationships between terms. Thesauri can aid the indexer or the indexing system in choosing the correct terms to describe the contents of documents, and in normalizing the terms so that all terms are e.g. presented in singular form. In the searching process, thesauri can help the searcher to find terms to refine a query, by expansion of the original query.

Some of the relationships between terms that are handled by thesauri are narrower term (NT), broader term (BT), and related term (RT). There are some obvious problems with manually constructing thesauri. It is an expensive and time-consuming process that requires a domain-expert or an expert at document description. In domains where new research fields develop frequently, thesauri become out of date, and need to be updated, which again is time-consuming and expensive. By using documents published in the domain in question as a corpus, a thesaurus can be created and updated automatically. The terminology of the researchers of the field will be the basis of the indexing process and the assignment of index terms. There are a number of different approaches available for automatically creating thesauri, among others different kinds of statistical co-occurrence analyses. A way of following up this paper would be to go in deeper on the different approaches, and/or select the one most interesting for my future thesis project.

This study is implemented on Oracle 8i, and the project was tested on the 242 Arabic documents that were used by Hmeidi and Kanaan (1997) [14]. The user query was 59 Arabic queries in many general and scientific fields (mostly were related to computer science field) [7].

The following results were found from the study:-
1- The recall is better when using the co-occurrence thesaurus than using the traditional IR system. This result is also reported by Qiu and Frei [22].
2- The precision is almost better when using traditional IR system than using co-occurrence thesaurus in small range.
3- On average recall/precision levels, the co-occurrence thesaurus makes a good effect on the last five levels (0.5 to 1). While it has limitation on the first 5 level (0 to 0.4) this mean that traditional IR is better in the first 5 level (Figure 3)
4- Many researchers concluded that the effective of the retrieval process when we using a thesaurus will increase, when we increase the number of documents in the collection.
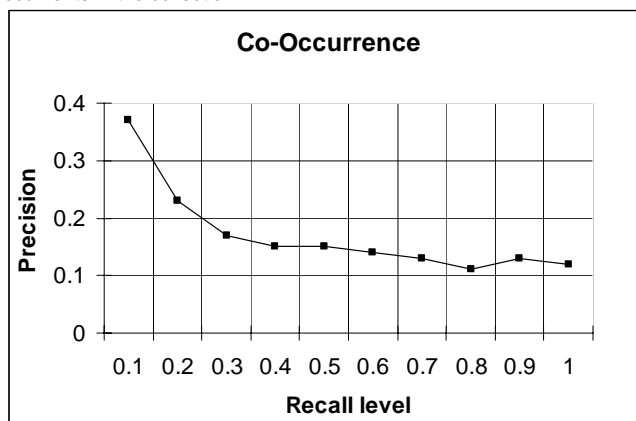
Figure 1: Using co-occurrence model
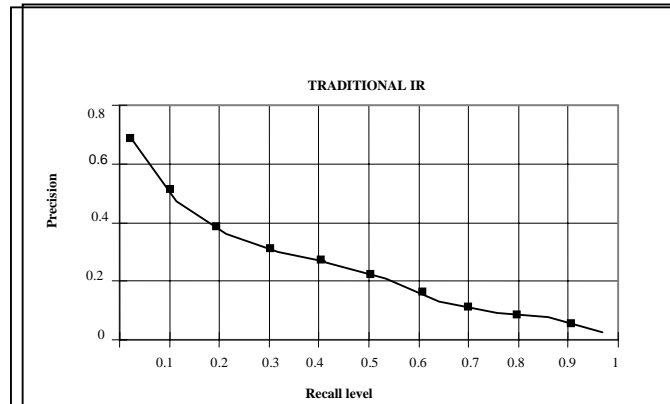
Figure 2: Traditional information retrieval
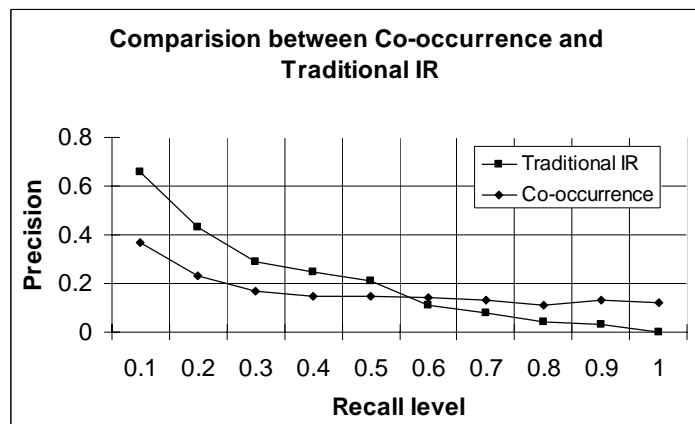
Figure 3: Comparison between co-occurrence and traditional IR model

Conclusions

In a world of increasing facing information overload, where the issue is not how many documents can be found in a particular research subject, but rather how to weed throw thousands of documents on a topic to find the most relevant ones. Based on the results of this study, the following conclusions may be drawn:

1) The co-occurrence improves the recall in a good manner
2) The co-occurrence affects the precision in a negative form
3) The co-occurrence thesaurus based on recall/precision level does not improve the effective of the retrieval task of the system. Qui and Frei [22] support this conclusion. They reported that most of query expansion methods (including co-occurrence) failed to improve the retrieval process. But on anther hand Khafajeh [16] showed that using Association thesaurus in Arabic language retrieving system has been improved the effective of the retrieval task of the system.
4) The experiments results showed that using the stemmed words improved the retrieval process when they were used by co-occurrence analysis. While when the full words were used in the traditional system, the system's performance was the worst in the continuous retrieval process, because the precision values decreased in a remarkable way. When the recall values increased, mostly the precision values reached to zero. But, in the same system with using the stemmed words, its performance degraded less sharply.
5) Finally, we present some of the future works that can be achieved. These works are related to anther techniques for using query expansion. Especially, there are many query expansion methods that are not applied on the Arabic corpuses. Continuing our program of studying different methods of query expansion in Arabic information retrieval (AIR), we may examine the effects of varying methods of term suggestion for user−controlled query expansion such as Relevance Feedback, and improving automatic method to build Arabic corpus.

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CAPITAL STRUCTURE OF THE TELEVISION CHANNELS AND RELATIONS WITH ADVERTISERS IN TURKEY

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Abstract
The mass media serves as a system conveying the messages and symbols to ordinary people. Entertaining and consoling people, providing them with information and also imbuing individuals with values, beliefs and behavioural codes that integrate them with the whole society are among the main functions of the mass media. Development of the free market has concurred with the "industrialisation of the press". The fact that television enterprises need large capital investments has led to the concentration of the media ownership in few hands. Growth of the media companies has intensified their relations with the other business companies and made them dependent on banks financially, which in turn caused a pressure on the media enterprises to make more profit. This is the fact that has made the television enterprises dependent on advertisers. When advertisement comes into play, the free market leaves to be an unbiased system where the final decision is made by the purchaser. "Choices of advertisers make impact on the material condition and vitality of the media." Herman and Chomsky contend that advertising plays a potent role in increasing concentration even among rivals that focus with equal energy on seeking advertising revenue.

Audience has no control on the mass media. The content of the mass media to be presented to the public is decided by the executives of the media enterprises that seek advertising revenue. Audience can choose only one of the choices which have been determined by such executives.

In this paper, the advertisement segments aired immediately before and after the main newscasts on the national Turkish television channels for a period from 19 to 23 November 2012 have been analysed, and the relationships between the advertisers and capital structure of the Turkish television channels have been questioned on the assumption that the audience who intends to watch the main newscasts on TV makes a choice only between the television channels supported by the same advertisers.

Keyeords: Relationship between the mass media and capital, ownership of mass media, advertiser, television advertisements.

Capital Market in the Television Companies

Thanks to their features to be accessible and easy to use, radio and television have always attracted the attention of the state and the power groups in the society as a tool to reach the masses and influence them. While the freedom of press advances in parallel with the printing technology, radio and television have been subjected to a different regulation, according to which they were controlled and directed by the state.

News enterprises are owned by a few large capital groups. Therefore, although readers or audience make use of different tools, they get news from the resources repeating the same discourse. However, when any dispute occurs between the power groups in the mass media, some splits in opinions occur only on the tactics to be adopted to achieve the common purposes. According to Raşit Kaya, the mass media has become one of the "main engines" of the capital accumulation (Kaya, 2009: 137-139).

Capital groups make use of the mass media mostly for their business purposes and political interests or for ensuring that the society adopts their discourses. It is obvious that the national and international communication processes is operating in an alarmingly monopolising tendency. For instance, in 1983, approximately 50 corporations controlled the mass media in the world, and the value of the media merger in that year was 340 million dollars, whereas in 2000 the number of the dominant media corporations has shrunk to nine, and the value of merger deals increased to 350 billion dollars as seen in the merger of AOL and Time Warner (Atabek, 2006). A substantial part of the advertising revenue is earned by the holding companies which also own television enterprises. This aggravates the economic situation of the smaller television channels independent from large capital owners. As a result, such smaller channels have to withdraw from the broadcasting industry or to admit the control of large capital owners, which ultimately undermines the multivocality and democratic press. Cost explains the reasons of this situation as follows: Cost of entering into the industry, high risks and operation manner of the advertising market. All of these factors affect the conditions of the television channels, delay any profit that they can make or cause them to make loss. What else, they have to resist against large corporate groups that are able to make capital increase to maintain their existence (Coste-Cerdan, 1992: 184).

Grouping the companies based on mergers by industry would be a more explanatory approach to detect the monopolisation tendency. The tendency of the media towards integration with the market system has accelerated the horizontal, vertical and conglomerate mergers. This tendency that Thompson calls concentration contains three processes. Accordingly, mergers may be classified as horizontal, vertical and conglomerate mergers (Adaklı, 2006:35-37):

Horizontal merger is a merger between companies in the same industry to increase their market share and gain advantage over competitors. Companies prefer horizontal merger to take advantage of the scale economy, distribution means, specialisation, ability to use hi-tech, larger financial capability and cost saving.

Vertical merger is a merger between companies in the same industry but at different stages of the production process. The fact that many newspaper owners in the world and in Turkey also own television channels can be given as an example to this type of merger. Companies prefer vertical merger for its economic advantages such as diminishing fluctuations in the nature and prices of the raw materials used, increasing the control of the company over the product, cost saving and facilitating access to raw materials.

Conglomerate merger is a merger between different companies in unrelated markets. Companies prefer conglomerate merger for spreading the risk into various markets and ensuring a stable revenue flow. It is a common tendency that many media companies in the world and in Turkey combine with the companies in other industries. Especially, the companies in finance, energy, electronic and high technology industries which are large enough to be efficient in the country economy and global economies tend to establish organic cooperation with media companies.

Horizontal, vertical and conglomerate mergers of major media companies with other companies result in their dependency on other major companies, banks and governments, and such mergers in turn influence the news production process substantially.

Democratisation of the mass media is critical for creating an independent and civil control over the government and bureaucracy and for ensuring that the social demands can be expressed in the public domain. However, this requires the proper operation of competition rules and major modifications to the legal framework and ownership structures. Herman and Chomsky attempt to explain the structure of such modifications in the "Propaganda Model" which focuses on the inequality of wealth and power in the society and its multilevel effects on mass-media interests and choices. The Propaganda Model developed by Herman and Chomsky traces the routes by which money and power are able to filter out the news fit to print, marginalize dissent, and allow the government and dominant private interests to get their messages across to the public (Herman - Chomsky, 1998:21-22).

The concept of "Manufacturing Consent" developed by Herman and Chomsky is based on propaganda, and two essential ingredients of their propaganda model are "the size, concentrated ownership, owner wealth, and profit orientation of the dominant mass-media firms" and "advertising as the primary income source of the mass media".

Capital Structure of National Television Channels in Turkey
In 1950s, support of the state to private enterprises increased, and the policies in the interest of the capital owners were adopted in Turkey. The press was regarded to be pro-government and pro-government party until 1950sl. However, a different tendency developed in the press in 1960s, which was the growing intensification of the relations between the press and private capital (Bulut, 2009: s. 68-70).

Global media industries captured the major part of the media market from 1960s on as a result of the innovations in the electronic industry, and therefore the invention of new communication technologies that had become widespread and the introduction of a set of neoliberal policies in the United States. Likewise, similar developments occurred in Turkey at that time (Adaklı, 2006: 157).

Kaya contends that 1980s have changed the media environment from a poor period to a quantitatively rich one, and that with the abolishment of the monopolisation in the media, the composition and ownership relations of the capital of media companies, and the "fusion" of the media with large capital owners has been completed. It may be claimed that the structural change in the Turkish media environment has started on 24 January 1980 when the package of "Economic Stability Measures" was introduced. "It was seen a structural harmony" with the tendency of the New World Order towards globalisation, and "therefore an integration with the global capitalism. The most important milestone regarding the institutionalisation of the mass communication in Turkey was the establishment of TRT in 1960s. The next milestone was the military coup in 1980. Kaya pointed out that radio and television were used for propaganda purpose following the military coup, and that the more radical transformations occurred with the transformation project of Özal. The process that started in the 1980s has changed the image of the mass media in Turkey" (Kaya, 2009: 233-245).

Up to 1990 when the commercial television broadcasts started, radio and television broadcasts were carried out by TRT as a public service, on the basis of the social state approach, which was in fact resulted from the state control policy. Private commercial television broadcasts started as a "de facto" situation in 1990 as a result of the developments in the world, and relevant legal arrangements were made thereafter. Capital owners encouraged by the pro-deregulation pressures of the global capitalism and the libertarian discourses of liberalism were growingly more interested in the mass media, especially television broadcasting in our country, and established new television channels as if they had competed each other, in order to take a leading part in the adoption of the new order by the whole society. At the beginning, radio and television broadcasting business attracted the attention of the entrepreneurs who had experience in the printed media, i.e. in newspapers and magazines, and who wanted to transfer their experience to the audio-visual media. However, this business field has then developed in parallel with the development of the capitalist social formation, created its own structure and become institutionalised. Such social formation in turn created its own structures. '90s have been the years when private companies established radio and television channels, and horizontal and vertical movements in the market resulted in large "media companies", which followed by the formation of an oligopoly structure.

In Turkey, radio and television broadcasts are regulated and supervised by the Radio and Television Supreme Council (RTÜK), which was founded according to the Law no. 3984 in 1994. The tender that RTÜK must put out to determine the enterprises which will use the broadcasting frequencies has not been put out until 2013. However, although the Turkish radio and television channels, which started de facto broadcasting in 1990, do not hold any frequency usage permission at present, in Turkey there are 16 national, 15 regional and 230 local television channels and 36 national, 101 regional and 951 local radio channels which all started broadcasting with an application to RTÜK.

Generally speaking, mergers between the mass media enterprises strengthen the competitive power of the company groups of which such mass media organisations are subsidiary because such mergers enable the merging parties to survive any possible loss and broaden their business fields. Further, especially television channels maintain their existence only on the advertising revenues in the current conditions in Turkey. As an advantage of the mergers, they sometimes compensate any loss they make with the income of their subsidiaries or they are supported by other subsidiaries (especially finance companies) of the holding company of which the media company is also a subsidiary. It is obvious that a company with only one media organisation would have no such support and therefore, would be less competitive and less diversified.

In Turkey, especially after the commercial television broadcasts started, the society has entered into a massification process more intensively. A broadcasting approach trying to infuse the consumption ideology to the low income groups (Oktay, 1994: 250) prevails in the television channels which have been articulated to the advertising industry.

From 1990s, as a reflection of the monopolisation tendency, owners of the media groups have diversified their business activities by starting to operate in other industries (such as finance, petrol, tourism, construction, automobile, etc.) besides the media industry, thereby increasing their role in the economic (therefore political) structure of the country (Kars, 2009: 57).

Handovers in the broadcasting industry have accelerated in 2000s. Political power of AKP as the government party has increased the interest of the companies having the same political views as AKP in the media business. Especially in 2007 and 2008, television channels confiscated by TMSF (Savings Deposit Insurance Fund) were acquired by the companies known to be close to the government party. As a result, nationalist and religious discourse, together with the liberal-conservative discourse, has increased its dominance in the television broadcasts.

The ownership structures of the television channels to be analysed in this paper, namely Kanal D, Star TV, ATV, Show TV and Kanal 7, are given below:

Çalik Holding
Licence owner is Ahmet Çalık, who is also owner of Çalık Holding. In the tender held by TMSF on 5 December 2007, Çalık Holding has acquired Merkez Medya Grubu which had been owned by Ciner Holding, in return for 1.1 billion dollars. Çalık Holding providing its services to a broad and diversified set of customers ranging from affiliates to multinational companies, and to individuals operates in many business fields including construction, energy, textile, finance and trade-logistics.

Textile: GAP Güneydoğu Tekstil, Çalık Cotton
Energy: Çalık Enerji, Çalık YEDAŞ
Construction: GAP İnşaat
Finance: Aktifbank, Banka Kombetare Tregtare (BKT) (Albania)
Logistics: GAP Pazarlama
Communication: Arnavutluk Telekom
Media: ATV, ATV Avrupa, A Haber, Minika TV, Turkuaz Haber Ajansı, Radyo City, Sabah, Sabah Avrupa, Takvim, Günaydın, Yeni Asır, Pas, Fotomaç gazeteleri, Bebeğim ve Biz, Sinema, Sofra, Home Art, Şamdan Plus and Turkuaz Dağıtım ve Pazarlama, which are all affiliated to Turkuaz Radyo Televizyon Haberleşme ve Yayıncılık. Further, it is the Turkish publisher of the magazines owned by the Hearst and AMS groups.

Çukurova Holding
Çukurova Holding owned by Mehmet Emin Karamehmet is the holding company of one Switzerland bank, two insurance companies, a company making investment in controlling finance companies directly or indirectly and the companies in the industry, construction, trade, media, communication and information technology, energy, transport and service sectors. The group makes investments mainly in light and heavy commercial vehicles, constructional and agricultural machinery, shock absorbers, steel pipes and paper-packaging material industries. Further, mobile communication and integrated media services constitute a substantial part of the business activities of the group. The industries in which the group operates and its affiliates and subsidiaries in such industries are listed below:

Industry: BMC, Çukurova İthalat ve İhracat, Çumitaş, Çimsataş, Çukurova Ziraat, Maysan Mando, Çukurova Kimya, Daussan Group, Kaplamin Ambalaj, Selkasan
Paper and Packaging Materials: Çukurova Tekstil, SCA Ambalaj, OVA SCA Ambalaj, Noksel Çelik Boru Sanayi, Atkasan Geridönüşüm.
Construction: Baytur
Communication and Information Technologies: Turkcell, Kuzey Kıbrıs Turkcell, Geocell, Kcell, AzerCell, MoldCell, Life, GlobalBilgi, SuperOnline, eStore, TelICom, K.V.K., Inta SpaceTurk, Milleni Com, European Telecommunication Holding, Atel, Topaz, İnteltek (İddaa), Hobim, AloVatan, bilyoner.com.
Transport and Service: Geden Lines, Baytur Trading S.A., Baytır S.A., Anadolu Taşımacılık Uluslararası Ticaret ve Taşımacılık, Inter Depo, PamukSpor, KEOAP, Nissan Sovtur, Çukurova Havacılık
Financial Services: BCP, Genel Sigorta, Genel Yaşam
Energy: Genel Enerji, Taq Taq Operating Co. Ltd.
Overseas Investments: AzerCell, BCP (a commercial bank established in Geneva), BAYTUR S.A.(a financial services company established in Geneva), BAYTUR TRADING S.A. (a fuel oil marketing company established in Geneva), BORAK S.A. (an investment and banking holding company established in Geneva), FINTUR HOLDINGS B.V. (Rotterdam), European Communication Holding E.T.H. AG (Germany), AloVatan Telefon Mobilinternet (Germany), Milleni.com (Europe), Kuzey Kıbrıs Turkcell, Bin Belaila Baytur L.L.C. (a building company established in Dubai), MoldCell (Moldova), GeoCell (Georgia), KCell (Kazakhstan), AAO (Kazakhstan distributor of Nissan), KEAP (Kazakhstan), Life:) (national GSM operator of Ukraine), Turkish Qatari Baytur General Cons. (a building company in Qatar), Taq Taq Operating Co. Ltd.
Joint ventures: ATKASAN, KAPLAMİN, OVA SCA Packaging, SCA Packaging, Selkasan, Daussan Group, NOKSEL, Turkcell, Turkcell Holding, Maysan Mando, Inteltek, bilyoner .com, Turizm Organizasyon.
Media: Akşam, Güneş, Tercüman, Alem, Stuff, Platin&World Business, FourFourTwo, AutoCar, Total Film, Maxim, Eve, Digiturk (Comedy Max, Gold Max, Gold Max 2, Dizi Max, Mymax, Movie Max, Movie Max 2, Action Max, Elmax, Show Max, Türk Max, JOJO, S'nek, Akıllı TV, TJK TV, İz TV, Lig TV, Intimacy, Touch), Show, Show Türk, Show Plus, SKY 360, Lig Radyo, Alem FM, Mepaş Medya Pazarlama, Zedpaş Medya Pazarlama.

Doğan Holding
Doğan Group companies operate in energy, media, industry, trade, tourism and insurance fields. Doğan Group that owns seven daily newspapers, three national, one international and two cable television channels has made big investments in the media sector. However, the group also provides insurance services, financial services in factoring and has got distribution companies and international affiliates. The industries in which Doğan Group operates and its affiliates and subsidiaries in such industries are listed below:

Media: Media organisations affiliated to Doğan Yayın Holding (DYH):
Newspapers: Hürriyet, Radikal, Posta, Fanatik, Hurriyet Daily News.
Magazines: Chip, PC Net, Level, Elle Decor, Evim, Masion Française, Atlas, Güncel Hukuk, Yacht Türkiye, Ev&Bahçe, Auto Show, Tempo, Capital, Ekonomist, Blue Jean, Hey Girl, istanbul Life, Hafta Sonu, Hello, Burda, Elele, Elle, Formsante, Seda, Dr. Kuşhan'la Diyet, Seninle, Lezzet.
Television Channels: Kanal D, CNN Türk, BJK TV, Fenerbahçe TV, Euro D, Kanal D Romania, Movie Smart, Movies 24, Comedy Smart, D Plus, D Yeşilçam, D Max, D Çocuk, Luli TV, Türkiye At Yarışları TV, D Spor, Dream TV, DreamTürk, D Shopping, Passion TV, Fantasy TV, Loca 1, Loca 2, Loca 3, Emlak TV, Movies 24 Erotica.
Digital Platform: D-Smart
Radio Channels: Radyo D, Slow Türk, CNN Türk Radyo.
Other companies affiliated to Doğan Yayın Holding: D Productions, Galaxyteknik, Doğan Kitapçılık (Doğan Egmont), Doğan Music Company, Doğan Online (Ultra Kablo, Yenibiriş, hepsiburada.com), Katalog Yayın Ve Tanıtım Hizmetleri (Altın Sayfalar), Dergi Pazarlama Planlama, Yaysat, D&R, Doğan Printing Center, Doğan Ofset, Doğan Haber Ajansı, Doğan Factoring, Doğan Dış Ticaret, DMG International, Birmaş, D Productions, Kanal D Home Video, Doğan Music Company.
Energy: In Dogan Energy Gas Plus Energy-Northern Iraq (%50), Boyabat Elektrik Üretim ve Ticaret A.Ş., Akdeniz Elektrik Üretim A.Ş. Mersin Wind Energy Plant,
Industry: Çelik Halat, Ditaş, Doğan Organik Ürünler
Trade: Milpa, Hürriyet Pazarlama (marketing the vehicles with the brands of Renault, Hyundai, Mitsubishi, Suzuki and Peugeot, and equipment such as computers, mobile phones and video players), Otomotiv Bayiliği (actively selling the cars, commercial vehicles and vehicle spare parts manufactured by Koç Holding)
Financial Services: DD Konut Finansmanı (DD Mortgage)
Tourism: Milta, Milta Kemer, Işıl Club Bodrum Milta, Milta Bodrum Marina, Işıl Tur, Doğan Havacılık

Doğuş Group
Doğuş Group has got over 70 subsidiaries operating in the promising sectors such as finance, automotive, construction, tourism, media, real estate and energy. One of the primary companies of the group is Garanti Bank. With an agreement signed in December 2005, General Electric Consumer Finance acquired half of the securities of Doğuş Group in Garanti Bank, thereby becoming a 25.5% shareholder of the bank. In the construction industry, Doğuş Group has been awarded the contract of the second phase of the Marmaray Project recently. Doğuş Yayın Group that entered into broadcasting business in 1999 when NTV was acquired by the group has currently got four television channels; four radio channels, eight magazines and one news portal. The industries in which the group operates are listed below:

Banking and Finance: Garanti Bank, Garantibank Moscow, Garantibank International N.V., Garanti Emeklilik ve Hayat, Garanti Leasing, Garanti Factoring, Garanti Mortgage, Garanti Yatırım, Garanti Teknoloji, Garanti Portföy, Garanti Ödeme Sistemleri.
Automotive: Doğuş Otomotiv, Doğuş Oto, DOD, vdf Holding, Doğuş Motorsports, Yüce Auto.
Construction: Doğuş inşaat, Teknik Mühendislik ve Müşavirlik, Ayson Sondaj ve Araştırma
Tourism and Services: Antur Turizm, Garanti Turizm, Datmar Turizm, Göktrans Turizm, Voyager Mediterranean Turizm, Arena Giyim, Doğuş Turgutreis Marina, Do-Ça Tekstil Temizleme, Grand Hyatt, Park Hyatt Istanbul, D Marin.

Real Estate: DOĞUŞ-GE GYO.
Energy: D-Energy, Boyabat Generation Co. Artvin HEPP, Aslancık Elektrik Üretim A.Ş.
Entertainment: Restaurants under the D.ream umbrella typically offer selected samples of international cuisine, with Nusr-Et Steakhouse, Kiva and Armani Ristorante, then continued respectively with Go Mongo, İstanbul Doors Group, Azumi Group, GQ Bar and Mezzaluna.
Media: Star, NTV, CNBCe, NTV Spor, e2, Kral Tv, HDe, NTVMSNBC, NTVSpor.net, oley.com, enmoda, cnbc-e.com, tvyo, NTV RADYO, Kral FM, Kral Pop, Virgin Radio, Vogue, GQ dergileri, National Geographic Türkiye, National Geographic Kids, Robb Report, NTV Tarih, CNBC-e Magazine, NTV Publications.

Yeni Dünya İletişim-Beyaz Holding
The founder of Beyaz Holding is Zekeriya Karaman who is also the owner of Kanal 7 television, which was founded as Belediye Televizyonu (Municipal Television) by the Prime Ministry Recep Tayyip Erdoğan when he was the Mayor of the Istanbul Metropolitan Municipality. Zekeriya Karaman is also the Chairman of the Board of Directors of Yeni Dünya İletişim and the father-in-law of the son of Recep Tayyip Erdoğan. Beyaz Holding is the operating company of the Istanbul Metropolitan Municipality Art and Vocational Training Courses (İSMEK) and also engages in broadcasting, training and organisation activities. The broadcasting companies of Beyaz Holding are Nokta Elektronik Medya A.Ş. and Beyaz İletişim A.Ş. Beyaz Holding also has got the following subsidiaries: Atlas Pazarlama Eğitim Yayıncılık Yapımcılık Filmcilik ve İdari Hizmetler Limited Şirketi and Merkez Meyda Ltd. Şirketi.

Other media organisations affiliated to Yeni Dünya İletişim A.Ş.:
Media organisations affiliated to Hayat Görsel Yayıncılık A.Ş.: Kanal 7, Kanal 7 Avrupa, Radyo 7 and TVT.
Media organisations affiliated to Nokta Elektronik Medya A.Ş.: haber7.com, rotahaber.com, cafesiyaset.com, newstime7.com, tumspor.com
Media organisations affiliated to Beyaz İletişim A.Ş.: Ülke TV (Kanal 7 Haber TV), 91.8 İstanbul'un Sesi Radyosu.

All of the television broadcasting organisations belongs either to the companies or holding companies founded by large capital owners or to those which have grown with the support of the government and entered into television broadcasting field thereafter. Especially, since 2006, television channels confiscated by TMSF (Savings Deposit Insurance Fund) due to administrative infraction were sold to the company groups supporting the political view of the government party. Again in this period, foreign capital has started to make television broadcasts in Turkey. The Law on Organisation and Operation of Radios and Televisions has been amended to allow the foreign investment in this field.

Capital Structure of the Television Channels and Relations with Advertisers
In this paper, the relationships between the advertisers and capital structure of the Turkish television channels have been questioned on the assumption that the capital/ownership structure of television organisations influence the content of television broadcasts, that television channels play a primary role in conveying the common and basic messages to the society and that the television channels are supported by the same advertisers. For this purpose, the advertisements aired immediately before and after the Main Newscasts on 5 national Turkish television channels, namely Kanal D, Star TV, ATV, Show TV and Kanal 7, owned by the major company groups, which also engage in other business fields, besides the media industry, have been analysed for a randomly chosen period from 19 to 23 November 2012. The purpose of the analysis is to explore the relationships of the media organisations with the economic power groups and the effects of such relationships on the news production process.

 "Marxists contend that the companies get most of their incomes and profits from advertisers, not from the audience" (Erdoğan ve Alemdar, 2002:331). In other words, advertisers have a considerable power on the television programs because "they are the "patrons" who provide the media subsidy" (Herman-Chomsky, 1998:53). As such, the media organisations compete for their patronage and develop their programs according to the needs of the advertisers. "The choices of the advertisers greatly affect the content and form of the programs produced by the mass media. For instance, quality newspapers cover more news about securities and stock exchange than other newspapers" (Erdoğan ve Alemdar, 2002: 332).

Main newscasts are the most important programs where the broadcasting policies are determined and applied by the television channels targeting to reach wide populations. Although individual programs have integrity per se, as Raymond Williams states, the whole sequence of programme items should be regarded as a whole (Williams, 1975: 88). In other words, since the television programs are presented in a particular sequence, they have a general discourse, which is the difference of the television communication from the discourse of other media. No one would think that any matter not included in the main newscasts of a television channel can be included in any other program of the same television channel. Therefore, it would be plausible to suggest that companies supporting the main newscasts purchasing advertisement in fact support the whole channel.

For the foregoing reason, advertisements aired immediately before and after the main newscasts have been counted, and the products advertised were sought in all channels analysed. It is true that the advertisers want to reach as many people as they can and purchase ads in the channels with the highest ratings. Naturally, number of ads aired varies between TV channels. However, it is important to find out whether the same advertisements are aired in different channels in the same broadcasting time. Whether the ads aired are related with the operations of the company group with which the television channel is affiliated, in other business fields, is another indicator to show the influence of advertisers on the news. The most aired ads in the chosen days and the television channels they have been aired are indicated in the following table:

	Kanal D	Star TV	ATV	Show TV	Kanal 7
Total Number of Ads in 5-Day Period	**226**	**124**	**218**	**178**	**184**
Avea	5		11	15	2
Turkcell	4	1	2	5	9
Vodafone	5	1	11	3	2
Ziraat Bank	4	5	11	8	7
İş Bank	5	7	6	5	2
ING Bank	16				7
Finansbank	8	1	2	6	3
Garanti Bank	1		3	1	
TEB	2	2	4	3	1
Yapı Kredi	7	1	3	1	
Denizbank	7		1	3	3
A Bank				3	

Turkuaz Seramik	8		8	7	7
Petrol Ofisi	2	2	5	7	
Eti	4	4	13	3	4
Vivident Active	8		6	3	1
Dr. Oetker	3	1	1		2
Anadolu Sigorta	4	2	4	4	
Electro World	4	3	4	3	

Ads aired for the first time in the advertisement segments are not indicated in the table above.

In the advertisements of Kanal D, the ads of the three big GSM operators of Turkey were aired frequently. Further, the ads of large capital owners of Turkey such as Koç Holding, Sabancı Holding, Zorlu Holding and Doğuş Grubu were aired. Another interesting point that the Public Notice Spots prepared by the Ministry of Food, Agriculture and Livestock, Ministry of Health and the Turkish Paediatrics Association were aired in the advertisement segments analysed. The Public Notice Spots were aired for 15 times, and thus, they have reached the number of the most aired ad in the same advertisement segment, which was the ad of ING BANK.

Regarding the bank ads, it is found that the ads of the national and global banks with the biggest share in the banking sector of Turkey such as ING Bank (Holland), Denizbank (Russia), Yapı Kredi (Turkey), Ziraat Bank (Turkey), Garanti Bank (Turkey), Finansbank (Greece), İş Bank (Turkey), Türkiye Finans Katılım Bank (Turkey) and TEB (France-Turkey) are aired in this advertisement segment.

The fact that the ads of the banks such as ING Bank (Holland), Denizbank (Russia), Yapı Kredi (Turkey), Ziraat Bank (Turkey), Garanti Bank (Turkey), Finansbank (Greece), İş Bank (Turkey), Türkiye Finans Katılım Bank (Turkey), Bank Asya and TEB (France-Turkey) are aired in the advertisement segment of Star TV implies the relationship of this channel with the financial capital.

A similar finding has been obtained in Show TV where the ads of the banks and those of the products of the Çukurova Group of Companies are aired. Further, the ads of Turkcell, Alem Newspaper, Digitürk and other products of the subsidiaries of the Çukurova Group of Companies are presented to the audience in the advertisements aired immediately before and after the main news bulletin.

When analysing ATV with respect to the banking ads, it is striking to find out that the ads of Ziraat Bank, İş Bank, Yapı Kredi, TEB and Garanti Bank have been aired, and the ads of the GSM operators, namely Vodafon and Avea were aired most frequently. Another striking finding was that no ad of Turkcell was aired in the advertisements analysed.

Ads of the companies having ideologies parallel to those adopted by Kanal 7 are aired more than other ads. The top three ads aired most are those of the leading Turkish and global telecommunication and banking companies. The fact that the shares of Kombassan in Petlas were acquired by Abdülkadir Özcan A.Ş. may explain the reason why this company purchases ads from this channel. Further, the fact that Fadıl Akgündüz, chairman of the board of directors of Jetpa Holding, resigned his seat in the parliament allowing Recep Tayyip Erdoğan, who had recently been discharged from the prison, to replace Akgündüz's seat in the parliament and ultimately to be a prime minister, and that they have the same political views may lead to that the ads of Caprice Gold are aired more than other companies. Merinos is a company which has continuously grown since its foundation and has opened to the world. It may be considered that Merinos company, which was discovered to have grown with the carpets sold to mosques[*], has got the same political views with Kanal 7.

Evaluation and Conclusions

When considering the headlines and contents of news together, one may assert that the relationship between the production process and contents of the news take form ideologically, and that "in the mass media environment where media organisations owned by capital groups operating in different business fields is directed by neo-liberal economic policies" (Ergül, 2000:188), and that the broadcasting policies adapted to the market conditions are in harmony with the interests of corporations and with the ideology of the capital groups.

Growth of the media companies intensifies their relations with the business world and makes them dependent on banks financially, which in turn leads to a pressure on the media companies to be profit-seeking companies (Herman-Chomsky, 1998:41).

The article 8 of "the Law on the Establishment of Radio and Television Enterprises and Their Media Services" with no. 6112 which come into force on 15 February 2011 by superseding the Law no. 3984 reads, "Media service providers shall provide their media services in accordance with the principles under this paragraph with an understanding of the responsibility towards public". However, it would not be wrong to say that broadcasts targeting to attract more and more audience, more and more advertisement, to get more and more profit and to be a powerful pressure group would be far from fulfilling any public service.

Large capital owners do not consider the mass media different from their other investments, and accordingly, the profit-loss results on their balance sheets act as the main decision-maker in the business management. However, the profit referred to in the preceding sentence does not necessarily mean any monetary gain (Kars, 1996: 167-168). For large corporations of which the media is not the primary business, profit may be "a power tool that should be held for performing other business activities in the market" (Kars, 2009: 69).

Due to the fact that the advertising revenues and ratings are crucial for private television enterprises, such enterprises have tended to air the news and subjects that attract the general public, which are easy to understand and consume and do not require much concentration or effort.

This analysis has revealed that many ads of the products of global companies have been aired on the days analysed, which implies the great influence of the multinational capital or global companies over the television channels. Most of the advertisers are either the corporations founded with multinational capital such as Vodafon and ING Bank or those corporations integrated with multinational capital such as TEB, Finansbank, Yapı Kredi Bank, Denizbank Avea and Petrol Ofisi. Another finding of the analysis is that the ads of the corporations which are based in Turkey, but growing with foreign shareholders and owning their own television channels such as Türkcell and Garanti Bank are aired in all channels, and that neo-liberal policies are implemented in all television channels.

If we evaluate this picture with the advertising licence as the second filter in the propaganda model of Herman and Chomsky, one may deduce that the television channels present their audience to the service of the large capital owners. Thus, it would be highly reasonable to expect that the television channels not preferring to lose their advertising revenues would change the content of their programs in such manner that they maintain and even increase these revenues. Finally, one may assert that mostly, the ads of the companies having the same ideology with channel are aired on the television channels and that the advertised products are arranged taking into account the target audience of such advertised products.

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APPENDIX

In the chosen days and the television channels been aired ads are indicated in the following tables:

Table 1: Advertisement Segments Aired Before and After the Main Newscasts on Kanal D

	Advertisements Aired Before and After the Main Newscasts on Kanal D				
	19.11.2012	20.11.2012	21.11.2012	22.11.2012	23.11.2012
BEFORE THE MAIN NEWSCAST					
1.	Vodafone	ING Bank	Finansbank	Vodafone	İs Bank
2.	Koctas	Vivident Active	Hyundai	ING Bank	Avea in Touch
3.	ING Bank	İpana	Tivibu	Avea in Touch	Opet/World Card
4.	Kre-o	Public Notice	ING Bank	Vestel	Eti Crax
5.	Oral-B	Duracell	Public Notice	D-Smart	D-smart
6.	Fairy	Public Notice	Radyo D	Radyo D	Public Notice
7.	D-Smart	D-Smart	D-Smart	Public Notice	Tv 2
8.	Public Notice	Public Notice	Public Notice	Cappy	Public Notice
9.	Domestos	Radyo D	Ufo	Public Notice	Dream Tv
10.	Monopoly	Public Notice	Public Notice	Tv 2	Coca Cola
11.	Vivident Active	Tv 2	Dream Tv	Carte D'or	ING Bank
12.	Vestel	Blendax	Public Notice	Coca Cola	Kre-o
13.	Sobe	İpana	Cappy	Graniser Seramik	Yapı Kredi
14.	Michellin	Snickers	Tv 2	Avea in Touch	Arnica Sunar
15.	Finansbank	Coca Cola	Graniser Seramik	Opet	*Baba Haber*
16.	Anadolu Sigorta	KIA	ING Bank	ING Bank	Arnica Sundu
17.	Arnica Sunar	Arnica Sunar	KIA	Arnica Sunar	
18.	*Koca Kafalar Baba*	*Koca Kafalar Baba*	Arnica Sunar	*Koca Kafalar Baba*	
19.	Arnica Sundu	Arnica Sundu	*Koca Kafalar Baba*	Arnica Sundu	
20.			Arnica Sundu		
IN MAIN NEWSCAST					
1.	*Serial Trailer*	*Serial Trailer*	*Serial Trailer*	*Serial Trailer*	*Serial Trailer*
2.	AvivaSa	Ziraat Bank	Ziraat Bank	Opet/World Card	Anadolu Sigorta
3.	Garanti Bank	Electro World	AvivaSa	Ziraat Bank	Simfer
4.	Simfer	Yapı Kredi	Simfer	Petrol Ofisi	Denizbank
5.	TEB	Ufo	Denizbank	İs Bank	Electro World
6.	Penti	Koctas	Electro World	Turkuaz Seramik	Denizbank
7.	Yapı Kredi	118 18/ Türk	Vivident Active	ING Bank	ING Bank
8.	Lady Ironing Board	Turkuaz Seramik	Turkuaz Seramik	Media Markt	Media Markt
9.	Dacia	Vivident Active	Posta Newspaper	Tchibo	Graniser Seramik
10.	Tat	Tv 2	Koctas	Gold	Gold
11.	Turkuaz Seramik	Dr. Oetker	Cheetos Sweetos	Koctas	Lassa
12.	Posta Newspaper	Fiat Fiorino	Opet/World Card	Total	Koctas
13.	Avea	Cheetos	Turkuaz Seramik	Vivident Active	Vestel
14.	Vivident Active	Tivibu/TTNET	Posta Newspaper	Turkuaz Seramik	UKRA Hayat
15.	Gilette Mach 3	Tat	Türkiye Finans	Real	TeknoSa
16.	Türk Telekom	Turkuaz Seramik	Media Markt	L'oréal	Dacia
17.	Petrol Ofisi	Beko	Yapı Kredi	Lassa	ING Bank
18.	Turkuaz Seramik	Dacia	Lassa	Electro World	Vatan Computer
19.	Posta Newspaper	Lassa	ING Bank	Pegasus	Ziraat Bank
20.	Ford	Arzum	Fiat Fiorino	TEB Bank	
21.	Avea	Samsung Galaxy	İs Bank	UKRA Hayat	
22.	Lassa	Denizbank	Anadolu Sigorta	Finansbank	
23.	Denizbank	Anadolu Sigorta		Serial Trailer	
24.	KOCTAŞ				

25.	ING Bank				
26.	Turkcell 3G				
END OF THE MAIN NEWSCAST					
1.	İş Bank	Ege Perla /İş Bank	Turkcell 3G	ING Bank	Turkcell 3G
2.	Yapı Kredi	Finansbank	KIA	Dr. Oetker	Vestel
3.	Vestel	Twix	ING Bank	Cif	Biscolata
4.	Radyo D	Denizbank	Arçelik	Public Notice	Scotch Brite
5.	Finish Quantum	D-Smart	Dream TV	Benim O / Eti	Cappy
6.	Dream Tv	Pril Tablet	Opet/World Card	Pril Tablet	Eti Petito
7.	D Smart	Dankek 8	Tivibu	Cappy	D-Smart
8.	Tabu XL	Card Finans	Fiat	Scotch Brite	Lay's
9.	Card Finans	Vodafone	Card Finans	Biscolatta	Coca Cola
10.	Vodafone 3G			Hyundai	Dr. Oetker
11.	Serial Trailer				Tivibu
12.	Cappy				Vestel
13.	*Serial Trailer*				Ülker Chocolate
14.	Hyundai				
15.	ING Bank				
16.	Simfer				
17.	Eti				
18.	Coca Cola				
19.	Vivident Active				
20.	Public Notice				
21.	Migros				
22.	Cheetos Sweetos				
23.	Denizbank				
24.	KİA				
25.	Vodafone 3G				
TOTAL NUMBER OF ADS AIRED IN 5 DAYS					225

Table 2: Advertisement Segments Aired Before and After the Main Newscasts on Star TV

Advertisements Aired Before and After the Main Newscasts on Star TV					
	19.11.2012	**20.11.2012**	**21.11.2012**	**22.11.2012**	**23.11.2012**
BEFORE THE MAIN NEWSCAST					
1.	Garanti cep	Ziraat Bank	Ziraat Bank	Colgate Tooth	Vodafon
2.	Youplus Abdi İbrahim	Huggies	Kia	İNG Bank	İNG Bank
3.	Bebelac Follow-on	İş Bank	İNG Bank	Pril Tablet	Sinickers
4.	Vestel Refrigerator	Eti Milk Chocolate	Real Hipermarket	Snickers	Alf
5.	Bebelac Follow-on	İNG Bank	Wartner Siğil İlaca	Cif Cream Cleaner	Chetos
6.	Public Notice Alo 171	Mc Donald's	Huggies	Alf	Sensodyne Tooth
7.	Clear	Tadelle	Media Markt	Chetos	Tadelle
8.	Ülker Teremyağ	Chetos	Carte Dor	Public Notice Alo	Gold
9.	Clear	Public Notice Alo	Enmoda Nokta	Sensodyne	Knorr
10.	Wartner siğil ilacı	Carte Dor	Posta Newspaper	Tadelle	Uludağ Lemonade
11.	Public Notice Alo 171	Tadelle	Clear Men	Dove Men Care	Twix
12.	Huggis diapers	Alf	Domino's	Twix	Dove Men Care
13.	Posta Newspaper	İNG Bank	Clear	Siemens Iron	Capyy
14.	Huggies ıslak havlu	Eti Crax	Carte Dor	Vernel	Paradontax Tooth
15.	Eti Cango	Türkcell	Modoko	Simpaş	Panten
16.	İş Bank		Snickers	İNG Bank	Domino's
17.	Aptamil		Posta Newspaper	Kia	Piril Tablet
18.	Türkiye Finans		Vestel Çamaşır		İş Bank
19.			Petrol Ofisi		
20.			Electro World		
21.			İş Bank		
22.			Kotex		
23.			İNG Bank		
In MAIN NEWSCAST					
1.	Program trail	Serial Trail	NONE	Serial Trailer	Serial Trailer
2.	Çaykur Rize	Ziraat Bank		Ziraat Bank	Ziraat Bank
3.	Koçtaş	Electro World		Gold	Tchibo
4.	İNG Bank	İş Bank		İNG Bank	İNG Bank
5.	Modoko	Anadolu Jet		Siemens	Vatan Computer
6.	Graniser Seramik	İNG Bank		Petrol Ofisi	Bankasya
7.	TEB	Eti Kombo		Uludağ Lemonade	Vestel TV
8.	Hunday	Modoko		Media Markt	Huggies
9.	Yapı Kredi	TEB		Domino's	Electro World
10.		Dr. Oetker		Samsung Mobile	Siemens Iron
11.		Bonus		Huggies	Medya Markt
12.		İş Bank Anadolu		Paradantox	Modoko
13.				Beko Washing	Vatan Computer
14.				Modoko	İNG Bank
15.				Siemens	Siemens Dishwasher
16.				Sesodyne	Deniz Bank
17.				Gold	
18.				Uludağ Lemonade	
19.				Citroen	
20.				Real Hipermarket	
21.				İNG Bank	
22.				İş Bank	
23.				Anadolu Sigorta	
AFTER THE MAIN NEWSCAST					
1.	AKL Sequential	NONE	Film Trailer	NONE	AKL Sequential

2.			Fenerbahçe		
3.			Akl Sequential		
TOTAL NUMBER OF ADS AIRED IN 5 DAYS				121	

Table 3: Advertisement Segments Aired Before and After the Main Newscasts on ATV

Advertisements Aired Before and After the Main Newscasts on ATV				
19.11.2012	**20.11.2012**	**21.11.2012**	**22.11.2012**	**23.11.2012**
BEFORE THE MAIN NEWSCAST				
1. Vodafone	Vodafone	Vodafone	Ziraat Bank	Ziraat Bank
2. İş Bank	Card Finans	İng Bank	Hyundai	Opet / World
3. Ülker	Kia	Avea	Lassa	İş Bank
4. Tivibu	Ufo	Anadolu Jet	Cheetos	Tchibo
5. Vivident	Twix	Tivibu	Sobe	Twix
6. Ferrero	Turkuaz Seramik	Ufo	Deichmann	Avea
7. Duru	Nescafe	Paradontax	Red Bull	Vivident
8. Eti	118 80	Red Bull	Vestel	Darty
9. 118 80	Eti	Türkiye Petrolleri	Vivident	Sensodyne
10. Tadelle	Lays	Alf	Twix	Turkuaz Seramik
11. Dominos	Paradontax	Turkuaz Seramik	Modoko	Türkiye Petrolleri
12. Eti	Eti	Lassa	Turkuaz	Modoko
13. Türkiye Petrolleri	Türkiye Petrolleri	Nescafe	Ufo	Avea
14. Arko	Cheetos	Ufo	Lays	Electro World
15. Eti	Sensodyne	Twix	Türkiye Petrolleri	İng Bank
16. Shwarzkopf	Eti	Sütaş	Alf	Vodafone
17. Tadelle	Ufo	Ufo	Eti	
18. Avea	Snickers	Avea	Michelin	
19. Eti	Modoko	Hyundai	İng	
20. Vodafone	Snickers	Vodafone	Avea	
21.	Avea		Ziraat Bank	
22.	Vivident			
23.	Vodafone			
24.	Yumoş			
In MAIN NEWSCAST				
1. Vodafon	Ziraat Bank	Ziraat Bank	Anadolu Sigorta	Ziraat Bank
2. AvivaSa	Avea	Koçtaş	Petrol Ofisi	Digitürk
3. Avea	İş Bank	İş Bank	İng Bank	Electro World
4. Eti	Red Bull	Windows	Dacia	TEB
5. Kombassan	Lassa	Vivident	Garanti Bank	Vivident
6. Ufo	Dominos	Kombassan	Nissan	Vatan
7. Mondi	Peugeot	Anadolu Jet	TEB	Ukra İnşaat
8. Vivident	Dr. Oetker	Electro World	Eti	Uludağ Lemonade
9. Graniser	Tivibu	Modoko	İş Bank	Yandex
10. Petlas	Kombassan	Volkswagen	Pegasus	Anadolu Jet
11. Sobe	Nissan	Dominos	Ziraat Bank	Samsung
12. Michelin	Vivident	Simfer		Twix
13. Red Bull	Tchibo	Garanti Bank		İng Bank
14. Ufo	Yapı Kredi	Samsung		Koçtaş
15. Mc Donald's	Vodafon	Opet/World		
16. Simfer		İng Bank		
17. Eti				
18. TEB				
19. Koctaş				
20. Avea				
END OF THE MAIN NEWSCAST				
1. Fiat	Ziraat Bank	Ziraat Bank	Ziraat Bank	Molped
2. Sensodyn	Arçelik	Turkcell	Dove	Bingo
3. Ufo	Vodafon	TEB	Citroen	Ziraat Bank
4. Twix	Cappy	Anadolu Jet	İng	Kia
5. Turkuaz Seramik	Tadelle	Electro World	Darty	İng Bank
6. Ufo	Coca Cola	Vivident	Mc Donald's	Luna
7. Eti	İş Bank	A Bank	Bosch	Turkuaz Seramik
8. Modoko	Tat	Darty	Twix	Ülker
9. Petrol Ofisi	Finansbank	Yapı Kredi	Nivea	CarrefourSa
10. Kinder			Tadelle	Tadelle
11. Yapı Kredi			Dominos	Lays
12. Vodafon			Vestel	Dankek
13.			Petrol Ofisi	Mc Donald's
14.			Eti	Bosch
15.			Vivident	Twix
16.			Tadelle	Denizbank
17.			Avea	Turkcell
18.			Festival Carpet	
19.			Vodafone	
TOTAL NUMBER OF ADS AIRED IN 5 DAYS				211

Table 4: Advertisement Segments Aired Before and After the Main Newscasts on Show TV

Advertisements Aired Before and After the Main Newscasts on Show TV				
19.11.2012	**20.11.2012**	**21.11.2012**	**22.11.2012**	**23.11.2012**
BEFORE THE MAIN NEWSCAST				
1. Zaman	Vodafone	Avea	Tadelle	Luna
2. Alarko	Ziraat Bank	Tadelle	Ziraat Bank	Ziraat Bank
3. Molped	Tivibu	11880	Turkuaz Seramik	Turkcell
4. Turkuaz Seramik	Turkuaz Seramik	Zaman Newspaper	Windows 8&Avea	Kolestone

No.					
5.	Bingo	Nescafe	Turkuaz Seramik	Turkcell	11880
6.	Mıchelın	Avea	Tadelle	Tadelle	Alem Newspaper
7.	Duru	Bingo	Molped	Huggies	Avea
8.	Tadelle	Tadelle	Avea&Windows 8	Vivident	Gillette
9.	Arko	Fairy	Turkuaz Seramik	Zaman	Blendax
10.	Tadelle	Tadelle	Vivident	Turkuaz Seramik	Nescafe
11.	Turkuaz Seramik	Fairy	Tadelle	Orkid	Tadelle
12.	Hyundai	Turkuaz Seramik	Zaman Newspaper	11880	Tivibu
13.	Anadolu Sigorta	Avea	Bingo	Koleston	
14.		Duracell	Tivibu	İş Bank	
15.		11880	Kia	Avea	
16.		Turkcell	Turkcell		
17.		Cappy			
18.		Vodafone			
In MAIN NEWSCAST					
1.	Finansbank	Ziraat Bank	Ziraat Bank	Anadolu Sigorta	Ziraat Bank
2.	Alarko	Twix	Koctas	Continental	Windows 8
3.	İş Bank	TEB	Denizbank	Golf	İng Bank
4.	Golf Araba	Electro World	Mediamarkt	İng Bank	Mitsubishi
5.	Eti	Tat	Huggies	Nutella	Continental
6.	A Bank	Pegasus	Continental	Pegasus	Vivident
7.	Pegasus	A Bank	Modoko	Cappy	Bosch
8.	Avea	Nissan Kaskai	BP	Mediamarkt	Avea
9.	Dacia	Cheetos	Nissan	Vivident	Michelin
10.	Huggies	Citroen	Wartner	Dacia	Finansbank
11.	Samsung	Huggies	Zaman Newspaper	Eti	Lays
12.	Nissan Kaskai	Vivident	Vivident	Avea	Modoko
13.	Petrol Ofisi	Koctas	Petrol Ofisi	Fiat	Huggies
14.	Denizbank	Petrol Ofisi	Kinder	Bank Asya	Mediamarkt
15.	Cheetos	Modoko	Gillette	Michelin	Pegasus
16.	Bank Asya	Nutella	Michelin	Cheetos	Digitürk
17.	Citroen	Denizbank	Pegasus	İng Bank	Alarko
18.	Twix	11818	Electro World	Petrol Ofisi	Tivibu
19.	TEB	Eti	İng Bank	Ziraat Bank	İş Bank
20.	Avea	Michelin	Citroen		
21.	Finans Kart&Shell	İş Bank	İş Bank		
22.		Avea			
23.		Shell&Finansbank			
END OF THE MAIN NEWSCAST					
1.	Petrol Ofisi	Anadolu Sigorta	Shell	Ziraat Bank	Anadolu sigorta
2.	Koctas	Tivibu	Microsoft	Koctas	Koctas
3.	Microsoft	Twix	TEB	İng Bank	İng Bank
4.	Huggies	Cheetos	Cheetos	Modoko	Tchibo
5.	Finansbank	Avea&Windows 8	İng Bank	Avea	Cheetos
6.	Vodafone	Petrol Ofisi&Garanti	Avea	Nissan	Vatan Computer
7.			Finansbank	Lays	Petrol Ofisi
8.				Shell&Card Finans	Sobe kid clothes
9.					Electro World
10.					Huggies
11.					Kia
12.					Yapı Kredi
TOTAL NUMBER OF ADS AIRED IN 5 DAYS					174

Table 5: Advertisement Segments Aired Before and After the Main Newscasts on Kanal 7

Advertisements Aired Before and After the Main Newscasts on Kanal 7					
	19.11.2012	20.11.2012	21.11.2012	22.11.2012	23.11.2012
MAIN NEWSCAST					
1.	Turkcell	Ziraat Bank	Ziraat Bank	Turkcell	Turkcell
2.	ING Bank	Peugeot	Ufo	İş Bank	ING Bank
3.	Pril	Aydoğan AŞ	Cif	Nokia	Turkcell Superonline
4.	Petlas	Teb	Deniz Bank	Cif	Ufo
5.	Blendax	Alf	Pantane	Ufo	Ukra İnşaat
6.	Bellona	Petlas	Turkuaz Seramik	Ukra İnşaat	Bellona
7.	Ufo	Blendax	Prima	Deniz Bank	Digitürk
8.	Eti	Denizbank	Aydoğan AŞ Halka	Koctas	Koctas
9.	Pantane	Koctas	Posta Newspaper	Deniz Bank	Anadolu jet
10.	İstikbal	ING Bank	Caprice Gold	Turkcell	11880
11.	Twix	Turkcell	Posta Newspaper	ING Bank	İstikbal
12.	Turkuaz Seramik		Turkuaz Seramik	Turkcell	Deniz Bank
13.	Cheetos		Turkcell Superonline		Peugeot
14.	Blendax		İNG Bank		Deniz Bank
15.	Mondi		Turkcell		
16.	Turkcell-				
17.	ING bank				
18.	Vodafone				
END OF THE MAIN NEWSCAST					
1.	Denizbank	Ziraat Bank	Turkcell	Ziraat Bank	İNG Bank
2.	Ford	Sinpaş Liva	İNG Bank	Dr. Oetker	Petlas
3.	Avea	Türkiye İş Bank	Nokia	Deniz Bank	Ziraat Bank
4.	Petlas	Dr. Oetker	Bellona	Anadolu Jet	Tivibu
5.	11880	Lady	Petlas	Ariel	Deniz Bank
6.	Joker	Petlas	Vestel	Ufo	Vatan Bilgisayar
7.	Bellona	İstikbal	Avea	11880	Petlas

8.	Twix	Blendax	Turkuaz Seramik	Lady Iron	Twix Gofret
9.	Bingo	11880	Mc Donalds	Caprice Gold	Snickers
10.	Lays	İpana	Carrefour	Nuttz Cerez	Lady Iron
11.	Tivibu/Ttnet	Turkcell-Superonline	Tivibu	Aydoğan İnşaat	Caprice Gold
12.	Caprice Gold	ING Bank	İstikbal Mobilya	Nuttz Cerez	Merinos
13.	Turkuaz Seramik	Turkcell	11880	İNG Bank	Cif
14.	Lady		Posta Newspaper		İNG Bank
15.	Casper Nirvana		Turkuaz Seramik		
16.	Kinder		Merinos		
17.	Lassa		Posta Newspaper		
18.			Kinder Chocolate		
19.			İNG Bank		
AFTER THE MAIN NEWSCAST					
1.	Turkcell	Finansbank	Program İkbal'le	Ziraat Bank	Digitürk
2.	Finansbank	Ford		Yandex	Finans Bank
3.	Eti	ING Bank		Darty	Cheetos
4.	Arçelik	İstikbal		Deniz Bank	Sütaş Tatlım
5.	Vivident	Petlas		Twix	Petlas
6.	Denizbank	Twix		Cheetos	Twix Waffle
7.	Fiat	Kombassan		Arko Cologne	Sütaş Cheese
8.	Eti	Bellona		Nuttz Snacks	Caprice Gold
9.	Activex	Cheetos		Restorex	Merinos
10.	Merinos	Loreal Elseve		Nuttz Snacks	Arko
11.	Restorex	Caprice Gold		Caprice Gold	Restorex
12.	Caprice Gold	Restorex		Arko	Activex Soap
13.	Kombassan	Merinos		Merinos	Youplus Vitamin
14.	Koçtaş	Kombassan		Duru Soap	Darty
15.	Deichmann	Turkuaz Seramik		Darty	Ziraat Bank
16.	Cheetos	Mondi		Arçelik	
17.	Vodafone	Abdi İbrahim		Eti Brownie	
18.		Vestel			
19.		Finansbank			
TOTAL NUMBER OF ADS AIRED IN 5 DAYS					182

COMPLEXITY: NO LONGER A COMMUNICATION BARRIER IN JOURNALISM? THE CASE OF NARRATIVE JOURNALISM

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Journalism schools and handbooks generally recommend writing short and simple sentences, using basic vocabulary and avoiding too long texts. This is supposed to ensure the readability of the news. But there are different styles and models in journalism. Among them is narrative journalism, which often offers longer articles, and advocates using literary writing devices and a more personal style. Several scholars consider, moreover, that it allows a deeper understanding of reality. Far from the principles emphasized in mainstream journalism, narrative journalism seems then to offer more complex texts conveying more complex messages. This paper will question this assumption. It will analyze four journalistic narratives, both from the United States and France. First it will quickly evaluate the complexity of their writing through some classic readability indicators. Then, focusing on elements reflecting certainty and uncertainty in the text, it will assess the complexity and indeterminacy of their content.

Introduction

A famous phrase states that journalists should "keep it short and simple." Journalism schools and handbooks provide numerous recommendations to do so: "Complex sentences overloaded with long subordinate clauses should be avoided" (Keeble, 2005: 94), "Use short, simple words, phrases and sentences, don't use two or more words when just one will do and avoid long words when a shorter one is available, however authoritative and intellectual the longer one might sound" (Pape & Featherstone, 2005: 27). Editors get the same kind of advice: "Make sure the lead paragraph comes across clearly in one reading," "[g]o to the story sentence by sentence, clipping out unnecessary words, phrases and rambling quotes to keep the story at a manageable and readable length" (Martin, Cook & UPI, 2004: 286). Here appears the key word: "readable." All these principles are supposed to ensure the readability of the news, thus optimizing its communication to readers. "Most people who read newspapers are in a hurry. They deserve clear writing in stories that get to the point in a straightforward way" (Martin, Cook & UPI, 2004: 282). Readability appears so important that it has even been translated into mathematical formulas, such as the famous Flesch Reading Ease Index. It led to controversies that this paper doesn't intend to reopen (Redish, 2000; Schriver, 2000). What matters for the discussion is that journalism writing is still largely shaped by readability concerns, even if readability has also been put into perspective in journalism. Benoît Grevisse points out that its importance varies according to the genre: in factual genres, designed to provide the most important information to the reader, readability must be very high. "An editorial writer, a humor columnist or a literary critic can, on the contrary, count on stronger attention from his readers. Readability, though still pertinent for the global evaluation of the text, becomes less important than personal style or effect. This dosage requires nuance." (2008: 19).

As Grevisse insists, there are different styles and forms in journalism. Among them is narrative journalism – sometimes called literary journalism, creative nonfiction, or even New New Journalism, the four terms being very close despite some nuances in their definition (Boynton, 2005; Gutkind, 2005; Sims, 2007). As we will see, narrative journalism advocates using literary writing devices and a more personal style. Several scholars also consider that it allows a deeper understanding of reality. Far from the principles emphasized in mainstream journalism, narrative journalism may seem to offer more complex texts carrying more complex messages. The aim of this paper is to question this assumption.

Definition And Questioning

Basically narrative journalism can be defined as "the genre that takes the techniques of fiction and applies them to nonfiction" (Nieman Foundation, 2013). For Jack Hart, it aims to produce a story that "would have a beginning, middle, and an end. Strong internal structure would regulate pace and create dramatic tension. Instead of sources, it would have characters. Instead of topic, it would have scenes. It would be scrupulously accurate, but it would reveal truths beyond the reach of an ordinary news report" (2011: 1).

It is both the form and the content of the article that change. The famous five W's and H that usually guide journalists work are transformed: "'Who' becomes character. 'What' becomes plot. 'Where' becomes setting. 'When' becomes chronology. 'Why' becomes motive. And 'How' becomes narrative" (Clark, 2000). Fully developing these transformed five W's and H seem to require more space. Take, for example, the "who:" "Persons, in the world of news-voice, are citizens, not characters. They have addresses, ages, arrest records, voting district and precinct locations, official hospital conditions, and military statuses. These are 'civic traits.' Narrative is about people doing stuff, and to some extent, and in the right places, must reach past civic traits if it is to cover real folks' real stories well" (Kramer, quoted by Scanlan, 2011). As a consequence, narratives are often considered as a long form of journalism. Some stories are even split into several episodes.

But this doesn't mean that the sentences and words become necessarily more elaborate. Describing the personal but "plain" style that literary journalists should strive for, Mark Kramer – who will later use the adjective narrative rather literary, proving the proximity between the two designations – writes: "The best language of literary journalists is also evocative, playful, sharpened by active verbs, sparing of abstract verbs, adjectives, adverbs, and the many indolent forms of 'to be,' taut in its grammatical linkages. Such uncluttered style is gracious – clear and pleasant in its own right, and suited for leading readers not merely to picture, but to feel events" (1995). This seems rather close to the conventional journalistic style. But Kramer also states that "Good, clean sentences are fundamental to a strong writer's voice. Once you have achieved control over your sentences and paragraphs, you can torque a phrase into an unusual shape, offer a knowing side comment, leap forward and backward in time, digress from the main story line, and meander back to it" (Kramer & Call, 2007: 126). All these are literary writing techniques that clearly open unusual possibilities for complex writing in journalism.

More important, however, seems to be the complexity of the story itself. In the definition quoted earlier, Jack Hart consider that narrative journalism can "reveal truths beyond the reach of an ordinary news report" (2011: 1). According to several scholars, this kind of journalism is supposed to allow a deeper understanding of reality. For Clark, this is achieved through experience. He considers that defining narrative journalism through its writing techniques is interesting but insufficient. "[I]t's also necessary to define what those tools are designed to create: I agree with those who say 'experience.' A narrative or story is a form of vicarious (or substitute) experience. The story transports the reader to a place and a time not otherwise available to the reader. We can problem climb another step up: What's the purpose of such vicarious experience: maybe empathy, understanding, catharsis" (quoted by Scanlan, 2011).

Some go further. Kramer stresses that narrative journalism is not only a form of experience, but mixes experience and information: "If it is not an antidote to bewilderment, at least it unites daily experiences – including emotional ones – with the wild plenitude of information that can be applied to experience" (1995). This is why he considers that narrative journalism "unscrambles and sorts the messages of a complex world" (Kramer & Call, 2007: xv). As for John Hartsock, he defines literary journalism as resisting closure, confronting readers with an "inconclusive present that resonates with different possibilities of meaning" (2001: 75). Narrative journalism would then not only allow to render the world in a deeper and more nuanced manner, it would also let the reader decide, ultimately, how to interpret this complicated world.

Behind the definition of narrative journalism appears thus the assumption that it can offer more complex texts regarding both style and

content. This paper will question it through a double analysis of four journalistic narratives. First we will quickly evaluate their style, according to the readability recommendations offered in journalism handbooks. Then, focusing on elements reflecting "certainty" and "uncertainty" in the text, we will attempt to assess the complexity and indeterminacy of the narrative.

Methods and Procedures

This paper adopts a qualitative approach. It is a case study based on four articles taken from a larger corpus. This corpus includes texts from the United States, where it was first talked about narrative journalism, and texts from francophone European countries that are now experimenting with forms of narrative journalism, both in reference to the American model and to their long tradition of *grand reportage*. The corpus consists of articles written by journalists or published in media that claim to adhere to narrative journalism – or to the basic definition of narrative journalism. Moreover, among the production of each journalist or media, the selected articles have been designated as "particularly representative" of narrative journalism, either by their writer or by the editor.

As the analysis of the whole corpus is not yet finished – and because of the corpus's limits regarding representativity –, it is not possible to generalize the conclusions, or suggest a more frequent position toward complexity in narrative journalism. The aim here is only to question the assumption according to which narrative journalism offers both more complex form and content. It is thus not necessary to be able to describe the most common position toward complexity in narrative journalism, only to underline the diversity of the possible positions. As the analysis will show, four pieces are sufficient in this regard.

Among the four articles analyzed in this paper, two come from *The Tampa Bay Times* (ex-*St. Petersburg Times*), a Floridian regional newspaper widely known for its commitment to writing and narrative journalism. Both articles were recommended by the managing editor, Mike Wilson. The first one is a Pulitzer Prize winning narrative entitled "The girl in the window," which was written by Lane DeGregory and published on August 3 2008. It is the story of a feral child found by the police at almost 7 years old and her struggle to adapt to life. The second is a daily piece, "9-month-old drowns in Spring Hill after falling into pool," by John Woodrow Cox, published on March 2 2012. It tells how a mother and a father learn the death of their son who has drowned in their pool.

The two other articles were published in *XXI*, a French magazine launched in 2008, which only comes out four times a year and contains around 200 pages of exclusively long pieces, without any advertising. It claims as a model the narrative writing practiced in *Vanity Fair*, *The New Yorker* or the English magazine *Granta*, among others. Both articles were recommended by Patrick de Saint-Exupéry, the chief editor. "Le dernier des possédés" is the profile of Edouard Limonov – who has been a homeless in New York, a writer in Paris, a soldier in Serbia, and a political dissident in Russia. It was written by literary writer Emmanuel Carrère and published in January 2008. "Une beauté d'enfer" is about a fake plastic surgeon and his victims. Published in January 2009, it was written by journalist Sylvie Caster.

As it has already been stated, this paper does not intend to feed the ongoing debate on the notion of readability and the way to measure it. It will only use as indicators of the text's complexity the elements stressed by journalism handbooks. These indicators can be derived from the advice gathered earlier – which is reinforced in many other journalism manuals (Agnès, 2002; Grevisse, 2008; Roy, 2011). The biggest consensus concerns words and sentences: both should be short and simple. The analysis will then pay attention first to word length and sentence length. It is exactly the elements used in Flesch Reading Ease test. The test seems thus interesting in order to measure these two elements – whatever criticism may exist on its further signification. Its formula is:

$$206.835 - 1.015 \, ASL - 84.6 \, ASW$$

where: ASL is the average sentence length, i.e. the number of words divided by the number of   sentences;

ASW is the average number of syllables per word, i.e. the number of syllables divided by the   number of words.

Flesch Reading Ease test has been adapted to French by Kandel and Moles. The formula becomes:

$$207 - 1.015 \, ASL - 73.6 \, ASW$$

To have a first comparable measure, Flesch Reading Ease scores will be calculated for the American texts and Kandel and Moles formula will be applied to the French articles. The word and syllable counts will be automatically performed via an online application (www.syllablecount.com), while the sentence count will be done manually. Both tests are designed to be applied on a randomly chosen section of 100 words. Here they will be applied on three sections of 100 words in order to check if there is variation along the text. Of course there may be passages using shorter or longer words and sentences in each article, but using three passages instead of one already offers more refined results than the usual protocol.

All the sections used for the test would have contained more words if they had included the end of the last sentence – up to 46 additional words in one case –, which may largely influence at least the average sentence length. In order to get more precise indicators, an average sentence length and an average word length will be recalculated for each complete section – the first 100 words plus the words included in the end of the last sentence.

The three studied sections will start at the beginning of the first paragraph, the tenth paragraph and the longest paragraph – or, more precisely, the longest paragraph not yet included in the two other sections. These starting points were not completely chosen at random – only the decision to start at the beginning of the tenth paragraph was a random decision. The first paragraph was chosen because its importance is emphasized in the advice from journalism manuals regarding readability: it is supposed to be particularly readable. Then it was decided to analyze the longest paragraph of each story in order to avoid being limited by the shortness of one of the articles, "9-month-old drowns..." As this text only contains 18 paragraphs, choosing what passages to analyze only on the basis of paragraph numbering would have limited the analysis scope for the three other articles.

Words and sentences should not only be short, manuals state, but also simple. The analysis will thus look at the structure of sentences, evaluating the proportion of sentences where the traditional sequence formed by subject – verb – complements is twisted by inversion, interpolated clauses or subordinate clauses. It will also consider the vocabulary, looking for complicated and uncommon words. As three of the four articles submitted to the analysis are quite long, all this will only be performed on the same three sections of each text already used for readability measures – the complete sections, of course.

The last indicator regarding the articles' form will be the text length. Even if this element is only explicitly mentioned in one journalism manual, it is implied in many others and appears particularly interesting: the general tendency throughout journalism history has been toward shorter and shorter texts – due to the short attention span of readers. But many practitioners and experts consider that narrative require some length – precisely in order to convey a more complex message.

After examining the text's form through these various indicators, the second part of the analysis will try to evaluate the complexity of the content. But how to assess it? It is interesting to go back to what the scholars that allude to this complexity say. Clark mostly speaks about experience: by recreating a form of experience for the reader, narrative journalists add a layer of meaning compared to the usual factual report. Kramer refers to the idea of unscrambling the world: because experience is mixed with information the reader can not only feel the experience but also give it some larger meaning. This forms a second additional layer. But according to Hartsock, this meaning should not entirely determine what the reader will think; the story should remain somehow open. This would be a third and final layer of complexity.

The analysis will then take into account the experience created through the text, the information that comes with it – and explains, contextualizes or puts into perspective this experience –, and the global point that the text is trying to make. These three elements will be approached through two indicators defined by Michel Otten (1990): the places of certainty (*lieux de certitude*) and the places of uncertainty

(*lieux d'incertitude*) in the text. For Otten, the places of certainty are the most explicit elements of the text, the elements that will serve as roots when the reader will build his interpretation. He holds up as examples the title and sub-title, the genre, and the parts of the text that are connected according to resemblance, opposition, hierarchy, logic or temporal order, etc. The places of uncertainty are the elements which incite the reader to intervene in the story, to guess and make hypotheses. They include ambiguities, allusions, paradoxes and contradictions, ellipsis, etc.

Otten's lists are not exhaustive, nor is the search for these elements in the texts completely independent from the analyst's own personal reading; they need to be used with some flexibility but without over-interpreting the text. But these two directions toward which the indicators point could interestingly be broadened using the distinction drawn by Raphaël Baroni (2009) between the "intriguing" and "configuring" functions of narrative. For Baroni, when a narrative emphasizes its "intriguing" function, it plays on suspense and on the reader's curiosity. In the reading experience, this temporary uncertainty becomes more important than the final resolution. The "intriguing" function may also sometimes leave points of uncertainty unresolved at the end of the story. When the "configuring" function dominates, the narrative is organized in order to provide the reader with explanations and cause-and-effect sequences, to find meaning in the scrambled events that form life.

Concerning experience, one can wonder if this experience is fully described for the reader or if it contains blanks and ellipsis. And is it described just once or several times, maybe from distinct points of view? Regarding information, one can determine, for example, if it adds something to the experience or if it merely confirms it, and if the links between information and experience are explicit or not. Finally, as far as the global meaning of the text is concerned, it is also interesting to check if the writer stresses the links between the different elements of the story or let the reader imagine these links, if he emphasizes certain elements or not, if he answers all the questions he raises, etc.

After this second part of the analysis, it will be possible to get a global idea of how each text deals with complexity, both in its writing style and in its message. It will be time then to go back to the assumption that narrative journalism offers more complex texts carrying more complex messages – and reassess it.

Results
Writing Style and Readability
The table below presents the results of the readability tests, along with the results of the separate sentence length and word length calculations. The test scores are also evaluated from "very difficult" (score between 0 and 30) to "very easy" (between 90 and 100) according to Flesch scale.

Article	Section (starting at...)	Readability test score on a scale from 0 to 100 (for the first 100 words)	Average sentence length in words (for the complete section)	Average word length in syllables (for the complete section)
"9-month-old drowns..."	First paragraph	76,56 (fairly easy)	8,42	1,45
	Tenth paragraph	80,79 (easy)	8,67	1,38
	Longest paragraph	64,71 (standard/plain)	14,25	1,51
"The girl in the window"	First paragraph	86,42 (easy)	12,11	1,29
	Tenth paragraph	80,78 (easy)	10,4	1,39
	Longest paragraph	80,78 (easy)	17,33	1,29
"Le derniers des possédés"	First paragraph	49,53 (difficult)	55,5	1,5
	Tenth paragraph	77,85 (fairly easy)	27,25	1,45
	Longest paragraph	58,71 (fairly difficult)	28	1,65
"Une beauté d'enfer"	First paragraph	77,68 (fairly easy)	17,29	1,55
	Tenth paragraph	82,62 (easy)	17,83	1,41
	Longest paragraph	26,71 (very difficult)	73	1,9

Regarding the readability test results, both American articles present relatively homogeneous and high scores, globally equivalent to general public magazines (Richaudeau & Conquet, 1973). It is higher than most of the news material Flesch tested (1979) – though one must keep in mind that media have changed a lot since then. To give just a few examples, *The New York Times* then scored 39, *Time* 52, *Sports Illustrated* 63 and *Seventeen* 65. Even if the two articles get quite similar results, it is interesting to note that the scores of the daily piece are not higher than the scores of the long article – on the contrary. In both cases the first paragraph offers a quite high score, even if it is not the highest in "9-month-old drowns..." The scores of the French texts are much more scattered and often go under 60 – the level of plain language. One section of "Une beauté d'enfer" even gets a score of less than 30, which is supposed to be the difficulty level of academic writings – the *Harvard Law Review* tested by Flesch got 32. But the two other sections of the article nonetheless present high and similar scores, equivalent to the American pieces – we will come back on this contrast later. In "Le dernier des possédés," only one section gets more than 70, the other ones being under 60 – where texts start becoming difficult. Contradicting journalism manuals' recommendations, the section presenting the lowest score is the one starting at the beginning of the text.

Based on this first indicator, Caster and, especially, Carrère seem to take more liberties with the usual "rules" of journalistic writing. This is confirmed by the length of their sentences. In Carrère's article, the average sentence length is of at least 27 words and goes up to 55 words. It means that none of the three sections present an average corresponding to the low journalistic norm – up to 20 words for the general public, says Line Ross (2005: 137) – and one almost doubles the high norm – 25 to 30 words, according to Ross; Keeble is a little more generous, placing the maximum around 32 or 35 words (2005: 94). Caster's scores are under the low norm for two sections, but the third one rockets at 73 words. In comparison, the average sentence length of both American articles always remains below the low norm. Two sections of "9-month-old drowns..." and one of "The girl in the window" even present scores equal to or smaller than 10 words

per sentence – it is thus generally the daily article that offers the shortest sentences.

The average word length is almost everywhere low – except in the "least readable" section of "Une beauté d'enfer." French words are generally longer than English words, making any comparison delicate. Nonetheless Flesch (1979) considers that the average word length in plain English should be 1,5 syllables. The two American articles never exceed this number and even the French texts don't deviate much from it – except, once again, for the section already mentioned.

When focusing on vocabulary choices, it clearly appears that the words are globally not only short, but also simple. Both American articles present basic vocabulary, where the most complicated word could be "hyperventilating" (in "9-month-old drowns..."). It is also hard to find words that don't belong to common French lexicon in "Une beauté d'enfer." Even the "least readable" section mostly uses common – though longer – words, the only exception being "lipoplastie." The section also contains a phrase in English, "*Aesthetic Academy Association,*" but the three words resemble their French translation, limiting the knowledge necessary to readers.

"Le dernier des possédés" also offers mostly simple vocabulary, but it contains a few more sophisticated words such as "allégresse," "errance," "embrigadement," "cohorte," and "malingres." One word is even most uncommon: "hyperboréens," a people from Greek mythology. This isn't the only cultural reference Carrère makes in the three sections. He also mentions a film (*Taxi Driver*), a literary prize (the Booker Prize), and three French literary writers (Henry Miller, René Guénon, Julius Evola). There is also a historical reference to Leonid Brezhnev in the very first sentence of the article. Besides Carrère uses Russian and English words. While the Russian ones are explained or translated, the English word "*welfare*" – which doesn't sound like its French equivalent – isn't. Even if the reader doesn't need to know all these references or the few more elaborate words to understand the text, parts of it are only accessible to a more educated public. This isn't the case for the three other pieces.

Regarding the structure of sentences, the four texts present more differences. Cox's article offers the simplest structures. A little more than half of the sentences contain only one clause. Sentences with several clauses mostly consist of two main clauses juxtaposed or coordinated. Only 8 sentences out of 31 include subordinate clauses – with a maximum of two subordinate clauses in one sentence. The more complex of these would be: "She walked into the house and, seconds later, the people gathered outside heard screams so steeped in pain that veteran deputies bowed their heads and turned away." One would hardly define it as "overloaded with long subordinate clauses" (Keeble, 2005: 94) though.

DeGregory's structures are only a little more elaborate. Here the sentences composed of only one main clause amount to a little less than a half. Most of the other sentences are formed with two juxtaposed or coordinated clauses, as in Cox's text. But a few become more complex, for example: "She is learning to push buttons on a speaking board, to use symbols to show when she wants a book or when she's angry." As in the first text, even more complicated sentences don't appear to be overloaded.

In "Une beauté d'enfer," the proportion of sentences with only one main clause is similar, just under a half of the total. Most of the other sentences offer the same kind of structure than the complicated sentences in the American articles. For exemple: "On se trouve sur le haut d'une colline assez escarpée, au-dessus de la grande rocade à six voies qui permet de joindre les quartiers sud et les quartiers nord de Marseille, cette autoroute qu'on appelle 'le Jarret' et qui tranche en deux tout ce 4e arrondissement." But two sentences mark themselves out – the two sentences forming the "least readable" section of the text. Their structure isn't very complex but really long: 146 words for two sentences. They are overloaded not mostly with clauses, but with complements. It is visible in the punctuation; there are 9 semi-colons in the passage, even if its use is far from being recommended in journalism (Grevisse, 2008: 26):

"Michel Maure prétend être : inscrit au Conseil national de l'ordre des médecins français ; qualifié européen pour toute pratique médicale en Europe (cette qualification n'existe pas) ; membre de *l'Aesthetic Academy Association* (créée de toutes pièces par Michel Maure, cette association n'est pas déclarée en préfecture, n'a pas de bureau et ne comprend qu'un membre: lui-même). Mais aussi : membre de la Société française de lipoplastie (une société privée non reconnue par l'ordre des médecins) ; professeur de médecine et de chirurgie esthétique à l'AAA (il n'est pas professeur de médecine) ; titulaire du certificat de formation pratique Laser ; titulaire du diplôme de réparation juridique du dommage corporel […]."

Of course Sylvie Caster is trying to create an effect through this accumulation. These two sentences contrast with the two other sections analyzed and perfectly illustrate Kramer's point on the writing of narrative journalism: when the writer masters clear and simple writing, she can sometimes stray away from it. In Carrère's article, on the contrary, the dominant pattern – in accordance with the readability measures – seems to be long and complex sentences, sometimes twisted with a simple sentence. It appears clearly in one of the sections – scoring 58 at the test, it is not even the "least readable" one:

"Ce qu'il faut comprendre, me dit Zakhar, c'est que les *nasboly,* c'est la contre-culture de la Russie. La seule, tout le reste est bidon, embrigadement et compagnie. Alors évidemment qu'il y avait là-dedans des fachos, des skins avec des chiens-loups que ça branchait de faire le salut hitlérien pour foutre les boules aux gens *prilitchnyi*, comme il faut. Il y avait les fachos de base et aussi les fachos intellos, l'éternelle et mélancolique cohorte des types malingres, fiévreux, mal dans leur peau, qui lisent René Guénon et Julius Evola, qui ont des théories fumeuses sur l'Eurasie, les Templiers, les hyperboréens, et qui un jour ou l'autre finissent par se convertir à l'islam."

Finally, as far as the length of the articles is concerned, the two French articles are obviously not bound to shortness – more than 7000 words for "Le dernier des possédés" and more than 8500 for "Une beauté d'enfer." This is obviously related to the magazine where both pieces were published: *XXI* only publishes long texts. But with more than 6500 words, "The girl in the window" proves this length is also possible in newspapers – at least in some ones. And, still more interestingly for this discussion, it clearly appears that journalistic narratives can also be way shorter, like "9-month-old drowns..." It counts less than 500 words, a very common length in a newspaper. It can however be noted that a more conventional factual report of the same event might have been much shorter – the statistics about drownings accompanying the article, for example, give a lot of information in only 111 words.

At the end of this first part of the analysis, concerning the form of the texts, it appears that both American articles present a writing style globally in accordance with the principles stated in journalism handbooks, emphasizing brevity and simplicity, both in the sentences and the vocabulary. The only indicator that really differentiates them is their length: a normal daily story in one case, more than a long piece in a traditional magazine in the other. The French articles are even longer. They also take more liberties with conventional journalistic writing. Even if "Une beauté d'enfer" presents a writing generally short and simple, Caster also allows herself longer and more complex sentences, along with longer words, if it serves her purpose. In "Le dernier des possédés," Carrère's writing seems almost completely free of the usual journalistic constraints: he uses long sentences, most of the time with a complicated structure, and doesn't hesitate to choose uncommon words and to make historical and cultural references only accessible to a more educated audience – even the section that scored almost 78 at Flesch test in fact contains two sentences of more than 40 words, one of which consisting of six clauses, and a cultural reference.

Narrative's Complexity and Indeterminacy

The second part of the analysis focuses on the complexity of the content. Here comparison with mainstream journalism becomes difficult: manuals don't offer recommendations as clear as for the writing style. But we still have broad milestones: journalism first aims to provide information, experience is not usually considered as its main purpose – except maybe in sensationalist media –, ambiguity and uncertainties should be avoided – even if the point of an article can be to raise a question –, etc. These may be kept in mind while analyzing each article and comparing them to each other.

In "9-month-old drowns...," the emphasis is clearly on making the reader experience the situation. What appears interesting is that some kinds of temporary uncertainty, here in the form of suspense, can in fact help create this experience: the reader who gets caught in

the story, wanting to know "what will happen next," seems more likely to get caught in the experience too. Even if the end of the story is told in the headline – an important place of certainty –, Cox recreates suspense in his first paragraph: "Just before 11:30 Thursday morning, Michelle Williams got a call at work from her husband. Their baby, 9-month-old Kobe, had fallen into the pool. He wasn't breathing." Then Cox describes in detail the mother waiting for news. The announcement of the death is only made in the second half of the text. The journalist ends his story with the reactions of both parents. But the reader is never given their point of view; the story unfolds from the point of view of an observer: "Mrs. Williams lit a cigarette. Her hands trembling, she took short drags between long sobs and deep, heaving breaths. Wearing blue hospital scrubs, she paced beneath a magnolia tree in the gravel driveway next to her front yard." The experience is only built on visible and audible details, letting the reader create what it could be like inside the parents' head.

The information given in the text is minimum (the names of the parents, their age, profession, the number their children they have); the only explanation – but given twice – is that a door had been left open. Statistics allowing to place this particular accident into a broader context are presented in a box outside the story. The journalist doesn't comment on the situation, points out responsibilities or security problems. He just describes what he saw and heard. The deeper understanding seems to lie in the transformation of a bit of information – a drowning – into an experience, which remains relatively open: it's up to the reader to complete it and, maybe, to give it a broader meaning, beyond the pain described in the text.

Experience is an important part of "The girl in the window" too. It also plays on temporary uncertainty: who is this little girl that a neighbor saw in the window? Why is the police going into the house? Will the girl survive? And then, will she adapt to "normal" life? DeGregory brings the reader as close as possible to what it could be like to be this little girl, while also making clear it remains unimaginable. The reader's experience can't be complete: "She didn't react to heat or cold – or pain. The insertion of an IV needle elicited no reaction. She never cried. With a nurse holding her hands, she could stand and walk sideways on her toes, like a crab. She couldn't talk, didn't know how to nod yes or no. Once in a while she grunted. She couldn't tell anyone what had happened, what was wrong, what hurt." DeGregory provides more information than Cox: medical diagnosis, expert's views, contextualization through history and literature of what is a feral child, background on the girl's family, etc. This helps deepen the experience – for example, it helps to get close to how the girl feels. But the information provided doesn't answer all the questions raised by the text and even explicitly formulated by the journalist: "How could this have happened? What kind of mother would sit by year after year while her daughter languished in her own filth, starving and crawling with bugs?" The reader learns that the mother had a difficult life, a low IQ, a tendency to blame others for her problems. But also that she sneaked into the hospital to see her daughter one last time and still strokes old photos. DeGregory makes clear she is an inescapable part of the situation and calls some of what she says into question, guiding the reader's interpretation. But she never judges, the reader is free to pity or hate this mother. Besides nothing of this really accounts for what happened. Some uncertainties, deliberately stressed by the writer, remain open.

The point of the story is partly undetermined too. Part of it is built through the contrast between the opening scene where a mysterious and too thin girl peers through a broken window and the ending where she can see the world outside whenever she wants, because her adoptive father is there to lift her to the window of her new room. There's also contrast in the description of both houses, of her birth mother's self-centeredness and her new parents' choice to adopt her despite her disability. But still, questions remain. Not only "How could this have happened?" but also "Is she okay?" Of course her life is better. But does it mean that she is or will ever be okay? As a character of the story says, "It makes you think about what does quality of life mean?" The story doesn't aim to answer these questions, just to raise them.

"Une beauté d'enfer" also offers the reader a deep experience: what the victims of a fake plastic surgeon felt during and after their surgery. This is exposed in detail from the point of view of three victims – it is even often then who tell the most painful parts of their stories: "*Il m'a enfoncé deux Coton-Tige dans le nez très profond. Je n'arrivais pas à respirer. Il m'enfonce les deux cotons dans le nez. Il m'a dit : 'Vous allez voir, vous allez être un peu sonnée.' Il a commencé à m'opérer. J'étais imbibée de sang. Il a ouvert ici, au bas de mon nez. Il a fait tout ça à vif.*" This is the most closely detailed experience in the four articles. It is even reinforced by numerous resemblance connections. The stories of the three victims not only confirm each other, but many vivid details are repeated. Some details are also repeated in shorter quotations from other victims gathered at the trial. On several occasions, the journalist herself explicitly repeats parts of the victims' accounts. For exemple, regarding the passage already quoted: "Et, en effet, tandis que la Bentley est garée dans l'impasse, ceci se produit bel et bien : il vous enfonce dans le nez ces deux Coton-Tige qui vous perforent la cloison nasale. Dans un bloc infect."

There is a lot of information, mostly about the fake surgeon, Dr Maure. His career and false claims are dissected; his personality is commented by experts and the journalist. Even his business card is observed in minute detail to expose his lies. Before the reader learns anything about Maure and what he did to his victims, Caster states, confirming an opinion she just quoted: "Le docteur Maure n'avait pas de rate. C'était un prédateur." The sense of the narrative seems rather clear; it already appears in the headline, through the word "enfer" (hell) – which is also repeated in the lead: Maure put his victims into hell, which is thoroughly described. The fake surgeon appears as a kind of evil monster. Very little remains undetermined at the end of the text: only his motive – but does a mythomaniac and megalomaniac, totally indifferent to others and interested in money, need a motive to hurt people while taking their money? – and the verdict of his trial – as if the judgment of justice wasn't what really mattered in the story.

"Le dernier des possédés" offers a very different kind of experience: mostly the experience of Carrère himself, an intellectual quest in which he tries to understand the man he is portraying. At the end, he gets some light on certain blurred parts of Limonov's biography and achieves a more nuanced view – for example, Limonov isn't the old outcast rebel Carrère imagined, but a true political figure. But the writer also remains with unanswered questions – among others, why does Limonov use references to Nazism in its political party? Carrère's quest is clearly not finished: "Je me suis demandé ce que j'en pensais moi-même. Je me le demande toujours."

Along the text, the quest itself blurs: Limonov's life, Carrère writes, also tells something about Russia's and the world's madness. But he does not know what. As the story unfolds, the reader gets a lot of information on Russia, its political life, and what it feels like to live there nowadays – some fragments of other experiences. Trying to understand Limonov, Carrère meets his supporters and discover the picture he had of them is also wrong. But if Limonov remains, at the end, some kind of mystery, the larger point of the story doesn't really gets clearer. The reader is left with conflicting ideas: there is still something disturbing in Limonov's political party but it also appears as an attractive alternative in today's Russia.

Conclusion

As already stressed, four case studies aren't sufficient to draw global conclusions and establish dominant patterns. It is even difficult to account for some differences that were observed. Of course the difference between the two media publishing the pieces should account, at least in part, for the larger freedom of the French journalists concerning writing. But there may also be a cultural difference – an hypothesis that could be interesting to explore and could help clarifying the definition of narrative journalism in different cultural contexts. After the analysis, it is however possible to nuance the assumption according to which journalistic narratives present a more complex form than conventional journalism and convey a more complex content – which is the aim of this paper.

Narrative journalism offers the potential to do so, indeed. But doesn't have to: most of the texts offer a rather simple writing, close to conventional journalistic style, and all of them present different degrees of complexity in their message. It means there is no correlation between elaborate writing and complicated meaning. As "The girl in the window" – which presents three layers of complexity – shows, it is possible to tell a complex and somehow open story without resorting to complex writing. And resorting to complex writing, as Caster at least once does, doesn't mean the story's content will be more complex – hers only presents two layers of complexity. There is no correlation

either between the narrative's length and the complexity of its content: a narrative as short as "9-month-old drowning..." can offer a deep experience and resist complete closure. Cox's article also indicates that the three additional layers of complexity, which narrative journalism offers, can be mixed into different combinations – they don't have to be added in a fixed order: Cox evokes a deep experience and let the reader make sense of it without giving him much information. The basis of this complexity, however, seems to lie in the rendering of an experience: it is the only layer that is present in all of the four narratives.

Narrative journalism itself is complex. It shouldn't be reduced to any assumption, but first studied – and at a larger scale than in this paper. If its complexity does not appear to be linked to its writing style – at least as style was defined here –, it would be interesting to see how it is related to other aspects of its form, and particularly to narrative devices such as point of view, dialog, the use of details, etc.

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COMPUTER SOFTWARE FOR MATH EDUCATION IN THE FIRST GRADES OF SECONDARY SCHOOLS IN AZERBAIJAN

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Abstract
The article deals with the "Mathematic-1" computer software for math education in the first grades of the secondary schools in Azerbaijan. It widely focuses on the computer-aid teaching programs and its specificities. The software is envisaged for the first grades of secondary schools and bases on the books recommended by the Education Ministry. Along with the Azerbaijani schools, the program is recommended also to be used in the schools of Pamukkale, Diyarbakır, Tatvan and Van provinces.
Keywords: mathematics, computer education, program, method

Introduction
Main changes in the education system in the USA coincide with the 60s of the past century. The reforms in the US education system took place just in this year and the academic education plan was changed in accordance with the tastes and interests of the students. It was decided to experiment in the secondary schools: in the school education it was organized teaching of the subjects chosen by the students themselves on the bases of necessity of acquisition of three skills as "reading", "writing" and "calculating". However, the results of the tests showed that during this experiment the students are indifferent to acquisition of knowledge on many other subjects and it becomes impossible to obtain complete knowledge. This aroused great concern in America. In then mid-70s of past century, therefore, from the previous experiments they returned to the based education system. Humanitarian and technical subjects were recommended to be taught necessarily. Since 1980, the number of subjects for the secondary school students was increased, and along with that, the students were taught the computers and other computing machinery. This subject is called "computer sciences" and is an important subject in all American schools, as a person studying in any field cannot gain progress and career without the knowledge of computer sciences [5].

The experimental e-mail and tele-conference project implemented in 1987-1990s in the University of Virginia State, involved 80 percent of the University professors, over 50 percent of the students and 60 percent of the regional school grades. In 1988, analogous experiment was conducted in the city of Vancouver of British Columbia. In the same year, the experiment (on exchange project) realized in Canada brought together 3200 participants, of them, 1300 participants took pat at the experiment through computer network. The advantage of participation in the experiment through the computer network installed in classrooms was obvious, as all the lectures, talks, remarks and other links took place synchronically [6], [7].

In the United States, a lot was done also in introduction of the educational computer systems [1], [2], [3], [4]. An example is the PLATO –IV computer system prepared by CDC Company. In April 1977, the system was connected to 15 large computers and their 950 graphic displays and was successfully used in education [2], [3].

After regaining state independence, Azerbaijan has reached great successes also in the education field. Firstly, all the secondary schools were provided with modern computer labs. Teaching programs for all grades were changed. Education of all subjects through computers was defined as key goal. The subject "Informatics" earlier taught perfunctory and only within 2 hours, now was taught beginning from the first grade and on a new program.

Materials and Methods
Taking into account that in the first grades of secondary schools the informatics was taught and there was no computer software for education and also to improve education of mathematics, involve the students in mathematics knowledge and ease teachers' labor we have prepared interesting computer software. This computer software, "Mathematics - 1", has been prepared almost completely on the basis of the modern mathematics textbook for the first grades and covers 80 percent of the textbook. The software opens as shown below (Fig. 1).

Fig. 1. First page of mathematics software "Mathematics - 1"

Fig. 2. Second page of mathematics software "Mathematics - 1"

The program's first page includes "Start", "Creators" and "Exit" buttons. After pressing the "Start" button you open the second page (Fig. 2). The second page of the program includes contents covering the topics from the textbook. The contents cover the following topics:

Contents
1. Numbers 1 – 10
2. Test 1 (Solving math sums)
3. The number zero and addition
4. Test 2 (Addition)
5. Operation of subtraction
6. Test 3 (subtraction)
7. Test 4 (Addition and subtraction)
8. Test 5 (Mixed operations)
9. Description of numbers
10. Test 6 (Mixed operations)
11. The numbers 11-20
12. Test 8 (Operations on 20)
13. Expedient computation methods
14. Test 7 (Difficult sums)

It is possible to use the program without any sequence of topics in the contents. But, however, the teachers are recommended to teach these topics consecutively. And taking into account the students' skill of perception they should have at least 2 hours for each topic. On the small frame with the words "Numbers 1 - 10" by clicking the mouse there appears a new page designed as a game (Fig. 3). Here, in the left side of page the students saw 10 cars described one on another and gaze with interest. Below, there is the figure "10" which is the number of cars. In the right side of page, there is a zero number which means absence of any car. The teacher directs the topics through the projector onto the screen and asks: "If to send two of the cars to the right side, then, how many cars will remain in the left side?" The students answer differently.

The teacher clicks on the left button of mouse and sends separately those two cars to the right side to refine the students' answer. As soon as the cars reach the right side they stop there with their front sides to the left. And then, in the right side below the page there appears the number "2". In the left side, they see the number "8". The students rejoice.
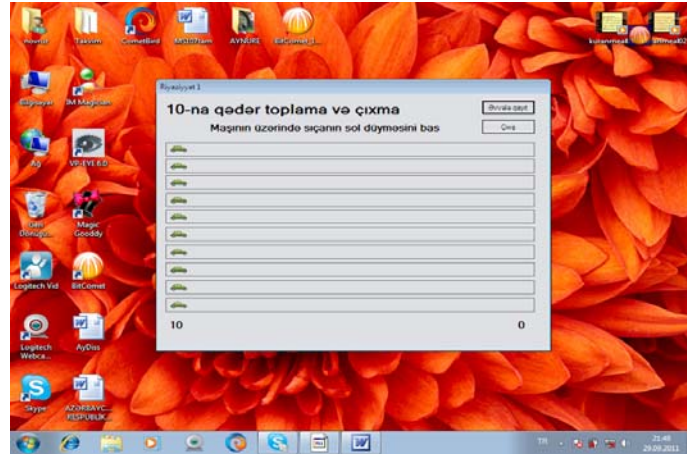
Fig. 3. Presentation of the first topic of "mathematics software "Mathematics - 1"
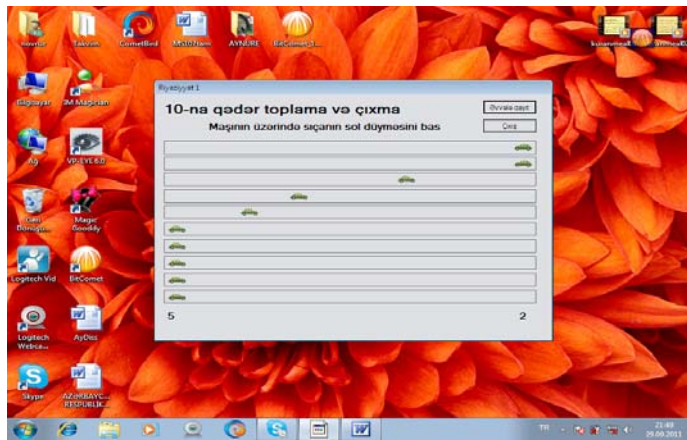
Fig. 4. Solution of the operation for 8-3=5 within the program

Then, the teacher asks again: "If to send 3 more cars of the 8 to the right side, how many cars will remain in the left side? The students perhaps will again have different answers. Some even find difficulty to reply. The teacher sends those 3 cars to the rights side (Fig. 4).

By clicking on the cars in the left side they can also be sent to the right side. The teacher, making any combination, thus, can teach computation around the number "10" in the form of a game and in an interesting manner.

If it was selected the topic in the contents "Test 1 (Solving math sums), the screen displays the page with Fig. 5. The student's name is written on the top of page. Then it follows the number of school and classroom the student studies. There are green squares under this line to show that the student's answer is true, and red squares to show that the answer is wrong.
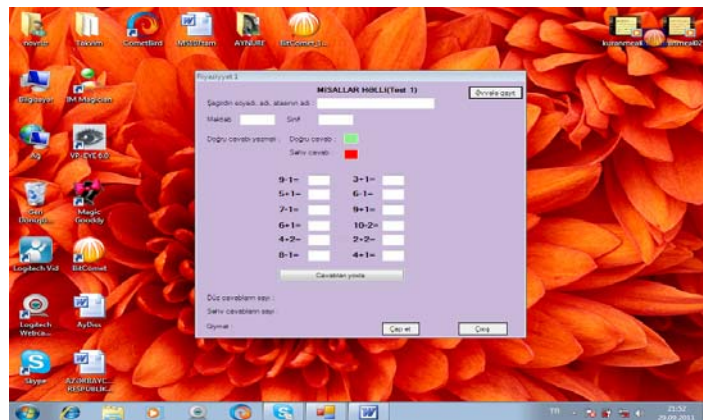
Fig. 5. "Test 1 - Solving math sums" page of mathematics software "Mathematics - 1"

After the student writes the answers to the sums in the page he (she) clicks the button "Check your answers". Before the true answers there appear green squares, and before the wrong answers - red squares. Below, it is shown number of true and wrong answers, and also the grade the student was given. The teacher (or, the student) clicks the button "Print" in the page bottom and the page is printed. The teacher signs the page, returns it to the student to take home to show his parents. The received grade is registered in the class register. Thus, the lesson becomes interesting, the students and their parents see the mistakes in solution of sums, the teacher can grade all the students' knowledge, and finally, the teacher and parents gain close connections.

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After 3-4 lessons on computer, the students with the help of teacher can freely and separately work with computer and solve the next tests and also check up their knowledge. In this case, each student should have personal computer. Thus, the students can both study mathematics and learn to work on computer, what arouses interest in scientific work.

Other topics of the program and tests to them very interesting for students, parents and teachers gradually become more difficult. It is possible to print the result of each test and send to the parents.

While the teacher explains the topic "Description of numbers", the screen shows three different descriptions of the number "10" (Fig. 6). The teacher explains that the number "10" can be obtained through different ways. Four of them are shown in the page "Description of numbers". They are: 10=2+2+6, 10=3+3+4, 10=5+5 və 10=5+2+3. The teacher asks: "By addition of smaller numbers how can we get the number 10 in other ways?" The little children think very much around this question. And then, some of them find such answers as 10=6+4, 10= 8+2, 10= 7+3, 10= 1+1+1+7, etc. The teacher helps to find other answers. If the class is strong, the teacher can explain the description of number "10" through subtraction as well. For example: 10=12-2, 10= 15-5, etc.

Though the next topics are more difficult, they are also taught in an interesting manner through computer.
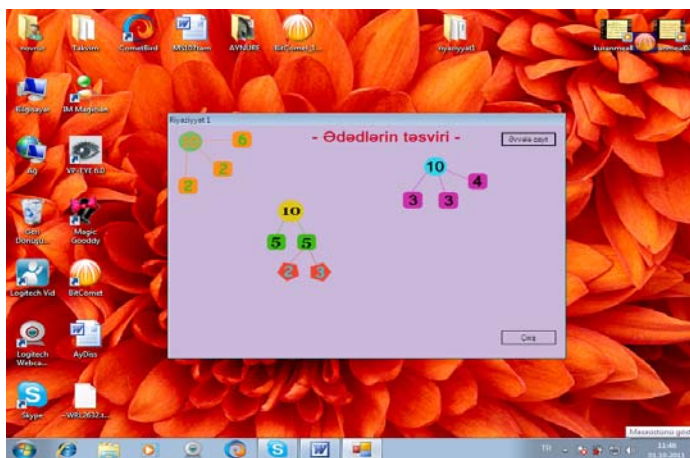
Fig. 6. The page "Description of numbers" in the mathematics software "Mathematics - 1"

Results and Discussions

Apparently, the program has positive influence on the development of thinking skill of the students. Teaching of other topics is also interesting. The program was experimented in the parallel classes of the Baku schools with the participation of teachers on mathematics and informatics. Both the students and the teachers on math and also parents were satisfied with the application of this computer program. Later, the Education Department of the city of Baku allowed using this program also in other schools of Baku.

Using the program does not bore younger students, on the contrary, arouses interest to science and in particular, the discipline of mathematics. This computer program is useful also for the teachers, as they have lessons basing on the principle of use of visual methods and interesting computer games. The exe. file of the Program was obtained and replicated and distributed among the county's schools.

Conclusion

The students of secondary schools should be taught not only mathematics, but other subjects, too, through computer. Computer-based education improves quality in education, eases much the hard work of teachers, deepens students' interest in science and raises their ability to work, enabling them to obtain knowledge visually in short time. Simultaneously, the computer-based education also enables the students to deeper learn along with other sciences, the computer itself. And this enables them to attain all-sided knowledge through internet and continue their education further without the help of teacher.

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CONSUMER PERCEPTION AND ATTITUDE TOWARDS ADVERTISING ON SOCIAL NETWORKING SITES: THE CASE OF FACEBOOK

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Abstract
Our paper explores to what extend Facebook advertising generates purchasing intentions, and influence consumers' buying habits. We analyse consumers' opinions regarding issues of privacy and social pressure from online communities, and their effect on consumers' shopping habits. By conducting a survey, and comparing our findings with findings in the literature, we aim to compare users viewpoints of internet advertising from the late 90's with the viewpoints of young people that are constantly exposed to social media. We argue that there are minor changes in the users viewpoints during that period, and show that users rely more on the internet as a source of information, yet social pressure and eWoM are still the major mechanisms that contribute to a brand's success. The main conclusion of our study is that brands should invest in the social communication aspects of Facebook as an advertising mechanism.

Introduction
Social networking sites form a novel channel in the field of communication. Based on a number of recent research evidence (Drury, 2008; Iyengar et al., 2009; Palmer & Koenig-Lewis, 2009; Shih, 2009) it can be argued that such sites can be considered as a new medium for promoting products or services, and as a means for increasing consumption and brand awareness. Nielsen (2010) argues of how widespread the phenomenon is by demonstrating that users spend on average almost 5.5 hours per month on social networking sites. The amount of time spent, varies based on the region from 2.5 up to 6.5 hours. In addition to that, the number of active users in social networking sites has been increased by 30% within one year, with Facebook being the most popular among them, reaching 52% of the social networking sites population with an average of 19 user sessions per month.

Taking into consideration the widespread acceptance and penetration of social networking sites in the everyday lives of people in western societies, and their ubiquitous accessibility through computers as well as mobile phones and tablets (Angelopoulos et al., 2008), our study attempts to shed light on the extend in which social networking sites, offer an environment in which advertising and consumption persuasion can thrive and mature. In our approach we take into account Tuten's (2008) argument on the link between social media and marketing. Tuten (2008) argues that social media as part of a marketing campaign can contribute to the brand awareness and improve its reputation and image. He also notes the higher possibility of sales, the higher traffic to the brand's web site, and the overall enhancement of the fundamental marketing strategy.

Although there are numerous studies that provide a substantial amount of information over this area (e.g. Qualman, 2009; Ryan & Xenos, 2011), there is little research on the effectiveness of social networking sites advertising from the consumers' point of view. Our study attempts to shed more light on the gap, and provide insights regarding the effectiveness of advertising mechanisms on social networking sites, and how consumers that are currently in the higher education react towards the phenomenon. For the purpose of our study, the term *'advertising mechanism'* encapsulates all the forms of promoting tools and eWOM (electronic word of mouth) platforms, such as paid ads, groups / pages, page suggestion, and friends' recommendations. Moreover, the study attempts to explore to what extend social networking sites can be used as a stand-alone marketing platform, and as an individual marketing strategy.

The rest of the paper is organized as following: after the brief description of the study, we present our methodology, the characteristics of the population under study and our sampling approach, the analysis of the collected data and the results of our study, and we conclude with the findings and remarks, as well as with recommendations and directions for future research.

Methodology
Our study follows a positivistic approach in the form of a survey. The questionnaire was designed based on the work of Schlosser et al. (1999), which has been one of the most prominent studies on online advertising. The questions proposed by Schlosser et al. (1999) have been reformatted to reflect the research objective of the project. Whilst the term online advertising encompass the methods applicable to social networking sites, we need to stress that the term as used by Schlosser et al. (1999) does not include Facebook, since the site was launched in 2004.

The study focuses on a specific group of people that fulfils an array of criteria, which were vital for structuring the research approach. As Madden (2010) suggests, people between the ages of 18-26 can be considered as the population with the highest consumption rate. Moreover this particular age group is highly exposed to information and communication technologies. Another aspect that sets the university students as an ideal sample population is the mixture of opinion, which results from factors such as culture background and ethnicity, faculty and interests and the constant exposure to the internet due to the nature of today's education system.

The survey follows a simple random sampling approach. By following such an approach, as Henry (1990) claims, it is more feasible to obtain a variety of responses, because each unit has an equal chance of being selected. The sample of the research comes from the student population of one of the UK's top 5 universities. Based on the work of Pfeffernann and Rao (2009), we estimated that the ideal sampled population based on the total population of the university should be 376 participants. Due to the time constraints of the research, the total number of participants was 300, which is the 80% of the ideal sampled population. The population of the university shares a large number of similar characteristics, such as common age group, access to the internet, familiarity with social networking sites and information technology literacy. Based on the arguments of Henry (1990), and Rea and Parker (1992), if the responses are drawn from a sample that has been selected carefully and its representative of the population, generalization of the results can occur, and conclusions will have a high level of accuracy. Consequently, the reduction of the sample is not affecting the validity of the results.

The following table (Table 1) presents a comparison between Schlosser et al. (1999) work and the proposed questions of the survey, and how they are linked with the literature. As the table illustrates, each question is structured in such way so that the answers can fill in the literature gaps that were observed, and also demonstrate the link to the work of Schlosser et al. (1999). The majority of the questions are based on a closed ended five point Likert scale to enable comparison with the results of Schlosser et al. (1999). Two of the questions were based on Ranking Scale because they aimed to collect specific values.

By following such an approach, the responses have a unique value and the evaluation is more accurate (Fink & Kosecoff, 1998). The survey has seventeen multiple-choice questions. Each set of questions contributes to the answer of the research question, towards the objectives of the project. The questionnaire initially profiles the user based on their education background, age and gender. The second part collects information for the user's experience with social networking sites, and the purpose that the individual is a member in such web sites. The rest of the questions are designed to provide results that are related to the level of influence that is generated from such websites in terms of consumption behaviour, influence from online peer pressure, and effectiveness on increasing consumption from the

development of communities. The last set of questions examines to what extend Facebook can be seen a marketing mechanism, and whether there is a feeling of violation of users privacy.

The way of distribution was online, since the participants had the ability to complete the questionnaire at their convenience, and automatically send the results for analysis. Furthermore, online distribution according to Truell et al. (2002) has approximately 51% return rate and 64.31% complete rate of the content. In our case the expected amount of complete question was almost 11 out of 17.

Table 1: Previously published literature and how it is linked with the questionnaire

Current questionnaire	Previously published literature
Do you think that authorities like ASA (Advertising Standards Authority) should put restrictions on what it can be advertised on Facebook?	How do you feel about the amount of regulation, which the government currently places, on internet advertising? Appropriate authorities should be responsible for advertising regulations?
Do you think that privacy is violated by Facebook's product recommendation systems?	Based on Brahim et al. (2009)
How often do you feel offended (insult users intelligence) by advertisements that are visible on your profile page on Facebook?	How often do you feel offended by Internet Advertising? Most online advertising insults my intelligence
What is the level of influence that is generated from Facebook advertisements regarding your shopping habits?	How often do you use Internet advertising to help you make a purchase? How confident you are using information from online advertising to make a purchase decision?
Do you think that companies can use Facebook on its own as an advertising medium?	Based on Gibs and Bruich (2010) and Hoffman and Fodor (2010).
What is the level of influence that is generated from your Facebook Friends suggestions regarding your shopping habits? Comparing Facebook advertisements for a product or service and Facebook friends recommendations for a product/service which of the two has stronger influence?	Social pressure from social media can influence buying habits. Kim and Srivasrava (2007), Iyengar et al. (2009), Bagozzi and Dholakia (2002)

As Veal (1997), and Fink and Kosecoff (1998) suggest, a pilot study for a survey is essential in order to identify any issues with the wording, the sequence, and the layout of the questionnaire. Additionally the pilot study can minimize the biased results from questions that are misleading or inappropriately defined. Thus, in order to achieve the maximum validity of the study, the questionnaire was initially randomly distributed to a smaller sample of students in order to observe in which extend the questions can be understood. Following the pilot study, minor changes occurred between the final draft and the official version, and were mainly related to the layout rather than the actual content.

Outcomes Of The Study

From a total of 364 responses, the 315 were fully complete, and the rest 49 were partially complete. For the purpose of this study only the fully completed questionnaires are analysed. The following graphs present the results that occurred from the survey. The first tier of questions is profiling the participant.
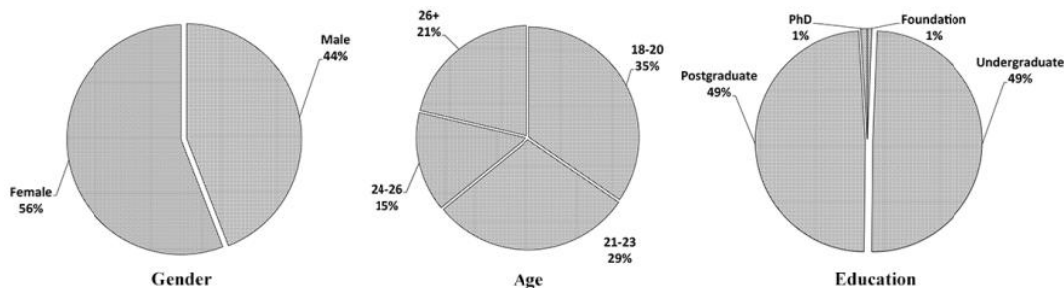
Figure 1: Profiling the participant by gathering general information

In terms of participants profile the above results occurred: 44.1% males and 55.9% female response with 34.6% being 18-20 years old, 29.5% being 21-23 years old, 21.3% being above 26, and 14.6% being 24-26. The majority of the students were undergraduate (49.5%), and postgraduate students (48.9%). From the above charts the following trends can be observed: a slightly higher amount of female responses compared to male, and a well balanced split between the age groups. Moreover by looking at the level of education, we see a balance between the two categories with approximately 49% from each category.

In terms of popularity, Facebook is the first out of the four. The results of the study are presented in the Figures 2a and 2b. As the results suggest, 98.4% of the sample are members on Facebook. The majority of the Facebook members use the service for communication (96.2%), and multimedia sharing (63.8%). A total of 17.8% uses Facebook to show their support and interest to communities and organization, while 14.9% uses the site to gain information and read reviews about product or services, and 14.9% use the site for job searching. Only a total of 14.3% uses Facebook to meet new people.

As a next step, we examined the level of influence that various advertising platforms generate, and which resources a consumer will most likely consider to gather additional information for a product or a service. The results of the study are presented in the Figures 3a and 3b. The score is a weighted calculation. Items ranked first are valued higher that the following ranks, the score is the sum of all weighted rank counts.

Ranking the mediums of adverting, the following ranking occurred: Television 1852 points, Newspapers and general interest magazines 1416 points, Special interest magazines 1330 points, online adverting 1294 points, Billboards 1059 points, Leaflets and flyers 998 points, and SMS promotions 596 points.
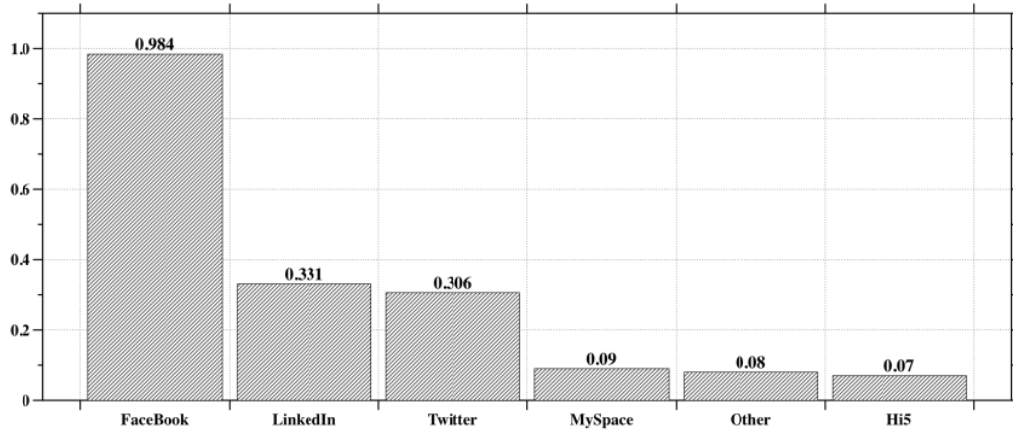
Figure 2a: In which of the following Social Networking Sites are you an active member.
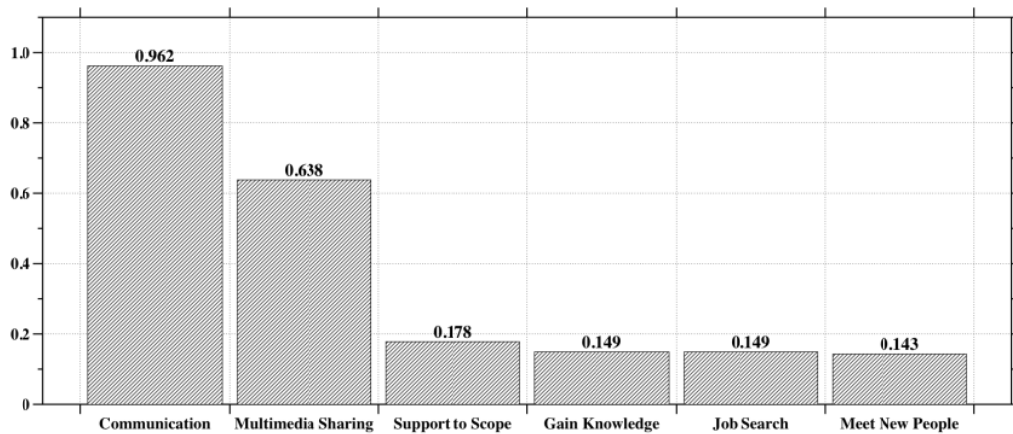
Figure 2b: Whats is the main purpose that you will use a Social Networking Site

The participants use official brands websites as well as special interest websites as primary sources to gain additional information for a product or service. Resources like YouTube channels, and Facebook pages and groups scored approximately half the points of the above two.
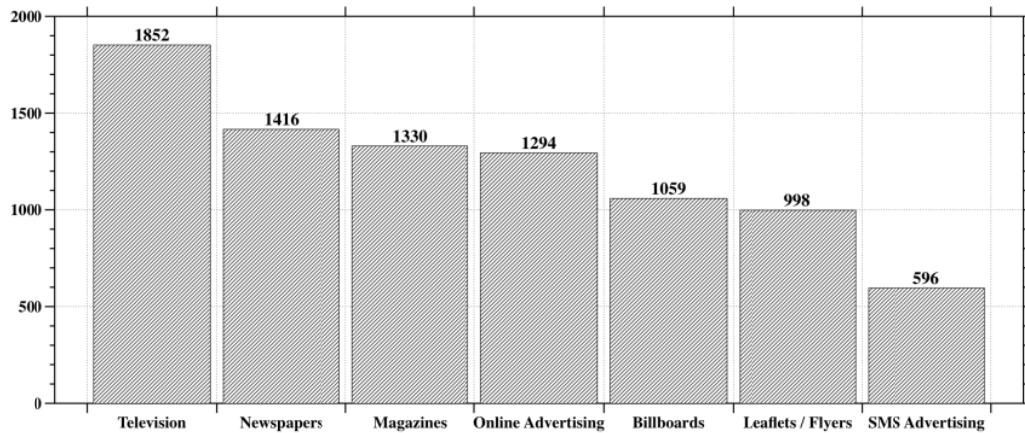
Figure 3a: Ranking the above mediums of advertising, which one do you think has the highest level of influence to you as a consumer?

As the following bar chart demonstrates, Facebook groups / pages are the category with the lowest ranking regarding the gathering of information and reviews for a particular product or service. Only about 30% of the responses are coming from people that are members in corporate groups. From that amount less than 37% is a member in more that 3 corporate groups. More specifically, a total of 30.2% from the sample claims to be a member of corporation groups like Apple, Coca-Cola etc. with 63.5% being members to 1-3 groups, 18.3% being a member in 4-6 groups, 5.8% a member in 7-9 groups, and the remaining 12.5% being a member in more than 10 groups. Having the above in mind it can be said that the participants of the study do not trust or follow large numbers of groups. Comparing this statement with the previous bar chart it can be argued that the majority of users doubt the trustworthiness of groups.
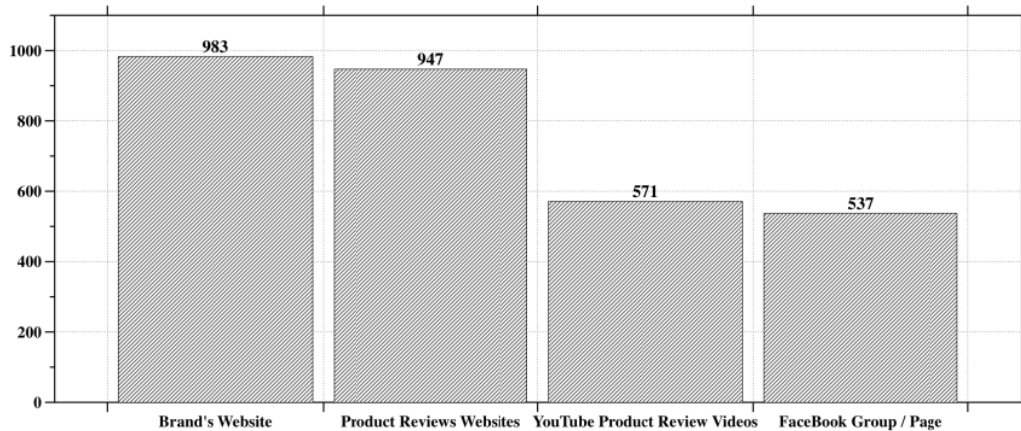
Figure 3b: Which of the following you will first consider as a resource for product/service review and additional information

In order to understand the level of influence that Facebook generates, we devoted three questions in our survey, and more specifically the participants were asked to provide an answer regarding:

- The level of influence generated from Facebook advertisements regarding their shopping habits
- The level of influence generated from Friends suggestions regarding their shopping habits
- The influence of Facebook advertisements compared to Facebook friends recommendations

Based on the results, more than 50% of the sample claims that Facebook has not any influence to their shopping habits, while 34.6% claims that Facebook generates low levels of influence to their shopping habits. Moreover, friends suggestions does not influence the shopping habits of the 43.2%, while 35.2% claimed that friends suggestion have a low level of influence to their shopping habits, and 16.2% believe that friends suggestions have an average level of influence. The remaining 5.4% claims that friends' suggestions generate high/very-high levels of influence. More than half of the sample believes that friends' recommendations have stronger influence compared to Facebook ads. Only 6.7% of the sample believes the opposite. A relatively large percentage of the sample (34.3%) believes that zero influence is generated neither from Facebook ads nor friends suggestions. While the above results outline a first negative impression for the effectiveness of Facebook as an advertising medium, 45% of the participants claimed that advertising through Facebook could be a substitute for the traditional media of advertising.

In terms of users privacy and quality of the advertised contend approximately 64% of the sample claims that authorities like ASA should be responsible for the control of the advertising content. Additionally most of the responders believe that the content of Facebook ads are not insulting their intelligence, and they rarely fill offended from the advertised content. Additionally, in terms of users privacy violation the responses vary. An amount of 48% sees Facebook recommendations systems as a clear violation of users privacy due the collection of personal data. Moreover, approximately 25% of the respondents disagree with the statement, and 27.3 % have a neutral response towards the issue.
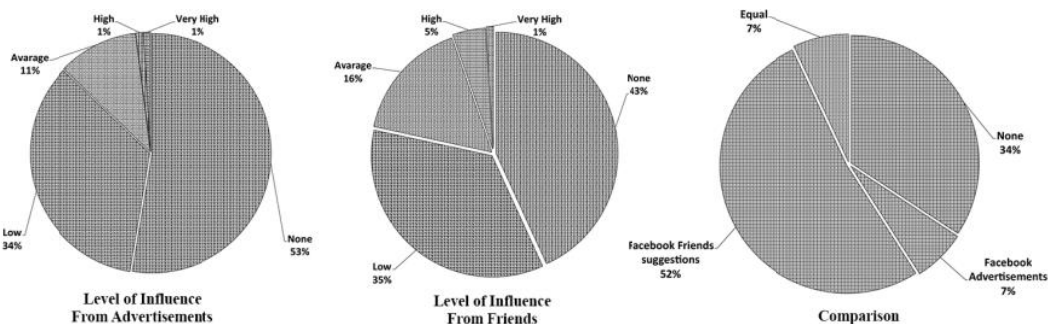
Figure 4: Level of influence between friends and advertisements on Facebook

Discussion

Schlosser et al. (1999) identify that 60% of the respondents believe that the government should be more flexible with internet advertising regulations, and reduce its efforts towards them. Additionally, 67% of the same sample claimed that appropriate authorities should be responsible for advertising restrictions online. In terms of the overall regulation for the online advertising, more than half of the sample argued that the authorities are applying the right amount of regulation towards online advertising. Only 22% claimed that this amount is too little. From the current questionnaire, more than 64% of the responses are resulting from people who claimed that ASA or similar authorities should put restrictions on what is advertised through Facebook. Thus, a lower amount of people believes that advertising through Facebook should be more restricted. Taking into account that major changes occurred in the online advertising environment, people are more comfortable online ads. Since brands are investing a high amount of their marketing budget in the social media advertising it can be assumed that the amount of the advertised content has been increased exponential in the recent years. Additionally, due to the adoption of various data mining mechanisms, the advertised content results from a variety of sources that are promoting the same or very similar goods. As a result, in some cases a Facebook page can become over-crowded with paid ads, ads with social content, and suggestions. Consequently users rely on the restriction of various ads or ad contents in order to have a Facebook profile that is not bombarded with advertisements.

The majority of firms use various mechanisms to collect specific information from users. As Van den Poel and Buckinx (2005), and Shen et al. (2009) argued, following browsing patterns, search queries, visited links and other techniques, companies are able to partly predict the future online behaviour of the user. Even Facebook has dedicated settings on how to target specific user groups via corporate pages. By observing the results collected from the questionnaire it can be said that a large number of users recognize the issue. Almost 50% of the responses believe that there is a violation of the users privacy when it comes to the recommendation systems of Facebook.

Facebook can be described as a vault of personal data. Although most people recognize the issue, it cannot be argued that is illegal. Since the user agrees to all the terms and conditions and the third party applications that are associated with this service, automatically agrees to personal data exposure. Companies take advantage of such vulnerability, and develop targeted campaigns for specific groups of users. Combining the results with the massive amount of registered Facebook users it can be argued that users are not highly concerned with this matter. Since micro-targeted marketing is well spread in social media services, the majority of the users feel comfortable to expose personal information over time.

Taking in to account that data mining and recommendation systems are highly applicable in Facebook, it cannot be expected that a high amount of users will be offended by the advertising content. As Schlosser et al. (1999) identify, 71% of the respondents are never-to-seldom offended from internet advertising in general. A total of 54% disagree that content from internet ads insult their intelligence, and 22% have no strong feeling regarding the issue. Based on the survey, an amount of 61% claims that they rarely-to-never feel offended by Facebook ads, with only 17,5% of the overall sample being offended in regular basis by Facebook ads. By comparing the results it can be argued that online advertisements were never related with insulting issues. Moreover, since data mining is becoming highly sophisticated, the majority of the ads are based on users previously expressed preferences. Hence, a significant number of such ads reflects the users taste or purchasing desire, and could not be offending or insulting.

A high amount of the respondents (67%) seldom-to-never use internet advertising as a help for their purchases. Additionally, 30% of the sample does not feel confident to use advertisements as a source of information that will determine their purchasing decisions. Although 62% agrees that internet advertising is informative in general it can be said that it is not a highly trusted source for subjective decisions. Television is considered the most influential mechanism for advertising. Facebook groups or pages are the ones with the least responses. The vast majority of the respondents believe that Facebook generate no influence through advertising. Although the results are not encouraging, and definitely do not suggest that Facebook is an influential advertising platform, a significant percentage of the sample agrees that Facebook can be used on its own as an advertising medium. Taking that into account it can be argued that Facebook generates an environment that attracts consumers from an aesthetic point of view. Since the majority of the sample clearly argues that television and print media are generating a higher amount of purchasing intention compared to Facebook and internet advertising in general, the only assumption that it can be supported is the aesthetical capabilities of Facebook. Furthermore, the recall of the ad is an important parameter that has to be taken into consideration. So at this point it can be argued that television and print media are acting as the information senders, and Facebook as the environment that the consumer has the chance to explore, and understand the brand or the product. Hence, users see Facebook as an interacting environment rather than an information broadcaster. Our results are in line with Eikelman et al. (2008), and Drury (2008) regarding message generation and message distribution.

One of the areas that it has been extensively covered throughout the project is the implication of social pressure when it comes to purchase decisions. As the majority of the resources claim, social groups play a significant role on influencing and forming opinions of individuals. Based on those parameters the study tried to explore the extend to which such statements reflect the *status quo* on Facebook. A significant amount (43.2 %) argued that suggestions from facebook friends do not affect their purchasing intentions. Combining all the positive responses to that question, almost 57% of the total sample confessed that friends on facebook are generating a level of influence, and their opinion has an impact on what they want to buy. Based on what it has been discussed so far, eWOM might be more beneficial when it comes to influencing consumers. Assuming that people with an extensive knowledge on a specific topic generate eWOM in most cases the chances of influencing are higher. Influence from social pressure might result from people that are known to the user not as friends, but as active people in an online community that holds extensive knowledge upon a specific topic. In addition to the above, since brands are adopting the idea of social advocates, the above can occur in a higher frequency with the support of specialized individuals. To conclude with, social pressure and social influence shift towards individuals with deep understanding of a product or a service rather than individuals with links to an influential consumer.

As the results suggest, Facebook friends' suggestions develop a significantly higher amount of influence compared to ads that are generated directly from Facebook. In addition to that, an total of 34.3% indicates that neither of the two methods generates any influence regarding their shopping habits. A similar situation as the one proposed by Iyengar et al. (2009) occurred. The generation of various status groups is responsible for the responses that resulted from the questionnaire. As the results indicate, ads with social context are the ones with higher chances of succeeding.

Conclusion

Facebook is a platform that has as a main purpose to connect people, and encourage social interactions; companies should invest on such features, and put effort to create campaigns with the above as foundations. Taking into account the results of the study, Facebook is becoming a promising platform for promoting a product or a service. Although a number of the results do not provide substantial amount of information for the future of such a mechanism, users are aware of the phenomenon. Social pressure is a key factor when it comes to the success of a marketing campaign that is executed via social media.

Social networking sites are the link between the brand and the consumer. Based on that, the majority of the firms are following this route to attract consumers, and generate eWOM for their products and services. As the survey suggests, the succeeding parameter is not entirely based on the brand and the development of the campaign, but also to the social advocates that will occur from that process. Although Facebook can be used on its own as an advertising channel, it cannot be established that it will be beneficial for the brand. A safer approach is the blending of Facebook with the traditional media of advertising and the generation of an interacting environment between user and brand prior the purchase.

As the results from the survey suggest, firms should follow a social-centric approach, and embed interactive engagement in the marketing campaign that will be used as the primal force in the generation of eWOM and social advocates. Based on the nature of the service, the exposure of personal information is almost unavoidable. Since the internet has became a part of our everyday lives, various authorities that are responsible for the safety of personal data are trying to minimize the exposure of personal data with application of various restriction, and terms and condition that must be clearly visible in any web site that relies heavily on the personal data of the user. Future research endeavours could employ interpretivistic approaches to explore the concepts in depth, by also using various Higher Education Institutions for a comparative analysis to investigate how students understand the advertising mechanisms of Facebook. In addition to the above the future study can take a slightly different focal point and explore the effectiveness of eWOM through Facebook and how users react to the phenomenon.

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CORPORATE IMAGE, IDENTITY AND STRATEGY

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Abstract
Without any shred of doubt, we are in an era of corporate social responsibility. It is an era borne out of an increasing enlightenment and assertiveness of people on the need for corporate organizations to give back something to the communities from which they draw their sustenance. Social responsibility is at the epicentre of the problem in the Niger Delta region of Nigeria between the oil-rich communities and the oil companies doing business there. Against this back-drop, our topic, "Corporate Image, Identity and Strategy" is easily one of the most topical subjects of our time. This is so because corporate social responsibility is inextricably yoked with corporate image, identity or reputation. This paper will seek to define and explain the following concepts – Corporate Image, Corporate Identity and Strategy. With an understanding of these, we can go further to look at how organizations can enhance their image, reputation or identity.

Clarification of Concepts
Public Relations is an imprecise science. Therefore, there is need to establish working definitions of our major concepts or terms in order to share a common understanding of what they mean.

Corporate Image
"Corporate image is the impression a person or a group has of a country, community, company or organization." (Meze, 1993).
Ajayi (1997) says the "Corporate image of an organization is the summation of all impressions perceived of that organization through its products, services, corporate attitude and behavior, social responsibility and responsiveness by all contacts with which it has business, social occupational relationships.'' Oyeneye (1997) sees corporate image as "The impression, feeling or opinion which somebody has about an organization, product, service or individual as a result of his contact with them." To Marken (1990), it is "the perceived sum of the entire organization, its objectives and plans." It is "the totality of all the impressions that a company makes on all its audiences" (Olins, 1998).
It is pertinent to note that public perception applies to both what organizations or persons do or say and what they don't do or say. In other words, "the verdict arising from perception is an inescapable judgment passed on all organizations or persons based on their acts of commission and omission." (Iheme, 2004). Indeed, some corporate entities are perceived through a stereotypic prism. It is also important to note that self-image does not always tally with public image. In addition, corporate image does not necessarily represent the real thing – it is only what is reflected and perceived. (Sanda, 1997). After all, not all slim and frail looking people are HIV/AIDS positive!
Some scholars, for purposes of analysis and better understanding, have broken the concept of image into various types hence, mirror image, current image, wish image, multiple image, corporate image, ultimate image, peculiar image, product image, derived or shared image, deceptive image and optimum image.
Image is an organic concept – it can be created; it can grow; it can die; it can be disfigured or misunderstood and it can be mended.
This leads to the next concept – the concept of corporate identity. Let it be stated right way that this submission considers corporate identity as meaning the same thing as corporate reputation, corporate personality and corporate character. They will, therefore, be used interchangeably in this presentation.

Corporate Identity
Ajala (2001) notes the difference between corporate image and corporate identity. In her words, "while identity is expressed, image is what is perceived. While identity is physical, image is mental. Corporate identity influences corporate image."
She argues that identity influences perception by being consistently put on the consciousness of the publics adding that consistency aids recognition.
Going by the above, Ajala's corporate identity shares the same conceptual meaning with reputation as espoused by Iheme (2004) and Dokunmu (2004). To Iheme, "Consistency over a long period of time is of the essence in transforming image into the realm of reputation and corporate character. While image is created, reputation is earned." For Dokunmu, "the challenge is to ensure that whatever good image attainable is sustained towards building good reputation."
One common thread running through the fabric of the concept of image is that consistent and sustained communication of an organization's image gradually leads to corporate reputation, character, identity or corporate personality. That is to say that corporate identity or reputation takes a longer gestation period to build than image. Image, however, is the building block of reputation. We can, therefore, reasonably say that "image" belongs to the tactical realm, while "identity or reputation" is a strategic concern.
What is, then, strategy?

Strategy
Strategy is a military concept that seeks to forestall accidents and surprises. It is a pro-active initiative that tries to address critical issues and challenges that impinge on an organization's operations even before they become manifest. To strategize involves simulating or constructing real-life situations called scenarios for the purposes of formulating appropriate policy options to meet or contain them.
Etymologically, the word "strategy" originated from the Greek word for "army" – that is stratos and agein – to lead. According to the Chambers 20th Century Dictionary, strategy is "generalship or the art of conducting a campaign and maneuvering an army."
Its success in the military must have appealed to industry and so it was adopted and adapted for corporate governance. Thus, we can define strategy as a plan for achieving a clear and measurable goal. It is a way of accomplishing tasks. It should be noted, however, that "strategies are not a bunch of activities (a press conference, a report, an interview or op-ed) on the same subject.
They may be part of a strategy, but just as flour and water are not bread, nor are lists of activities (sometimes also called tactics) a strategy" (World Bank).
At the strategic level, planning is long term as opposed to tactical level planning which is short term. Strategic planning belongs to top management. At this level, management dreams and sees vision of an organization's tomorrow. Here, broad targets are set with relevant policy guidelines.
A strategist is a robust competitor. He scans his environment, assesses his whole circumstances and those of his competitors, the economy and socio-political indicators based upon which he strategizes to stay ahead in the market.
Having said this, let us now attempt to relate our understanding of the concept of strategy to the business of building the corporate image and identity (reputation, character or personality) of an organization.
To articulate and operationalize a strategy in respect of image and reputation building, four basic questions must be asked and answered.
➢ How am I perceived now by others?
➢ How do I want to be perceived by them?

➢   What do I do to be perceived as I want?
➢   How do I know what progress I am achieving as I proceed?

2.3.1. HOW AM I PERCIEVED NOW BY OTHERS?
To answer this question, there cannot be an alternative to research. Three sub-questions need to be asked –
➢   Who are in a position to influence our image or reputation?
➢   What do they think of us?
➢   Why do they think so?

These questions can be answered by three steps –
  i.   First, write down the names of the key people or organizations whose opinions can help or hurt your organization.
 ii.   Second, do a quick research using formal or informal fact-finding techniques to get quantitative responses that can be aggregated and analyzed.
iii.   Third, go back to these people, formally or informally, to get more in-depth information on why they hold the views they hold.

Part of this research activity should also involve reading things these people or organizations have written or said recently about your organization. The mass media and even some of your resourceful colleagues in the office or other organizations are a valuable asset in this regard.
     Now that you have determined what your current image or reputation is and the people or organizations that can influence this perception, the question is – How do I want to be perceived?

How Do I Want to be Perceived by Others?
The above is a top management decision. Recall, we had said earlier that strategy falls squarely on the shoulders of management. Here, the organization has to choose what image or reputation it wants. Does it want to be seen as customer-friendly, community-friendly, efficient, responsible, modern, quality-driven, financially strong, honest, dependable, reliable, etc.?
How an organization answers this question depends on a lot of factors. The major ones are –
➢   The current reputation of the organization.
➢   The environmental factors.
➢   What the thriving competitors in the industry are doing in the area of reputation building.
➢   What kind of business the organization is involved in.
➢   What it can afford.

The bottom-line, however, is that every organization wants to be loved, trusted, patronized, profitable, accepted and appreciated by its publics and the community.
     Here, the story of John D. Rockefeller seems appropriate. Mr. John Rockefeller was a very successful American businessman who, despite his enormous wealth, was not loved and accepted by his community. He was despised even by the poor. He was, therefore, a rich but sad man. He desired a change in his reputation and so he hired Ivy Lee, a publicist, to help him build an acceptable reputation in his community. Thus, was born Public Relations Consultancy.
     How does an organization define the image or identity it wants? Based on the steps enunciated in the first question (How am I perceived by others?), the organization should state categorically how it wants to be perceived. Sometimes, this categorical statement is captured in the

Vision and Mission Statements of Corporate Organizations.
This is the organization's goal (the desired identity or reputation). The sharper and clearer this goal is, the more likely it would be achieved. This is a management decision that every employee must buy into or own for it to be effective. Having determined the status of your public image or reputation and how you want to be perceived, one needs to know how to achieve this goal.
The next question, therefore, is – what do I do to be perceived as I want?

What Do I Do to be Perceived as I Want?
In answering this question, the considered strategy will look at many available options and ways of achieving the same goal. A small team is necessary at this point to brainstorm in a conducive atmosphere where ideas are allowed a free and unhindered reign.
     The journey begins from an inside review and critique of yourself – what must you do to yourself to deserve the reputation you want? – This checklist is by no means exhaustive –
➢   Do you need to change your name?
➢   Is your logo a good reflection of who you want to be?
➢   What message does your corporate stationary convey?
➢   Does your corporate architecture and office interior compliment your desired identity?
➢   Is your staff properly cultured in your desired new corporate personality?
➢   What does the location of your office speak of you?
➢   How does your corporate advertisement portray you?
➢   Are your special events projecting the right image?
➢   How does the wardrobe of your key and visible officers affect your public perception?
➢   Is the quality of your product/service a plus or minus to your wish-image?
➢   How does your organization relate to its community?

As an identity-conscious organization, you want to know those who are in a position to influence those who can influence how the organization is perceived by others. One has to be sure that the right information is available to such people in order for the organization not to be misrepresented. One also needs to provide journalists who cover the beat with relevant materials so that their write-ups don't raise more questions than answers. Management needs to know those within the organization whose contacts, liaison, networks and relationships can assist in influencing relevant people in the reputation project.
Having looked inwards and also identified those who can influence the influencers, there is then the need for the organization to know what it can do and what it can control in order to communicate this image and identity to the target publics.
At this stage, a work-plan or action plan has to be developed.

Work-Plan
This is a scheme that spells out all the events and activities that have to be carried out in pursuit of the goal with specific dates and accountabilities. Those events and activities represent objectives or important milestones that should be ticked off as they are achieved.
The work-plan or action plan is extremely important for monitoring and evaluation.

Communicating the New Image

Creating or changing the corporate identity of an organization means ''selling'' or ''marketing'' the organization to its beholders. No single medium of communication can be guaranteed to succeed in this enterprise. Okigbo (2002), therefore, posits that ''in today's fast paced environment, messages and responses are not simple – and so, we need to use multiple warheads''. Here, Okigbo is talking about Integrated Marketing Communication (IMC). He, therefore, recommends the use of strategic and measured deployment of communication weapons: ***Journalism, Advertising, Marketing, Public Relations, and Sales promotion***….**JAMPS''.**

This strategy seems germane to our enterprise of building corporate image and sustaining it to the point of its being recognized as an identity.

Every employee of an organization is an ambassador of that organization. Employees are, therefore, critical in projecting the image or building the reputation desired by any organization. They must be properly, adequately and consistently carried along in an organization's reputation project.

The tactics and options adopted by an organization to earn a desired identity must be consistent not only over time but with the core values of the organization.

It is important to note that what works for one organization may not necessarily work for another. Every strategy aimed at building an identity must be home- grown or domesticated to reflect the variables in the internal and external environments of the organization in question.

JAMPS must be strategically deployed to achieve maximum effect. We need to appreciate what strategic communication is all about. Simply put, strategic communication, stratcom, for short, ''is the development of programmes designed to influence the voluntary behavior of target (s) in ways that support project as well as management objectives''

Management has five decisions to make in this regard

(i)   Identify the audience
(ii)   Determine the behavior required
(iii)   Determine the appropriate message
(iv)   Determine the communication channels
(v)   Determine how the communication process will be monitored or evaluated.

How Do I Measure Progress in Reputation Building?

Bergen (2000) recognizes the fact that reputation can be measured. He noted that a good reputation is one of the benefits for acting responsibly. He reviewed the model jointly developed in America by Fortune Magazine and a research firm, Yankelovich Partners, in measuring reputation or ''corporate equity'' and described it as thorough.

This simple model examines the interplay of several factors administered on people in the form of a questionnaire. The instrument tries to establish five supportive behaviours of the respondents as follows-

i. Recommend a company's product or services
ii. Recommend a company as a place to work
iii. Believe a company's side of the story if attacked by the media
iv. Recommend company as a joint venture partner
v. Buy stock in the company.

To make this study quantitative and comparative, multiple choices should be provided by way of the names of other competitors in the industry.

This same research instrument could be adapted to measure the reputation of a country-

i.   Recommend the product or services of a country.
ii.   Recommend a country as a place of abode.
iii.   Believe a country's side of the story if attacked by the media
iv.   Recommend a country or its citizens as joint venture partner
v.   Apply for the citizenship in the country.

If this simple test is applied to Nigeria, we shall begin to appreciate the enormity of our rebranding project.

Conclusion

The image or reputation of an organization has far reaching implications on its very existence. It is the desire of every corporate entity to be understood and appreciated by its publics and stakeholders.

Management has to make a choice of how it wants the organization to be perceived by others. Whatever choice it makes can be achieved through the strategic deployment of integrated marketing communication.

People are influenced by what they hear, see, touch, taste or smell either directly or through a secondary source. Therefore, it is the task of an identity- conscious organization to ensure that these senses are adequately, appropriately, accurately and timely impacted with the right messages through the right channels.

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COULD TRANSPARENT TELEPRESENCE REPLACE REAL PRESENCE?

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Abstract

Today's communication methods allow us to experience a very limited sense of ubiquity. From almost anywhere in the developed world we can see and talk to others located almost anywhere else on Earth, and we can passively view remote locations live through web-cams. However transparent telepresence offers the possibility of being able to fully experience and interact with the remote environment and its inhabitants as though we were actually there. This paper considers the social, business, educational, and medical advantages and disadvantages of such systems, considers the technical problems still to be overcome, and indicates the state of the art in both commercially available products and current research activity. Using all of this as a basis it suggests an answer to the question – could transparent telepresence replace real presence?

Introduction

This paper presents a snapshot of the state of what I call "Transparent Telepresence" in relation to its capability of replacing 'real' presence, as it stands in the first quarter of 2013. Telepresence today is the focus of speculation, research, and now commercial application and exploitation.

An example of focused speculation was seen in May 2012 when NASA held an "Exploration Telerobotics Symposium" [1] to investigate "Space Exploration Enabled by Telepresence". NASA is particularly interested in the ability remove astronauts from the danger of working on the surface of a planet, such as Mars, and also remove as much as possible of the time delay that is involved in using telerobotic systems controlled from Earth such as the Curiosity rover [2]. The solution is to have telepresence robots on the Martian surface controlled by astronauts in orbit around the planet. This is reminiscent of the science fiction story 'Bridge' by James Blish published over sixty years ago in 1952 in which a vehicle in the atmosphere of Jupiter is controlled by an operator on one of the planet's moons using what we would call today 'telepresence' [3]. The concept is also almost identical to an even earlier 1942 story by Robert Heinlein called 'Waldo' in which the eponymous Waldo operates manipulators on Earth from a space station in geosynchronous orbit [4].

With regard to current research this is evident on a global scale, for example the European Union has a number of international projects including BEAMING (Being in Augmented Multi-Modal Naturally-Networked Gatherings) [5] a four year FP7 EU collaborative project which started on Jan 1st 2010, and VERE (Virtual Embodiment and Robotic Re-Embodiment) [6] another EU project started in 2010 expected to run until 2015. Some aspects of these projects include the use of telepresence through anthropomorphic robots. Fictional forerunners to this concept include a short story "The Robot and the Lady" written by M. W. Wellman and published in 1938. Here the protagonist uses what we would today call a telepresence robot which he has created as a surrogate to go on a date for him with a girl he has never met before [7].

In the commercial arena, at the time of writing this paper, companies such as Polycom [8], Cisco [9], Teliris [10], DVE Digital Video Enterprises [11], and others are selling what are called 'telepresence' suites that allow highly advanced teleconferencing with the aim of making business meetings across different cities and countries seem as though all participants were in the same room. Conceptual forerunners to this include the 'Telephonoscope' featured as speculation in the 'Punch' magazine of 1878. This included an imaginative sketch in which a mother and father converse live with their daughter thousands of miles away using what would appear to us to be a widescreen television and audio system more advanced than today's telepresence systems [12].

With regard to commercial telepresence robots, these are predominantly mobile robots composed of a base containing the motion unit and a column supporting a screen, camera, loudspeaker, and microphones. Increasing interest is being shown in this field where the user of such a system can move freely around the remote site and interact with those located there. There are numerous opportunities for the use of such systems and a particularly useful application has been shown to be in medicine where an expert specialist can interact with patients in a hospital which may be hundreds of miles away. Some companies involved today are VGo [13], AnyBots [14], iRobot [15] and InTouch Health [16].

A useful source of information on commercial telepresence systems and telepresence robots is the Telepresence Options magazine, this can be found at [17] it is a publication of the USA based Human Productivity Lab [18]. Other types of mobile robots, not normally classed as telepresence robots, are the Unmanned Vehicles such as UAVs, UUVs, USVs, etc. These are the remotely operated vehicles used by the military, security, and emergency services for bomb disposal and surveillance etc. the military remotely operated vehicle used for bomb disposal and surveillance. Such devices carry various sensors including visual and therefore do provide a sense of presence for the driver at the remote site. A good source of continuously updated information on these vehicles is available in the Unmanned Vehicles magazine published by Shephard and it can be found at [19].

Transparent Telepresence

From the above it can be seen that today 'telepresence' can take various forms, in the examples noted it can be applied to the remote operation of robots on the surface of another planet controlled from an orbiting spaceship, it can apply to enhanced teleconferencing suites, and it can be applied to mobile terrestrial telepresence robots that carry a live image of the remote driver. In order to make it clear what type of telepresence I am concerned with I constructed the term 'Transparent Telepresence' many years ago and I defined it as the experience of being fully present interactively at a live real world location remote from one's own physical location [20]. I suggest that this now needs to be expanded to cope with the advent and proliferation of 'telepresence robots' where not only the remote operator wishes to feel present at the robot location but also, for example, a hospital patient patient feels that they are actually in the presence of the remote physician who is vicariously present through the robot. I suggest the new definition be:

The experience of being fully present interactively at a live real world location remote from your own physical location and the ability to experience a remote presence such as a person as though they were physically present interactively with you.

This is broader than the commercial use of the term 'telepresence' when it is applied more commonly today to large scale high fidelity videoconferencing. Transparent telepresence includes the possibility of physically interacting with the remote environment by controlling a robot thus providing mobility and the possibility of manipulating and influencing directly the remote environment. It also implies a full sense of immersion in the remote environment and a full sense of a remote person being fully physically present in one's own local environment.

Application Examples

An earlier paper by this author over 15 years ago [21] considered potential applications for transparent telepresence. Among these were space operations, medical diagnosis and telesurgery, museums, education, real estate sales, the nuclear industry, and enhanced teleconferencing. It is interesting to note that today many of these are now practicalities and a few examples are given below in relation to telepresence robots.

Medical Diagnosis and Healthcare. This type of telepresence robot is now increasingly used in a variety of applications such as healthcare, see **[22]** for an investigation of 'telerounding'. In this type of application a team of physicians can be gathered in a conference room and converse with a patient in a hospital bed through the robot. The use of large displays in the room can allow the physicians to not only see the patient but also view relevant charts and x-rays, etc. They can also have free discussions without other patients overhearing and for very sensitive comments they can cut the sound link completely if required. The use of general robots in healthcare is expanding, for example in the USA about 80% of prostatectomies are now carried out using robots indicating that the combination of robotics and telepresence has high potential. Most telepresence robotics companies are very focused on healthcare as this is currently seen as the most attractive application providing hospitals and health services have sufficient funding.

Museums. A recent example of this can be seen in Australia where CSIRO (Commonwealth Scientific and Industrial Research Organisation) with support from the Australian Department of Broadband, Communications and Digital Economy are creating a mobile tele-presence robot application that will allow schoolchildren, the infirm, or those living in remote areas to vicariously visit the National Museum of Australia. The article on the CSIRO web page **[23]** states "This technology will eventually allow all Australians with an NBN (National Broadband Network) connection especially those in rural and regional areas to experience and access a range of our national treasures whether in a museum or under the sea at the Great Barrier Reef, despite the tyranny of distance." The system has a 360 degree six lens camera mounted on top of the robot, this allows a high resolution omni-directional image to be constructed and streamed across the NBN communication link. Thus each individual remote user can then independently 'look around' the gallery using a panoramic viewer installed within their browser.

Education. A good example of a telepresence robot being able to help a young pupil is that of a 7 year boy in the USA with a severe allergy preventing him from attending school. He is now able to attend classes by being telepresent through a VGo robot **[24]**. This robot is relatively light being about 8Kg and has a small footprint of around 50mm x 60mm this means that it can be easily located in a normal classroom layout and, where ramps or elevators are not available, be easily lifted up a short flight of stairs. This is a great benefit to the pupil allowing him to feel part of the normal school day and converse freely with his friends and teachers.

Social, Ethical, Legal
The above examples again highlight the possibility of how people living in remote and diverse geographical areas can use telepresence to enjoy participation in various social and entertainment events outside their own home. It is also a clear indicator of how people of restricted mobility or living in remote areas can now have previously impossible earning potential so that as well as improving their own quality and standard of life they will also be aiding the economy. With the average age of the population of the developed world increasing steadily telepresence can be used to extend the working lives of individuals and their sense of usefulness. This will also apply to those with physical disabilities thus promoting a more inclusive society and assisting the physically and sensory impaired.

Social aspects that have to be considered are the ethics and legal implications of transparent telepresence operation. Some of the concerns have already been addressed in the past due to the advent of telehealth where traditional information technology has been used. For example for communication between a health worker and a patient in a remote location through the use of a video link such as Skype, McCarty and Clancy **[25]** discuss the general implications of telehealth for social work practice and also include specific comments on policy issues. They are concerned with the transmission of client data across national boundaries and how questions of licensing, liability, and privacy etc. need to be addressed. Since they were concerned specifically with social work they note that this was always regulated at state level in the USA and was not designed for telehealth where conventional boundaries are transcended, and ask the question – do the laws of the state in which the healthcare worker is operating apply, or the laws in the state where the patient is located? Ethics and legal issues are even more significant now that we have the ability to teleoperate not only cameras and other passive sensors from a distance, but also manipulators for surgery, telepresence robots for a variety of applications, and military or police drones with possibly lethal armaments. In a textbook by Beauchamp and Childress concerning biomechanical ethics **[26]** they give three main guidelines: "Care should be taken to avoid harming others", "Effort should be made to contribute to people's welfare", and "Benefits, risks, and costs should be distributed within society in a fair, equitable, and appropriate manner". These can be applied to transparent telepresence and can serve as a guide for research, development, commercialisation, and application. A major difference between autonomous robots and telepresence robots is that the responsibility of actions by the latter can be attributed to the remote human operator, although there is always the possibility of malfunction of the robot resulting in rogue actions and this would cause legal complications. Again, just as in the earlier telehealth situation, the legal jurisdiction needs to be determined for an action carried out by the robot. Much of this has been addressed in relatively recent EC research projects and very comprehensive reports published in 2010 and 2011 can be found in publicly available deliverables from the previously mentioned EU BEAMING project **[27, 28]**.

Business Implications
Telepresence robots are already in service in applications around the world, they are a subset of the service robot category. In 2010 the International Federation of Robotics Study indicated that service robots were already a $13.2 billion dollar industry and a further indication of the significance of this field was shown when in the USA President Obama launched a 'National Robotics Initiative' in June 2011.
One report states that by "the global deployment of telepresence, US and UK businesses with annual revenues over $1 billion can achieve economy-wide financial benefits of almost $19 billion by 2020" **[29]**. The report also claims that the same companies could cut nearly 5.5 million tonnes of CO_2 emissions over the same period. Thus the reduction in the carbon footprint of a company is an attractive advantage of telepresence from a public relations perspective as well as a practical benefit.

Some business advantages claimed and experienced include primarily a reduction in air travel expenses. Time available with family and friends will be increased due to there being fewer reasons to travel. Removing travel time particularly for long haul flights will also improve physical and mental health. However there will always be a need for some personal face to face contact in business to ensure business partners can feel comfortably secure that they know the other person. Other aspects include: increased productivity of executives and other workers, improving employees' quality of life, speeding up decision making, and strengthening working relationships with widely distributed company colleagues, customers, and suppliers. The ability to enhance collaborative research and development internationally has also been claimed as an advantage.

Ergonomic and Technical Factors
It is important to identify the human factors that need to be satisfied in order to produce a convincing transparent telepresence experience, this will then allow us to specify the system technology requirements. It is significant that a sense of presence in a remote, or virtual, environment is subjective and that technological factors alone do not provide a sense of presence. Nevertheless if the technology could be made absolutely transparent in a technologically mediated system then of course a real sense of presence will be created that is just as real as would be experienced directly, i.e. mediated only by human senses. However since such a technological capability is many decades away the sense of presence of a participant in a technologically mediated experience, such as telepresence conferencing and meetings will be created by a mix of psychological and technical factors.

Although the features below are applicable to teleconferencing telepresence where the ideal is that participants forget that they are not all in the same room, the situation is also analogous to the ideal experience of conversing with a telepresence robot and forgetting that the remote operator is not actually the robot.

Field of View. A wide field of view can help provide a sense of immersion in a remote environment. This is evidenced by the experience of attending an IMax movie or a curved screen Virtual Reality simulation.

Stereoscopy. Stereoscopy adds realism and a number of recent films have been released in this form and stereoscopic televisions and monitors are widely available. However stereoscopy is still not widely used in commercial telepresence systems.

Eye contact. Direct eye contact is only obtainable if the cameras, or virtual cameras, at each location can be mounted exactly in line with the eyes of the participants. This means that when you are looking at the remote participant's eyes you are also looking directly into the camera. Thus the remote participant at their site will see you looking directly at them. No existing teleconferencing type systems have perfect eye contact and indeed it is only likely to be achieved with today's technology in one-to-one situations where the camera can be mounted directly behind the eye level and location on the display, or a beam splitter can be used to mount the camera behind a virtual image of the remote participant. Eye contact is very important, particularly in meetings, since many social cues are gained from it, for example how trustworthy someone is, if they are being evasive or are embarrassed, and if they are enthusiastic about what is happening.

Lip synchronisation. This refers to the synchronisation of lip movements to match the sound of the words being spoken. There is a tolerance level at which lack of synchronicity becomes annoying. The sound advance over vision should be less than 20ms, and the sound lag should be less than 40ms. This may still be detectable but it should not be annoying, obviously the closer to zero the better.

Low latency. This should be less than 250ms. Latency occurs due to the signal compression and decompression times, the distance travelled by the signal, and the number of different locations involved in the link.

Screen size and ability to provide life size images. This is simply necessary in order to create a high fidelity representation of the remote site and participants. It is not possible with large numbers of people at the remote site, or when the number of remote sites increases to the point where the screen displays have to be split to provide multiple images.

Quality of image. This includes the dynamic range, number of colours, frame rate, lack of jitter. This again relates to being able to create an image that is of sufficient realism as to allow 'suspension of disbelief' as the participants become more involved as, for example, a meeting progresses.

Frame rate. This needs to be at least 30 frames per second for comfortable viewing.

The comments below refer specifically to the teleconferencing type of telepresence:

Room acoustics, sound quality and directionality of sound. This significantly increases the sense of presence. If the sound experience is not compatible with that which would be expected in a physical face to face meeting, then the technological mediation can be very obvious. For example the manner in which the sound reflects off the surfaces of the room and the realism of the speaker sound quality are easily noticeable.

Full duplex sound. The ability to interrupt, talk over someone else, or have multiple conversations, as can happen in the real world situation, adds realism.

Room design and comfort. A comfortable environment provides a relaxed experience, this in turn leads to a greater willingness to suspend disbelief and enter into the telepresence experience.

Similarity of remote site room design. This provides simple continuity and if the colour balance of the screens is adjusted properly then this also encourages acceptance of physical proximity of the remote site.

A more detailed analysis of the technological requirements can be found in **[30]** where a range of human senses including the technology required in the associated telepresence system visual, aural, haptic, olfactory, and vestibular sensors and displays are discussed.

Other Human Factors

The psychological aspects of transparent telepresence can be intriguing. For example in my own experience in our laboratory a number of years ago we had a telepresence robotic head. It was anthropomorphic and anthropometric and mimicked the head movements of a remote operator about 600 km away. Below the robot head we had a monitor showing the remote operator who was wearing a head mounted display. A newspaper reporter was present carrying out an interview with the remote operator asking him about the experience of using the telepresence system. Within just a few seconds it was very apparent that it was much more comfortable to talk to the robot head than look at the monitor. Eye contact with the remote operator was possible by looking into the stereoscopic cameras on the robot head. Because it copied the nods and head inclinations of the operator it was very natural to talk to the head rather than look at the screen.

This highlights that an aspect to be considered with telepresence robots is how humans at the remote site experience the robot. Do they feel that they are talking to a robot or to the human that is controlling the robot? The latter situation would be transparent telepresence at the remote site, i.e. how can we make the robot seem so 'transparent' to the observer that they believe that they are in the presence of the robot driver? Is it more comfortable for the person in the presence of the telepresence robot to feel they are communicating with a robot, a visual avatar exhibiting the emotions and mannerisms of the remote expert shown on a screen, or a live image of the remote expert on the screen? Considerations of the 'uncanny valley' can be explored here.

Ultimately we may be able to really feel as though we are in another physical location and experience that location vicariously through virtual reality, telepresence, or telepresence robots. Already research is challenging our preconceived ideas of body awareness **[31]** and **[32]**. Much of this work began with the 'rubber hand illusion' **[33]** which is apparent in an experiment where the brain can be fooled into believing that when a rubber hand is brushed then it feels as though one's own hand is being touched.

More recently at the IEEE International Conference on Biomedical Robotics and Biomechatronics Held in Rome, Italy on June 24-27, 2012, work has been reported that involved a student in Israel controlling a small robot 2,000km away in France by using his mind alone. He was able to do this through using fMRI i.e. functional magnetic resonance imaging. fMRI works by looking at the changes in blood flow in the brain in relation to neural activity, through examination of this the blood flow patterns can be related to body movements **[33]**. This shows the possibility, admittedly distant, of using the brain directly to control a fully anthropomorphic telepresence robot. Coupling this concept with the even more difficult ability to directly sense a remote environment through bypassing our own body's physical sensors and feeding all sensory information directly to our brain – would allow fully transparent telepresence.

Conclusion

Considering the question "Could Transparent Telepresence Replace Real Presence" the paper has shown that none of the commercially available telepresence systems described above can be classed as 'transparent telepresence' although as already noted some of the research work is attempting to approach this and has been for many years. Nevertheless telepresence systems even at their current state of development have been shown to be providing advantages over 'real' presence in a number of applications. Social benefits are potentially great, however ethical and legal issues regarding aspects such as personal privacy and professional accountability and liability need to be carefully considered. Full transparent telepresence has many technical issues still remaining and this situation will continue for many decades to come. For the foreseeable future achieving true transparent telepresence appears to be similar to Zeno's paradox of Achilles and the tortoise, we may come increasingly close to our perfect goal but never actually completely achieve it.

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CULTURE AND HEALTH: DEVELOPING AND VALIDATING A MEASURE OF CULTURAL VIEWS

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Abstract
Culture plays an important role in how individuals communicate, evaluate and respond to health and illness. In this paper, we discuss preliminary findings of the study aiming to develop and validate a quantitative scale that measures cultural views on health and cancer. These cultural views were assessed by a 24-item scale. One hundred and thirty-three Canadian immigrant women participated in this study. Using principal component analysis, we identified eight cultural subscales - *Fatalism, Lifestyle, Use of Herbs, Visiting Doctors, Medical Examinations, Cancer Fear, Western Medicine,* and *Family Approval*. We found that attitudes toward *Medical Examinations, Cancer Fear, Western Medicine,* and *Family Approval* have a significant impact on immigrant women's cancer screening practices.
Keywords*:* health communication; culture; cultural views; health decision making; immigrant women's health; cancer screening; health behavior; scale development

Introduction
Culture plays an important role in how individuals communicate, evaluate and respond to health and illness. These cultural differences should be taken into consideration in order to better understand health behaviors of people from different cultural backgrounds (Trill & Holland, 1994). While the impact of cultural beliefs on women's health behaviors has been widely documented, most of the data collected until now was qualitative in nature. A larger, quantitative study would contribute to the body of knowledge by providing an objective set of measurements. This paper presents preliminary results of an ongoing study that investigates the impact of culture on immigrant women's health behaviour and health communication. The study is designed to develop and validate quantitative scales to measure cultural views on health and cancer that will help in understanding the influence of cultural views on cancer screening. We hypothesized that cultural views consist of several measurable domains, and that immigrant women from various cultural groups differ in their views on health and cancer.

This study is conducted in two phases: the *first phase* of research involved collecting and analyzing qualitative data, while the ongoing *second phase* involves collecting and analyzing quantitative data. The data collection began with the in-depth interviews of twenty immigrant women in Canada, and is being followed by a survey of immigrant women. Data collection is still in progress, and in this paper we present the analysis of data collected as of September 2012. The survey has been administered on paper in six languages: English, French, Spanish, Chinese, Russian, and Arabic.

Measures
The survey consisted of demographic questions, questions about health-care utilization, cultural views on health and illness, and attitudes toward cancer and cancer screening. Women's cultural views were assessed by 30 items. Responses to each item were measured on a 5-point Likert scale, ranging from *strongly agree*, *agree*, *neutral*, *disagree*, to *strongly disagree*.

Items measuring cultural views were modified from the *Measure of Chinese Cultural Views of Health and Cancer* (Liang, Wang, Chen, Feng, Lee, Schwartz, Pasick, & Mandelblatt, 2008). Liang et al. (2008) created and validated a measure of Chinese cultural values. In our study, we revised this instrument in order to create a unified measure of cultural values which will help to understand the influence of different cultural views on cancer screening. Liang et al. wrote:

> Future cross-cultural research is needed to test the generalizability and specificity of these cultural constructs to other cultural groups. If this instrument can be used in other cultural groups, it is likely that programs to improve cancer screening adherence in these cultural groups could be combined in a culturally appropriate way. (Liang et al., 2008, 372)

As mentioned above, during the first phase of the study, we conducted twenty in-depth interviews with Canadian immigrant women. We modified Liang's et al. instrument based on the results derived from these qualitative data and an extensive review of the literature on the cultural factors influencing health decision making in immigrant and minority women.

Liang et al. (2008) found that Chinese cultural views consist of at least seven cultural constructs that may influence women's use of cancer screening tests to various degrees: *Fatalism, Use of Herbs, Self-Care, Hot-Cold Balance, Life Style, Medical Examination,* and *Western Medicine*. The subscale of *Hot-Cold Balance* is specifically relevant to Chinese culture and was not included in this study.

Fatalism
Liang's *Fatalism* subscale consisted of nine items: 1. *If I am meant to get cancer, I will get it; 2. No matter what I do, if I am going to get cancer, I will get it; 3. I cannot control my destiny; 4. Health or illness is a matter of fate. Some people are always healthy, others get sick very often; 5. Avoiding cancer is a matter of personal luck; 6. If I get cancer, the best way to deal with it is to accept it; 7. Getting cancer is like being sentenced to death; 8. It is best not to think about cancer. If we think about it too much, we probably will get cancer; 9. Bodily constitution is different for every person; therefore, some kinds of people are more likely to get cancer than others do.*

Fatalism has been identified as one of the main barriers to breast and cervical cancer screening in Latinas (Espinosa de los Monteros & Gallo, 2011), Asian-Americans (Wu, Hsieh & West, 2008), Korean-Americans (Lee, 2000), South Asian women in the US and Canada (Bottorff et al., 2001; Grewal, Bottorff, & Hilton, 2005), Chinese (Liang at al., 2004; Liang at al., 2008), African-Americans (Ashing-Giwa et al., 2004; Moy, Park, Feibelmann, Chiang, & Weissman , 2006), African (Ghanaian) (Mayo, Hunter & Parker, 2003), Middle Easterners (Rashidi & Rajaram, 2000; Baron-Epel, Friedman, & Lernau, 2009), and women from the former Soviet Union (Remennick, 2003; Resick (2008).

Some women from African-American, Asian and Latina communities reported that they believe that cancer is contagious, that it can be caused by breast trauma, and that it is a death sentence (Ashing-Giwa et al., 2004). Moy et al. (2006) reported that African-Americans held a strong belief that cancer was fatalistic and ultimately deadly, and a common reason for avoiding mammograms. In addition, many women report a reluctance to discuss cancer. African-American, Asian, and Latina women participants reported that older generations did not discuss breast health and Asian and Latina women mentioned that breast health was not an appropriate discussion topic (Moy et al., 2006).

According to Liang et al. (2008), for Chinese women, the concept of fatalism is more closely aligned to "luck" and "destiny" than to religion and it should be tailored to fit a specific cultural group. We adopted all nine items from Liang's scale and added the following items: *Whatever happens to us is in accordance with God's plan* to emphasize the role of God in causing and curing cancer, and *If I had cancer I would keep it secret from other people outside my family and close friends* to measure reluctance to discuss cancer.

Lifestyle

According to Liang et al. (2008, p.371), the subscales *Lifestyle, Medical Examinations*, and *Western Medicine* may represent views that are shared by other cultural groups.

In the first phase of the study, the interviewed women defined health as a combination of physical and mental health, independence, and good environment. They believed that to be healthy, a person should take care of her body and mind, and maintain a good environment. They stressed the importance of eating healthy, being active, and maintaining a healthy weight. These findings were consistent with Liang's *Lifestyle* cultural values subscale items *(1. Regular outdoor walking is essential to achieve good health; 2. Eating food prepared by myself is a key to good health; 3. Keeping my mind happy, doing my hobbies, and not competing with others can lead to better health)*, so we included all of them in our study as they might be used for other cultural groups..

Some of the interviewed women expressed a concern that Canadian women are more obsessed with weight than women in their home countries and that gaining weight is associated with eating bad food or with poverty, while back home, gaining weight does not have a negative connotation. We added an item *A physically full-bodied person is healthier than one who is thin* to the *Lifestyle* subscale.

Modesty and medical examinations

Modesty also can influence immigrant women's attitudes toward health and illness among various groups, such as Chinese women (Liang et al., 2008), Muslim women (Remennick, 2006), Mexican women (Wright, 2008), etc. Culture prevents open discussion about one's body and results in an uneasiness with touching one's body, which has implications for regular breast screening (Ashing-Giwa et al., 2004). It was found that South-Asian women have fear and discomfort with showing breasts to a physician (Bottorff et al., 2001). Muslim women, specifically and Arab women, have also been reported to experience a great concern over unnecessary exposure of their bodies (Remennick, 2006; Hammoud, White & Fetters, 2005). However, Azaiza and Cohen (2007) reported that despite cultural and religious reservations, as well as the feeling of discomfort, Muslim women did not consider modesty and the need of privacy to be barriers to cancer screening.

Liang's items *I will be embarrassed if a doctor or a nurse checks my private parts; A lot of medical tests are too intrusive and make me uncomfortable; Medical doctors usually do unnecessary tests* were used to measure immigrant women's attitudes toward medical examinations labeled *Medical Examinations* subscale.

Attitude toward Western medicine

It is very important to understand the intersection of Western medicine and different cultural health approaches when considering the impact of culture on health behaviour. Several women interviewed mentioned that herbal medicine was much healthier than Western medicine because herbs are made of natural ingredients. They were sometimes skeptical about Western medicine. We included the following items from Liang's scale: *Herbs are a better remedy for illness than Western medicine; Herbs are a better choice for preventing diseases than Western medicine* from Liang's *Use of Herbs* subscale and *Western medicine is good for killing germs rather than preventing diseases; We should not take "Western" medicine too often because its chemical ingredients will hurt our bodies* to measure the attitude toward *Western Medicine*.

Denial of illness

Fear of cancer or denial of illness was also a common theme expressed among several cultural groups: South-East Asians (Gurm et al., 2008), Vietnamese-Canadians (Donnelly, McKellin, Hislop, & Long, 2009), Israeli Muslim women (Remennick, 2006), Iranian women (Vahabi, 2010) and African-Americans (Ashing-Giwa et al, 2004; Green, Lewis, Wang, Person, & Rivers, 2004; Moy et al., 2006). Kleinman (1980) argued that when individuals deny illness, establishing a positive feedback relationship between disease and effective treatment becomes problematic.

Interviewed women, who immigrated from Africa, the Middle East, and Asia, mentioned that women (especially older women) in their home countries often do not seek medical attention unless they have a very serious illness like cancer or stroke. We included Liang's four *Self-Care* items in our survey: 1. *As long as I can take good care of myself and keep myself healthy, I don't need to see a doctor; 2. I don't visit doctors if I'm not feeling sick; 3. I know my body better than anyone else; 4. Going to clinics or hospitals too often will cause me to catch diseases or having bad luck.*

Role of family in health decision making

Family has been found to be a key influencer in women's individual health decisions across a wide range of cultures (Bottorff et al., 2001; Erwin et al., 2010; Grewal et al., 2005; Kleinman, 1980, Liang et al., 2004; Remennick, 2006). The immigrant women interviewed in this study highlighted the role played by family in supporting health decisions as a source of credibility, advice and/or affirmation. The following two items labeled *Family Approval* were derived from the previously collected qualitative data and added to the scale: *If I need to make any health related decisions I always discuss them with my family; It is very important to have family approval before undergoing any treatment*. They were specifically included in the survey to measure the role of family in the immigrant women's health decision making.

Cancer screening

Women's history of participation in screening for breast cancer (mammography) and cervical cancer (Pap tests) was measured by questions asking whether they ever had these tests and when they had them. The question *In what year did you first come to Canada to live?* was designed to measure the acculturation level.

Results
Participants

Criteria for selection of the participants are that women must have immigrated to Canada from Europe, Asia, Africa, and the Middle East and be aged between 18 and 70. The purposive sampling was used to select participants according to the goals of the research. We identified the participants through the community and with the help of such organizations as *Immigrant Settlement and Integration Services* (ISIS), *Nova Scotia Interpreting Services* and *the Association of Community Interpreters of Nova Scotia*. We visited various locations and events where immigrant women gather, including churches, immigrant health fair, community centers, workshops and seminars for newcomers to Canada.

The paper survey contained a detachable informed consent form, stating that if a woman agreed to participate in the study, she could simply sign the informed consent, detach it from the survey, complete the survey and then return it with the informed consent to the researchers in a sealed envelope. If she didn't want to participate, she could simply return the blank survey to the researchers. Women who completed the survey received $5 dollars as a token of appreciation for the participation.

This paper includes only the preliminary findings as a result of the initial data collection. We will continue collecting data until we get approximately 400 responses from immigrant women. Out of 172 women that we invited to participate in the study, 146 agreed to participate, but at the end, 133 valid surveys were collected for various reasons. Of those who had originally agreed to take part, two women subsequently refused to participate because they found the topic to be too sensitive for them. Six women were not able to complete the survey in any of the six languages, so they had to withdraw from the study. Five surveys were returned incomplete or partially completed and were not considered in the data analysis.

In general, women were supportive and some of them were very enthusiastic about the study, because they wanted their voices to be heard in the community and they believed they were doing it for a good cause. They often offered assistance in finding additional participants.

Participants completed 66 surveys in English, 23 in Russian, 18 in Spanish, 12 in Arabic, 10 in French, and 4 in Mandarin. Even though the women were fluent in their native languages, many preferred the English version of the survey. Twenty-three participants who completed the survey in Russian were born in the former USSR and are fluent in Russian, although their native languages included Ukrainian, Lithuanian, Belarusian, etc.

Of the 133 participants, 19 (or 14.3%) were 18-24 years of age, 10 (or 7.5%) were 25-29 years of age, 14 (or 10.5%) were 30-34 years of age, 25 (or 18.8%) were 35-39 years of age, 20 (or 15%) were 40-44 years of age, 9 (or 6.8 %) were 50-54 years of age, 7 (or 5.3%) were 55-59 years of age, and 13 (or 9.8%) were 60 plus years of age.

In the survey, participants indicated their country of origin. We classified this information according to the geographical regions: 11 (8.3%) women were born in Western Europe, 41 (30.8%) in Eastern Europe, 32 (24.1%) in the Middle East; 8 (6%) in Africa, 10 (7.5%) in South Asia, 10 (7.5%) in Eastern Asia, and 21 (15.8%) in Latin America. On average, the women in the study have lived in Canada for 10 years, with the range from less than one year to 54 years. Seventy-seven women lived less than 10 years in Canada and 45 women more than 10 years.

The majority of the women (67.7%) in the sample had a bachelor's or graduate degree (45 women with each degree). Twenty-three (26.8%) women had a secondary (high) school graduation certificate or trades certificate or diploma. The majority of the women (74.8%) had a partner: 68.4% were married, while 5.3% were living in a common-law relationship.

Factor analysis

As the next step in data analysis, we employed principal component factor analysis to identify the key components that explain common and unique variances in the 30 items that describe cultural views on health and illness. The scale is coded so that the higher scores represent higher traditional (as opposed to Western) cultural views on health and illness. Missing values were excluded from the analysis. We used Verimax rotation option for factor rotations and to calculate interfactor correlations. Factors were extracted if their eigenvalues were greater than 1. Items with loading values less than .4 were excluded from corresponding factors. We initially extracted nine factors as a result of the principal component analysis. We examined the loading of items and considered the theoretical connection between items within factors. Items that loaded less than .4 in any of the factors or had theoretically weak associations with other items, such as *I know my body better than anyone else; Regularity in meals and daily schedules can make us healthy; Bodily constitution is different for every person; therefore, some kinds of people are more likely to get cancer than others do; A physically full-bodied person is healthier than one who is thin; If I get cancer, the best way to deal with it is to accept it; If I had cancer I would keep it secret from other people outside my family and close friends* were eliminated from the analysis. As a result, 24 remaining items significantly loaded on eight common factors (Table 1): *Fatalism, Lifestyle, Use of Herbs, Visiting Doctors, Medical Examinations, Cancer Fear, Western Medicine*, and *Family Approval.*

Table 1: Factor loading of cultural subscales: Principal component analysis with Varimax rotation

	Item	Fatalism	Lifestyle	Use of Herbs	Visiting doctors	Medical Examinations	Cancer Fear	Western Medicine	Family Approval
1	If I am meant to get cancer, I will get it.	.784							
2	No matter what I do, if I am going to get cancer, I will get it.	.750							
3	I cannot control my destiny.	.654							
4	Health or illness is a matter of fate. Some people are always healthy; others get sick very often.	.663							
5	Whatever happens to us is in accordance with God's plan.	.649							
6	Avoiding cancer is a matter of personal luck.	.545							
7	Regular outdoor walking is essential to achieve good health.		796.						
8	Eating food prepared by myself is a key to good health.		.790						
9	Keeping my mind happy, doing my hobbies, and not competing with others can lead to better health.		.771						

No	Item	F1	F2	F3	F4	F5	F6
10	Herbs are better remedy for illness than Western medicine.	.883					
11	Herbs are a better choice for preventing diseases than Western medicine	.792					
12	As long as I can take good care of myself and keep myself healthy, I don't need to see a doctor.		.799				
13	I don't visit doctors if I'm not feeling sick.		.695				
14	Going to clinics or hospitals too often will cause me to catch diseases or having bad luck.		477			.	
15	I will be embarrassed if a doctor or a nurse checks my private parts.			.798			
16	A lot of medical tests are too intrusive and make me uncomfortable.			.731			
17	Medical doctors usually do unnecessary tests.			.535			
18	Getting cancer is like being sentenced to death.				.752		
19	It is best not to think about cancer. If we think about it too much, we probably will get cancer.				.685		
20	Western medicine is good for killing germs rather than preventing diseases.					.780	
21	It is hard to prevent cancer.					.642	
22	We should not take "Western" medicine too often because its chemical ingredients will hurt our bodies.					.402	
23	If I need to make any health related decisions I always discuss them with my family.						.881
24	It is very important to have family approval before undergoing any treatment.						.609

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

The first factor contained six items. We labeled this factor as *Fatalism*. Liang's et al. (2008) Fatalism subscale consisted of nine items. Two items from Liang's scale *Getting cancer is like being sentenced to death* and *It is best not to think about cancer. If we think about it too much, we probably will get cancer* were loaded on a new factor that we labeled *Cancer Fear*. Item *It is hard to prevent cancer* was included into the *Western Medicine* subscale.

Liang's scale included three items *As long as I can take good care of myself and keep myself healthy, I don't need to see a doctor; I don't visit doctors if I'm not feeling sick; Going to clinics or hospitals too often will cause me to catch diseases or having bad luck* that loaded on *Self-Care* factor. The item *I know my body better than anybody else* was eliminated from the subscale and the *Going to clinics or hospitals too often will cause me to catch diseases or having bad luck* item was added to Self-Care factor. We labeled this factor *Visiting Doctors*, as adding a new item to the subscale shifted the meaning from attitude toward self-care to attitude toward doctors and clinics. After the rotation, we found that all eight factors were distinct from each other, and using a Promax rotation yielded the same eight factors. SPSS statistical software was used for this statistical analysis.

Reliability

The reliability (Cronbach's alpha) of the overall eight-factor (24 items) scale was .79 (*M*=70.43, *SD*=11.37). The interitem correlations for each seven sub-scales are presented in table 2.

Table 2: Characteristics of cultural subscales

Sum Score	Fatalism	Life style	Use of Herbs	Visiting doctors	Medical Examinations	Cancer Fear	Western Medicine	Family Approval	Sum Scores of the Eight Subscales
Number of Items	6	3	2	3	3	2	3	2	24
Item Mean	2.802	4.165	2.820	2.669	2.492	2.477	2.839	3.54	2.835
Range of Item Means	.276	.331	.203	.984	.539	.375	.133	.388	2.133
Mean of Item Variances	1.783	.697	.957	1.366	1.121	1.413	1.188	1.189	1.259
Chronbach's Alpha Standardized	.824	.625	.857	.562	.624	.488	.464	.472	.794

Cultural Views and Health Behavior

Cultural views and cancer screening. . In this study, we focused on examining Canadian immigrant women's health knowledge and practices. To find the relationship between cultural views and breast cancer screening, we divided our sample into two groups. Group one included women under the age of forty, while group two consisted of women aged forty and up, because forty is the suggested age to begin clinical breast examinations and to speak to a doctor about the benefits and risks of mammography (Canadian Cancer Society, 2012). We did not include in this analysis women under forty, because they are not required to do mammograms and the fact that they did not get one would not be related to their cultural values.

The independent *t*-tests revealed only one significant relationship between breast cancer screening of women over the age of forty and the eight cultural values. The subscale *Cancer Fear* was associated with undergoing mammography: *t*(60) = 2.11, *p* =.039. Women who believed that *Getting cancer is like being sentenced to death* and *It is best not to think about cancer. If we think about it too much, we probably will get cancer* were more likely to undergo breast cancer screening. *Acculturation* wasn't found to be a significant factor in deciding to get a mammogram.

Women of all ages are usually required to undergo Pap tests, so we included all participants in order to find relationships between cultural values and cervical cancer screening. The independent *t*-tests revealed two significant relationships between cervical cancer screening and cultural values. The *Western Medicine* and *Family Approval* subscales were associated with undergoing Pap tests: *t*(133) = 1.97, *p* =.05 and *t*(124)=3.36, *p*=.00 respectively. Women who are skeptical about Western medicine and who include family in their health decision making are less likely to undergo cervical cancer screening.

A chi-square test was conducted to assess whether *Acculturation* was a significant factor in deciding to get a Pap test. The result of this test was significant: X^2(1, *N*=122) =12.18, *p*=.002. The majority of women (43 out of 45) who lived in Canada for more than ten years did get Pap tests regularly, compared to 53 out of 77 women who lived in Canada for less than ten years and who had indicated that they had a Pap test done before.

Comparing cultural groups. In our pilot study, we collected data from immigrant women who were born in different countries, which we classified according to geographic regions. We split our sample into two groups of European vs. Non-European origin. Fifty-two women (39.1%) who were born in Western and Eastern Europe were placed in the group "Immigrant Women of European Origin." The group of eighty-one women (60.9%) who were born in the Middle East Africa, South Asia, Eastern Asia, and Latin America was labeled "Immigrant Women of non-European Origin." The Chi-square test revealed no relationship between breast cancer screening and origin. However, the Chi-square test revealed a significant relationship between cervical cancer screening (Pap tests) and the origin of women X^2(1, *N*=133)=9.62, *p*=0.002. Only 6 out of 52 European women reported not having a Pap test done before, while 29 out of 81 participants of non-European origin indicated that they never had a Pap test.

The next step of the data analysis was to identify the differences in cultural beliefs among immigrant women from different regions. We found that women of European and non-European origin differ in their cultural views on health and illness, in regard to their attitude toward *Medical Examination* (*t*(126) = 2.566, *p* =.01) and *Family Approval* (*t*(127) =1.999, *p* =.048). Women of non-European origin were more likely to seek family approval in health decision making, and were less comfortable with undergoing medical testing and examinations.

We have collected 41 responses from the Eastern European women and 32 responses from the Middle Eastern women, which is a large enough sample to be able to compare these two groups for their differences in cultural views. The other cultural groups were not large enough to obtain reliable results. The independent *t*-tests revealed significant differences in the cultural views about *Fatalism* (*t*(65)=2.28, *p*=0.026) and *Medical Examination* (*t* (70)=2.56, *p*=0.013). The Middle Eastern women reported a higher level of *Fatalism* than the Eastern European women in this study. Attitudes toward *Medical Examination* were significantly different too. The Middle Eastern women had significantly higher scores on this cultural factor.

Acculturation, age and cultural views. Another interesting finding of this study was the connection between the level of acculturation and cultural views. Women surveyed have been living in Canada on average for 10 years. We split our sample into two groups: less than ten years and more than ten years of living in Canada, to account for their level of acculturation. The independent *t*-tests were used to determine if any of the cultural factors were significantly affected by the level of acculturation. We found that only the *Medical Examination* factor was significantly affected by acculturation (*t*(115) = 2.35, *p*=.02). Women who lived in Canada more than 10 years had significantly lower scores on this subscale. Acculturation seems not to have any significant impact on other cultural values.

Discussion

This paper discusses preliminary findings of the study aiming to develop a measure of cultural views on health and illness. In this study, we attempted to modify Liang's et al. (2008) *Chinese cultural views on health and illness* scale, in order to apply it to other cultural groups. Our findings suggest that cultural views consist of at least eight factors that may influence women's decisions to undergo cancer screening tests to various degrees.

The original 25-item Liang's scale consists of seven subscales: *Fatalism, Use of Herbs, Self-Care, Hot-Cold Balance, Life Style, Medical Examination,* and *Western Medicine*. In our attempt to modify the scale, we found that eight subscales captured important aspects of cultural views on health and illness: *Fatalism, Lifestyle, Use of Herbs, Visiting Doctors, Medical Examinations, Cancer Fear, Western*

Medicine, and *Family Approval.* The subscale *Hot-Cold Balance* was not included in the analysis, because it is specifically relevant to Chinese culture, while the subscale *Family Approval* was added to the scale to capture the role of family in health decision making.

    The original 9-item *Fatalism* subscale was modified to a 6-item subscale and a 2-item subscale to measure levels of fatalism and fear of cancer in women from different cultural backgrounds. Fear of getting cancer was found to be a separate factor apart from fatalism. We did not find any relationship between fatalism and cancer screening in our study. The possible explanation for this phenomenon is that the majority of the women (67.7%) in the sample had a bachelor's or graduate degree and the high education level of women participants might have affected these results. However, we found that the Middle Eastern women had a higher level of fatalism than the Eastern European women. A new factor labeled *Cancer Fear* was found to have a significant impact on breast cancer screening among women over 40 years of age.

    We found an association between negative impressions about *Western Medicine* and cervical cancer screening among immigrant women in the study. The new factor *Family Approval* was found to have a significant impact on cervical cancer screening, as well.

    One of the most interesting findings in our study was that immigrant women of non-European origin were less likely than immigrant women of European origin to undergo cervical cancer screening (doing Pap tests). This phenomenon might be explained by the following cultural differences: women of non-European origin had a more unfavourable impression of medical examinations (embarrassment, lots of unnecessary tests, and intrusiveness) and sought family approval, before making any health decisions, more often than women of European origin.

    In our preliminary findings, subscales *Lifestyle, Use of Herbs, Visiting Doctors* were not found to predict cancer screening. It is possible that the majority of the participants agreed with the general concept of healthy lifestyle and in the future we plan to drop the *Lifestyle* items from the analysis. The *Use of Herbs* subscale did not have any predicted value and did not differ among cultural groups. This cultural factor may only be relevant to Chinese culture. The *Visiting Doctors* subscale did not have any predicted value either and might be dropped from the scale in the future.

    The findings about the role of family in cancer screening practices are very important for understanding of the choices made by women in relation to their health. The overwhelming majority of breast and cervical cancer campaigns are targeting mostly women. However, we found that family approval is an important factor in deciding whether to undergo cancer screening for immigrant women of non-European origin. We suggest that culturally relevant materials about breast and cervical cancer screening should target not only immigrant women, but also male family members, especially for non-European immigrants. It is possible that husbands and fathers are influencing health choices of their female family members, and if they do not understand the importance and value of cancer screening, such influence might negatively affect women's health choices. More research should be done in this area.

    This study has several limitations. First, this paper describes the preliminary analysis of the responses collected from 133 immigrant women in Canada regarding their perceptions about health and illness. The generalizability of this study is limited by the use of the non-probability sampling strategy and current size of the sample. Second, the cultural view scales were modified from "The Measure of Chinese Cultural Views of Health and Cancer" (Liang, et al., 2008) that were designed to measure Chinese cultural values. Liang et al. suggested that this instrument can be used for other cultural groups. In our attempt to do so, we have conducted extensive research prior to administering the survey, in order to create a unified measure of cultural views on health and illness. It is possible that not all aspects are captured by our scale. Third, except for the *Fatalism* subscale, all subscales consist of 2 to 3 items, which may explain the low inter-item reliability in some of them. Lastly, the number of participants in each cultural group was not equally distributed. In the future, we plan to address the limitations by collecting more responses from immigrant women in each cultural group.

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EFFECTS OF HEALTH GUIDELINES ON FAST FOOD RESTAURANT ADVERTISING

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Structured Abstract

Purpose – This study investigates effects of one-sided versus two-sided health disclosures in fast food advertising. They remind consumers to moderately consume fat, salt, and sugar, to eat fruits and vegetables, and to exercise.

Design/methodology/approach – A 2 x 3 experiment investigates effects on behavior. The first factor represents restaurants at opposite ends of the "healthiness" spectrum. The second factor is the type of disclosure (no disclosure (control group), a one or two-sided message.

Findings – Two-sided disclosure is effective in encouraging healthier choices among those already following prescribed guidelines. It reinforces healthy eating.

Research limitations/implications -- Intentions do not always match actual behaviors.

Practical implications – Since obesity is increasing, it is important to prevent further erosion of healthy eating. This study shows that consumers are more receptive to two-sided messages that acknowledge the taste/benefits of fast food than to one-sided warnings.

Originality/value – There is a great need for mechanisms to encourage self-regulation by advertisers and healthier eating habits among the public.

Keywords: Obesity, advertising, disclosures

Overweight and obesity in the United States have increased sharply over the last several decades. At the time of the 1960 – 1962 National Health and Nutrition Examination Survey (NHANES) 31.5% of all adults, age 20 and over, were overweight or obese, and 13.4% of all adults were obese (Centers for Disease Control and Prevention (CDC) 2008). Now, according to the 2007 – 08 NHANES data, 68.3% of Americans age 20 and over are overweight or obese, and 34.3% of all adults are obese (Based on analysis of NHANES data, available at http://www.cdc.gov/nchs/nhanes/nhanes2007-2008/nhanes07_08.htm, accessed June 7, 2010). In addition, obesity has reached epidemic proportions globally, with more than 1 billion adults overweight and at least 300 million obese (World Health Organization 2003).

In debates about the causes of obesity, the consumption of food not prepared at a home has been hypothesized. It is reported that Americans spend a large share of their food budget (42%) on food away from home, which has been found to be less nutritious than food prepared at home (Todd, Mancino, and Lin 2010). One study found a small, but significant positive association between fast food consumption and overweight status (Bowman and Vinyard 2004). In another study, the researchers concluded that the increase in per capita number of restaurants makes the largest contribution to trends in weight outcomes, accounting for 61% of the actual growth in Body Mass Index (BMI) (BMI is a number calculated from a person's weight and height and is a fairly reliable indicator of body fatness for most people. The formula is the individual's weight (kg) / [height (m)]^2. (For more information see http://www.cdc.gov/healthyweight/assessing/bmi/adult_bmi/index.html#Definition, accessed August 5, 2010) and 65% of the rise in the prevalence of obesity (Chou, Grossman, and Saffer 2004).

The goal of this research is to investigate the effects of voluntary health guidelines at the end of fast food restaurant advertising that remind viewers of the importance of healthier food choice options and exercise, which may help address this health crisis. From a policy perspective, it is important to identify the consumers who are most responsive to such prompting, if any, because if this is to be an effective route to addressing obesity, it would be beneficial if it impacted the intended behavior among those most in need of heeding such advice.

The next section provides background on the motivation for this study. This is followed by the hypotheses development, which depends on a review of the research on the use and effects of disclosures and Protection Motivation Theory. Our methodology, analyses, and results follow, and we conclude with a discussion of the implications of our findings, followed by a section on the limitations of the study and suggested future research topics.

Background

In light of the growing proportion of American meals prepared outside the home, it is important to enlist the assistance and support of restaurants in addressing obesity (Food and Drug Administration (FDA) 2004). One such mechanism that may be effective was adopted in France in January 2006. The Minister of Health announced that the following statement must be included in all advertisements for manufactured food products and sweetened beverages (Holdsworth, Kameli, and Delpeuch 2006):

> *For your health, do not eat foods that contain too much fat, too much sugar or salt; Eat at least 5 servings of fruit and vegetables every day; Avoid eating snacks; Do physical exercise regularly.*

Unlike a warning, this disclosure implies that the foods are not inherently harmful, nor is there imminent danger from consumption. However, the intent of such a disclosure is to interrupt or disrupt the consumer's actions or plans for action and to be helpful by providing additional option-based information for consumers (Kozup, et al. 2012; Stewart, Folkes, and Martin 2001). If consumers accommodate the message, there may be a reduction in the consumption of less healthy foods, either by reducing the frequency of eating at certain outlets, or by changing the choices made.

The present study investigates the behavioral intentions that might result from adding a similar statement to fast food restaurant advertising. We chose to focus on fast food restaurants because many have hypothesized that its ubiquity and calorie dense offerings contribute significantly to the obesity crisis (Zywicki, Holt, and Ohlhausen 2004). In addition, Americans spent more than 40% of their total food budget on food away from home in 2002, up from 27% in 1962 (Variyam 2005), and consume one-third of their calories from away-from-home foods (Center for Science in the Public Interest 2006).

Hypotheses Development

A primary objective is providing a disclosure is to create a better informed consumer (Stewart and Martin 2004). It is hoped that such information can stimulate consumers to change their behavior by influencing their beliefs, attitudes, and intentions (Kozup, et al. 2012). However, certain message and audience characteristics can affect the availability and processing of disclosures (Andrews 2011).

Message Content

One feature of the message that can impact its effectiveness is whether it is one-sided or two-sided. As the name implies, a one-sided message presents just one side of the argument. In this case it cautions the viewer about eating larger quantities of certain food ingredients and makes recommendations about exercising and eating fruits and vegetables. A two-sided message presents the same cautionary statements, but also acknowledges that some of the ingredients that are unhealthy in larger quantities are the ones that make the food desirable, in case tastier.

Research on advertising appeals shows that two-sided messages tend to be viewed as more credible, causing less counter-arguing, and more support arguments (Kamins and Assael 1987). Further, two-sided ads are more effective than one-sided ads when negatively correlated (vs. uncorrelated) attributes are featured (Pechmann 1992). Research has shown that taste and healthiness are negatively correlated such that the less healthy the item is portrayed, the tastier it is perceived (Raghunathan , et al. 2006). Therefore, we propose the following hypothesis.

H1: A two-sided message will be more effective than the one-sided message in encouraging behavior consistent with the disclosure.

Audience Characteristics

In this section, the characteristics of the viewer that are particularly pertinent are based on Social-cognitive theory (SCT) as presented by Bandura (1986, 1997). This theory suggests that while knowledge of health risks and benefits are a prerequisite to change, additional self-influences are necessary for change to occur, and outcome expectation and personal efficacy are two influences that play a central role in behaviour change (Keller et al. 1999; Munro 2007). Outcome expectation builds on the idea that it is possible that people visualize and work toward distant goals. This disclosure frames the goal as the viewer's health status and proposes certain behaviors and activities that would facilitate this goal. Personal efficacy, or self-efficacy, captures the confidence one has in his or her ability to perform behaviors towards the outcome.

Based on outcome expectations, SCT proposes that part of the motivation to act arises from the belief that certain actions will be beneficial in achieving personal goals. However, not all consumers agree about the desirability of goals (Stewart and Martin 2004). The perceived benefits of heeding the advice in the disclosure will be reflected in the importance the consumer places on healthier eating habits, such as eating salt in moderation. The assumption is that if the consumer perceives benefits, certain considerations become important, but will not be as important if there are no perceived benefits. Therefore, assuming those who place a high importance on certain dietary considerations may be most receptive to the heeding disclosure's message, the next hypothesis is:

H2: The higher the importance of healthy dietary considerations, the greater the intentions to choose healthier options at the fast food restaurant.

According to SCT, self-efficacy is required in order for the individual to attempt and persist in the recommended behavior. In the case of this disclosure, it would imply that the individual has the confidence to actually eat sugar salt and fat in moderation, eat fruits and vegetables as part of a healthy diet, and exercise.

Unfortunately, in the domain of warnings, the self- efficacy variable may create an unintended consequence of encouraging behavior that is inconsistent with the advice because the viewers may underestimate their personal risk if they view themselves as more careful or more skilled than the average consumer (Stewart and Martin 1994). Additional evidence exists that warnings may encourage unhealthy behavior among individuals. A meta-analysis by Cox, et al. (1997) revealed that in a small but significant number of instances, the addition of a warning actually reduces safe behavior from the level achieved where no warning is present. Ellen, Bone, and Stuart (1998) found that a warning can serve as a cue that incites a risk seeker to smoke or consumer alcohol. Finally, reactance theory suggests that consumers who perceive warning labels to be a restriction of their freedom may want the product even more (Bushman 1998). Since this disclosure does not communicate a specific risk, nor does it advise against eating any particular product, it is unlikely that this type of message would communicate a risk that is equal to that of a warning. Therefore, it is no expected that the disclosure would result in the backlash that may be exhibited for a warning.

H3: As a consumers' personal efficacy regarding weight control increases, their intention to choose healthier options also increases.

Prior Beliefs

Ability, including knowledge and education, is a factor in the effects of disclosures (Andrews 2011). Therefore, the viewer's current nutrition knowledge, existing exercise behaviors, and familiarity with the restaurant may impact how receptive he or she may be to the message.

First, warnings are most effective with consumers who agree with the message (Beltramini 1988; McGuire 1980). Unlike a warning, these disclosures provide an implicit, rather than explicit connection between certain health behaviors and their potential risky consequences. Therefore, only viewers with knowledge of the link between healthier eating and exercise and good health may recognize or infer that at least some of the foods offered at the advertised fast food restaurant are high in fat, sugar, and / or salt, and should be eaten in limited quantities. Consequently, the guidelines are more likely to influence the intentions of viewers with more nutrition knowledge, better eating habits, and who exercise more often. In summary, the following hypothesis is proposed:

H4a: Respondents' with greater nutrition knowledge have higher intentions to choose healthier options at the fast food restaurant.

H4b: Respondents' who engage in higher levels of exercise have higher intentions to choose healthier options at the fast food restaurant.

It also appears that the guidelines presented in this disclosure will make a weaker impression on those who are most frequent patrons of the advertised fast food restaurants. People who are familiar with a product are likely to ignore disclosures because they have already integrated the information (Stewart and Martin 2004). In the related area of warnings, research on cigarette smoking shows that smokers systematically ignored part of the cigarette warnings, not because the information is irrelevant, but because it was already known or avoided (Bhalla and Lastovicka 1984). Following the same intuition, frequent alcohol users perceived alcohol warnings to be less believable than occasional or nonusers of alcohol (Andrews, Netemeyer, and Durvasula 1991). Second, a person's perception of the disclosure is subject to availability, such that the more easily a person can recall instances where a behavior resulted in a negative outcome, the higher the perceived risk (Slovic, Fischhoff, and Lichtenstein 1982). In this context, viewers may not be able to recall examples or evidence that his or her health can be directly tied to eating food from the advertised restaurant. These suggest that the disclosure will have a differential impact on consumers depending on the frequency they consumer foods from these restaurants. Therefore, the following hypothesis is:

H5: The impact of the disclosure will be greater among those who are less frequent patrons of these restaurants.

Methodology
Employing a 2 x 3 experiment, six advertisements were created to investigate the efficacy of such disclosures. To control for the "healthiness" reputation of fast food restaurants, the first factor represents two restaurants, one of which is perceived as healthier than the other. The second factor is the type of disclosure that follows the ad, either no disclosure (control group), a one-sided disclosure, or a two-sided disclosure.

Restaurant and Ad Selection
The first phase of the research involved the selection of the fast food restaurants for the study and developing the television ads. The goal was to select two fast food restaurants, one that is perceived as selling more unhealthy offerings, and the other at the healthier end of the spectrum. Prior research shows that when products are viewed as less nutrition, the disclosure works regardless of knowledge levels (Andrews, Netemeyer, and Burton 1998). Therefore, having restaurants that are perceived as relatively healthy and less healthy will disentangle these perceptions from the impact of the disclosure.

The two fast food restaurants that were selected for this study, Burger King and Subway, came from a list of 21 possibilities. Three restaurants in each of seven fast food categories were identified based on an Internet search of popularity. In total, 1533 respondents from a general population panel, administered by iResearch in Washington, D.C., evaluated each fast food restaurant on a three item measure of perceived healthiness. The first item assessed the overall healthiness of the fast food restaurant's image. This was measured on a scale of 1 to 7 where 1 was "not at all" and 7 was "very" healthy. The second item asked about the perceived number of healthy options on each fast food restaurant's menu, and this was measured on a scale of 1 to 7 where 1 was "very few" and 7 was "mostly" healthy items. The last item was about the healthiness of the ingredients used in the menu items. This was also measured on a 7-point scale from "very little" to "heavy" use of healthy ingredients. By fast food restaurant, the Cronbach alpha for this three-item measure ranged from .81 to .91. Using the average score obtained from these items, the least healthy restaurant is Burger King with a mean of 3.51, and the healthiest is Subway with a mean of 5.94.

For the selection of the ads, a search of publicly available ads on the Internet was conducted. One ad from each fast food restaurant was selected such that the techniques used within the ads were as similar as possible. Both ads focused on a promotion, either $5 foot long sandwiches at Subway or 2 hamburgers and 2 fries for $2 at Burger King. In addition, the ads were about the same length, used the same style (non-testimonial, non-cartoon, non-humor), and were of the same light tone.

Once the ads were selected, the disclosure messages were added, as is done in France. The one-sided disclosure stated "Do not eat foods with too much fat, sugar, or salt. Eat 5 servings of fruit and vegetables a day. Avoid snacks. Exercise regularly. For more nutritional guidance, please visit http://mypyramid.gov." The two-sided disclosure stated, "Fat, sugar, and salt help food taste good and provide energy and nutrition. But, do not eat foods with too much fat, sugar, or salt. Eat 5 servings of fruit and vegetables a day. Avoid snacks. Exercise regularly. For more nutritional guidance, please visit http://mypyramid.gov."

Final Questionnaire
Respondents were asked to complete a questionnaire after watching one of the six advertisements. The questionnaire then asked about intended behaviors, current dietary actions, the importance of various dietary considerations, perceptions of their ability to control their weight, exercise habits, and frequency of eating non-home prepared meals. Regarding the demographic questions, respondents provided their height and weight in order to calculate the BMI and determine the weight category (underweight, healthy weight, overweight, or obese) of each respondent.

Respondents
The survey was formatted and implemented by iResearch in Washington, DC and distributed to a panel of respondents in the general population. In total, of 1256 panel participants who were randomly assigned to one of the six treatment groups, 1242 people provided completed responses to the questionnaire, and were familiar with the fast food restaurant seen in the advertisement. In this sample there are 638 men, 604 women, and the average age was 48. Table 1 shows how these respondents were divided, almost equally, into six treatments groups.

Table 1: Respondents by treatment group

		Warning			
		No Warning	One-sided Warning	Two-sided Warning	Total
Restaurant	Burger King	214	206	207	627
	Subway	200	214	201	615
	Total	414	420	408	1242

Based on the height and weight information provided, Table 2 shows the breakdown of the respondents by weight status and gender and a comparison to the obesity prevalence rates for the US population. The analysis was based on the 2007-08 NHANES data and we find that the obesity prevalence rates among the sample are similar to those in the US population.

Table 2: Percentages of respondents and US population by weight status and gender[1]

	Study Respondents			US Population (NHANES 2007-08)		
	Total	Male	Female	Total	Male	Female
Underweight	2.3%	2.4%	2.2%	1.6%	0.9%	2.2%
Normal Weight	30.5%	29.0%	32.1%	30.1%	26.8%	33.3%
Overweight	32.5%	37.5%	27.3%	33.9%	39.8%	28.3%
Obese	34.7%	31.2%	38.4%	34.3%	32.4%	36.1%

Based on analysis of NHANES data, available at http://www.cdc.gov/nchs/nhanes/nhanes2007-2008/nhanes07_08.htm, accessed June 7, 2010.

Finally, a manipulation check assured that the fast food restaurants were perceived as significantly different on the dimension of healthiness. On a scale of 1 to 5, where 1 is "Very unhealthy" and 5 is "Very healthy," the average rating for Burger King was 2.7 and the average for Subway was 4.0, and these means are significantly different at 1%.

Dependent Variable
The dependent variable for this study is the respondents' intention to consider or choose a healthy menu item at the fast food restaurant seen in the advertisement. This was a four-item measure, with Cronbach alpha of .926, is based on the respondents' level of agreement with the statements 'I will choose a healthier item,' 'I will consider a healthier item,' 'I will choose a healthier item to improve my diet,' and 'I will choose the same item I always choose because it is healthy.'   For this variable, a higher value indicates the increased intention to choose healthier items from this restaurant.

Independent Variables
Several independent variables were used to investigate the impact of the disclosures. As mentioned earlier, the first variable is the disclosure itself, and included: (1) no disclosure; (2) a one-sided disclosure; or (3) a two-sided disclosure. To control for the healthiness reputation of the restaurants studied, another independent variable is a dummy variable, where a '1' indicates Subway, and '0' indicates Burger King.

The perceived benefits variable was measured using a multi-item, self -report of the importance of various dietary considerations. This variable measures how important it is to respondent to, for example, use salt in moderation, choose a diet low in fat, use sugars only in moderation, and maintain a healthy weight. This "importance of dietary actions" variable was an 11-item construct with a Cronbach alpha of .929. The items for this construct are from the 1994-96 Diet and Health Knowledge Survey (US Department of Agriculture 1996).

Perceived self-efficacy is another multi-item construct reflecting how much control the respondent felt he/she has over his/her weight. This is a 4-item construct based on Saltzer (1982) with Cronbach alpha of .623, and measures the level of agreement the respondent has with the following statements: (1) Whether I gain or lose weight is entirely up to me; (2) Being the right weight is largely a matter of good fortune; (reverse coded); 3) Whether I gain, lose or stay the same weight, it just happens; (reverse coded); and 4) I can control my weight by getting enough exercise and rest.

The respondent's present dietary actions is a multi-item construct where each item is measured on a 5-point scale from never to always and reflects planning of food intake carefully, limiting daily calories, avoiding overeating, and avoiding indulging in desserts. This construct is from Vartanian and Herman (2006) and has a Cronbach alpha of .831.

Since the warning also addresses exercise, the level of weekly exercise the respondent engaged in was also measured. Respondents were asked how many days per week he or she engaged in physical exercise of at least 30 minutes per day. The 5-point scale included "No participation," "1 – 2 days," "3 – 4 days," "5 – 6 days," and "all 7 days." This question was modeled after several physical activity questions in the 2005-06 NHANES survey (CDC 2005). The median response of 2 indicates that half of the respondents exercised 1 – 2 days per week.

Finally, the respondent's familiarity with fast food restaurants is measured based on how many meals (breakfast, lunch, and dinner) the respondent ate during the previous week that were not prepared at a home. A 7-item scale, from 0 meals, 1 – 4, 5 – 7, 8 – 11, 12 – 14, 15 – 18, to 19 – 21, was used. This question was also based on the 2005-06 NHANES questionnaire (CDC 2005). The median response of 2 implies that half of the respondents ate 1 - 4 non-home-prepared meals the week before completing the questionnaire.

All the variables are standardized to a mean of 0 and standard deviation of 1 before combining them or using them in any of the following analyses. This is done so that the differences in the scales do not impact the results.

Results
The results are presented over the entire sample since the study explores how respondents' intentions change, if at all, after seeing the disclosure. In addition, segmented analyses may also be performed to see if certain types of respondents may be more receptive than others.

The ANOVA results for the effects of the restaurant and the disclosures on the intention to choose healthier items show significant main effects. First, the impact of the restaurant is significant at 1% (F-value = 19.93) and the main effect for the disclosure is significant at 5% (F-value 3.93). Based on a post-hoc Tukey test, the two-sided warning produces higher intentions than no warning, at 5%, while the one-sided warning is not significantly different from the control condition. While the effect of the restaurant is significant at 1% where healthier choices are higher at Subway, there is no interaction effect between the restaurant and the warning. Based on these results, the one-sided condition will be deleted from the data, leaving a sample of 822 respondents, and the restaurant will be controlled.

Table 3 provides the F-statistics for the ANOVA calculations used to investigate each hypothesis. Please note that only this interaction effects that are significant are shown and, when necessary, the sign of the parameter is also shown in parentheses.

Table 3: F-Statistics of Various Influences on the Intention to Choose Healthier Items

	Entire Sample (N= 822)	Overweight (N =558)	Underweight or Normal Weight (N =264)
2-Sided Disclosure	6.35**	1.55	6.96**
H2: Importance of Dietary Actions	126.33**	83.02**	45.15**
Disclosure	7.32**	1.78	8.15**
H3: Personal Self-Efficacy	12.83**(+)²	4.69*(+)	9.71**(+)
Disclosure	6.50**	1.57	7.31**
Personal Self-Efficacy *Warning	7.67**(+)	3.32	4.58*(+)
H4a: Healthier Dietary Actions	83.52**	50.50**	32.24**
Disclosure	6.99**	1.69	7.82**
H4b: Exercise	30.58**	13.20**	16.95**
Disclosure	6.58**	1.58	7.39**
H5: Non-home Prepared Meals	1.13	3.23	0.01
Disclosure	6.35**	7.24**	1.57
Non-home Prepared Meals * Disclosure	0.19	8.38**(-)	8.92** (+)

** Significant at 1%
* Significant at 5%

The symbols in the parentheses indicate the sign of the parameter estimate

The column of F-statistics shows the results for each hypothesis. As shown the presence of the warning serves to increase the intention to choose healthier in each case. In addition, current dietary actions, the importance of dietary action, currently exercising, and personal self-efficacy also increase the intention to choose healthier. The only factor that does not have the expected impact is the frequency of eating non-home prepared meals. This actually has no impact on the intention to choose healthier items. The only interaction effect that is significant is the one for personal efficacy. Here the presence of the warning and personal self-efficacy have a positive interaction, further increasing the intention to choose healthier. This shows support for each hypothesis.

The last two columns break the sample into subgroups based on weight status. As shown, except for the impact of non-home prepared meals, the results for the overall group are similar to those for the underweight and normal weight group. Regarding the non-home prepared meals, the interaction term is significant and positive. This indicates that as the number of non-home prepared meals increases, the presence of the warning increases intentions to choose healthier options.

For the overweight and obese group, there are some differences worth noting. Again, the influence of non-home prepared meals will be discussed separately. First, without regard to non-home prepared meals and self-efficacy, the disclosure does not significantly impact the intention to choose healthier in any case, but the factor by itself does impact these intentions. Regarding, self-efficacy, again, the interaction term is positive, so this is one case where the warning would increase the intention to choose healthier, but only as self-efficacy increases. Regarding non-home prepared meals, there is actually a negative impact of the warning. In this case, as non-home prepared meals increases and in the presence of the warning, the respondent is actually less likely to choose healthier options.

Discussion

In summary, we have support for the fact that the two-sided disclosure will, overall, increase intentions to choose healthier options. However, when we look as the subsamples of the respondents we can see that this occurs among those who are probably already making healthier choices based on their weight status. Also, for all respondents, existing diet and health behaviors also increase the intentions to choose healthier. This implies that good diet and exercise behaviors promote healthier choices, even without the disclosure. However, the disclosure increases these intentions only among the underweight and normal weight population, not the overweight and obese. Therefore, the disclosure seems to reinforce good choices, but only among those who probably already do so.

While this is not as good as what was hoped it is interesting to note that the disclosure has the unfortunate consequence of reducing the intention to choose healthier among those who eat non-home prepared meals more often. Since this is hypothesized to be a major contributor to the obesity problem, this is not a good outcome.

Limitations

One limitation of this research is the fact that the design of the experiment does not allow for an assessment of the impact of repeated exposure to the disclosure. On one hand, repeated exposure would allow for greater processing and lead to reinforcement of the knowledge and desired behavior; conversely, it may lead viewers to ignore the warning altogether (Stewart and Martin 1994). In the case of familiar fast food restaurants, consumers are less likely to notice the disclosure since familiarity with a warning moderates attention (Argo and Main 2004). On a related note, another limitation is the method in which the impact is measured. As with much research, drawing the respondent's attention to the advertisement may serve to make the disclosure more salient than would be the case in a natural setting. Together, it may be that the results of this study are more significant than would be realized naturally.

Finally, intentions do not always reflect behaviors. However, the HBM that was used in the study was developed to predict intentions to engage, or not engage in health-related behaviors.

Future Research

While this research does show that the two-sided disclosure is more impactful than the one-sided disclosure, there are other variables within the disclosure itself that were not manipulated. Future research may investigate, for example, how the use of a personalized style can assist in a consumer's recognizing the pertinence of a particular disclosure, and this can be executed simply with the inclusion of the word "you" into the text (Wilkie 1987). If the warning specifies the reader's health, this feature could positively impact its response.

The unintended consequence of reducing intentions to choose healthier options among the obese and overweight as the number of non-home prepared meals increases needs more investigation. Since this is truly an at risk group, more insight into how they make choices in these settings would be valuable. It is hoped that there is something that could be done to counteract these undesirable intentions.

In an era where consumers are aware of the advertiser's social responsibility, there is a need to study the impact of such efforts on consumers' attitudes toward the advertisement, brand, and the advertiser. The introduction of a warning may have interesting mediating effects on attitudes toward the ad and the brand that may, in turn, affect purchase consideration, intent, and consumption behavior.

The present disclosure also refers the viewer to a website for more information. Future research may investigate whether or not this actually inspires the respondents to explore various sources for more guidance into healthier eating or lifestyle behaviors.

Implications

This research investigated the possibility of reminding viewers of good eating choices after seeing an advertisement for fast food, which is a technique currently employed in France. Generally, we find that these messages may help reduce the consumption of less healthy foods by changing the intended choices. We find that the use of a two-sided warning will be effective in encouraging healthier choices; however its impact is stronger among those who are underweight or normal weight, not among those who are overweight or obese. Therefore, for various government agencies, policymakers, researchers, advocacy groups, and food and media industry members who are designing, proposing, enforcing, and implementing various mechanisms to address the obesity problem, this type of disclosure may serve as a good reminder of healthy eating, but does not necessarily change eating behaviors. The only cautionary note regarding the benefits to society is the unintended negative impact on healthy choices among those who eat the most non-home prepared meals.

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FACEBOOK AND POLITICAL INFORMATION IN ITALY AND THE UK: AN ANTIDOTE AGAINST POLITICAL FRAGMENTATION AND POLARISATION

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Abstract
Due to the rise of digital technologies citizens can today count on innumerable and diverse sources of political information. Arguably such a proliferation of media choices in conjunction with a structural aspect of the internet, namely the presence of a pro-active and self-selecting audience, offers the conditions most conducive to selective exposure (Bimber & Davis 2003). The tendency for selectivity of the internet audience has raised serious concerns as it may lead to a more polarised and less informed electorate (Sunstein 2001, Polat 2005, Bennett & Iyengar 2008). However, despite many theoretical speculations, the relationship between the internet and the exposure to politically diverse information is still unclear. The present paper aims to contribute to this debate. Through a sequential explanatory mixed methods strategy, it examines the impact of Facebook on the consumption of political information in Italy and the United Kingdom and argues that this social networking website could reduce the risks of selective exposure and operate as an antidote against political fragmentation and polarization.
Keywords: Facebook; political information; selective exposure; accidental exposure; political fragmentation; political polarization.

Introduction
The informative impact of the internet on today's society is certainly manifold. Digital technologies have not only multiplied the number of information sources and the amount of available information, but they have also transformed the nature of such information by providing increasingly interactive and networked content (Hardy, Jamieson & Winneg, 2009). Two main areas of the information environment have been particularly affected by the internet. The first relates to the flow of information which has been heavily accelerated, while the second concerns the access to information, with the online medium offering countless choices and opportunities (McNair, 2009). The current transformations in the media and information environment, however, are not only due to the increase in available information but also to a surge in demand of information. In this regard, according to Bennet and Iyengar (2008), the internet has played a decisive role in shaping an *information greedy* culture. Nowadays, citizens increasingly expect accuracy, accountability and transparency from information sources, whether private or public. The internet, with its limitless capacity for content diversity and quantity (Tewksbury and Rittenberg, 2012) is the engine driving such a demand, facilitating the development of an open information environment (Milakovich, 2010).

By extension this abundance of information also applies to the realm of politics. Citizens searching for political information can access online innumerable and diverse sources, from political institutions, candidates and news organisations to bloggers, video-sharing websites, non-profit organisations and private citizens (Bennet & Iyengar, 2008; Kenski & Stroud, 2006; Tewksbury & Rittenberg, 2012). Cavanaugh (2000) calls the internet a *political wall-mart*, a single resource from which to obtain a wide variety of political information. The online medium can, in fact, complement traditional media but also operate as an alternative informative source (Calenda & Mosca 2007). Tewksbury and Rittenberg (2009) consider these changes in the information environment an information revolution and highlight its political consequences. They note how citizens are more and more likely to use the internet to obtain political information and how, online, politically engaged citizens can take advantage of the richness of information and become more effective than ever in terms of political participation. Some academics go even further beyond and describe the internet as a potentially *democratic device*. Milakovich (2010) regards the increase of political information triggered by the internet an opportunity for the development of a more widely informed electorate, which is in his view a major component of any healthy democratic system. Similarly, Fallows (2002) asserts that the internet benefits democracy as it expands people's horizons exposing them to new ideas. Not only academia, but also political institutions have acknowledged the informative and democratic potential of the internet. The Committee of Ministers of the Council of Europe (2009) has, in fact, recognised that new media have improved the public access to information and that such improvement is generating better conditions for citizens' political engagement.

A voice outside this optimist chorus is Polat (2005), who identifies five factors limiting the internet's contribution to the creation of a more informed society. The first limitation is associated to the *information overload*. Polat stresses that humans can only process a certain limited amount of information. She refers to Percy Smith (1995), who argues that wide availability of information could negatively impact democracy as citizens may feel overwhelmed and become dependent on external institutions for organising and understanding such information. The second factor is the limited range and diversity of arguments resulting from media gatekeeping. Considering how in the U.S. major media companies such as Time Warner and AOL have invested heavily on the web and how search engines favour certain websites rather than others, Polat observes that the internet may not be completely immune to the power structures operating in the offline world. By the same token, Brundidge (2007) points out the elitist nature of the online information environment which she believes to be dominated by a limited number of agenda setters. However, Brundidge recognizes that such agenda setters are not necessarily associated to major political parties and media and, consequently, do not always duplicate offline power structures. The third limitation is the unequal distribution of resources. Polat argues that on balance the internet benefits people who are already in a better position in terms of skills, income and physical access to political information. The fourth limitation regards how different categories of internet users differ in terms of motivations and web usages. To back up her argument Polat considers the study of Shah, McLeod and Yoon (2001) showing that people with low education tend to use the internet mainly for entertaining purposes while better educated people use the internet more instrumentally. The third and fourth limitations are linked to Tichenor, Donohue and Olien's (1970) *knowledge gap* theory. Bimber (2003) applies this theoretical frame to the online environment and solves that the internet could widen the informative gap between *information rich* and *information poor*. Finally, the fifth limitation identified by Polat and also recognised by Bimber (2003) is the tendency of selective exposure of internet users which can generate fragmentation and lead to a polarised society lacking of shared knowledge.

This paper focuses on this latter aspect, namely the potential of the internet to promote selective exposure. The theory of selective exposure finds its roots in Festinger's (1957) cognitive dissonance theory and suggests that to elude cognitive discomfort individuals tend to expose themselves to pro-attitudinal information while avoiding conflicting perspectives (Klapper, 1960). To date these theoretical claims have received mixed support (Brundidge, 2007). As reported by Holbert, Garrett, and Gleason (2010, pp. 19-20), there are studies challenging the premise that ideological homogeneity is psychologically desirable (Frey 1986) and arguing that selective exposure does not necessarily lead to the avoidance of attitude-discrepant information (Chaffee, Saphir, Graf, Sandvig & Hahn, 2001; Garrett, 2009; Webster, 2007). In the last decade the changes occurred in the information environment have brought renewed attention to the issue of selective exposure. According to Bimber and Davis (2003), the internet offers the conditions most conducive to selective exposure. This is due to two of its structural aspects. The first is the abundance of information and the consequent proliferation of media choices. Bennet and Iyengar (2008) talk of a shift from *information commons* to *information stratamentation*. They argue that fifty years ago it was possible to talk of *information commons* as information provided by news organisation was extremely homogeneous and standardised. The rise of the internet and the resulting proliferation of media choices have lead to fragmentation of the information environment. This new *information regime* (Bimber, 2003) is characterised by *information stratamentation*, namely a combination of segmentation and fragmentation of information (Bennet & Iyengar 2008). Tewksbury and Rittenberg (2009) believe that specialization, segmentation, fragmentation and polarization are inter-related phenomena. They describe specialization as the tendency of some

individuals to focus on certain topics or the disposition of sites to tailor their content to specific audiences. In their view, the specialization of news exposure has generated the segmentation of audiences and, ultimately, fragmentation which is defined as "*the lack of widespread public exposure to some content of interest*" (p. 196). They argue that a fragmented information environment is prone to polarization which occurs when audience groups consume idiosyncratic content. Tewksbury and Rittenberg developed an interesting argument and claim that by providing "too much freedom", by enabling users to focus on content and activities which are relevant to them, the internet can lead to selective exposure and the exclusion of counter-attitudinal political information. The second structural aspect is the presence of a pro-active and self-selecting audience. The active role of the audience in content selection and consumption is, in fact, a necessary condition to the occurrence of selective exposure (Dutta-Bergman & Wonjun, 2005). This control could induce segmentation as individuals may select only the information strengthening their existing position (Anduiza, Cantijoch and Gallego, 2009). The tendency for selectivity of the internet audience is an area of concern for certain academics who believe that this phenomenon will progressively lead to a more polarised and less-informed electorate (Sunstein 2001, Polat 2005, Bennett & Iyengar 2008). One of most prominent advocates of this position is Sunstein (2001) who suggests that in the online environment individuals tend to operate in *eco-chambers* interacting with like-minded users.

Despite many theoretical speculations the relationship between the internet and the exposure to politically-diverse information is, today, still unclear. Some research supports the argument that the internet increasingly exposes individuals to pro-attitudinal perspectives. For instance, Bimber and Davis (2003) analysed the audiences of campaign websites during the 2000 U.S. presidential election and conclude that when compared with television and newspapers the internet provides the conditions most conducive to selective exposure. Adamic and Glance (2005) study the links among the posts of a series of blogs and show that Liberal blogs linked primarily to other Liberal blogs while the opposite happens for Conservative blogs. Similarly, Stroud (2008) establishes that people's political beliefs relate to their media exposure, both online and offline. These findings are confirmed by Nie, Miller, Golde, Butler and Winneg (2010) who demonstrate that online consumers expose themselves to news content in line with their own political views. On the other hand, there is a strand of research asserting that internet users can brake away from the dynamics of selective exposure through accidental exposure to information. Brundidge (2010) speaks of *inadvertency* and argues that in the online environment individuals are exposed to more political difference than they would be otherwise, even if only inadvertently. The *inadvertency thesis* is supported by several studies. As highlighted by Brundidge (2010, p. 685), Wojcieszak and Mutz (2009) observe that the exposure to counter-attitudinal political messages is more likely to happen in non-political chat rooms. Accordingly, Cornfield (2005) finds that 36 percent of internet users claim to get campaign news and information not through a directed search but accidentally, while surfing the web for different purposes. According to Tewksbury, Weaver and Maddex (2001), the traditional mass-media models of news dissemination may not be applicable to the internet because online audiences acquire information even when they are not deliberately looking for it. Traditional models, in fact, conceptualize news exposure as an intentional process whereas internet users can obtain information in an incidental fashion, as "*a byproduct of their other online activities*" (Tewksbury et al., 2001, p. 533).

Among the various internet tools, social networking websites (SNSs) appear to be particularly prone to accidental exposure (Baresch, Knight, Harp & Yaschur, 2011). SNSs can be defined as "*web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system*" (Boyd & Ellison, 2007, p. 211). Because of the increasing possibilities of sharing content offered by SNSs many internet users organize and obtain their news via their social networks (Baresch et al. 2011). Research has attested to the political relevance of SNSs and found that one of the main motivations behind their usage is to gather political information (Rainie & Smith, 2011). Lerman and Ghosh (2010) analyse the mechanisms of news diffusion on SNSs and speak of *information contagion*. By means of sharing, *liking*, *retweeting,* accidental exposure to information can occur as individuals do not always choose what to consume and information is often presented to them. SNSs' users could, therefore, evade selective exposure which relies on the active role of the audience and encounter political difference. An, Cha, Gummadi and Crowcroft (2001) confirm this theory and find that on Twitter there is a non-negligible amount of indirect media exposure which expands the diversity of news users are exposed to. Similar results emerge from the investigations of Vickery (2009) and Kim (2011) who establish that SNSs can enable exposure to cross-cutting opinions. On the contrary, in a qualitative content analysis of Facebook posts, Meyer (2012) observes that in the U.S. Republicans and Democrats have built highly partisan social media communities and that selective exposure can take place also on SNSs. Taking into account the academic literature presented so far, a mixed picture emerges with regards to the tendency of selective exposure of internet users. This state of affairs calls for further research particularly in relation to SNSs, an environment where accidental dynamics strongly intervene upon the flow of information.

Methodology

This paper has been drawn from a larger mixed-methods study investigating the impact of Facebook on political participation in Italy and the United Kingdom. Among the various mixed-methods strategies, this investigation has employed a sequential-explanatory approach characterised by a first quantitative phase and a subsequent qualitative phase. In the first phase, a web-based survey explored the links between citizens' Facebook political participation, internet political participation (excluding Facebook activity) and offline political participation. Information from the first phase has been further examined in the second qualitative stage where a series of semi-structured interviews were held. The purpose of the qualitative phase is to build upon the initial findings and to examine the mechanisms responsible for producing the identified associations.

Sampling

A pragmatic approach has been applied to sampling. This investigation's target populations are the British and Italian Facebook populations minus the 13-17, and 65+ years old age groups. The 13-17 years old age group has been excluded from the study in order to avoid ethical issues. The 65+ age group has not been taken into consideration as, in both countries, it represents a very small fraction of the total Facebook population and finding participants fitting within this category could have proved particularly problematic.

A stratified-snowball sampling strategy has been adopted to recruit respondents for the online surveys. This strategy entails an initial chain-referral recruitment stage and the random selection of the final sample through the application of a post-stratifying criterion (i.e. age). *Age* has been chosen as post-stratifying criterion because of its relevance to the political participation phenomenon (see Quintelier, 2007 for a detailed account). From the initial 483 participants 196 participants for the British sample (BS) and 196 participants for the Italian sample (IS) were selected. For the qualitative phase a total of 26 interviews (13 for the BS and 13 for the IS) were held. A subset of the survey participants was chosen for the qualitative stage. The selection of the sub-sample occurred according to several criteria such as the identification of particularly significant quantitative results, unexpected non-significant quantitative results, extreme cases, demographics, characteristics, and self-interest. Because the sub-sample did not provide participants with certain characteristics (e.g. political activists between the age of 18-24 willing to be interviewed) a number of qualitative participants (i.e. 4 for the BS and 3 for the IS) were selected through a further snowballing procedure.

Information Activities

The study this paper has been drawn from conceptualises political participation as a multidimensional phenomenon which encompasses under its umbrella three different typologies of participatory activity: campaign activities (e.g. *soliciting others to support or oppose a particular political party, candidate, and initiative*); contact activities (e.g. *contacting a political party, candidate, government department and/or local council*); and communication activities (e.g. *consumption of political news*). This paper focuses on communication activities

which Christy (1987) describes as a form of political participation not channelled through political institutions and reflecting a more individual interest and psychological involvement in politics. Three activities related to the consumption of political information have been considered in this paper: *learning about a political initiative, meeting, rally and/or protest*; *learning about a group or an organisation developed around politics*; and *consumption of political news*. Each of the activities has been assessed through a five-point frequency scale (1=Never, 2=Rarely, 3=Sometimes, 4=Often and 5=Very Often). Participants were asked how often in the last six months they engaged in the first two activities through Facebook, through the internet (excluding Facebook activity) and *watch/listen/read political news* on Facebook, on the internet, on TV, on the radio and on the press. In addition, three summated-rating scales: *Facebook Political Information*, *Internet Political Information* and *Offline Political Information*, were generated adding the scores of the various survey items, with each item bearing equal weight.

Data Analysis
Considerations on the nature of the samples and of the data have guided the selection of the statistical tools for the quantitative data analysis. In a political participation study Calenda and Mosca (2007) explain that samples characterized by strong non-probabilistic components cannot produce strong inferences and descriptive statistical tools are to be preferred. Accordingly, given the purposive and pragmatic nature of this study's samples, descriptive statistics have been employed to analyze the quantitative data. The most appropriate statistical tools have been chosen taking into consideration the distribution of the data. The Kolmogorov-Smirnov test with Lilliefors correction, which is best used for sample sizes of more than 50, with unknown population mean and variance (Lilliefors 1967), was run to assess the normality of the distributions of scores. The test established that the data is not normally distributed (p. < 0.05) and, consequently, medians rather than means have been employed as measures of central tendency.

Table I – Test of normality

Nationality		Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
British Sample	Facebook Information Activity	.158	196	.000
	Internet Information Activity	.130	196	.000
	Offline Information Activity	.120	196	.000
Italian Sample	Facebook Information Activity	.095	196	.000
	Internet Information Activity	.119	196	.000
	Offline Information Activity	.097	196	.000

[a]Lilliefors significance correction

The qualitative data have been examined through a thematic analysis. A number of thematic categories have been developed in order to examine how selective exposure operates on Facebook (Table II). The themes were established taking into consideration the academic literature (i.e. *prior research code development*) and the questionnaire's results. Finally, the themes were reviewed and revised during the analysis of the qualitative content (i.e. *data-driven code development*). This three-step process can be described as *theory-driven coding* (Boyatzis, 1998).

Table II – Content analysis themes

Themes	Sub-themes
Selective Exposure	Facebook Selective Exposure
	Facebook Exposure to Counter-attitudinal Information
	Active Selection of Information
	Accidental Exposure
Facebook Contacts	Political Contacts
	Non-political Contacts
	Politically Heterogeneous Contacts
	Politically Non-heterogeneous Contacts
Political Engagement	Interest in Politics
	Interest in Contrasting Views

Results
The current paper aims to assess whether Facebook could operate as an antidote against political fragmentation and polarization. In order to do so both the relevance of Facebook as a political information source and its capability to facilitate the exposure to counter-attitudinal information have to be addressed. The first issue has been examined through the quantitative data while the qualitative results have been employed to explore the second matter.

Quantitative Results
From the quantitative results it emerges that in the BS the most used channel for each of the considered information activities is the internet while Facebook and offline related activities display identical scores. In the IS, Facebook is the most used political information channel, followed by the internet and the offline world. In terms of intensity of activity, the BS displays low scores in relation to the consumption of political information whereas the IS shows a moderate consumption. These results are also confirmed when the Facebook, Internet and Offline Political Information scales are taken into consideration.

Table III – Information activities

	Nationality					
	British Sample			Italian Sample		
	N			N		
	Valid	Missing	Median	Valid	Missing	Median
Learning about a political initiative, meeting, rally and/or protest on Facebook	196	0	1	196	0	3
Learning about a political initiative, meeting, rally and/or protest on the internet	196	0	2	196	0	2
Learning about a political initiative, meeting, rally and/or protest offline	196	0	1	196	0	2
Learning about a group or an organisation developed around politics on Facebook	196	0	1	196	0	3
Learning about a group or an organisation developed around politics on the internet	196	0	2	196	0	2
Learning about a group or an organisation developed around politics offline	196	0	1	196	0	2
Facebook consumption of political news	196	0	3	196	0	4
Internet consumption of political news	196	0	4	196	0	4
TV consumption of political news	196	0	3	196	0	4
Press consumption of political news	196	0	3	196	0	3
Radio consumption of political news	196	0	3	196	0	3
Offline consumption of political news	196	0	3	196	0	3.33

1= Never, 2= Rarely, 3 = Sometimes, 4= Often, 5= Very often
Please note that offline consumption of political news is an average measure generated from TV, radio and press consumption of political news

Table IV – Facebook, internet and offline political information activity

	Nationality					
	British Sample			Italian Sample		
	N			N		
	Valid	Missing	Median	Valid	Missing	Median
Facebook Political Information	196	0	6	196	0	9
Internet Political Information	196	0	7	196	0	8.50
Offline Political Information	196	0	6	196	0	7.83

3= Never, 6= Rarely, 9= Sometimes, 12= Often, 15= Very often

In summary, the data indicate that in the BS Facebook is employed to obtain political information as much as traditional media but less than the internet, whereas in the IS Facebook is the major political information channel. These results demonstrate the relevance of Facebook as a political information source and are in line with the several studies investigating the impact of Facebook on the diffusion of political information. Hermida, Fletcher, Korrell and Logan (2011) find that two-fifths of SNSs users get the news from people they follow on websites such as Facebook, while a fifth obtain news from news organizations and individual journalists they follow. They conclude that SNSs are a significant source of news. Similarly, in Vickery's (2009) qualitative study all participants cite Facebook as a major source of political information and many participants claim to have discovered new sources of news through the links their friends post on Facebook. According to Vickery (2009) these results are indicative of a larger trend in which an increasing number of people are using SNSs as news aggregators. However, Facebook's relevance as political information source is not unanimously recognized in academia. For instance, in a recent study, Lampe, Vitak, Gray, and Ellison (2012) observe that Facebook users were not likely to use this SNS to seek information. According to them, this suggests that users may still perceive Facebook mainly as a social tool. To evaluate the potential of Facebook to counteract the fragmentation and polarization trends the penetration of this SNS has also to be considered. In relation to the two countries this paper focuses on, Facebook has 51.61 per cent penetration of the total British population and 61.02 per cent of the British online population. In Italy Facebook's penetration is even lower with regards to the total population, 38.16 per cent, while is slightly higher for the Italian online population, 70.85 per cent (Socialbakers, 2013). This data shows that Facebook is not yet universal. In this sense, it would be possible to talk of a *Facebook divide* which may limit this SNS' contributions and relevance to society.

Qualitative Results
Facebook's ability to reduce selective exposure has been assessed through the qualitative data. In particular, this paper explores the thesis that Facebook users may be inadvertently exposed to counter-attitudinal political information. As these statements illustrate, from the interviews it appears that in both samples it is common for Facebook users to acquire politically-diverse information:

> "*you will find people who will post the same article you would come across on a website or TV or whatever, but you would also find a larger variation. So you would find news from websites you may not know they exist or you may had never come across. So the*

participation of so many people means that you get a larger net cast […]. I read stuff from sites that I wouldn't have known even that existed if a friend or another person, a friend of friend, hadn't found it and posted it" (BS)

"*(On Facebook) I've crossed people with completely opposing views*" (BS)

"*Facebook has no filters. I have more than 1000 contacts […] I know the political views of 20% of those contacts while I have no idea for the rest. Sometimes I see links and click on them. Therefore, (on Facebook) you have a surplus of news which comes from everywhere*" (IS)

"*I have two, three (Facebook) contacts that are located right on the opposite (political) side. Clearly they post their content virally*" (IS)
Tewksbury and Rittenberg (2012) describe the online consumption of news and political information as a multistep process. Online audiences can purposely select political information but also be accidentally exposed to it. As mentioned in the Introduction section, active selection is a necessary condition for the occurrence of selective exposure. On Facebook, people who are interested in politics can follow political pages and news organizations or even be members of political groups. In this case, Facebook users pro-actively select informative sources and, as a consequence, selective exposure may take place. In both samples the interviews confirm that the Facebook environment is not immune to the dynamics of selective exposure. However, the qualitative data also show that active selection of information does not lead automatically to selective exposure. In accordance with Frey's (1986) argument that ideological homogeneity is not psychologically desirable, individuals interested in politics may, in fact, also search for politically-diverse information:
   "*80%, 90% of the time I look (for political information) in (politically) contiguous settings. However, I understand that on certain issues I need also to see how different political forces think and act*" (IS)

Facebook users can also access political information through an *accidental route*. Facebook's *News Feed* plays a crucial role in this accidental exposure. The News Feed, which appears on each user's homepage, performs an information based function. It simplifies and accelerates the sharing of information by showing a constantly updated list of friends and pages' activities (Vitak, Zube, Carr, Ellison & Lampe, 2009). Among the various Facebook's features, arguably, the News Feed provides users with the greatest opportunities in terms of political information. This could be possibly related to the lack of active selection in the consumption of political information. The News Feed enables users to passively view activities of their network (Lampe et al. 2012). Individuals are drawn to the activities within their networks and no longer have to seek out information, but rather the information is presented to them whenever they access the site (Vickery 2009). The thesis of *information contagion* developed by Lerman and Ghosh (2010) is supported by the findings of this study. Both British and Italian participants, in fact, talk of the extended, viral nature of the Facebook information environment:

   "*people are subjected to more articles, a wide variety, instead of flicking pass the news, on Facebook a headline comes up…*" (BS)

   "*sometimes you get shared stories or shared posts that circulate among friends and you get thousand of people liking them.*" (BS)

   "*It's like when you go fishing. Instead of using one fishing rod you use many as there are the news I get and the news my contacts get. Therefore, there is an invasion of news*" (IS)

   "*It is a sort of media contagion. Information and communication travel on increasingly extended tracks: the information that should go from A to B is read by C, a third individual who interacts with A. Consequently, new connections are born according to the topics rather than people's will*" (IS)

Participants also confirm that users may be inadvertently exposed to political difference:

   "*I read stuff from sites that I wouldn't have known even that existed if a friend or another person, a friend of friend, hadn't found it and posted it*" (BS).

   "*I didn't particularly seek out (contrasting political information) you but now, sort of, it comes to me.*" (BS)

   "*I would say that Facebook has certainly increased my knowledge. It had the effect of widening my information sources […] Facebook posts (information) as soon as you access. Even if you don't want you see this information. Therefore, because this information is imposed, in the sense that you don't look anymore for information but the information is there and you see it, […] your information is widened in comparison to the past*" (IS)

Not all Facebook users are, however, able to gain access to counter-attitudinal political information through the accidental route. To bypass selective exposure a politically interested and politically-heterogeneous network of contacts is required. The relevance of the Facebook network for the information gathering process has been stressed by Vickery (2009) and Lampe et al. (2012). The first states that the level of political involvement of the network strongly influences the degree of exposure to political information while Lampe et al. (2012) claim that users with larger and more diverse networks should obtain more non-redundant information. The presence of politically heterogeneous contacts is not enough to be exposed to political difference. Interaction with such contacts is also needed as The News Feed displays only activities relevant to the user. The relevance of an activity is established through an algorithm (i.e. *EdgeRank*) based on various parameters, among which users' previous behaviours. This means that if a user does not interact with a contact over a certain period of time, this contact's activities will stop appearing in the News Feed. Consequently, as highlighted by a British participant, due to the EdgeRank algorithm lack of interaction could lead to selective exposure:

   "*(On Facebook) I guess I do get a certain (political) range but not that bigger range. Partly because Facebook tends to hide from me the people I don't interact with. Facebook hides from you people who you didn't interact with recently. So there are probably people who have different political views to me but I don't really talk to them very much on there*" (BS)

Conclusions
A model explaining the dynamics of selective exposure in the Facebook environment has been developed. According to this model, called the *Dual Routes of Exposure Model*, Facebook's consumption of political information can occur through two routes: the *direct route* and the *accidental route*. In the direct route users have control over the flow of information and actively select information according to personal preferences, interests and habits. Due to this active selection of content selective exposure may take place. The direct route, however, does not lead necessarily to selective exposure as users may purposely consume politically diverse information.
   In the accidental route users are passively and inadvertently exposed to information. Like the previous route, this can lead to the exposure to both reinforcing and counter-attitudinal content. The first can occur if users interact excursively with not politically interested or

politically contiguous contacts. Conversely, in the presence of a politically interested and politically heterogeneous network, Facebook users may bypass selective exposure and acquire counter-attitudinal political information.

Figure I – Facebook and Selective Exposure: The Dual Routes of Exposure Model
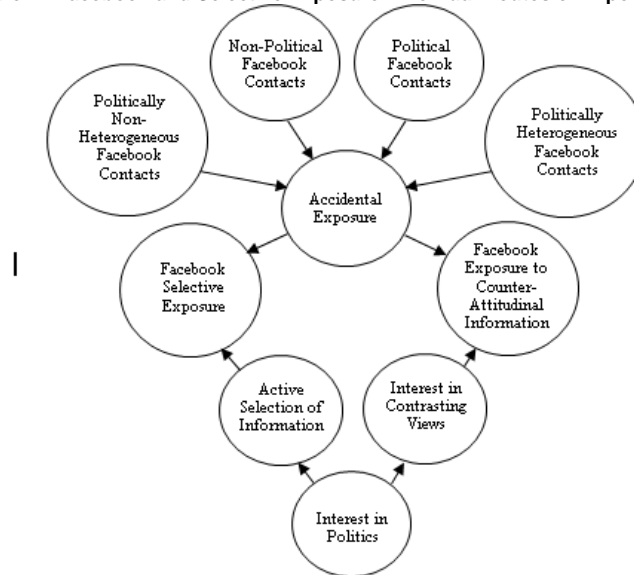
This paper contributes to the strand of research investigating the relationship between the internet and the phenomenon of selective exposure. Focusing on the case of Facebook, it provides evidence in support of Brundidge's (2010) *inadvertency thesis*. In the Facebook environment accidental dynamics strongly intervene in the diffusion of political information and users may be inadvertently exposed to political difference. Active selection is a necessary condition for the occurrence of selective exposure but on SNSs the diffusion of information is both an intentional and incidental process. Through what has been labelled by Lerman and Ghosh (2010) as *information contagion*, users are presented with new opportunities to heterogeneously expand their social and information networks. As a result, the formation of *eco-chambers*, where users will interact only with like-minded individuals (Sunstein, 2001), appears less probable on Facebook. Hermida et al. (2011) report that SNSs are particularly valued information sources as they facilitate the exposure to a wider range of news and information. Accordingly, this study finds that Facebook enables the access to politically diverse content. This, however, may not be enough to counter the polarisation and fragmentation trends characterising the internet. Facebook is, in fact, not immune to selective exposure and accidental exposure to counter-attitudinal perspectives is only a component of the information consumption process. Academics celebrate Facebook's ability to provide a much larger sphere of potential influence for opinion leaders and opinion followers than other media environments (Zube, Lampe & Lin, 2009). In line with several studies addressing SNSs' political relevance (Rainie & Smith, 2012; Rainie, Smith, Lehman-Schlozman, Brady & Verba, 2012; Vickery, 2009), this paper confirms that Facebook is a relevant source of political information. At the same time, it recognises that Facebook is not a universal tool. The existence of a usage gap which could be described as *Facebook divide* limits the impact of this SNS on society. In conclusion, Facebook is a potential antidote against political fragmentation and polarisation but its contribution to the formation of a more widely-informed electorate is yet to be established.

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FOUR REASONS AS TO WHY YOU NEED TO SELL YOUR DISTANCE AND ONLINE EDUCATION

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This is not a research paper, rather it is all about contemplations of an academic around the world he lives in, academia.

The mission for university education has been arguably changed. Once respected as "ivory towers" of science, Mecca of sharing philosphy and knowledge with "privilleged minority" now become places of information and or knowledge-sharing, vocational training institutions. Why is so? What changed? Is this because of people who are the once loyal subjects, now new patrons of universities? Perhaps, it is the industries that demand skilled labor of any kind, no? Then, put the blame on time, The time changed. These days everything is different than it used to be. Why universities would remain the same? They changed too. Just for survival.

The reality bites, no industry stayed the same, and no industry has a sustainable growth. Universities, tertiary institutions in general, are no immune to this simple fact. Even bellicous rhetoric chored in academia has not stopped the dialectic of nature. What goes up, most come down in certain period of time. Let's question ourselves. What we produce is service, knowledge so to speak, and will be important once someone uses it. I use this analogy to explain my point. Immortality is a phenomenon is yet to be discovered. In a sense, many would appreciate it, and will certainly praise the team of scientists whom, if ever, discovers it. If ever discovered, until then immortality is just a philosophic phenomenon and useless. Once a knowledge become a usable entity, then someone must pay for it. Even free tertiary education is not free, because society at large funds it with its taxes. If there is a price then it is product. If it is a product, then it must belong to a sector.

History of dead or dying industries show us self-deceiving perception of bountiful expansion, yet they have a deficiency; they decay in time worst this decay is not known to them.

For long we as academics and academia put too much faith in our curriculums, our books, the way we deliver lectures, our power points etc. The antecedent of this dogmatic approach was our mind set and belief system which nothing but indicate this was the one and only way of doing business. Our products has not been changed for years. Our definition of who is an academic dictated us that academic has certain job definitions: teaching as usual, doing research, and trainin future academic and mentoring junior faculty members. Our product has three pillars: teaching, researching, and mentoring. So long as we do the business in a way we are raised, in other words business as usual, there is no problem. People is not our concern, data and knowled is our concern. We are preoccupied with product and put faith on it as it will always deliver its promises.

We assumed and it was right for long that we can charge the price we want for our product that we in most cases felt indignified if its called as product. In other words, we sold a "non-product" product in a way that as if doing favor to buyers/society. Universities form heavens delivering will and knowledge of God to mortals. Definetly an ego-boosting procedure.

Creativity and enterpreneurship are the two terms occupy Turkish tertiary system. These terms are long in practice in Anglo-Saxon world. However, continental Europe and Turkey have been trying ways of adapting to it. Will there be a balance or should there be a balance between being a classical academia or creative and enterpreneurial institution is still up in the air for today.

Place for delivering education has always been schools. For universities it is campuses. Campuses, however are not only schoools these are living, nourishing, charishing areas. Campuses are place for socialising, attending many events in one stop. Virtual campuses, such as ITunes U can not promise all if any, of these advantages. Blending physical and virtual education can stil provide students as well as academics all of these advantages in the confort zone of managing their time and place of being, ubiquitously.

As for the promotion, product speaks for itself, back to the square one. Word of mouth is the most poverful tool for todays global village. Once again, the world is back to verbal culture, thanks to virtuality. Only this time, its backed up with visal content and even content of our own (wikies, user generated contents, virals). We are new nomads of vitua-physical new world. We walk, we talk, we share we never despair. Our wold is based on stories again. We are all new messiahs. Only this time we use heaps of data, and whisper about them. Can we convince the people? Well, this is up to how colorful our story is.

GLOBAL TRENDS IN DISTANCE EDUCATION

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Distance education has gone through significant transformations over the years. It originally started as correspondence study. Then open universities emerged as institutional bodies in the second half of the twentieth century. Later we have witnessed the growth of corporate involvement in distance education. Today it is the age of technology-enabled distance learning.There have been a number of driving forces characterizing certain trends and developments throughout the evolution of distance education practices. This paper discusses current global trends and their effects on distance learning. These include but not limited to trends regarding students, faculty, pedagogy, technology, and governance of distance education systems. The paper also elaborates on implications of these leading trends for specific applications of distance education. It appears that much of typical practices in distance education are replaced with opportunities brought by recent virtual communication technologies.

Introduction

Distance education has gained great momentum in recent years all around the world. It is a common practice both in developed and underdeveloped countries. Developed countries use distance education to create more variety in their educational systems, while underdeveloped countries are more concerned about providing educational opportunities to different segments of their population. All countries perceive distance education as a powerful alternative to traditional system in reaching out more students both demographically and pedagogically.

There is little doubt that distance education is an expanding field. In all countries, innovative practices of distance education are growing. Most of these programs enjoy wide recognition and positive reputation. As a result, the number of institutions providing distance education is increasing. For example, only "one-third" of higher education institutions in the United States offered distance education courses in 1995 but this figure reached to "two-thirds" in 2007 (Davies, Howell, & Petrie, 2010). Today almost all degree-granting institutions offer some kind of distance education for a variety of reasons.

Although distance education can be provided at all levels education, most distance education systems around the world operate at the university level. Therefore, issues related to distance education are often discussed within the context of higher education. Nevertheless, distance education systems at the university level share many characteristics with distance education programs at other levels, including non-formal education practices. Following the same orientation, this paper too will focus on higher distance education but we assume that many points made here will also be valid for distance education in general.

Major Trends

There are a number of global trends in distance education today. These trends change the conventional nature of distance education systems from many perspectives. It is possible to discuss these trends in certain categories. These include but not limited to trends regarding students, faculty, pedagogy, technology, and governance of distance education. Taking an instructional perspective, the present paper puts its emphasis on these elements.

Student Enrollments

General student population and college enrollment are increasing rapidly. Although a big percentage of this increase takes place in developing countries, situation is more or less the same in the developed world. Conservative projections gave 120 million students worldwide in higher education by 2020 but this number has been exceeded even in 2004because more than 132 million students were enrolled in universities worldwide,up from 68 million in 1991. China and India have doubled their enrollments in ten years (Santiago, Tremblay, Basri, & Arnal, 2008). Even in the United States, it was estimated that college enrollment has grown 16% during the first decade of the 20th century (Jones, 2003; cited in Howell, Williams, & Lindsay, 2003). It means that universities have more students than facilitiesso that their capacities are not sufficient to cope with the heavy influx of students and meet enrollment demands. Many educational institutions offer distance education to ease the massive pressure on their conventional systems.

Student profiles and their expectations are changing. Two characteristics are particularly important in this respect: Most of distance education students today are both young adults and digital natives. There is almost a subpopulation of learners described as "online generation", "Y generation" or "learners of the information-age." These technology savvy learners are likely to demand a more aggressive e-based pedagogy that includes digital technologies. The fundamental implication of this profile is that learners want more flexibility and portability in terms of their learning experiences. In other words, learners attending a distance education program or course may be almost anybodyrepresenting different ages, ethnicities, nationalities, interests, learning styles, motivation, epistemological beliefs etc. In fact, more working adults, female learners, minority members, immigrant students, and those living in rural or remote areas are attending distance education programs in recent years. For example, 42% of all learners at public and private educational institutions in the United States are at the age of 25 or older (Aslanian, 2001). Similarly, majority of part-time university students in Canada were 25 years old or older in 2006 (ICDE, 2009). Also, approximately 60% of university students are female and this ratio is even higher in minority groups (Cetron& Daview, 2003). Thus, most programs targeted the non-traditional adult student (Compora, 2003)

*Students are taking distance learning courses offered by various institutions.*Almost all university students take at least two or three online courses before graduation. This creates a composite program for each student satisfying their needs and expectations. Even the most prestigious colleges around the world offer online courses to regular students. Many other universities accept course credits obtained through online programs from other institutions. However, there are some disturbing problems in this area: First, students sometimes face difficulty in transferring online courses due to accreditation problem of the course-offering institutions. The concept of "academic currency" is suggested to overcome this challenge (Johnstone, Ewell, & Paulson, 2002).Second, course-completion rates and program-retention rates are usually lower in distance education programs compared to face-to-face instruction in many cases (Brady, 2001). On the other hand, due to economic and social constraints,when nationwide participation rate in on-campus higher education is extremely low (such as the case in sub-Sharan Africa), distance education is considered a viable and affordable means (Pityana, 2008). Third, general reputation of off-campus programs is perceived to be relatively low compared to on-campus programs. Accreditation standards and quality policies may solve most of these problems.

Faculty Initiatives

Many educators are reluctant to involve distance education efforts. Faculty members usually hesitate to participate in design and delivery of distance courses. This was a big obstacle against distance education reforms in the past. Of course, there were many reasons for this. However, mostly thanks to the availability of powerful technology and user-friendly software along with proper administrative support, more educators have been volunteering for distance and open learning initiatives in recent years. It appears that considerable a number of educators have perceived that their roles/responsibilities have changed in the educational landscape of the twentieth century

(Howell, Williams, & Lindsay, 2003; Paulson, 2002). Therefore, regardless of their fields of expertise, many pioneering educators today offer online courses or provide online support materials for their face-to-face courses.

Universities are encouraging their faculty to involve distance education more. In addition to personal efforts of faculty members, administrators of educational institutions have encouraged faculty members by offering financial incentives and compensations when they contributed to distance education systems. Theyalso began to assign professional design teams to distance education projects instead of expecting individual faculty members to develop such programs or courseson their own. These teams usually comprised of project leaders, subject matter experts, instructional designers, computer professionals, graphic experts, facilitators, teaching assistants, language editors, marketing specialists, student counselors etc. More importantly, leading educational institutions, mostly universities, provided training opportunities for their faculty members in terms of how to develop and deliver distance courses. Tenure systems have also awarded instructional as well as academic contributions to distance educationsystems (Hickman, 2003; Paulson, 2002). All these factors empowered the faculty and made a big impact on the diffusion efforts.

Active involvement is producingmore positive attitudes toward distance education.It is a fact that there are still some problematic areas regarding faculty's involvement in distance learning programs. One of them is that many faculty members have thought that developing distance education courses was easy but it did not take long for them to recognize that this was not the case. For example, work load is usually higher in online courses compared to face-to-face instruction, and much of the efforts are not paid at all (Brogden& Couros, 2002). Another problem is that distance education often involves new media, and some faculty members resist to technology-based course delivery systems including online courses (Oravec, 2003). Still another problem involves the faculty's feeling of isolation, particularly when they run into technology related hurdles and receive no help. Also,some educators are philosophically opposed to distance education so that they either withdraw their contributions or degrade efforts toward integrating distance education into their normal educational practices. Studies show that their views change positively depending upon the level of their involvement in distance education (Lindner, Murphy, Dooley, & Jones, 2002). It implies that faculty members provide meaningful contribution to distance education efforts only when appropriate infrastructure is established, adequate support is offered,and empowerment opportunities are provided.

Pedagogical Shifts
Information and knowledge are growingexponentially. Aslanian (2001) states that information used to double almost every ten years in the past but it doubles every four years these days. This situation has a clear impact on breadth and freshness of content in education. Rapid proliferation of new information and its subsequent requirement for acquisition imply that people constantly need to update their intellectual capacity. This creates the need for lifelong learning so that distance education systems provide alternative learning opportunities and both current students and former graduates attend these programs depending upon their conditions. For this reason, distance education programs are based on more up-to-date content and state-of-the-art instructional technologies. Of course, this makes the learning experience more useful and appealing for all learners.

Instruction is learner-centered, interactive, and self-regulated in distance education. Many distance education programs around the world provide a variety of learning resources and instructionalstrategies for students. Learning is not constrained to lecture notes or textbooks only. Metaphorically stating, the "sage on the stage" understanding of the past turned into the "guide on the side" understanding of today. It means that the role of the instructor was seen as "transmission" of information in the past so that lecture-style approach was dominant. However, the major role of the instructor today is perceived to be "facilitation" of learning so that the constructivist approach is employed more in today's distance learning programs. As a consequence, main responsibility rests on the shoulders of individual learners in distance education programs (Moore and Anderson, 2012).

Academic emphasis is shifting from seeking diploma to gaining competence. Many learners attend distance education programs or take distance courses to develop their intellectual capacity and update their competencies directly related to their occupational as well as daily needs. For example, working adults attend distance learning programs to improve their professional knowledge and skills, while regular students take distance courses because they are more functional for their career goals. Although it is still important for formal students in academic degree programs, diploma is less meaningful for many distance learners so that they prefer certification programs. For this reason, distance and open learning institutions offer more certification programs than degree programs (Compora, 2003).

Standardized and reusablecontent elements areprevalent in distance education. Instructional designers of distance education programs usually insist that the core content for each course should be determined and embedded successfully. Then, through a number of instructional strategies, students should be directed to alternative resources. This is necessary at least for two reasons: First, accountability and assessment are still important in distance education so that all students should be able to achieve objectives of the courses, and this should be officially documented. Second, instructional designers prefer to use the same content as learning objects in different courses.Learning objects are developed carefully, tagged in a systemic way, stored in well-designed databases, retrieved when needed, and combined with other objects for specific needs (Frydenberg, 2002). In short, standardization and re-use of specific contentselements assure the acquisition of minimum competencies for all students and contribute to efficiency of instructional design efforts in large scale distance education projects.

Technological Innovations
Distance education programs by nature are technology-based. All distance education programs use contemporary technology to deliver instruction to students when in fact they are away from instructors. This can only be achieved with the help of technology. It is generally acknowledged that open and distance education is a good way of reaching out large number of students. For example, 40% of all higher education students in Turkey and 25% of all higher education students in India are enrolled in distance education institutions (ICDE, 2009). Therefore, distance education systems have used the best educational technologies of their time. It was correspondence at the beginning, later it became radio-television, now it is digital networks. However, each of these technologies has certain capabilities and instructional design should be done accordingly. Nowadays, Internet represents the most basic educational technology in many distance education programs because it can be used competently by people from all nationalities, ethnicities, genders, age groups, and socio-economic levels. However, due to "digital divide", certain parts of the globe (particularly Africa where there is a big demand for education) cannot take full advantage of contemporary technologies in their distance education efforts, although the fastest growth in mobile phone subscribers was in sub-Saharan region in recent years (Atkins, Brown, & Hammond, 2007).

Mobile technologies play a vital role in contemporary distance education. Tablet computers, mobile phones, personal digital assistants, and other similar technologies are currently integral parts of distance education systems. That's why, open university is also called "pocket university." It is because ubiquitous nature of these smart technologies can make learning possible anytime and anywhere (frequently referred to as m-learning). If currents trends continue, the typical mobile phone will have the processing power of today's desktop computer and cell phones will be affordable by anyone inmany developing countries. These technologies can also provide multimedia and hypermedia based interactive opportunities for all learners (Elias, 2011). Thus, educational institutions use them to reach their students at

their convenience. Particularly, through smart mobile technologies, students can have access to education even when they are on travel or vacation. However, no single technology is always best for distance learning so that a blended approach should be employed when possible. It means that a variety of technologies should be used when designing and delivering distance instruction. This is also important from the point of accommodating individual differences of studentsand their personal attributions regarding the roles and demand characteristics of technologies in learning.

Social networks are serving as virtual learning communities. Today majority of students are members of social networks. Almost all distance education students use social media such as YouTube, Facebook, Twitter, Wikipedia, Second Life and the like. Currently, Facebook has about one billion users around the world, the number of YouTube users is around half a billion, and Twitter has more than a quarter billion users (Simsek, 2012). With these technologies, students cannot only have access to the content but also collaborate with others taking the same course. Because collaboration is important in developing interpersonal/social skills in students of all ages, many distance education programs require team projects that can be completed only with individual contributions of all team members. Through social networks, students may select their partners after reviewing their profiles and communicate with them successfully during the academic work.

The need for effective learning management systems is growing. Characteristics and conditions of student population in distance education programs vary significantly. Distance education generally requires a de-centralized but well-orchestrated system when it comes to delivery of instruction and access to learning resources. Each student progresses at his/her individual pace so that the learning management system should facilitate such flexibility. The system should be technologically powerful and academically smart. It should address all the possible requirements and key elements of a learner-centered, interactive, and self-regulated distance education system starting with registration to courses to keeping records for comprehensive uses. This becomes particularly vital when students can complete their courses with open resources developed by other institutions (Simsek, 2011).

Governance Models
The landscape of educational institutions is changing. Traditional campuses are declining and virtual campuses are emerging. Many public, non-profit, and private institutions combine their resources to create better organizational models in distance education. According to Gallagher (2003), only 4% of all higher education students are enrolled in courses provided by for-profit organizations but this ratio is about 33% when it comes to online courses. It means that the involvement of private organizations in education is more visible in profitable distance learning programs, particularly in the fields of business and information technology. Private organizations are not really interested in high-cost (i.e. health sciences) or low-profit areas (i.e. fine arts). They usually leave these areas to public institutions because they consider education to be a tradable commodity (Knight, 2004). Other reflections of the private sector's interest in distance education also include franchising, curriculum sales, and opening of branch campuses in different countries.

*Virtual university partnerships are increasing.*National and international consortiaaround the world are expanding. Universities, publishing companies, software developers, computing firms, and media organizations have formed partnerships for developing and delivering distance education. Such a movement assumes that all these parties put their expertise to the table and create the best mixture with their partners. For example, publishing houses provide the content based on their textbooks, universities take the responsibility for assessment and documentation, software developers offer courseware or e-materials, computing firms provide Internet/Web services, and media organizations help publicity or broadcasting. In recent years, even the financial institutions have participated in educational consortia because they offer funding for distance education systems and/or loans for students. Many of these partnerships have produced virtual universities that initiated thecurrent discussion on "click versus brick" universities.In addition, conventional universities are increasingly moving into the delivery of online programs. Virtual universities also increase international student mobility and globalization of education so that learning becomes increasingly borderless. However, national governments are beginning to regulate the initiatives of foreign institutions providing distance education services. Some of the measures include but not limited to accreditation process, the creation of national lists, student loan restrictions, residency requirements, and copyright regulations (ICDE, 2009).

*The movement of open educational resources is gaining popularity.*As defined by UNESCO, this term refers to "the open provision of educational resources enabled by information and communication technologies for consultation, use, and adaptation by a community of users for non-commercial purposes" (OECD, 2007). Open educational resources may be in the form of open courses, modules, materials, textbooks, videos, films, courseware, tests, reports, content, data, software tools, applications, standards, techniques and the like. In order to be labeled as "open", these resources should be free and accessible for users when they need to reach information. During the recent years, many educational institutions including the most prestigious universities of the world, participated in the movement of open educational resources. This provided many opportunities for collaboration, quality, cost-saving, variety, influence, and sustainability in distance education programs.

Conclusion
Although distance education is appealing for many learners, some students do not prefer learning at distance. Given a legitimate choice, these students prefer classroom teaching with an instructor and other students for a variety of reasons. They value the presence of a learning group in which they can develop both formal and informal interactions. If this is the case, what are the reasons making open and distance learning so popular in recent years?

It appears that distance education has a dilemma: On the one hand, some students do not really prefer to learn at distance; on the other hand, students are increasingly demanding to be allowed to learn at a distance such as e-learning, web-based learning, m-learning, virtual learning etc. Then, what should be done? Shall educational institutions make more investment in open and distance learning or should they avoid such practices? Well, technology with proper pedagogy provides valuable solutions in this area.

Nowadays more courses and degrees are becoming available through distance education programs. The difference between traditional and distance learning is almost disappearing. Students select their courses and programs based on their specific conditions and they often do not discriminate whether a course is on-campus or on-line. However, none of these formats fully satisfies all the expectations so that many institutions/educators prefer a blended approach that integrate good features of both face-to-face and distance education. When we evaluate the current global trends in distance education as a whole, it appears that educational institutions should offer more and better distance learning opportunities for their varying audiences. These educational opportunities may be fully distance learning courses or combined parts of blended learning programs.

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GSM OPERATORS CSR REFLECTIONS FOR CORPORATE IDENTITY THROUGH WEB SITES

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Abstract
Corporate social responsibility (CSR) has been considered as a very significant concept in today's highly competitive environment. Most of the successful companies try to be more socially responsible and would like to give impressions that are good citizens in the marketplace. Therefore, they are planning their CSR activities' concepts annually and they announce these in their web sites. Since service sector is the fastest developing sector in the world, it seems that service sector care CSR for more than other sectors. As service sector is producing intangible goods, their work is more difficult than the production sector. Thus, with this highly changing environment, stakeholders would like to feel that the companies that they prefer are also socially responsible companies. The aim of this research is to describe the GSM sector companies CSR events through their corporate web sites where they seek to influence and inform their stakeholders in order to promote corporate identity. A content analysis is used to understand the corporate communication of the two GSM operators through web sites and categorized their CSR activities' concepts during one year in North Cyprus marketplace. The findings show that both of the GSM operators have web pages. However, according to Capriotti and Moreno's research method neither of the GSM Operators' Web page is efficient. Operators only focus on important information about product, service and promotional campaigns but not efficiently reflecting their CSR while communicating with their stakeholders. The present study is limited with two GSM operators' operating in North Cyprus and their press rooms' events' reflections in their web sites in North Cyprus for duration of one year.
Keywords: corporate communication, CSR, stakeholders, GSM sector

Introduction
Due to the competitive environment, no matter if you operate in domestic or foreign market, almost every company tries to reach its stakeholders and build up AIDA (awareness, interest, desire and action) concept with its web site throughout the world. Recent research shows that service sector is a growing sector (World-Bank, 2013). According to 2010 statistics of North Cyprus, it is observed that the shares of GDP in 2010, public services was 21 %, trade 16 %, tourism11.6 %, free trade and service industry 9.8 %, transport and communications 9.4% and the financial sector was 7.2% ((Devlet Planlama Örgütü(State Planning organization), 2013). On the other hand, household's basic income/month depending on the source distribution of total consumption expenditure for communication sector was 3.6% (Devlet Planlama Örgütü(State Planning organization), 2013). As communication service sector has an important portion for GDP, it has been observed that the companies are doing some investment in order to influence their shareholders. Currently, there are two companies that offer communication service in North Cyprus: Telsim and KKTCell. Telsim and KKTCell are private GSM (Global System for Mobile Communications) companies that contracted from Turkey Vodafone and Turkcell.

Corporate Communication
There are close links between corporate communication and corporate identity. Shortly, "corporate identity is the reality and uniqueness of an organization which is integrally related to its external and internal image and reputation through corporate communication" (Gray & Balmer, 2000). The figure given below lays down the relationship between corporate communication, corporate identity, corporate image, reputation and competitive advantage.

Figure1: Competitive Advantage Process
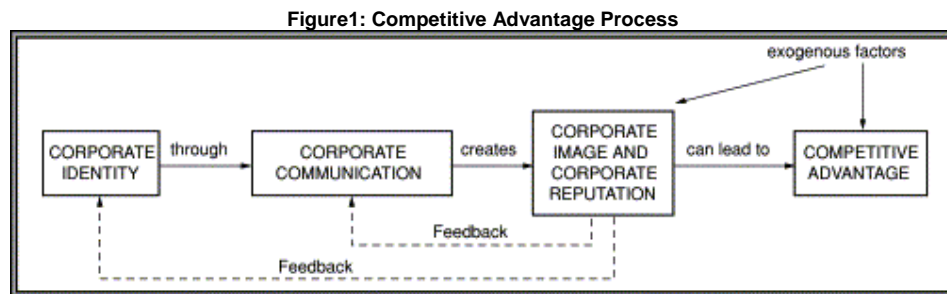
(Gray & Balmer, 1998) (Gray & Balmer, 2000)

Hence, companies seek to gain a competitive advantage by having a good company image and reputation. In order to maintain this, companies have to apply accurate corporate communications (internal and external communication) to their stakeholders. Consequently, stakeholders can clearly understand the company's mission(s), vision(s), value(s) and organization culture clearly.

Corporate Social Responsibility
All over the world, no matter whether the businesses are located in developed or developing countries; or whether they are profit or non-profit organizations; they would like to show their customers that they seek to serve community welfare.

Methodology
For the present study, quantitative research methodology has been preferred. It has been designed as a comparative study comparing two GSM operators operating in North Cyprus in the year April, 2013.

Content analysis has been preferred as the data collection method. For this purpose, two content analysis checklists have been prepared and the Web-sites of two GSM companies (both KKTCell and Telsim) have been observed. Content analysis conducted was based on the categories laid down by Capriotti and Moreneo. Firstly, the main pages were observed and headings and sub-headings were listed in order to be able to classify the data and to explore how corporate responsibility is reflected on the web pages.

The first content analysis checklist focused on the corporate responsibility issues; particularly specific attention was given to corporate profile; product and service; employment and HR; economic action; social action; governance; corporate ethics; relationship with public; external criteria. The second content analysis checklist focused on news releases through websites. This had subheadings as follows: social actions (education; sports; funding; cultural/arts; community; voluntary /events); and product/service (sales promotion and information explanation). To establish inter-rater reliability, both researchers observed the both web-sites individually and compared their results.

Findings

In Telsim's web page, the main page has 7 headlines. In KKTCell's main page of the web sites, 10 headings were observed. Generally, both pages were divided as individual and corporate service facilities. In Telsim, it has different languages options with google translation option where in KKTCell it has only English and Turkish language options. Main headlines in KKTCell are rate plan and packages, campaigns services, devices, internet out of country, help and about us. In Telsim, the main headlines are campaigns, tariffs, internet, services and about us buttons. On both GSM web pages, they are either logos or written link to connect to some social media like Twitter and Facebook. KKTCell has given a chance for their customers to pay their bills online (post paid line) and buy some credits for their prepaid line, on the other hand, Telsim just give that online service only for the prepaid line. Both GSM operators have communication as subheadings under the headline of about us button. In Telsim communication button, they have information about the company's name, trade registration number, fax number, customer service phone, support option (shop list address and telephone number) and company's mail address. In KKTCell, they just put the customer service phone and shop list address. In Telsim campaign headline has 4 subheadings as prepaid, postpaid, device and internet; tariffs headline has 3 subheadings as postpaid, prepaid, abroad option; internet has 4 subheadings as connect to your laptop, link to your mobile phone, connect your tablet and social networks, 3 subheads under service option as message, search and special and lastly in about us button they used the same headline as subheads. In KKTCell's rate plan and packages, there are 2 subheadings as rate plan and packages; campaign heading has 4 subheadings as voice, devices, internet and clubs and shopping advantages; services headline has 5 subheading as call services, messaging, units and billing, SIM card services and information services; under devices headline it has 6 different device campaign options where it already has a place under camping heads (devices subheads); internet has 2 subheads as mobile internet and internet on PC or MAC; out of country headline has 3 subheadings as international calls, out of country use, contracted operators; lastly help headline has 4 subheadings as postpaid line, prepaid line, switching services and announcement. More or less they focus on similar headlines and subheadings while sending information to their stakeholders.

In relation to Telsim, 10311 people like their facebook; and for KKTCell, 26847 people like their facebook pages on 3 April 2013; therefore, it is clearly stated that these people get every information about their GSM operator when they share some information on facebook page.

Table 1: Content Analysis for GSM Operator

Corporate responsibility issues	Telsim	KKTCell
Corporate profile		
• Views, values corporate strategy	Values	Views, values
• Org.structure, company property, legal requirements	Legal requirements	Legal requirements
Product and service		
• Explanation about product, service and brand from corporate perspective	They have mainly 15 products only the product information, prices and FAQ are available	They have 12 product that they are offering and explain all these product information, usage, how to get that services, benefits, pricing and FAQ are available
Employment and HR.		
• Declarations & explanation about HRM and human rights	Clearly explain carrier development, working life, hiring and placement, business opportunities, prices and fringe benefits, performance management, training and development, occupation and safety, environmental	Clearly explain working life, carrier with KKTCell (job training, work application channels, application and evaluation, job hiring and placement), what do employees receive (corporate sharing, awards committee, payment and fringe benefits, performance management, training and opportunities on development) no any information about human rights
Economic action		
• Declaration and actions related to the economic impact	No specific information	No specific information
Social action		
• Declaration and actions related involvement in social issues	Table 2 shows what they are doing in local market	Table 2 shows what they are doing in local market
Environmental action		
• Declaration and actions related to the involvement in environmental issues	No specific information	No specific information
Corporate governance		
• Declaration and explanation of the enterprise transparency, compromises in the governance of the company	No information	No information
Corporate ethics		
• Declaration and explanation about the enterprise ethical issues	No specific information	No specific information
Relationship with public		
• Declaration, explanation about the interests, importance and linking of the groups of public with enterprise	Yes	Yes
External criteria		
• Declaration , explanation and linking with the national and international criteria on aspect of CSR, corporate citizenship	No specific information	No specific information

(CC), sustainable development (SD)		

(Moreno & Capriotti, 2006)

The Table 1 presented above clarifies that KKTCell's Web page is more informative and more professionally design than that of Telsim. Therefore, it can be stated that KKTCell's web page informs interested stakeholders more than Telsim's web page.

Table 2: Press Room for GSM operators

News Releases through websites	Telsim	KKTCell
Social Actions		
Education	37	20
Sports	34	6
Funding	10	9
Cultural /Arts	27	2
Community Voluntary /Events (visiting)	16	59
Product/Service		
Sales promotion	51	50
Information/Explanation	47	34

According to the information given in Table 2 in relations to press rooms, there are 124 news was about social actions of Telsim and 96 news for KKTCell. On the other hand, there are 98 news about product and service oriented for Telsim and 84 for KKTCell.

Conclusion

According to the result of the content analysis, it seen that both of the GSM operators are trying to communicate with their stakeholders through their web-pages. Hence, findings suggest that KKTCell tries to give more valuable information in more organized way than Telsim through its web page. KKTCell is better on the expression on corporate profile, employment and human resources and external criteria than Telsim. KKTCell's social action reflections on press were more valuable than Telsim. However, neither web sites did not regularly update their press room's information. As a recommendation, both of the GSM operators have to focus more on all the criteria of corporate identity while they are managing their corporate communication process to gain more competitive advantage and have better corporate image and reputation.

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HELPING KIDS NAVIGATE THROUGH THE DARKNESS OF FACEBOOK

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Abstract
Every technological innovation amplifies and reduces our experiences in any number of ways. While advertisers of technologies continue to highlight their benefits, the 'side effects' of the same technologies are typically disregarded. Discovering the disadvantages of technologies, like Facebook, is vital if we are going to learn to get the most from our digital world. This article spotlights several of the hidden shadows of Facebook, and prescribes some ways to minimize the negative consequences this social media tool can have on children.

Introduction
Professor Neil Postman's (2007) address on the key concepts we need to know about technological change garnered national attention in the *Annual Editions: Computers in Society*, a compendium of articles from the top thinkers in the field of technology. The first critical item Postman addressed "is that all technological change is a tradeoff." He called this a Faustian bargain. He went on to say that "Technology giveth and technology taketh away. This means that for every advantage a new technology offers, there is always a corresponding disadvantage." In today's media saturated society, it is easy to witness corporations spending billions of dollars advertising the positive benefits of new technologies, showcasing the best of what technology provides. On the other hand, rarely is time spent addressing the corresponding disadvantages of any given technology. What does technology take away?

One of the easiest ways to understand the technological tradeoff is through the concepts of amplification and reduction. Technology use transforms our experience, amplifying certain aspects of the experience while reducing others. Don Ihde used the example of a stick to showcase a primitive form of technology that can be used to amplify our ability to reach the higher branches. However, at the same time it reduces our ability to feel the fruit, to judge by our tactile sense, whether or not the fruit is ready to be picked in the first place. Similarly, the telephone amplifies our voice over distance (Bowers, 1995). It can be used to call emergency numbers, like 911, which can save lives. At the same time, the telephone reduces the visual, tactile, and olfactory dimensions of the communication experience. It hinders our ability to use our body language as part of the message.

One technological innovation that is profoundly and rapidly revolutionizing our global society in the way people communicate, behave, and spend their time is social media. Social networking has become an international phenomenon reaching 82 percent of the world's online population with 1.2 billion users. It is now the most popular online activity, accounting for nearly 1 in every 5 minutes spent online. Leading the way, Facebook is the incontestable leader in the social media network arena (comScore, 2011). In 2010, Facebook surpassed Google as the world's most visited Internet site (Gaudin, 2011) and in June 2011 it surpassed a trillion page views for the month.

A sizable population of Facebook users are teens and preteens, with over 5.6 million users below the minimum age limit of 13 (Consumer Reports 2011, 2012). Since exposure to social networking sites has been shown to increase children's risk of harm (Staksrud, Olafsson, & Livingstone, 2013), it is important to teach social media literacy skills and monitor their activity. This article will spotlight several of the hidden shadows or dark sides of Facebook, and will prescribe some ways to minimize the negative consequences associated with this social media tool on children.

Shadows on the Dark Side of Facebook
With its immense popularity, it is easy to identify the ways Facebook amplifies our abilities and experiences. It enables us to rediscover and reconnect with long-time friends. We can instantly broadcast and share thoughts, photos, pictures, videos, and things we like to a select group of friends and relatives. Communication can happen through a variety of ways – chats, email notifications, comments and dialogs, posting, and "liking." It provides a means to keep up with friends, and to share and recount past experiences. It acts as a "photo album" where treasured photos are kept and events are timelined. It is a contact list, calendar, gaming center, group center and much more. However, Facebook also has a dark side or shadow that clearly reduces our abilities in other areas. In addition to the most recognized problems of Facebook (stalking by predators, sexting, and exposure to inappropriate materials), we will look at several less recognized shadows of this technology.

Shadow 1: Facebook Distracts Kids from Learning
How does Facebook effect academic performance? Although nearly 80 percent of Facebook users feel that it does not have an impact (Karpinski, et al., 2009) research indicates that its effect is sizable. In a study done at Ohio State, Kirschner et al (2010) found that the amount of time spent online was the same for Facebook users and non-users. However, Facebook users spent fewer hours per week studying and also reported a lower mean GPA (3.06) compared to non-Facebook users (3.82). The study showed that college students are on Facebook while they are studying. This form of passive multitasking, even with Facebook on in the background, resulted in 20 percent lower grades when compared with those who study with Facebook turned off.

One middle school principal, Anthony Orsini in Ridgewood, NJ, reports that his guidance counselors are flooded with problems and spats that originated online. One counselor at his school spends 75 percent of her time on problems from social networking sites (Kessler, 2010). Even with social media turned off, its effects continue to disrupt learning within the classroom.

Shadow 2: Lowers Kids' Empathy
Kids are meaner today. So says a meta-analysis of 72 studies (Konrath, O'Brien, & Hsing, 2011) that found a 40 percent drop in empathy in college students in 2009 when compared with students in the 1980s, 1990s, and 2000. Researchers identified the growing sense of self and decreased emphasis on others coincided with the explosion of "social" media. Many of these social media outlets, like Facebook, encourage kids to say what's on their minds. Making a quick comment is much easier than first reflecting on how the comment would make another person feel. Too often, users do not put themselves in other's shoes before commenting. Additionally, users do not see the facial expressions from others. This absence of personal contact can lower the inhibition of users to say and post things that would not ordinarily have been said or done in a live face-to-face encounter.

Shadow 3: Makes Bullying Easier
Lack of empathy is a key factor in cyberbully. It is a negative risk kids encounter on Facebook (O'Keeffe, Clarke-Pearson, & Council on Communications and Media, 2011). Social media escalates cyberbullying because it tends to foster a false sense of security, privacy, and anonymity that consequently lowers teens' inhibitions. That means that kids can inadvertently become bullies, or be victimized at anytime, twenty-four hours a day, seven days a week. In the digital arena, it is also easier to cross the fine line of teasing and jesting and actually bullying. Many kids do not know when to stop, making it that much easier to pile on and add to an ongoing scenario that at first may have seemed harmless.

Even more potentially damaging are the anonymous negative comments made using what some are calling bullying tools. Formspring.me, and Facebook's own bathroom wall are tools that provide a public space to allow users to say anything they want, including mean and disparaging things about anyone, without identifying themselves. Because of this, one middle school principal (students 11- to

14-years-old) in the United States sent an email to parents that "the casual cruelty of an unsupervised 12-year-old online is a more realistic threat to their children than the oft-raised specter of sexual predators." He went on to say that "the threat to your son or daughter from online adult predators is insignificant compared to the damage that children at this age constantly and repeatedly do to one another through social networking sites." The problem is that mean posts and comments consume their lives and stay with them. Middle schoolers are not equipped to handle it (Kessler, 2010).

Shadow 4: More Insecure and Narcissistic
A study in Canada revealed that social media allows users to thrive in shallow relationships where warmth and empathy can be easily avoided (Mehdizadeh, 2010). This study found that the more narcissistic you are the more times you check Facebook everyday. Narcissism was defined as a need for admiration and an exaggerated sense of self-importance. Oxford University Neuroscientist Susan Greenfield claims that social websites are harming the brains of young users by shortening attention spans, encouraging instant gratification, and making young people more self-centered (Derbyshire, 2009).

Social media can serve as a "mirror" through which a child sees himself. This can be especially damaging to kids who are just entering puberty and beginning to develop their own self-identity. Social media can cause kids to focus too much on themselves, feeding into the "me, me, me" problem. Their self-image and self-worth can get closely tied to their online profiles, the number of "friends" collected, and comments, pictures and videos others post to their site. Because of this, it is not surprising that Facebook has been called the digital equivalent of staring at yourself in the mirror.

Shadow 5: Facebook Depression
An unhealthy emphasis on self can lead to depression. A clinical report in 2011 by the American Academy of Pediatrics (O'Keeffe, Clarke-Pearson, & Council on Communications and Media) revealed that 'Facebook depression' is a risk factor adolescents can experience if they spend too much time on social media and then feel unaccepted. Other causes of depression include cyberbullying or other online actions that cause students to feel less connected. It also becomes a forum where students may compare themselves to others and feel they do not measure up. It seems that the digital environment can allow this to happen much more easily than in the real world. For example, someone might kid about something small at school, but this same item can be amplified and overplayed on Facebook until it becomes a big issue. The clinical report went on to state that "the intensity of the online world is thought to be a factor that may trigger depression in some adolescents.

Shadow 6: Facebook Timeline – Lasts Forever
Anything posted to Facebook can be permanent. It can be massed distributed by others or grabbed by net bots for permanent Internet archiving. This in turn can ruin your reputation and keep you from getting a job or into the school of your choice. Social network users need to realize that what goes online, stays online. This is particularly true with the new timeline feature in Facebook, which is attempting to capture and make available the story of our lives. In this new world, there are no take backs.

Unfortunately social media is changing the way people view privacy and making our lives more transparent. According to Sultan, a parenting columnist, and Miller who conducted a research study with 4,000 young adults with questions pertaining to online privacy (Sultan & Miller, 2012), "Children grow up learning that posting pictures of one's self and sharing personal information is typical. We've created a sense of normality about a world where what's private is public. The sense of being entitled to privacy has been devalued."

Students need to understand how colleges and many human resource agencies use Facebook to help them hire or admit students. What is posted can really hurt a child – their reputation, future job prospect, and entrance to college. Unknown to many kids, over a quarter of colleges use Facebook or Google in application evaluations (Schaffer & Wong, 2012). Kids not only have to be careful about the language used, the pictures they post, and what they "like", but they also have to be careful who they friend (Kornblum & Markein, 2006).

Mitigating the Shadows
Developing self-sufficient kids who can responsibly navigate and thrive in our new social media society is the goal. A bad decision made within a split second can have significant repercussions with lasting consequences. The stakes and consequences are just too high to "throw" kids into the social media arena without initial adult guidance and supervision. The following are guidelines to mitigate the shadows of social media technology.

Tips for Parents
1. Reconsider the minimum age. Most kids do not magically become equipped to handle social media on their 13th birthday. Postpone a Facebook account until kids are emotionally mature and good decision makers. They need to be able to handle negative comments from others.
2. Develop a set of rules and consequences before introducing an account.
3. Establish a centralized location in your house for Facebook with definate time limits. Facebook can be used as leverage for finishing chores and homework.
4. Help your child set up an account. Set the privacy restrictions to high. Keep the account invisible to public searches. Set controls so that only friends and family can view.
5. Know their password and have them "friend" you immediately. Check to make sure that you are able to see everything posted and let them know that you will be checking their account regularly.
6. Take an active role guiding and monitoring children to mitigate the negative effects and to help them interact responsibly and positively. Many parents (especially for younger kids) keep close tabs on their kids' Facebook accounts by not disclosing the password to them and opening up Facebook when they can monitor its use.
7. Be sure to have them "friend" other people you know that can serve as a second pair of eyes. If parents and close relatives are a child's first friends, they are less likely to post something compromising.
8. Establish a routine for checking their site by using their password. Note: you may not be able to see what they post for their peers if they friended you as family.
9. Maintain an open line of communication and talk to them frequently about their accounts.
10. Reach kids at an affective level. Even armed with information, kids often do not internalize the consequences of their actions and the information they put out on Facebook. Share with kids stories and videos about kids that have made poor choices with social media, or who were adversely affected by it.

Tips for Kids
1. Consider everything posted on the Internet as public. A good rule of thumb is to ask, "Would I be comfortable posting this in front of a school-wide assembly?"
2. Realize that no matter how restricted and private your account, there will be always someone who can "hack" into it.
3. Consider anything posted to the Internet as permanent. Only post what you would want your parents, colleges, or bosses to view.

4. Establish who can be "friends" on Facebook and be selective when adding friends. What they post on your wall or on their own can negatively impact you. (Some parents restrict facebook friends to strictly family, others allow school, church, and team friends. Do you want to approve friends first?)
5. Never "friend" someone that you do not know in real life, no matter how friendly they appear online.
6. Be willing to "unfriend" someone who posts inappropriate pictures or comments.
7. Do not post things on your wall that you wouldn't want posted on yours. Visualize walking in their shoes.
8. Limit time on Facebook and spend more face-to-face time with friends and family.
9. Completely logout of Facebook when the time is finished. Do not study or do homework with Facebook open. Multitasking with Facebook on in the background lowers your grades. Also, study with non-FB users, as on average they tend to get much better grades

Conclusion

Social networking sites are dominating the Internet and Facebook is clearly the leader. With the prevalence of these sites, it should not be surprising that more and more kids want to join these networks. Although there are other social networks for younger kids, more and more of these kids want on Facebook. Before kids join, they should be taught about the shadows of Facebook. There are things that kids can do on Facebook that could hurt others or themselves. Responsible use of Facebook is a critical need. However, we cannot expect kids to navigate around the darker shadows of Facebook if they do not know what they are. This article will help us move in a more responsible direction.

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HOW IS INFORMATION DIFFUSED IN TURKISH SOCIETY?
RESEARCH ON SOCIAL AND POLITICAL TRENDS AND THE MEDIA AGENDA IN TURKEY

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Abstract
Agenda-setting generally refers to the process in which the perceptions of a given issue are shaped by the mass media, the public, and/or policy elites, and for that reason it has taken on critical importance because, as it has long been argued, the mass media plays a primary role in shaping public opinion. Agenda-setting has henceforth been heavily researched and more than 500 research articles have been published on the issue following McCombs and Shaw's pioneering study, and the field has become extremely prominent in mass communications. Until recent years, researchers have tended to focus on what shapes the public agenda and they have treated the media agenda as an independent variable in that process. Recently, however, scholars have started to carry out studies focusing on who and what shapes the news agenda and they have thus taken the media agenda as a dependent variable. The results of these studies have revealed a variety of internal and external influences that affect the news agenda. The president, public information officers, public relations specialists, interest groups, press releases and press conferences have emerged as external sources that wield influence over news content. On the other hand, long-standing journalistic traditions, practices, values, and gatekeeping functions have existed as major internal factors that set the media agenda. By focusing on actors and variables setting the agenda in Turkey, this paper aims to reveal the social and political tendencies of the Turkish public. For that purpose, a survey was carried out in December of 2012 to determine the social and political trends in Turkey for that same year. Suggestions will be made according to the results taken.
Keywords: diffusion of information, agenda-setting, media, politics, Turkey.

Introduction
Studies involving diffusion of innovation and diffusion of information have become popular in social science research. Diffusion studies center on the process of message adoption and examine the roles of intervening steps and conditions "which increase or decrease the likelihood that a new idea, product, or practice will be adopted by members of a given culture" (Diffusion of Innovations Theory, 2010). Information diffusion is concerned with news flow in terms of mass media dissemination, in which almost everyone in a given population learns about news events. From this perspective, most typical diffusion studies have begun with a major news event and dealt with how people learned about the event and then examined whether they passed along the information and if so to whom (Stone, Singletary & Richmond, 1999, p.166). These studies have also investigated where people turn for information (i.e., interpersonal relations, TV, newspapers), what impact it has on behavior, whether news sources vary in terms of personal characteristics, and who uses which sources.

It is important to know how and by whom the public is itself influenced: "A central idea in...diffusion research is that influentials—a minority of individuals who influence an exceptional number of their peers—are important to the formation of public opinion" (Watts & Dodds, 2007, p.441). "A person evaluates a new idea and decides whether or not to adopt it on the basis of discussions with peers who have already adopted or rejected the innovation"(Rogers & Shinghal, 1996, p.410). This dependence on peers underlines the role of opinion leaders in the innovation diffusion process.

Opinion leaders influence the opinions of audiences via personal contact, 'but additional intermediaries called change agents and gatekeepers are also included in the process of diffusion.' (Diffusion of Innovations Theory, 2010) Besides opinion leaders and other intermediaries, news commentators, presidents, political party leaders and special interest groups also have the power to shift public opinion, which has substantial proximate effects on policymaking. Policies are judged in terms of expected costs and benefits for the public. Since there is great uncertainty about the effects of policies, the expected utility of a particular policy alternative depends upon beliefs about present and future facts and causal relationships.

There are five criteria that determine whether new information may change the preferences and choices of an individual among policies. These are: If the information is 1) actually received, 2) understood, 3) clearly relevant to evaluating policies, 4) discrepant with past beliefs, and 5) credible (Page, Shapiro & Dempsey, 1987, p.24). "If these conditions are met in the same way for many individuals, there may be a change in collective public opinion..." (Page et al., 1987) For example, if most of the public's policy preferences depend on the same belief (e.g., we must spend more on national defense because the threat of terrorism is growing) and if highly credible new information challenges that belief (e.g., spending on national defense has been reported to have sharply increased since the threat began and little has been accomplished), then, enthusiasm for increased national defense spending may drop (Ibid.).

While making decisions about alternative policy choices, most people look to the media. Newspapers, radio, television and the internet are the cheapest and most accesible tools to obtain information. Public opinion about a specific topic might change if news about that topic reaches large audiences and meets the five conditions mentioned above.

Exposure is generated by television news, newspaper headlines and internet news, and as such is a primary source of information, as well as family and friends. Through this venue, the conditions of comprehension and relevance are also often met due to the fact that the language of the media tends to be readily comprehensible for the average news consumer, and such news items are often bolstered by visually striking images which facilitate ease of understanding.

However, the credibility of news media is a more complicated matter. While the media has access to a variety of information sources, from presidents to average people, these sources have differing levels of salience and credibility, and therefore have different impacts on policy evaluation by the public. The issue of discrepancy is important as well. If what the media report is similar to previous news coverage of a given topic, it merely reinforces existing beliefs and opinions, therefore making it difficult to perceive changes in public opinion. But on the other hand, "if credible new information calls into question key beliefs and opinions held by many people, we would expect changes in public opinion. The extent of discrepancy with past news and past opinions must be taken into account" (Page et al., 1987, p.24-25).

There are some combined factors influencing the presence and the degree of the impact of the diffusion of media information on societal agendas:

- The nature of the coverage: Negative stories have more potential impact on policy makers than positive stories. Government officials are more likely to take steps in reaction to negative stories rather than to positive stories because negative stories have the potential to damage their credibility (Linsky, 1986, p.142).
- The style of presentation: Unambiguous investigative stories with clear villains, victims, and heroes are more likely to influence public opinion and policy makers than ambiguous stories where the fault is not clear and solutions are difficult to find (Protess, Curtin, Gordon, Leff, McCombs & Miller, 1987, p.168).

- The age of the issue on the media's agenda: A new issue that has been infrequently presented in the past, and about which the public has little knowledge, is likely to get more attention from the public than old issues that have been covered by the media in the past and about which the public is aware (Protess et al., 1987).
- The power of political actors in the stories: Powerful and credible individuals such as presidents, senators, and businessmen whose actions are the subjects of news stories have the potential to pull the public in the direction they desire.
- Pacing: Developing media technologies and the pressure of publishers and producers compel reporters to break news immediately. This pressure significantly increases the likelihood of making more mistakes and thus shadowing the credibility of the story in the eyes of the public and policy makers (Dorman, 2000, p.56).

Who Sets the Agenda?

Agenda-setting generally refers to the process in which the perceptions of a given issue are shaped by the mass media, the public, and/or policy elites, and for that reason it has taken on critical importance because, as it has long been argued, the mass media plays a primary role in shaping public opinion. By pointing out the important indirect effects of the mass media ("telling people what to think about"), Bernard Cohen (1963) described a metaphor that prompted research on the processes of agenda-setting. But until McCombs and Shaw's research on the 1968 presidential election campaign in Chapel Hill, North Carolina, and the subsequent publication of that research in 1972, agenda-setting remained a theoretical and unnamed idea.

In their classic study, McCombs and Shaw empirically tested the relationship between the media agenda and the public agenda. They used content analysis in their measurement of the media agenda and surveyed 100 undecided voters in their measurement of the public agenda. Then they correlated these two agendas and in the end, they found a perfect relationship between the two. Their findings later were confirmed by other researchers including Funkhouser (1973), who found substantial correspondence between public opinion and news coverage.

Agenda-setting has henceforth been heavily researched and more than 500 research articles have been published on the issue following McCombs and Shaw's pioneering study, and the field has become extremely prominent in mass communications. Until recent years, researchers have tended to focus on what shapes the public agenda and they have treated the media agenda as an independent variable in that process. Recently, however, scholars have started to carry out studies focusing on who and what shapes the news agenda and they have thus taken the media agenda as a dependent variable. The results of these studies have revealed a variety of internal and external influences that affect the news agenda. The president, public information officers, public relations specialists, interest groups, press releases and press conferences have emerged as external sources that wield influence over news content. On the other hand, long-standing journalistic traditions, practices, values, and gatekeeping functions have existed as major internal factors that set the media agenda. With their agenda-setting power, the media can motivate policy makers to look at issues and problems that the majority of the public is interested in and can prompt them to take precautionary measures. By setting the agenda about the wrongdoings of policymakers, the media can activate the public and sometimes can cause dramatic changes in the political scene.

Methods and Procedures

Research on Social and Political Trends in Turkey

By focusing on actors and variables setting the agenda in Turkey, this paper aims to reveal the social and political tendencies of the Turkish public. For that purpose, a survey was carried out in December of 2012 to determine the social and political trends in Turkey for that same year. The subjects for the study, which utilized a questionairre in one-on-one interviews, included 1,000 individuals from 26 cities.

The topics covered by the survey included: The most important issues in Turkey; the Economy, Security and Terror; Approaches to the Kurdish Issue; Evaluations of the Government and Opposition Parties; Evaluations of Institutional Efficiency; Foreign Policy; the Judicial System/Constitution; Democracy and the Media; Social Relations/Violence; and, Social Relations/Life in Turkey.

In 2012, the Justice and Development Party (AKP) and Prime Minister Erdoğan were discussed the most often in the media. The AKP appeared in 1,377,173 news stories and articles, marking an increase of 50% in terms of media visibility compared to the previous year. The Republican People's Party (CHP) captured 34% more headlines in 2012 compared to 2011, appearing in a total of 988,661 news stories and articles.

In the interviews used for this study, subjects were first asked about their political opinions and ethnic backgrounds. Overall, it was noted that political polarization increased from 2011 to 2012, reflected by a drop from 1.1% to 0.5% of respondents saying that they had no political opinions. An increase in trends of conservatism and neo-conservatism continued as before, although an opposite trend was reported for supporters of the nationalist and social democrat parties.

In response to the question "How do you define yourself ethnically?" 54.8% of respondents replied that they were Turkish and 6.3% indicated that they were Kurdish. There was an increase in the percentage of people who stated that they did not know the meaning of ethnic background (17.3%).

Results

The Most Important Issues in Turkey

Just as in the past three years, in 2012 the most important issue that respondents indicated was unemployment. Terrorism was found to be the second most pressing concern. In terms of geographic representation, it was found that in the Marmara, Aegean and Mediterranean regions unemployment was the largest concern while in central Anatolia, the Black Sea region and eastern Anatolia terror was reported as the most important issue in Turkey. It should be noted, however, that in comparison to 2011, there was a relative decrease in concern over terrorism and unemployment. The issues that were more pressing for respondents in 2012 were the economic crisis, high costs of living, and the Kurdish issue. As seen here, if the issue is something like unemployment that we can experience directly in our lives, we don't need the media to tell us that issue is important. So, based on our personal experiences, we can decide on the country's most pressing issues.

The Economy

Just as in 2011, as noted above the most important issue in Turkey as regards the economy was reported to be unemployment just as in the previous year (40.2%). In comparison to the previous year, the number of people who stated that their lives were not impacted by developments in the economy increased to 48.2%, indicating that for nearly half of society, the economy did not represent a problematic issue in their lives. The highest rate for respondents stating that their economic state of affairs had improved (8.5%) was found to be in southeastern Anatolia and the Black Sea region. When respondents were asked what they thought were the three most significant negative economic developments in Turkey since 2008, 31.1% stated that they were unable to financially look after themselves and their families, 8.7% reported that they had been forced to sell possessions and property, and 2.5% stated that they had been left homeless.

Responses to questions about the government as regards economic performance revealed a slight decrease in confidence in the government's handling of the economy. In 2012, while 31.5% percent of respondents noted that they thought the government's economic policy was a success, the percentage of people who thought the government was not succeeding in its economic endeavors rose to 42%. Six out of ten of the people who took part in the survey thought that Turkey has been impacted by the economic crisis in Europe.

It should be noted that even though media reports regarding economic developments in Turkey can be observed every day, the public is still able to formulate their own ideas on their own regardless of information disseminated by the media because the economy is an issue that the public experiences directly in their lives.

Security and Terror

While most respondents indicated that they thought political methods were the most effective approach in dealing with terrorism in 2010, more and more respondents reported that they thought a military solution was optimal in 2011 and 2012. In contrast to the previous year, the percentage of people who supported a military solution to the problem of terror increased to 50.1%. To put it another way, one out of every two people thought that the solution to the problem of terror would best be carried out by the military. Due to the fact that peace talks have become a prominent issue for the government in recent days, this finding would likely interest the authorities as regards popular public opinion on the matter.

Likewise, the number of people who thought that negotiations should not be used to solve the problem of terrorism rose to 55.5%. Taking into account regional differences, it was found that the percentage of people who supported negotiations with the Peace and Democracy Party (BDP) and Abdullah Öcalan was highest in southeastern and eastern Anatolia, where the population of Kurdish citizens is higher than in other regions. Eastern Anatolia was found to have the highest number of respondents who thought that negotiations with the Kurdish Workers Party (PKK) would be the best approach. Compared to the previous year, 20.5% more people thought that Abdullah Öcalan represented an effective aspect of solving the country's terrorism problems.

Notably, 48% of respondents stated that they thought the government's policy vis-à-vis terrorism was unsuccessful. It is likely that daily reports in the media about attacks on government troops and military losses have pushed increasing numbers of people to find the government's strategies unsuccessful. On this issue, the media has been powerful in shaping public opinion.

Nearly half of the interviewees claimed that the territorial integrity of Turkey was under threat (46.9%), but it should be noted that the majority of people holding to this belief self-defined themselves as Socialist and Republican. It should also be noted that in terms of ethnic background, nearly half of the respondents who indicated they were Turkish said that they thought the territorial integrity of Turkey was in danger, and 4 out of 10 respondents who said they were Kurdish also felt that Turkey could be divided.

Approaches to the Kurdish Issue

In 2012, there was a decrease in the percentage of people who thought that the government was successfully handling the Kurdish issue. In the previous year, 39.7% of respondents stated that they thought the government was handling the problem unsuccessfully, and this figure increased to 50.5% in 2012. Higher levels of education were also directly related to dissatisfaction with the government's handling of the Kurdish issue.

From 2011 to 2012, there was a decrease in the number of respondents who thought that the BDP and PKK represent the Kurdish people. Also, support for the idea that the BDP is able to effectively represent the Kurds in Turkey was at the lowest point of the last 3 years. However, when the respondents were Kurdish, this percentage was found to increase to 58.7%, but the same did not hold true as regards the PKK; 1 out of 2 Kurdish citizens in Turkey stated that the PKK does not represent the Kurdish segment of the population. Just as in 2011, more than half of the participants indicated that the BDP cannot follow a policy that differs from the PKK, and the percentage of people who believe that the BDP and PKK are linked was 87%. Similarly, 4 out of 5 respondents stated that they thought Abdullah Öcalan has an influence on the BDP and PKK. When asked what kind of government Kurdish people would like to have in the future, 68.9% of respondents said that the Kurds would like to have an autonomous Kurdish government.

For such a sensitive topic, it appears that it is difficult to change old and deeply-rooted public opinion. Neither powerful opinion leaders (including government officials) nor the media have been able to successfully impact public opinion in regard to certain aspects of the Kurdish issue.

Government and Opposition Parties' Evaluations

Like the previous year, it was found that the most successful party was perceived to be the AKP and the most successful party leader was Recep Tayyip Erdoğan. In terms of regional distribution, areas of the country that are less developed voiced more support for the current government. As regards opinions about the leadership of the opposition, support for Kılıçdaroğlu, leader of the CHP, and Bahçeli, leader of the Nationalist Movement Party (MHP) decreased from 2011 to 2012. Results from the survey indicate that 42.7% of respondents who stated they would vote for the AKP were conservatives, and 23.8% were neo-conservatives. Respondents who identified themselves as supporting a nationalist political viewpoint were 11.7%, third in the ranking, and 6.6% of people who stated they would vote for the CHP defined themselves as conservative.

When asked what they thought were the most successful aspects of government policy, respondents replied that the foremost developments were in the fields of health, transportation, and housing. This demonstrates that, regardless of differing political convictions, government performance has received an overall positive response. The government's performance in terms of social issues the results of which were clearly visible in the eyes of the public was deemed to be the best. It can thus be speculated that the government's investment on such issues has been influential in drawing in votes.

Institutional Evaluations

Although the results of the survey suggest that there has been a perceived decline in the military's sway over politics, the military has maintained its position as the most trusted institution in Turkey (56.3%), followed by the presidency (53.7%), and the prime ministry (47.9%). The police fell from 2nd rank in 2011 to 4th in 2012. The high level of trust in the presidency and prime ministry suggests that there may be an increase in levels of conservatism in Turkey. Just as in 2011, institutions considered to be crucial aspects of democracy, such as the judiciary, political parties, and the media, trailed in terms of trust. It was found that even trust in the Turkish National Assembly, which is comprised of publicly elected officials, was low. Similar to 2011, the media was considered to be the least trustworthy institution, and trust in the Turkish Council of Higher Education decreased by 3.3% from 2011 to 2012.

It is notable that although negative perceptions of the media and the government's negative discourses on military personnel in recent years have become prevalent, the public still points to the military as the most trusted institution. This is revealing in terms of how public opinion of the military is reflected in other issues, such as terrorism, as discussed above.

Foreign Policy

34.7% of survey participants stated that they thought the government's foreign policy was successful. Compared to 2011, this marks a significant decrease. Also of note was a decline over the past two years in the percentage of people who supported Turkey's membership in the EU. Significantly, the majority of people who support the EU accession process identified themselves as conservative, and 1 out of 3 respondents believed that Turkey would eventually become a member of the EU. The increase in the number of people who see Iran's nuclear project as a threat has impacted the amount of support for continuation of NATO membership.

While there was an overall decrease from 2011 in the percentage of people who thought that Turkish foreign policy in the Middle East was successful, there was an increase in the number of respondents who indicated that they were not interested in the issue of Turkish policy in the region. Similarly, the percentage of people who found the government's position on Syria to be unsuccessful was 46% and 36.5% of participants stated that foreign intervention in Syria should not be carried out. The majority of respondents also stated that

only in the case of an existential threat to Turkey should intervention in the internal affairs of Syria be implemented, and 43.5% stressed that Turkey should remain unbiased and refrain from any forms of intervention.

On the Syria issue, even though the most powerful actors in the government have defended intervention, public opinion has run contrary to this stance. As the findings of the research indicate, the majority of Turkish public did not desire any forms of conflict with Syria, and this in turn may indeed have influenced the government, since they have softened their policy on the issue.

Significantly, just as in 2011, it was found that there was an increased amount of distrust in Turkey's foreign relations with other countries regardless of political views; 46.8% of participants said that Turkey "should work alone" in regard to the question "Who should Turkey work closely with in terms of foreign policy?" It should be noted, however, that the only country which increased in terms of support for potential foreign policy collaboration was the United States.

At the same time, however, it was reported that the countries that pose the greatest threat to Turkey were Israel, the United States and Syria. In 2012, Israel was still seen as the primary threat just as in 2011 and, in the following year more people also perceived Syria and Iran as threatening. While Armenia was ranked 3rd in terms of perceived threats in 2011, by 2012 it gave way to Syria and Iran. There was also a reported increase in the percentage of respondents who saw the United States as Turkey's ally.

Judicial System / Constitution

Compared to 2011, there was a decrease in the number of people who believe that constitutional reforms should be carried out. However, the percentage of people holding this belief was 53.2%, suggesting that this position is held across the political spectrum. More than half of respondents (52.5%) asserted that the judiciary has become politicized in Turkey, an increase from the year before. Media reports about illegalities in prosecutions and results of trials may have played a role in this perception.

There was majority support (65.8%) for a parliamentary democracy in the new Constitution compared to the option of a presidential system (21.2%). If a presidential system is introduced, the survey results indicate that Recep Tayyip Erdoğan has the greatest support for the presidency (34.3%), followed by Kemal Kılıçdaroğlu (12%) and Abdullah Gül (10.7%), while 31% of respondents stated that they have no opinion on the matter; this in itself is a significant figure. This state of affairs is notable because although the government is considering implementing a presidential system as opposed to a parliamentary democracy and this issue has received significant media coverage, the public has shown a sizable amount of disinterest in the matter.

Democracy and the Media

As regards democracy, freedom, and justice, levels of discontent remain high, just as they were in 2011. Just 34.2% of respondents stated their belief that Turkey is a democratic country, 29.9% said that they believed freedom of speech exists, and 28.8% reported that they believe there is free media. Compared to 2011, a decline has been observed in terms of perceptions concerning democracy, freedom of thought, and freedom of the media. Media coverage on these issues may play a role in the formation of public opinion in a negative direction.

The majority of respondents supported Turkish-language education, and only those from eastern and southeastern Anatolia supported the idea of using another language for education (Kurdish).

A large number of participants (85.8%) reported that they follow current events on television, and a slightly smaller number said that they keep up with current events by reading newspapers (63.9%). Slightly more than half of respondents said that they are regular users of the internet (51.8%), spending on average 2.5 hours per day online. The most commonly used social network was Facebook, with 47.9% of respondents claiming to be regular users, spending on average 1.5 hours per day on the networking website.

Social Relations / Violence

In terms of the issue of violence against women, 93.2% of respondents stated that any form of violence against women should not be tolerated. There was no change from 2011 to 2012 in the number of people who claim that violence against women in exceptional circumstances is permissible (6.8%). Based on this, it can be inferred that there is a lack of transparency and honesty on the issue, as nearly every day there are reports in the media about violence against women, including murders. Among the minority of people who claimed that violence against women is permissible in exceptional circumstances, 42% of those stated that they themselves were exposed to violence of some form, whether physical, psychological, verbal or financial. In light of this, it can be understood that violence tends to be interiorized and perpetuates more violence, leading to greater toleration of violence among its victims. Respondents indicated that it is primarily fathers who commit physical, psychological, verbal and financial violence. The critical factors in reducing violence were reported to be improvements in education and properly implementing legal measures against the perpetrators.

Social Relations / Life in Turkey

Half of the respondents in 2011, and one out of three people in 2012, felt that change in Turkey was taking a positive direction; however, the number of people who thought there was no change increased to 50.5 %. In contrast to this, 65% of respondents said that they are content living in Turkey, implying that they are hopeful about the future. It was stated that in comparison to other issues, economic stability and the market seem to be moving in a positive direction, but strikingly the same issues were also reported to be those that have taken the most negative direction. Regionally, it was noted that the most pessimistic views on these issues were provided by respondents from the Aegean and Mediterranean Regions, whereas the most optimistic opinions were expressed by participants from eastern and southeastern Anatolia and the Black Sea regions.

Conclusion

The article of Jack Walker on policy innovation diffusion in the United States which was published in *The American Political Science Review* nearly 45 years ago was one of the classic and most influential studies on policy diffusion. Since then, scholars of political science and communications have investigated various aspects of policy diffusion by showing how developments in communication technologies have created new channels for information dissemination. These developments have triggered new questions about the spread of ideas and policy change (Mintrom and Mossberger, 2008).

As the findings of this study indicate, whether or not a policy innovation is adopted depends on how the politics of ideas and how policy debates are shaped in specific contexts. The information diffusion process "tends to rely upon networks of actors sharing similar interests and concerns, who trade in ideas, and whose efforts to shape and structure policies to fit specific contexts constitute what we have come to think of as the politics of ideas" (Mintrom and Mossberger, 2008). While powerful political actors in Turkey have mobilized the public in the directions they desired on certain issues, in others they have been unable to, as demonstrated by the case of sensitive issues such as the Kurdish problem and public perceptions of the military; in other words, people have developed their own opinions regardless of what the media and government officials have said. It can be speculated that the government in Turkey is the most powerful actor that sets the media agenda, regardless of whether the media covers, voluntarily or involuntarily, what the government wants.

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INCENTIVES OF SELF-WILLED DEATH IN MEDIA

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Abstract
Research presented in this paper shows that responsible reporting of suicides is excluded from the agenda of Lithuanian media. Content analysis of the five largest Lithuanian internet sites reveals that these media channels do not conform to the majority of the recommendations by the World Health Organization on the responsible reporting of suicides. Presented research raises a hypothesis that the high flow of information on the suicide of famous Lithuanian TV person Aurimas Dautartas in the Lithuanian media could have had significant influence on the increase of suicide numbers in Lithuania (right after this tragic event in 2011). It is argued that the journalistic content on the matter of suicides (which may encourage suicidal behavior of vulnerable society members) is determined by various commercial, editorial, psychological, sociological, educational, legal and ethical factors. Therefore the handling of such a problem depends on the focused efforts of state institutions, educational offices, non-governmental organizations and the community of journalists and publishers.

Introduction
The factors contributing to suicide and its prevention are complex and not fully understood. However, there is evidence that the media plays a significance role both in the prevention and stimulation of suicides (Word Health Organization, 2008). The impact of media on the imitation of suicide behavior depends on the manner, framing and quantity of disseminated information.

Vulnerable individuals may be influenced to engage in imitative behaviors by the reports of suicide, particularly if the coverage is extensive, prominent, sensationalist and/or explicitly describes the method of suicide. On the other hand, media may have a positive impact: responsible reporting may serve to educate the public about suicide and may encourage those at the risk of suicide to seek help (Word Health Organization, 2008).

D. Phillips (1974) research (covering the period 1947–1968) shows that suicides increased immediately after a suicide story had been publicized in the newspapers in Britain and in the United States. The more publicity devoted to a suicide story, the larger the rise in suicides thereafter. The rise in suicides after a story was restricted mainly to the area in which the story was publicized. According to the data of Word Health Organization (2008) over 50 other investigations into the imitative suicides have been conducted since the Phillips' study. Collectively, these studies have strengthened the body of evidence in a number of ways. First, they have used improved methodologies. Secondly, these studies have examined different media. Finally, although most of the early studies were conducted in the United States and examined only completed suicides, later studies have broadened the scope to the Asian and European countries and have also included focus on the suicide attempts.

Media's role is especially important in the cases of celebrity suicide. Various studies show increased number of suicides after extensive, detailed, romanticized and sensational presentation of suicides of celebrities in media. For example, number of suicides in the United States and Great Britain has increased after the self-willed death of Marilyn Monroe and huge amount of media attention given to this event in 1962 (Phillips, 1974). Although the suicide of Kurt Cobain (1994) was in the centre of media attention too, studies show that in Seattle (US), city in which he spent his last years of life (and had a lot of fans) number of suicides didn't increase. This was influenced by the professional and responsible approach that majority of the media outlets chose while disseminating the information about this tragedy (King, Apter, 2003).

According to the suicide rate (per 100 000 people), Lithuania has been in the first place among the European countries for many years. Average number of suicide per 100 000 inhabitants in Lithuania has been several times higher than the European Union (EU) average in the period of 2000–2010. For example, in 2009 there have been 31.5 of suicides recoded per 100 000 inhabitants in Lithuania and 10.4 in EU (average number for 27 countries, Diagram 1, Eurostat, 2012).

Diagram 1. Suicide rate per 100 000 inhabitants in EU 2009
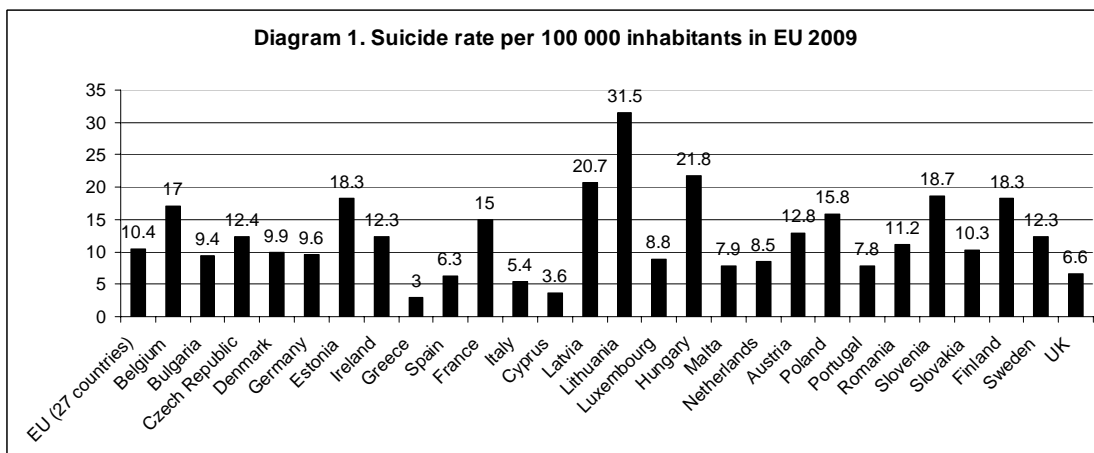
Source: Eurostat (2012).

Lithuanian suicide prevention specialists have submitted recommendations for the journalists and publishers on the responsible reporting of suicides; there are also some legal and ethical norms on the suicide reporting in Lithuania. Nevertheless, the studies of Lithuanian press show that responsible reporting of suicides was excluded from the agenda of Lithuanian media. D. Gailienė et al. (2002) research showed very high index of suicide imitation in the national Lithuanian press. Moreover, analyses of regional press (Klaipėda's newspapers during the period 1991–2004) reveals that majority of articles covering suicides do not satisfy the recommendations of suicides reporting in media (Gedutienė, Maskoliūnaitė, 2005). Research of Lithuanian students and schoolchildren attitudes related to suicide reveals that 24.1 % of students (20 years old), 42.1 % of 15 year old and 40.5 % of 13 year old schoolchildren were severely shocked by the samples of suicides in media and it stimulated youth thoughts about imitation of suicide (Gailienė et al., 1999).

However, it must be emphasized that the reflection of suicides in Lithuanian internet media almost weren't studied. Moreover, studies up to this date paid little attention for the conceptual formulation of factors that influence the portrayal of suicides in media. This paper strives to shed some light on these previously unexplored areas. The main aim is to find out how the Lithuanian internet news sites conform to the recommendations on the responsible reporting of suicides, while also giving attention to the definition of factors that

potentially determine the editorial behavior of preparing and disseminating information about suicides. First part of the paper introduces the case study results of one high-profile suicide in Lithuania: analysis of reports in the five largest Lithuanian internet sites is presented. In the second part, theoretical framework of factors influencing the irresponsible content of media (concerning the suicide presentation) is proposed.

Results Of Case Study Analysis

Famous Lithuanian TV person and radio show announcer Aurimas Dautartas committed suicide on March 20, 2011. This was a very high-profile, newsworthy event for the Lithuanian mass media. Various reports about the death of A. Dautartas were displayed in the front pages of internet news sites during the most of the day on March 21, 2011. Lithuanian commercial media has been intensively disseminating the information about this event even after several weeks since the suicide have passed.

Research results presented in this paper are based on the quantitative content analysis of the publications (March 21–27, 2011) and qualitative content analysis of the publications (March 21, 2011) about the suicide of A. Dautartas in the five largest Lithuanian internet sites. According to the data provided by the Gemius Baltic (2011) five largest Lithuanian internet sites during the analyzed period were *Delfi.lt*, *Lrytas.lt*, *15min.lt*, *Balsas.lt*, *Alfa.lt* (Table 1).

Table 1. *Delfi.lt, Lrytas.lt, 15min.lt, Balsas.lt, Alfa.lt:* reach and visitors (real users) March 2011.

Internet news site	Reach, %	Visitors (real users)
Delfi.lt	58,84	1 155 167
Lrytas.lt	42,38	832 022
15min. lt	42,26	829 622
Balsas.lt	40,56	796 401
Alfa.lt	37,82	742 422

Source: Gemius Baltic (2001).

To be more precise about the research methodology, the quantitative content analysis was conducted in order to determine the amount of publications (March 21–27, 2011) about the death of A. Dautartas in the five largest Lithuanian internet sites. On other hand, qualitative content analysis explored how did the reports (March 21, 2011) about the A. Dautartas suicide conformed to the recommendations of the World Health Organization (WHO) on the responsible reporting of suicides (WHO, 2008). Six criteria were formed for the qualitative evaluation of publications:

1) position of publication; updating, continuation and repetition of the theme;
2) information about where to seek help;
3) language of headline and publication (sensationalizes or normalizes suicide, or presents it as a solution to problems);
4) indication of method used and place of suicide;
5) footage and nature of photographs and video;
6) education of the public about suicide.

Thus the qualitative content analysis was conducted in order to find out if publications (March 21, 2011) about the suicide of A.

Dautartas in the examined internet sites complied these criteria.

Results of the quantitative content analysis of the internet sites *Delfi.lt*, *Lrytas.lt*, *15min.lt*, *Balsas.lt*, *Alfa.lt* March 21–27, 2011 are shown in the Table 2. Large amount of publications about the A. Dautartas suicide in the examined Lithuanian internet sites on March 21–27, 2011 (total amount – 35 publications) show that media outlets paid quite considerable attention to this topic.

Table 2. Amount of publications about the suicide of A. Dautartas in *Delfi.lt, Lrytas.lt, 15min.lt, Balsas.lt, Alfa.lt* on March 21–27, 2011.

Date / Internet site	Delfi.lt	Lrytas.lt	15min.lt	Balsas.lt	Alfa.lt
3/21/2011	3	2	2	1	4
3/22/2011– 3/27/2011	4	5	3	4	7
Total	7	7	5	5	11

Sources: Delfi.lt (2011), Lrytas.lt (2011), 15min.lt (2011), Balsas.lt (2011), Alfa.lt (2011).

The qualitative content analysis of the Lithuanian internet sites *Delfi.lt*, *Lrytas.lt*, *15min.lt*, *Balsas.lt, Alfa.lt* reveals that these media channels do not conform to the majority of the recommendations by the WHO on the responsible reporting of suicides. The examined content of the internet sites partly conform to these two criteria: information about where to seek help, indication of method used and place of suicide. Only one internet site paid attention for the education of public about suicide. Content of all analyzed internet sites didn't conform to these criteria: position of publication (reports about A. Dautartas death were displayed in front pages); updating, continuation and repetition of the theme; language of headline and publication (sensationalizes or normalizes suicide, or presents it as a solution to problems); footage and nature of photographs and video (romantic galleries of photographs (in all sites) and video (in one site) about the live of A. Dautartas were published).

Hypothesis can be raised that such portrayal of this event increased the short-term number of suicides in Lithuania. First, five suicides were registered in Lithuania on March 21, 2011: it was the highest number of self-willed deaths per day since March 1, 2011. Moreover, 26 suicides were registered per week since March 21 until March 27, 2011. It must be emphasized that this number is by 9 suicides (53 %) higher than the corresponding indicator of the previous week (March 14–20). Furthermore, there were 22 (27%) more suicides in Lithuania on April if compared to March, 2011. Finally, the number of suicides in Lithuania were highest on April compared with all other months of 2011 (Higienos institutas, 2012; Higienos instituto Mirties priežasčių registras, 2011; Diagram 2).

It is empirically clear that abundance of information about the A. Dautartas death and it's detailed presentation in the Lithuanian internet news sites (and another media) several weeks since March 21, 2011 coincided with the increase of suicides a week after March 21 and also whole April, 2011. Therefore, presented research raises a hypothesis that the high flow of information on the suicide of famous Lithuanian TV person Aurimas Dautartas in the Lithuanian media could have had significant influence on the increase of suicide numbers in Lithuania (right after this tragic event in 2011). To approve or deny this hypothesis comprehensive study of committed suicides (ant their circumstances) and analysis of more media channels (not only internet news sites) of examined period in 2011 are required.
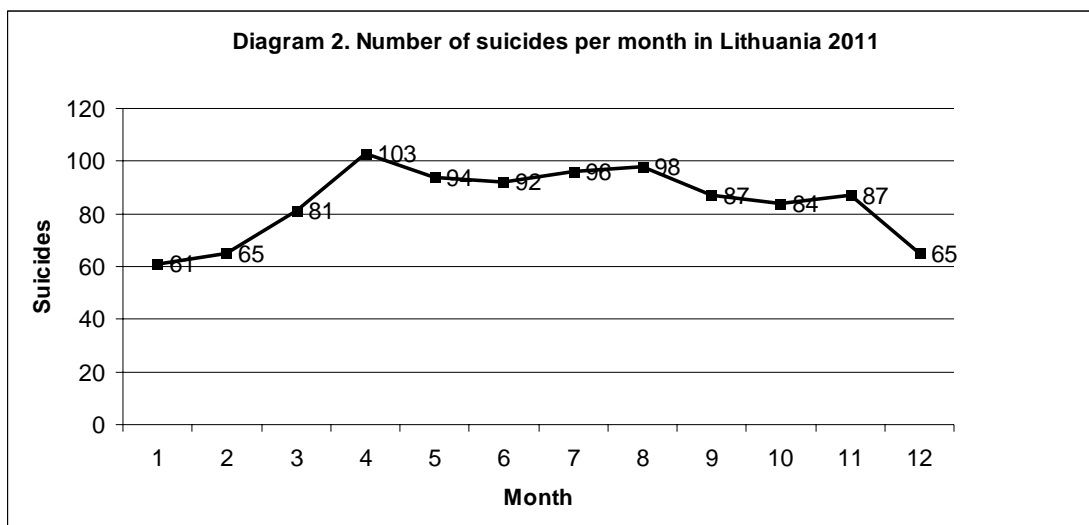
Sources: Higienos institutas (2012), Higienos instituto Mirties priežasčių registras (2011).

Factors Determining Irresponsible Content of Media

The research presented in the previous part of this paper reveals that responsible reporting of suicides is still excluded from the agenda of Lithuanian media. Why do the journalists and editors behave socially irresponsible? Why is the risk of influencing the vulnerable individuals to engage in the imitative behaviors fostered by reports of suicide? Theoretical framework for the causes of such media behavior is still quite fragmented and not cohesive in the existing body of literature: it must be emphasized that for of such an important and sensitive research object, comprehensive and conceptual theoretical model is needed. This paper strives to fill this gap and delineate the most important factors that potentially influence the irresponsible content of media concerning the presentation of suicides. Seven major factors are discerned: commercial, news selection, psychological, sociological, educational, legal and ethical factors.

Commercial factor. Most media outlets (channels) are administered by the profit-oriented organizations. With some reservation it could be asserted that suicide (especially of a famous person) is newsworthy, high-profile event which helps to get enough audience attention and economic gain for the profit-oriented organizations. Non-profit media organizations do not usually escalate topics concerning suicide.

News selection factor. There are characteristics identified by the previous research that define the newsworthy events: an event which has at least one characteristic has potential of becoming news. Suicide of a famous person has four of the five primary characteristics of a newsworthy event (Jamieson, Campbell, 1992): personalization, drama and conflict, action, novelty and deviance. Therefore it appears that self-willed death becoming news is a natural part of media work.

Psychological factor. While creating news, journalists and editors place the most important information first within a text (structure of "inverted pyramid") and answer to these questions: who, what, when, where, why and how. Thus they develop particular cognitive schemes concerning the composition of the journalistic information. It is psychologically difficult for the journalists and editors which produce the reports about suicide to comply with the recommendations of health experts: some recommendations on the responsible reporting of suicides are basically opposed to the journalistic principles of information presentation. If the article wouldn't include the place of tragedy, it wouldn't be answered to question "where?". If the method of suicide wouldn't be described, it wouldn't be answered to question "how?". If in the beginning of publication the most important information about the event would not be placed, it would mean that the job weren't performed qualitatively. Therefore journalists and editors while implementing the recommendations of experts may experience cognitive dissonance – tension that arises when one is simultaneously aware of two inconsistent cognitions (Myers, 2007). To accept a decision to follow recommendations of experts, journalists and editors must mitigate psychological tension (dissonance) and find a justification why they shouldn't follow the professional norms of creating reports.

Sociological factor. There are prevailed favorable attitudes in respect to suicide (as a person right to choose) in Lithuania society (Gailienė, 2005). Therefore thoughts conveyed in media that suicide is a possible method of problem solution are basically acceptable for the most of society.

Educational factor. Education of journalists, editors and journalism students about the effects of suicide presentation and framing in media isn't systemic and sufficient in Lithuania. It is mainly concerned with the specialists of mental health and non-government organizations. It would be meaningful to acquaint journalism students with the problems of suicide presentation in media comprehensively before they learn to answer previously discussed questions who, what, when, where, why, how in the structure of "inverted pyramid".

Legal factor. Republic of Lithuania Law on the Protection of Minors against the Detrimental Effects of Public Information (2009) define the public information which promotes suicide, specifies what suicide measures and circumstances are attributed to the information which has a detrimental effect on minors. The Office of the Inspector of Journalist Ethics and The Radio and Television Commission of Lithuania must supervise how the media subjects follow this legal act. The activity and reports of two media monitoring and regulating institutions (Lietuvos radijo ir televizijos komisija, 2011; Žurnalistų etikos inspektoriaus 2010 …, 2011) show that legal supervising of media in respect of suicide presentation isn't enough ensured.

Ethical factor. Information about the suicides disseminated in the Lithuanian media in some cases doesn't conform to the 49 article of The Code of Ethics of Lithuanian Journalists and Publishers. However, the relatives of persons that committed suicides very rarely submit complaints to The Ethics Commission of Journalists and Publishers (a self-regulatory institution that consists of journalist organisations, media organisation associations and other public organisation representatives). The Ethics Commission of Journalists and Publishers almost doesn't carry out the monitoring of media content: therefore numerous inappropriate reports about the suicides are forming a tradition of ethical norms violation in the Lithuanian media.

Conclusions

The quantitative content analysis of the largest Lithuanian news internet sites *Delfi.lt*, *Lrytas.lt*, *15min.lt*, *Balsas.lt*, *Alfa.lt* reveals that these media channels give considerable attention to the suicide presentation (case of high-profile suicide by the famous show person A. Dautartas was analyzed). However, these media channels do not conform to the most of the recommendations of the World Health Organization on the responsible reporting of suicides. It is hypothesized that such a portrayal of suicide may have contributed to the short-term increase of suicides in Lithuania: abundance of information about the death of A. Dautartas and its detailed presentation in the

Lithuanian internet news sites (and another media) several weeks after March 21, 2011 coincided with the higher rates of suicides a week after March 21 and also April, 2011.

This paper also addresses the need for the theoretical framework of factors contributing to such irresponsible presentations of suicide in media as in the case of death of A. Dautartas. It is discussed that the journalistic content on the matter of suicides (which may encourage suicidal behavior of vulnerable society members) is determined by various commercial, editorial, psychological, sociological, educational, legal and ethical factors. Therefore, it seems that the handling of suicide problem depends on the focused efforts of state institutions, educational offices, non-governmental organizations and the community of journalists and publishers.

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INTERNET ACCESS AND USE BY ACADEMIC STAFF AND STUDENTS IN A NIGERIAN POLYTECHNIC

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Abstract
This study examined Internet access and use among Academic Staff and Students of Kaduna Polytechnic. This study specifically identified the purposes which both academic staff and students use the Internet for; various access points where internet services are provided; the frequency of use of the Internet by academic staff and students; availability and affordability of Internet services and challenges that Staff and Students face while accessing and using the Internet. The study was guided by Uses and Gratification Theory as a theoretical framework. Using Stratified Sampling Technique, structure questionnaires were administered to 811 staff and students of the institution. A total of 695 questionnaires were returned usable. Findings of the study revealed that both staff and students use the Internet for research purposes, that the most frequently used places for accessing the internet by respondents are the private internet café. The findings also indicate that both staff and students believe that Internet services in the institution are affordable and satisfactory. More than 40% of the respondents use the internet once in a week and while about 20.6% of the respondents use the internet 2-3 times weekly. The most common problem faced by the majority of the respondents while on the Internet was its slow speed. The study concludes that there is high access and use of the Internet by academic staff and students, that the Internet is mainly used as a source of getting material for academic purposes. The study recommends that Internet access and services should be provided to all the academic staff and students free of charge.

Introduction

The advent of the New Information and Communication Technologies (ICTs) at the turn of the 21st century has opened a global vista for free, almost unhindered access to unprecedented reservoir of knowledge opportunities across the world, collapsing space and time. ICTs have been largely viewed (Newman, 2003, Amos 2003) as technologies people use in the gathering, sharing or distribution of information through computers and (or) computer networks via the Internet. Access, use and adoption of ICT-driven information have gradually pervaded all spheres of human endeavors, influencing rapid and significant changes in communications, societal growth and development. Particularly as it concerns research, the Internet provides several opportunities for learning, teaching and by extension the acquiring and sharing of ideas in the academia. The Internet platform, one out of the numerous ICT tools available, is unique as a mechanism for information dissemination and a medium for collaborative interaction between individuals and their computers without regard for geographic limitation of space (Leiner et al., 2000; Singh, 2002)

Information technology has since brought the world into closer proximity in which space, distance; land, language barrier and time are all eroded, making people in all countries and all cultures to have direct access to one another through satellite, television, digital radio transmission and the Internet. Watson and Hill (1989) see Information Technology as the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronic based combination of computing and telecommunication. All the above shows the relevance of Internet access and use not only among staff and students only but in the world at large.

The Internet is one of the recent advancement in the world of technology and has become useful instrument that has fostered the process of making the world a global village. Agba (2001) described it as a global network that links world's computer networks. It is a global network which constitutes a shared global resource knowledge, and means of collaboration, interaction and co-operation by diverse communities. The Internet has since became a source of information for academics and is increasingly becoming an information base for students and most recently, commercial organization. It is a worldwide system of interconnected networks and computers. The Internet has few advantages; it is relatively fast, it is accessible 24hours a day, seven days a week and you can use it from your own computer. The Internet provides several opportunities for the academia. It is a mechanism for collaborative interaction between individuals and their computer without regard for geographic limitation or space. It plays a vital role in teaching, research and learning process.

In Nigeria, government attaches great importance to the New Information Technology, because of its potentiality in providing commercial, industrial, socio-economic as well as political development and unity of the people of Nigeria. Having realized the impact of the Internet on the lives of Nigerians and to effectively join the emerging global economy driven by Information Communication Technology, the Nigerian government in 2001 approved the Nigerian National Information Technology Policy (NITDA 2001).

As part of the strategies to achieve the objectives of the policy with maximum effectiveness, the Federal Government, in the same year established the National Information Technology Development Agency (NITDA), with sole responsibility of operationalising the National Information Technology Policy, to ensure that the entire citizenry is sufficiently empowered with information technologies. The focus of the agency is to develop and regulate the information technology sector in Nigeria. Thus, with NITDA, the necessary enabling environment would evolve, thereby leading to both local and foreign direct investment in IT development in Nigeria (Ajayi 2007). It is not surprising therefore that Internet access and use among staff and students in schools is now also the priority of the teachers, the students and the school authorities as well as the government.

So far, Nigeria's vast, expanding ICT infrastructure, particularly the Internet domain, has received widespread adoption by public and private organizations, institutions as well as individuals, notably members of academic communities. Thus, many institutions have an Internet presence where valuable information is made available to the public, such as, courses being offered, entry requirements, admission/students or academic staff development notices or registration procedures among others. More importantly however, Internet access and use in academic institutions makes it possible for researchers (lecturers and students alike) to access and share ubiquitous, large volumes of electronic-format research resources, such as journals, e-books and other downloadable items, mostly for free; while also enjoying the benefit of contributing to the universal body of knowledge by having their works shared, peer-reviewed or published.

Accordingly, both Nigerian students and their lecturers regard the Internet as a very important tool that helps them in accessing timely, accurate and relevant information (Edem and Ofre 2012). The Internet provides both students and lecturers with information that libraries cannot always provide them with. Apart from seeking academic information, staff and students use Internet to send and receive e-mail, entertainment, sports, or to read newspapers, etc, among other uses (Edini, Omodeko and Ototo, 2004, Iweze, 2004).

Additionally the Internet provides many benefits to its users, including access to information from distant and databases that can be studied to improve knowledge (Odem and Ofre 2012). Internet is increasingly also being used by educational institutions as a flexible medium for delivering online education to distant or on-campus students. Considering the enormous benefits of the Internet and its impact on Nigeria Educational System therefore, the National Universities Commission (NUC) established the National Universities Networks (NUNET), to connect Nigeria universities with Internet access (Ajayi 2001). Similarly, the National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) also announced their plans to establish TechNet and TechNet respectively for the above purposes.

Kaduna Polytechnic, one of the oldest and largest Technical Institutions in Northern Nigeria, gradually developed infrastructure in relation to the New Information Technology. Prior to 2001, there had not been Internet facilities or services in the institution. Consequently, to implement the Federal Government policy of information technology, the management of Kaduna Polytechnic, in 2003 launched its first website, (www.kadpoly.edu.ng) to promote research activities among the academic staff and students of the institution. As part of efforts to improve Internet access within the Polytechnic community, the management of Kaduna Polytechnic also opened a cyber cafe in the Isa Kaita Library to complement the private Internet cafes that were operating within the Polytechnic. Apart from the cyber cafés belonging to Kaduna Polytechnic, private Internet operators were also encouraged to set up cyber cafés within the institution to promote Internet access and usage among the members of the Polytechnic community.

Even though these are no official figures of Internet users in the institution, there are quite a number of Internet users, even though very few academic staff and students have access at work place or college Internet café. Internet is however indispensable to both, for instances both lecturers and students in the institution considered Internet as a tool for their studies and research. They get more information about any topic from the Internet, when compared to their text books. Internet helps them to explore more about their subjects. Over the years the management of the institution considers the Internet as tool for promoting academic development of both academic staff and students and therefore embarked on several structural and curricular changes. Notable among these are: the introduction general computer studies and implementation of e-learning platform as part of key reform aimed at assisting the Polytechnic to become a leading academic centre of excellence and technical education in Nigeria. The general computer studies were introduced to provide more students determined, choices and flexibility of academic programs. It generally addresses such cross –cutting issues as employers' expectation, competencies in communication skills, computer and information skills, etc. The implementation of an e-learning platform at Kaduna Polytechnic was to fulfill the Polytechnic responsibility to prepare both academic staff and students for effective participation in the wider information society. Among the objectives of the initiators of the programme was to use ICT to increase the success rate of students, provide the opportunity for the Polytechnic to enhance the success rates of students, provide the opportunity for the institution to enhance flexible learning anytime and anywhere at students own pace. It was also expected that through e-learning access to relevant national and international resources would be facilitated and better way of handling large classes would be achieved.

The specific objectives of the study are:
i. To examine the purpose for academic staff and students' use of the Internet in Kaduna Polytechnic.
ii. To identify Internet access points in Kaduna Polytechnic.

iii. To find out the frequency of Internet use among academic staff and students in Kaduna polytechnic.
iv. To find out the availability and affordability of Internet services in Kaduna Polytechnic,
v. To identify the challenges that academic staff and students face while accessing and using the Internet.

Methods and Procedures
Survey Research was the design used in this study. While descriptive survey was the method adopted for the study. The population of the study was the entire academic staff and students of Kaduna Polytechnic. The total population of the study is 16,224 as at July, 2012 comprising 1,474 academic staff and 14,750 students. A total of 811 academic staff and students participated in the study representing 5% of the population. In this study, the researcher stratified Kaduna Polytechnic into five stratums; 1.College of Administrative Studies and Social Science, 2.College of Business and Management Studies, 3.College of Science and Technology, 4.College of Engineering and 5.College of Environment Studies. Using 5% of the total population as the required sample size, the researcher determined the sample size of each stratum, which is proportional to the size of the stratum. Similarly the researcher further separates the sample size of the academic staff and students from each stratum. To achieve a simple random for each stratum, a total number of all the students in each college was obtained, then each student was given a number. The researcher arrived at the required sample by writing each of the number on a paper. Then one by one the numbers were picked until the sample size was drawn. The same procedure was applied to the academic staff sample size.

Findings
Out of the 695 copies of the questionnaire that were returned, the demographic information of the respondents shows that 65.8% were male and 34.2% of them were female. The age variables indicate that 11.8% are between 16-20 years, 55.3% are between 26-3oyears, 12.6% between 31-35years, 8.1% between 36-40years, 5.3% between 41-45years, and 4.2% between 46-50years while 2.7% of the respondents are above 50years. 27.3% were from C.B.M/S, 24.3% were drawn from C.S.T, whereas 20% were from COE, 16.2% were from C.A.SSS while 12.2% while 10.1% the respondents were lecturers while 89.9 were students. Interestingly 100% of the academic staff were computer literate, while 97.6% of the students were computer literate. Similarly 73.1% of the respondents have e-mail addresses.

The first objective of the study is to find out **the purpose of using the Internet among academic staff and students of Kaduna Polytechnic**, data indicate that both academic staff and students are nearly identical in their use of the Internet. All the participants in the study use the Internet purposely for e-mail, sourcing course material and undertaking research. Overall analyses indicated that 17.2% of both academic staff and students used the Internet to send e-mail 16.2% used it to search for information, 27.0% to conduct research, 15.2 used it for learning, and 18.7% use it to search for course materials while only 4.6% used it for entertainment. The data also indicates that Internet was primarily used as a tool for gathering information for course materials and research.

The second objective of the study is to **identify Internet access points in Kaduna Polytechnic**, results indicate that the most frequent access where both academic staff and students accessed the Internet is at private Internet café located either within or outside the Polytechnic, followed by Internet cafés belonging to the various colleges of the institution. Even though Internet cafes located within the colleges are not enough for the growing population of the Polytechnic, but still most of the respondents indicate that they accessed the Internet services mostly at their college Internet cafes. The overall analyses for both academic staff and students indicated that only 8.8% accessed the Internet at home, 0.3% at only office and 42.4% at college Internet café while 48.5% accessed it at private café.

The third objective of the study is to find out**, the availability and affordability of Internet services in Kaduna Polytechnic,** even though majority of respondents in affirmed that their computers are not connected to the Internet but they mostly get their connection through their G.S.M network. None of the respondents indicated that they got their Internet services form Kaduna Polytechnic Computer Centre. The data revealed that the Polytechnic does not provide a centralize gateway for accessing the Internet, none of the academic staff indicated Kaduna Polytechnic computer center as their subscription plan. Overall results indicate that 28.6% of the academic staff and students got their Internet connection through wireless facilities while 71.4% through their G.S.M .On affordability findings revealed that 50.9% believed that Internet services were very affordable, 37.1% believed that Internet services were affordable while 12% believed that services were not affordable. On the services provided by these Internet cafes, findings revealed that only 10.4% of both academic staff and students indicated that Internet services were excellent in Kaduna Polytechnic, 49.8% indicated good services, and 11.8% indicated fair services while 28% indicated poor services. Therefore it could be inferred from the above findings that Internet services in Kaduna Polytechnic were good, because both academic staff and students are satisfied with services,

The fourth objective of the study is to find out, **the frequency of using the Internet by the academic staff and students of the institution?** The overall results indicated 15.7% of both academic staff and students used the Internet every day, 40.7% used it once in week, and 20.6% used it 2-3 times weekly, while 23% use it once in a month. Interestingly the study revealed that time spends on the Internet by both academic staff and students indicate that they spend an average of two hours online, 11.4% of academic staff spent more

than one hour on the Internet, 20% one to two hours, and 24.3% spent three to five hours, while 44.3% spent more than five hours on the Internet. Similarly, 35.2% of the students spent less than one hour on the Internet, 23.4% spent one to two hours, and 21.3% spent three to five hours on the Internet while only 22.1% spent more than five hours on the Internet. The result also proved a considerable improvement when compared to an earlier study by Jagboro (2006) whose observation showed that lecturers in Nigerian Universities spend only one hour on the Internet weekly.

The fifth objective of the study is to find out, **challenges that academic staff and students face while accessing and using the Internet,** the findings of the study indicate that one of the major problems with using the Internet is slow speed, the overall result indicated 5.4% of both academic staff and students had problem poor connection, 2.7% problem of limited space while only 2.1% indicated environmental noise their problem. Based on the above, it can be inferred that the major challenges or problem facing the academic staff of Kaduna Polytechnic while using the Internet is slow access speed.

Conclusion

Among major conclusions of the study is that presently, there is high access and use of the Internet by academic staff and students, that the Internet is mainly used as a source of getting material for academic purposes. The study has also confirmed that majority of academic staff and students in Kaduna Polytechnic use the Internet for many other purposes, because they get abundant benefits from the Internet. A large percentage of the respondents declared that the usage of the Internet has impacted greatly on their academic and social lives.

There is a caveat, however, since the major locations where academic staff and students access the Internet were private Internet cafes outside the school and commercial Internet cafes inside the school. The conclusion is that the inadequacy of Internet facilities in departments and Colleges of the Institution was responsible for patronizing the private Internet café by both academic staff and students. The study recommends that Internet access and services should be provided to all the academic staff and students free of charge.

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MACHINIC

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Abstract
Machinic Addiction is a virtual design machine, a rhizomatic wandering of web-based, interactive, animated pages. The baroque, hybrid blending of text and image, animation, gaming and 3D graphics serves as a vehicle for investigating philosophical questions and represents a shifting boundary of design today. Are we machines? Are we addicted to the repetitions that lie within a kind of cultural machine? Can life be reduced to code? Are our identities replaced by interfaces to others in a network?

There are 4 interrelated parts, or processual machines, to the schema of Machinicaddiction: 111 (The Fold-ing Machine), 101 (The Resonance Machine), 010 (The Stratification Machine), and 000 (The Smoothing Machine). These schemas are not necessarily sequential, but rather instances in a non-linear process of emergent self-organization. The quadrilateral system of related themes, icons and the visualizations (actu- alized in their many forms of expression) is a drift through the varied levels of an assemblage.

Introduction
The purpose of this essay is to explain why I began the project 'machinicaddiction' and the possible value of such a self-authored visual exploration of a few specific and related philosophical ideas. I have included screenshots of some of the major points of interest to this discussion. Finally, I will conclude with the rela- tionship of Guattari's ethico-aesthetic paradigm to design messaging.

For many years I had a career as an animator, illustrator and designer. This was a rewarding career in many ways working with numerous clients around the country and the world. My work was seen in books and magazines during the height of the print era. My success drew the attention of large corporations, who hired me to do advertising, annual reports and other business collateral and marketing materials.

The success became a kind of addiction. Success and financial reward were the result of my creativity, but the isolating life of a freelancer can feel like being a remote part of a large corporate machine. This machine was not physical to me, nor did I have a real connection to these companies that hired me as they were located anywhere but where I lived. My employment by them was always limited to a couple of months to complete whatever project they had. The purpose and meaning of this arrangement was beginning to become elusive to me. I became part of a corporate/design/technology assemblage of worldwide locations networked through lines of communication and functioning through the transduction of bits of binary code.

Questioning the corporate mindset led me to the intellectual threads of Gilles Deleuze and Felix Guattari. Gilles Deleuze (18 January 1925 – 4 November 1995) was a French philosopher who, from the early 1960s until his death, wrote influentially on philosophy, literature, film, and fine art. Felix Guattari (April 30, 1930– August 29, 1992) was an institutional psychotherapist, philosopher, and semiologist. They are best known for their intellectual collaborations, most notably *Anti-Oedipus* (1972) and *A Thousand Plateaus* (1980), the two volumes of *Capitalism and Schizophrenia*.

I then read authors mentioned in their works and authors who wrote about Deleuze and Guattari. Their body of writings became cascading 'lines of thought' into a seemingly endless assortment of works. Read- ing Deleuze and Guattari's collaborative effort *A Thousand Plateaus* for the first time, I had the feeling of intellectually coming home. They spoke of machinic assemblages*, abstract machines*, and territories* in describing a variety of phenonomenon.

* astericks indicate a glossary term

To me, the rhetorical style of these continentalist philosophers is very with rich visual metaphors. They incorporate different domains of study into a common language: Complexity theory, social sciences, se- miotics, media theory, geology and aesthetics, all considered within a philosophy that seem to capture the complexity of our time while attempting to address the fundamental question of locating an authentic expe- rience of subjectivity within systems, both virtual and actual.

In visualizing the ideas from the writing of two major philosophers' works, it is my intention to make their ideas more accessible through illustrating them as an interactive rhizome of text, image, animation and video. I am using the same tools and methods that are used for corporate culture to imagine abstract concepts, in opposition to a media culture that seems to engage a less thorough discourse of the tweet and text message or a short viral Youtube video. For me, this is the value in bringing philosophical insights into more of a hypermedia form of expression.

The use of new media is the perfect tool for addressing Deleuze and Guattari's thesis that our subjectivities are constructed through the various machinic assemblages in which we find ourselves embedded. Our lives are shaped by our tools, and a subjective and trans-subjective restructuring is taking place because of the confluence of global capitalism, always emerging technologies and an overcoding of a scientific ethos.

Manual for Machinic Addiction
The schema that is the foundation to mechanicaddiction has fascinated me for some time. The simple binary triads of 000.010,101,111 indicates a kind of simple process of transformation. It is reminiscent of cellular automata* rules for generating visual arrays. Cellular automata follow simple rules to generate complex behavior. In this schema, the transition from 0 to 1 in four stages creates a matrix of 12, or 4 sets of 3. Each set represents a unique place in the process. Through a system of ordering simple combinations in an array, a transformation between a set of 0 and a set of 1 is represented by two intermediate strata.

The four phases of this schema are 000 (the Smoothing Machine), 010 (the Stratifiication Machine), 101 (the Resonance Machine), 111 (the Folding Machine). Each of these triads is an abstract machine. They operate on all levels and domains of formal expression. Content of this project ties into these abstract machines at different levels and in so doing creates a collection of interrelated pages that have multiple associations. These operations occur as mixtures in the particular actualized set of singularities of machinic assemblages.
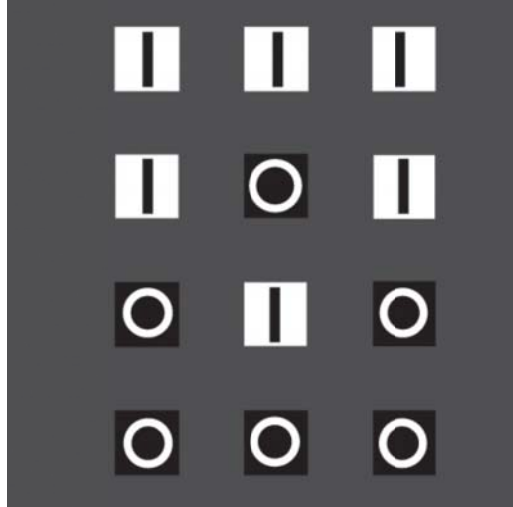
The Main Index Page to www.machinicaddiction.com

These four abstract machines commonly occur within the vernacular of our everyday conversations. We sometimes "smooth things out" when we are trying to deescalate an argument, or "veg out" when we want to relax. We "fold a subject into a conversation" when we combine one topic with another. We sometimes "resonate with an idea." We "level up" in games or fit into a specific "level of income." The metaphors used to articulate these abstract machines are expressions that we commonly use when articulating common social situations. They are also the verbal refrains of abstract machines and existential territories.

The sitemap
This sitemap is a landscape shown in isometric projection. Isometric space is used as a diagrammatic space that eliminates the distortions caused by our subjective viewing perspectives. At the center of the composi- tion is an urban model generated with an L-system*. As nodes at strategic conjunctions in the flow of goods and services; urban areas are the center of sequential time and technical isometric space. The urban center is a destratification machine* that reorganizes the landscape and restratifies a territory through standards, regulations and laws. In this image, the restratification is represented as stacked planes and linear diagrams. As an apparatus of capture, the city creates order out of chaos through the establishment of frequencies.
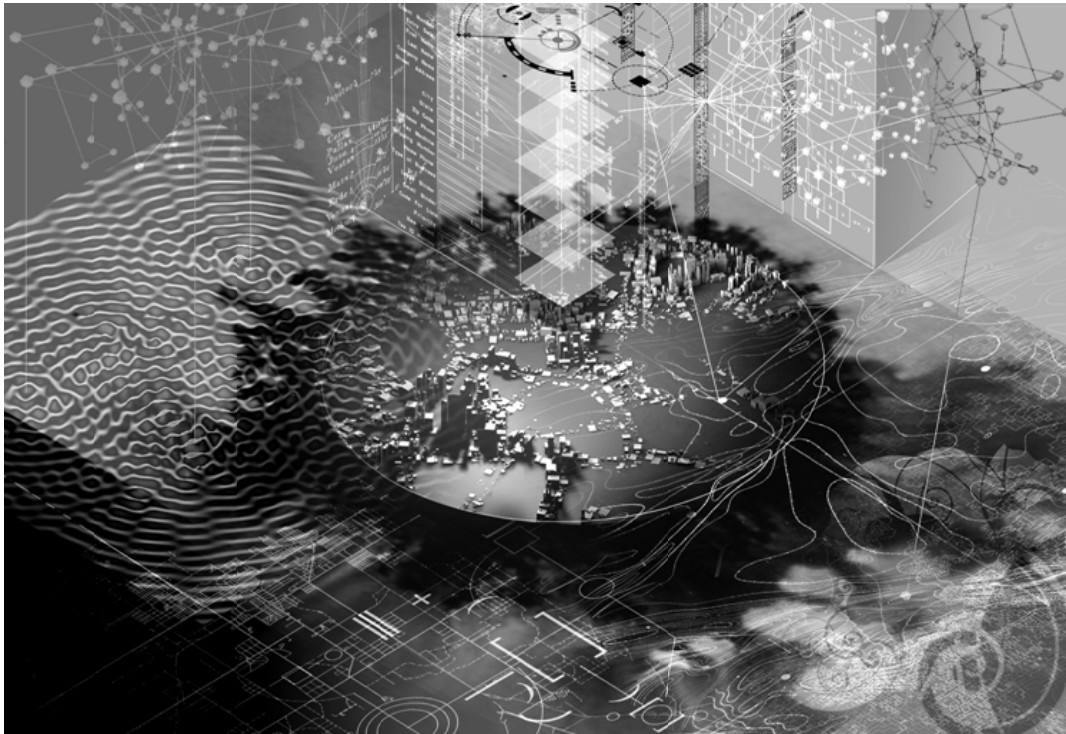
Sitemap

To the right of the stratification machine the information becomes less stratified and becomes more of a net- work, a non-hierarchical rhizome of information. The rhizomatic folding machine becomes more flexible, allowing connections to continually adapt and reconfigure and to fold its topology. The folding machine is tethered to the smoothing machine in the lower right corner as a line of flight. The edge of the urban center bleeds out onto a plane of consistency,* allowing creativity to begin new experimental forms yet to be stratified. These organic growths open new domains of unexplored spaces.

The folding machine also connects to the resonance machine to its left. The wave-like nature of resonance overcodes the urban center into a unified regime of signs. Our media industry constantly innovates the resonance machine, from the tapping into the radio waves through hermetically sealed glass tubes to the high frequency geolocation chips on our smartphones. The overcoding gives coherence to a rich harmonics of groups and subgroups within the population and generates the narratives and tropes we resonate with.
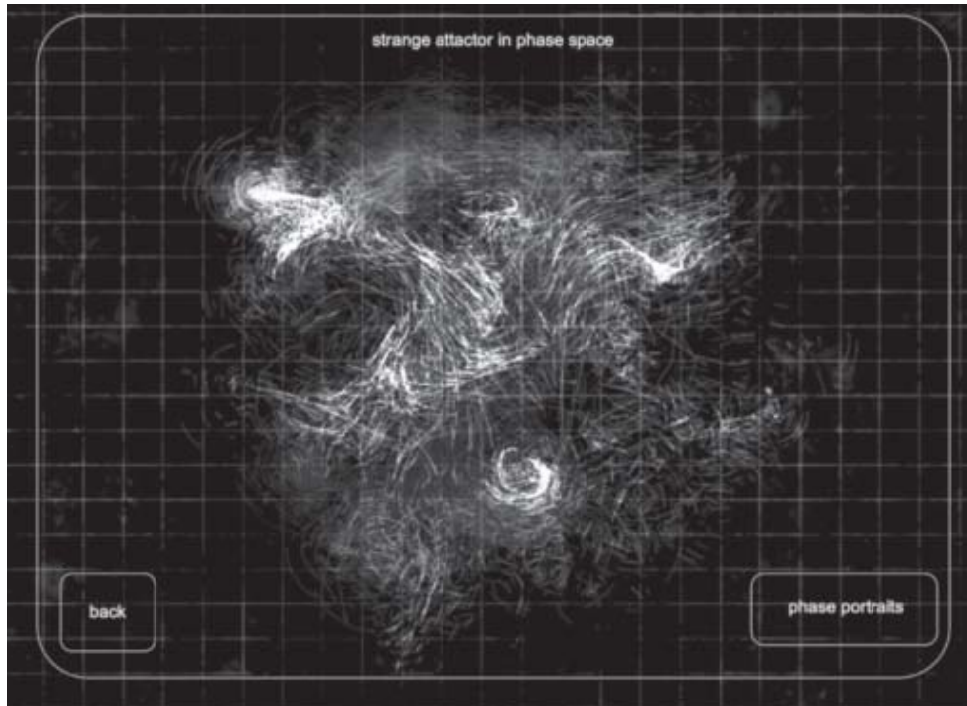
3D Animation of a Strange Attractor

Strange Attractors
On the most abstract plane of the folding machine is the phase space of the system. The strange attractor * represents the tendency of the system through its degrees of freedom, represented as a 3D space-time cube. The strange attractor is a chaotic attractor that never settles down into a habit. It folds into itself like whirl- pools trying to channel the overheated activity on all scales. We are witnessing this process through the con- tinual hybridization of technologies, from video to tablet, screens to sunglasses for example. Ontologically it occurs as an unsettled psyche, a subjectivity constantly folding in the bombardment of media propaganda.
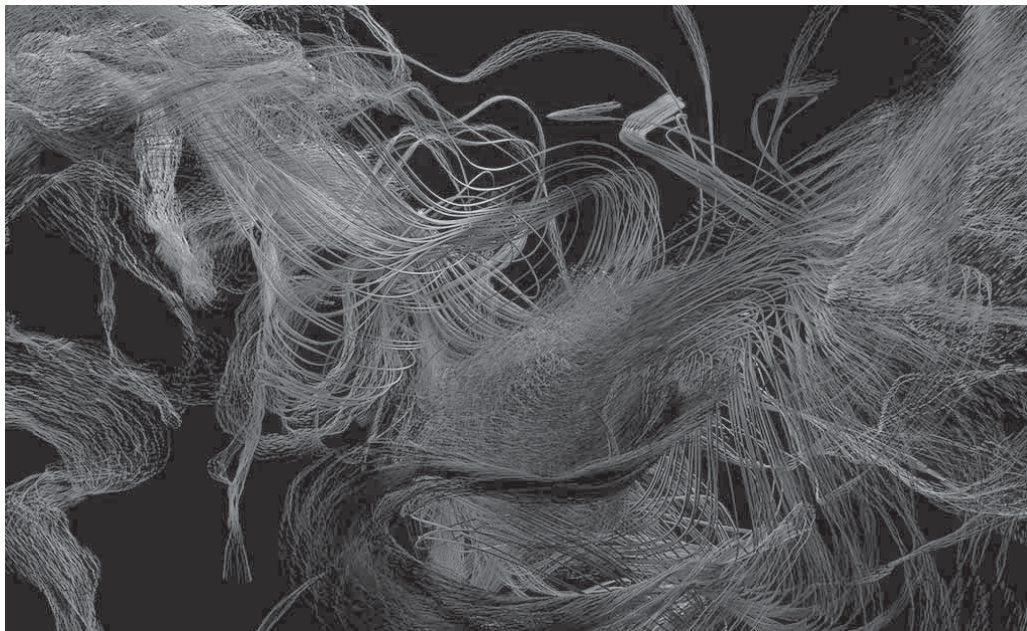
Print Image of the Trajectories of a Particle System within a Turbulent Field
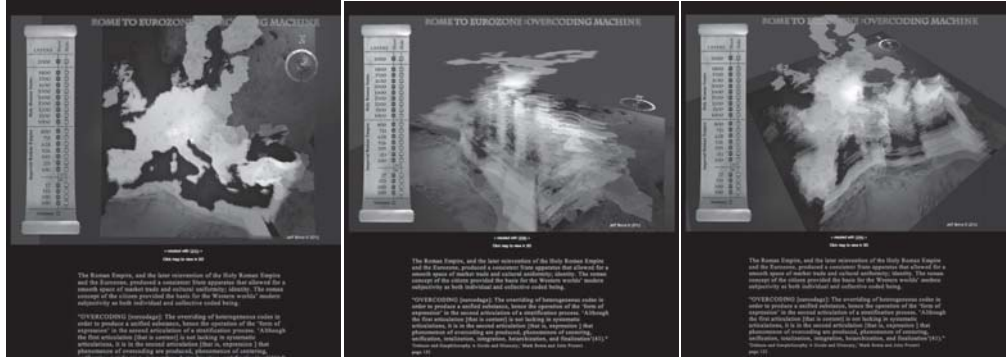
From Rome to Eurozone: the Overcoding Machine

This 3D map of Rome visualizes historically defined territories in an interactive timeline. Created in a game engine, the map can be rotated while animating the stacking of territories one on top of another referenced to a temporal vertical axis. As the seat of western ideologies, the Roman citizen is a prime example of an overcoded subjectivity. While the games of the Roman coliseum have been replaced by the five-minute casual games on our tablet devices, we remain overcoded agents.

The stratified citizen of today (below) is overcoded with documentation that ties into various state/corporate machinic assemblages. Our various virtual, digitally-managed overcodings obligate us to the conventions of legal social contracts and rhythms of frequencies of payments. Our credentials are the records of our activities of this information, now being stored in the collective data bank of the cloud.
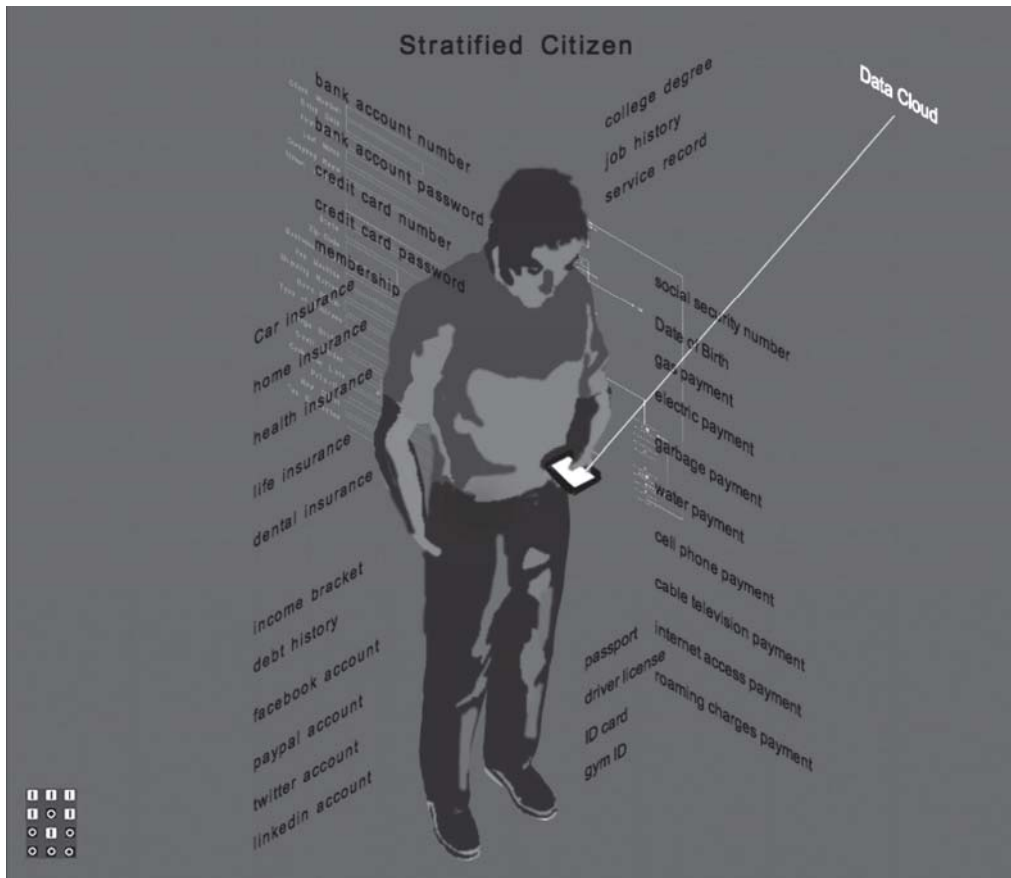
Documents of Obligation for the Stratified Citizen
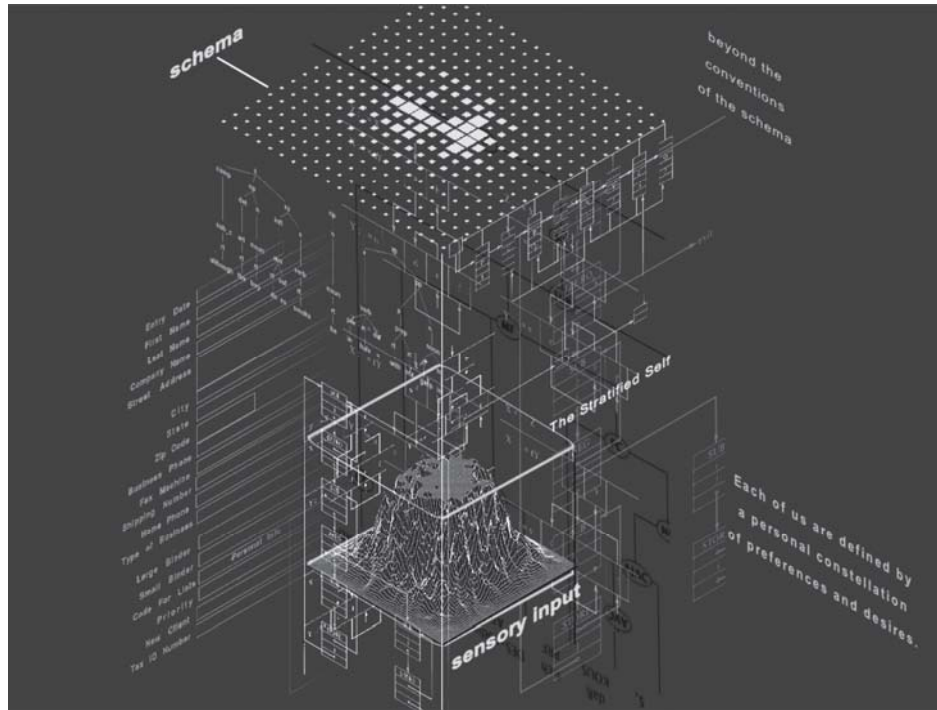
Diagram of the ontological interpretation of sensory input

010 The Stratified Shifting Signifier

Above is a visualization showing an abstract machine: a peak of sensory input captured and filtered through the categories, codes and standards of stratified subjectivity. The result is a point attractor of a personal 'I', the illusion of a transcendental self. The point attractor is the shifting signifier of our inner voice: a refrain that gives consistency to our sense of self within the social field. The singularity of the point attractor is one of many included in the territory of a machinic assemblage. This multiplicity folds into various other collective territories through the resonance of language and lines of flight of re/destratification.
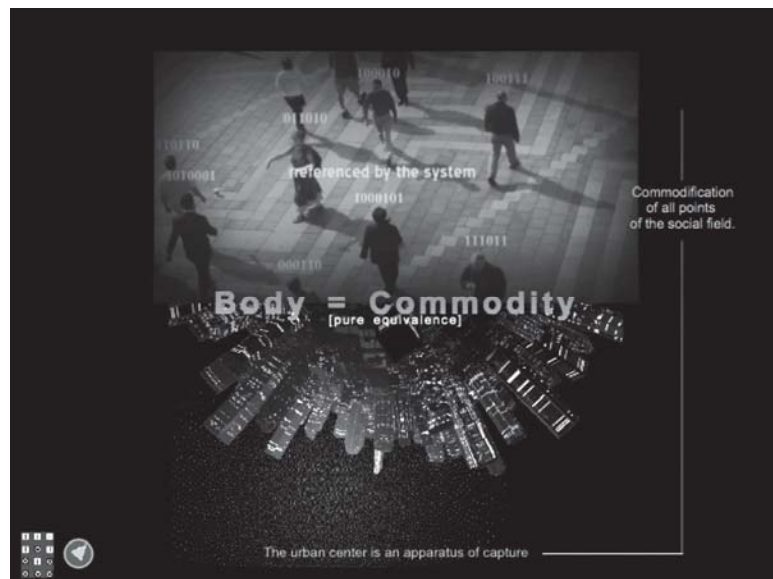
Screenshot of a Folding Machine of

111 The Folding Machine

The individual is subsumed within the collective of the folding machine. Our bodies become commodities in the world-integrated, capitalist system of pure equivalence. Our actions are recorded and fed back into the system as Big Data feeds our desires back to us via media outlets. Urban centers become manufactured brandscapes, and our identities become tied to the social implications of the brands we choose to embrace.

The folding machine is the New Baroque: a turbulence of sign production and reproduction, simulation and simulacra, synthesizing and hybridization. This phase of expression is the breaking out of boundaries in all manner of organic forms. Our current hybridization and synthesizing of technologies is accelerated by the cutting edges of the binary digital languages that seem to fold all other languages into its pure simulation.

0 0 0 The Smoothiig Machine
The smoothing machine is the process outside that of stratification. The nomadic tribes that migrate are
collectives that live in the uncharted milieus far from equilibrium. Complexity theory examines phenomena of open systems, systems and forms of complexity that elude the ideal of deductive reasoning. Nomadic tendencies are vectors of freedom of choice, and are active through triggering thresholds of complex sys- tems causing bifurcations and enable new territories. They can be modelled but not predicted with accuracy and so are the opposite of habit.

The nomad is the name of the vector of smooth space. The nomad is the tendency towards a line of flight. *
Wandering through uncharted territories outside the state/corporate machinic assemblage,the nomadic line of flight is a war machine of pure creativity. It is in the emergent, self organization of materials that it creates a smooth space of innovation that exists outside of what is already established.

Screenshot of the Nomadic Smoothing Machine

As Deleuze and Guattari observe in *A Thousand Plateaus;* "The war machine's form of exteriority is such that it exists only in its own metamorphosis; it exists in an industrial innovation as well as in a technologi- cal innovation, in a commercial circuit as well as in a religious creation, in all flows and currents that only secondarily allow themselves to be appropriated by the State." (p. 360).

Modular Subjectivity
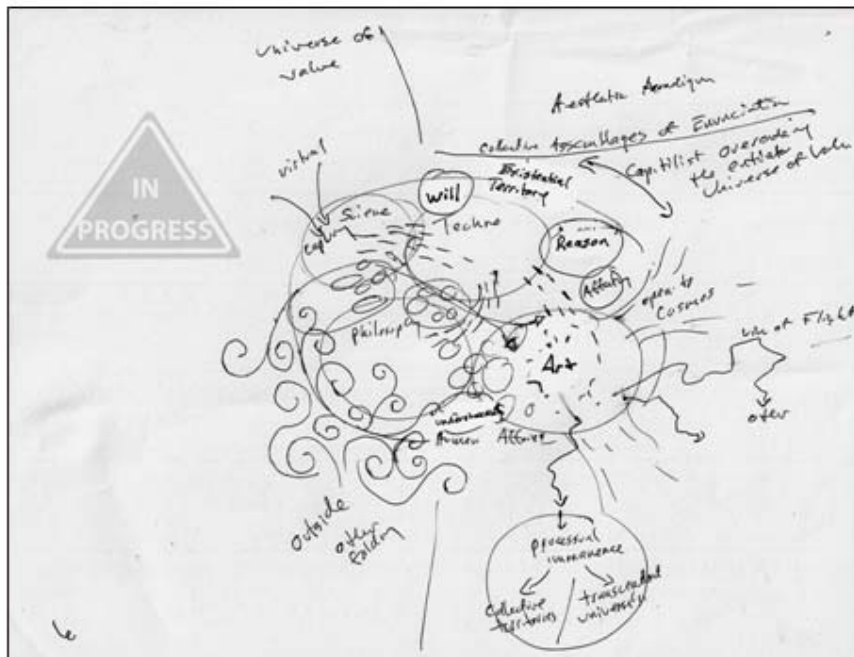
Concluding Remarks

In creating Machinic Addiction I sought to use the non-linear, hotlinked narrative of hypermedia to allow the viewer to drift through information, guided by self-determined threads of inquiry. Transmedia is a way to broaden the scope of interaction and narrative through linking to a Facebook blog, standardizing the page sizes for repurposing to ebook publishing and postng videos on Vimeo that can be accessed seperately online. This project is smeared across several differently accessed territories and mirrors our own transver- sality across many machinic assemblages.

By visualizing and gamifying these philosophical ideas my hope is that the viewer will begin to ask some questions about what it is to be a machinic assemblage. The open form of this project allows for the contin- ued additions as a kind of illustrated journal of ideas. As an always unfinished work in progress, it contains pages that are finished and others still in development. It reflects an emphasis on process, an ongoing be- coming that is an essential feature of what Guatarri calls an "ethico-aesthetic paradigm", a paradigm that is played out in our lives, generated by the choices and decisions we make in everyday realities.

The enactment of an Ethico-aesthetic paradigm takes place in this case in the transformations between the different machines. Our enmeshment with addictions as habits become spatialized as *habitats* of aesthetic attractors, spread across existential territories. Along with the necessities of conventional entrainment, pos- sible lines of escape open up to uncharted universes of value through creative activity. Designed, anti-pro- ductive activity (anti-productive within conventional and market driven ends), mapping new territories of a nomadic war machine is a form of resistence as well as the experience of personal autonomy.

What existential territories and machinic assemblages are you addicted to?

Glossary of

Abstract Machines   Existing in the virtual plane of consistency, abstract machines are defined by their attractors, thresholds and bifurcations of phase space of complex systems. Because abstract machines are the potentials describing a system, they are actualized through machinic assemblages of hetergeneous el- ements. Abstract machines are immanent qualities of materials that are discovered by the cutting edge of deterritorialization.

Cellular Automata: A cellular automaton consists of a regular grid of cells, each in one of a finite number of states, such as 0 and 1 An initial state is selected by assigning a state for each cell. A new generation is created according to some fixed rule that determines the new state of each cell in terms of the current state of the cell and the states of the cells in its neighborhood.

Below is Wolfram's rule 110 (which gives a particularly complex pattern that is neither fully repeatable nor completely random and demonstrates an organic order of self similiarity)

This class 4 CA Wolfram believes supports enough complexity to be universal.

```
111 110 101 100 011 010 001 000       -Cell neighbor configurations
 0   1   1   0   1   1   1   0        - Resulting values
```

Destratification Machine pushes a system out of equilibrium towards new formations and basins of attraction.

L-system: A Lindenmayer system, also known as an L-system, is a string rewriting system that can be used to generate fractals with dimension between 1 and 2. L-systems are used to simulate the growth of urban centers because they mimick the structured yet organic patterns of distribution.

Line of Flight: Vectors of de/reterritorialization, the triggering of a threshold leading to a bifurcation of a new assemblage. They can be the mappings of one complex territory to another, or a complete smoothing out. Freedom and creativity are the result of the creation of new emergent attractors and territories.

Machinic Assemblages   "an actualized abstract machne maintaining consistency, that is, the teamwork of heterogeneous elements". *Deleuze and Geophilosophy, A Guide and Glossary* Mark Bonta and John Protevi p. 108

Plane of Consistency is a destratified field of potentiality enabling the emergence of self organized systems. It is the smooth space of creativity.

Strange Attractor: also known as a chaotic attractor with which a variable moves over time representing the evolution of a dynamic system's n-dimensions. The other 3 types of attractors are; point attractor, periodic attractor, and limit tori attractor. The strange attractor never settles down to a point nor gets entrained into habits as the periodic attractor and limit tori attractor.

Territory: Formed out of the rhythmic chaos of the mileu, territories are owned or used through markings. Territories are dynamic systems, always in flux, far from equilibrium. Deterritorialization is a line of flight toward the formation of an emergent new territory as an act of creativity. Reterritorialization is the appara- tus of capture, of stratification through content and expression.

MANAGING TEACHING AND LEARNING IN DIGITAL CLASSROOMS: THE LEARNING FACTORY MODEL

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Abstract
Mauritius recently embarked upon a digitization of primary school curriculum programme. In the context of this initiative, the Mauritius Institute of Education was entrusted with the tasks of designing and developing digital learning resources, empowering stakeholders at various levels to work with digitized curriculum and conduct research on the topic of digitization.

Digitized resources are displayed on interactive interfaces in classrooms [hence the term digital classroom]. The new interface and new interactive digital education resources implied a major change in Mauritian classrooms. Therefore learning opportunities have been provided aplenty to stakeholders for the adaptation and adoption of the digitized mode of teaching and learning. Stakeholders in the context of this paper are pedagogical leader: Head Masters of primary schools in Mauritius.

Several informal conversations with teachers during school visits indicated that Head Masters were not helpful to encourage usage of digital classroom and resources. Moreover, the lack of monitoring skills and knowledge in general with regards to this emerging curriculum and teaching practice meant that Head Masters could not exercise proper control over teachers in classroom.

This paper describes the design and development of a training programme for engaging Head Masters with the digitized curriculum. The paper outlines the major themes that constitute the programme and why. Furthermore, it also includes post-workshop feedback from Head Masters. The findings constitute and evaluation of the effectiveness of the approach used to engage Head Masters.

Background

The Mauritian state has been and is still investing much resource in the use of ICT in education. The state's policy for ICT in education is implemented by the Ministry of Education and the Mauritius Institute of Education [MIE]. The MIE is a public body which is responsible for curriculum development, teacher education and research in education. With regards to ICT in education the MIE has initiated actions to promote education with ICT and actions to enhance the quality of education with ICT.

Indeed, the coming of the Sankoré project to Africa has been a catalyst for Mauritian actions regarding ICT in education. In 2008, at the Franco-British summit, the heads of state of these two countries made a pledge to achieve the Millennium Development Goals in education for Africa through the provision of cheap digital educational resources to African teachers and learners. These resources, following the French initiative, have been deployed on interactive interfaces in African classrooms in countries such as the Ivory Coast, Benin, Senegal and of course Mauritius.

Given the MIE's long [the institute was set up in 1973 by an act the Mauritian parliament] and deep involvement in teacher education and curriculum development and research, the institute was entrusted the task of digitizing the curriculum. A new department was set up under the Centre for Open and Distance Learning: the Learning Factory. The tasks performed by the Learning Factory [LF] consist of not only digitizing the curriculum but also to empower stakeholders under this project. Stakeholders include educators, headmasters, school inspectors, academics of the MIE amongst others. Stakeholders are also provided with techno-pedagogical support and they also are involved in research in the field.

At the start of the project, a stakeholder mapping was conducted to evaluate each stakeholder's position regarding ICT in education. This positional study conducted by the project leader at the MIE (Oojorah, 2011) expresses the potentials and limitations of each stakeholder. This study was indeed very useful to design and elaborate empowerment programmes for each category of participant.

Empowerment is essential as providing digital resources with interactive projectors to classrooms are not sufficient to make the digitization of curriculum viable. Teachers were empowered into new pedagogical practices with technology [hence the term techno-pedagogy]. Headmasters, as pedagogical leaders were also initially given similar training as teachers. The LF grappled to find an appropriate empowerment programme for headmasters who are exclusively digital immigrants and rarely wanting [or even having time] to become very competent technology users. It was a real challenge in the sense that headmasters are essential to the classroom monitoring process. Teachers would not be effectively supported and monitored without competent headmasters. They, headmasters, could also become oblivious of issues related to technology in classrooms or even discourage the use of technology in classrooms. It was therefore of paramount importance to enlist the support of headmasters and empower them to manage teaching and learning in the classroom.

Methodology

Case studies are applied in social sciences to capture the essence of the complexity of a single case. The notion of *case* is not well defined in literature. However in the context of this paper, the subjects, headmasters, are the case. They can be described as digital migrants operating in an increasingly digitized educational set-up. Headmasters of Mauritian primary schools function in a very complex environment and have multiple tasks. To add to their workload, they presently have to monitor classrooms equipped with digitized educational resources and teachers trained to use these resources. Hence the 'case' of this case study operates in an evolving environment and faces the contemporary issue of dealing with technology in education.

Case study as methodology has appeared in the 1900's stemming from the field of anthropology. Accounts of expeditions, explorations and encounters with different cultures were systematically charted down. Participant observation remained the principal method of investigation. The liking for case studies decreased in the 1940's and 1950's due to the rise of the positivistic stance. Recently, case study has re-emerged as an important methodology in social sciences.

There are essential characteristics to a case study, the first one being triangulation. Triangulation is an essential way to ensure validity of the case study. This is done by looking at the case from multiple perspectives. Indeed empowering headmasters to effectively monitor digital classrooms is described from their own [headmasters'], the programme designers' and the researcher's perspectives. The programme designers' perspective is presented in programme design notes as well as in reports they gave of workshops held with headmasters.

The headmasters' perspectives are available in post-workshop feedback and in post-workshop field work reports. Prior to the workshop, informal conversations were also conducted with teachers and headmasters in schools.

The second aspect important to the case study methodology is the selection of the case. In the context of this paper, post-workshop feedback is available for over 200 headmasters, which makes about 66% of the sampling frame. However, only 12 schools were visited to gather post-workshop field notes. Therefore generalization of the case is problematic. However, given the qualitative nature of the research, the focus is much more on authenticity of the case rather than on it generalizability.

Qualitative studies usually go by the Guba and Lincoln construct (1989) which include the concepts of Authenticity and Transferability and Dependabililty (Guba & Lincoln, 1989, p. 245-246). The concept of authenticity comprise of key sub-concepts [though not all are relevant here] that instil rigor to qualitative research. The first one is fairness. Stakeholders in the study are programme designers, teachers and headmasters. They have been engaged in the research process so as to ensure that all perspectives are presented as fairly as possible.

Tactical authenticity is also important for authenticity in research, tactical authenticity where it is not enough to want or need to act; one must be empowered to do so. Indeed, headmasters were given all the tools to effectively manage teaching and learning in digital classrooms.

Transferability issues regularly arise in qualitative studies. Qualitative researchers rightly ask themselves the question whether their work can be applied to other situations. Although each case is different, the idea of transferability should not be discarded. If experts in the field think that cases investigated in the research study are similar to theirs, they might relate to their own context. Therefore, a full description of the context is needed.

Dependability deals with questions of reliability. Processes of the study have been reported in detail to enable subsequent researcher to use the processes for similar research.

The type of case study in the context of this paper can be described as an illustrative case study. It is used to make the unfamiliar familiar. Given that headmasters' empowerment in relation to digitized curriculums in school is a rarity, it was deemed appropriate to go for an illustrative case study. The case study has strived to answer three research questions. These are namely:

- What is the headmasters' empowerment programme to manage teaching and learning in digital classroom about?
- How was the programme designed?
- To what extent has the programme been successful?

It must be noted that case studies is a common method used in the field of ICT and education. A case study done in the context of OECD countries in ICT in innovative schools (2001) adopts a historical approach to the case. It focuses on the elements that have driven ICT and innovation in the 1980's and 1990's in OECD countries. In another context, a Ugandan case study presents the challenges and opportunities in ICT educational development (2007). This case study uses a different approach. It identifies the challenges posed to the development of educational programmes and describes how Uganda faced them. Yet another approach is described in an Asian case study on ICT and Education in the West Bengal state of India (2010). This study adopts a survey approach with demographic data. It also gives a thick description of the state of affairs in the education sector which is back by the description of the policy framework regarding ICT and education. The case ends with how the policies were implemented.

Theoretical Framework
The work of Weick (1995) is central to understanding how the programme was designed. Sensemaking can be defined as the *structuring of the unknown* (Waterman 1990). By this he means that the necessary stimuli should be placed on a given set-up to enable us to *comprehend, understand, explain, attribute, extrapolate, and predict" (Starbuck & Milliken, 1988, p. 51)*. This approach is very useful when dealing with complex organisations or individuals who have multi-faceted functions in organisations. Indeed both are true in the case of the HM. Schools are complex organisations and headmasters do have multi-faceted functions.

Sensemaking has occurred at two levels in the context of deploying the empowerment programme for headmasters. The first level is that of the programme designers. The second level is the headmasters'; indeed they had to make sense of the Managing Teaching and Learning in Digital Classroom workshop.

According to Weick, members of organisations (headmasters in schools) extract cues to action from the changing environment in which the organisation finds itself. What is seen as significant will vary, and is influenced by previous experiences and underlying values. The action that occurs as a result of these cues will in turn change the environment within the organisation and will play a part in determining which cues are taken onto consideration in future (Weick, 1995). Surveys and other data gathering strategies such as informal conversations with teachers have helped in making sense of the role of the headmaster.

In relation to research, the case of General Practitioners [GPs] in Weick (1995) are more likely to notice research evidence that concentrates on technical diabetic control, and less likely to notice evidence that concentrates on psychological issues. They will alter their practice according to evidence that is congruent with their beliefs, and this will then reinforce their belief in the importance of technical control. In reality, most GPs recognise the importance of both aspects of diabetic care; however, this example illustrates how the ongoing feedback that Weick describes might work in practice. Weick states that the process of sensemaking in this context is rooted in identity construction. How a GP cares for a patient with diabetes is not only a technical question, but also one of identity, for example: 'What kind of a doctor am I?' Weick argues that sensemaking is also tied up with collective identity: 'What kind of a practice are we?' This is not necessarily a shared identity, as complete consensus is unlikely in any organisation, but it does represent an identity which members of the organisation feel they can accept.

This study examines the notion of sensemaking in general practice. It investigates the usefulness of the concept and how, if practices 'make sense' differently, this is manifest. This study also examines factors that inform the sensemaking process at both levels [Headmasters and programme designers].

This study also draws from two other frameworks, namely the digital native and digital migrant concepts of Prensky (2001) and distributed leadership.

Presnky's identified two distinct types of individuals in the digital era: digital natives and digital immigrants. According to him, digital natives and immigrants process information differently. Natives are those who are born in the digital era. For them, technology is commonplace. They are indeed *native speakers of the digital language*. With reference to this explanation, all primary school students are digital natives. They easily relate to technologies such as mobile telephony, Internet and other devices such as tablet PCs.

The other type of individual is called digital immigrants or migrants. Most of the headmasters and indeed educators were not born in the digital era. They have migrated into the technological age in the sense that they had to adapt to technologies. According to Prensky, they [migrants] think and pre-digital age. They are for instance more at ease with print materials than soft copies. They would rather receive information in a sequential and structured manner which is diametrically opposed to the way natives received information from concurrent sources at the same time.

The issue that arises is how to we teach digital natives, who are multi-tasking individuals, who live in a world with ever-present visual stimuli and information from every direction and source possible? The introduction of interactive projectors in Mauritian primary schools is an attempt to bridge the gap between increasingly pre-digital classrooms and learners; digital natives.

It has been suggested by Prensky that educators should try to learn the language of digital natives so as to better teach them. What about headmasters then who find themselves a generation or so older that the educators? The paper tries to answer the question as to how the older generations make the leap or whether they are capable to make the leap into the digital age.

The next conceptual framework is distributed leadership. In a sense, it already provides an answer to the questions raised above. The flavor of distributed leadership relevant to this paper follows the African notion of *Ubuntu* (Grant, 2008). Ubuntu can be defined as *I am what I am because of who we all are*. Ubuntu is about caring and recognizing everyone's merit within a given set-up. That set-up can be a school. Distributed leadership built on Ubuntu means that the contribution of every member of a given community is recognized. Not only

contributions but also the capabilities of each member to lead in his/her own way is given due consideration (Harris, 2008). This model of leader emphasizes the active cultivation and development of leadership qualities in every single member of a community. In this model, the headmaster is the gatekeeper. He or she, if empowered, should possess the ability to distribute leadership to other educators. This is a very democratic way of managing a school. It follows certain principles (Harris, 2008) however. These are:

- It is a form leadership that involves a wide range of participants
- It requires many levels of involvement in decision-making
- Its prime objective is on improving classroom practice or instruction
- It involves both formal and informal leaders
- It links vertical [from headmaster, top-down to educator] and lateral [among same level of school staffs] leadership structures
- It extends to students and gives learners a say
- It is flexible and versatile
- It is fluid and interchangeable
- It is ultimately focused on improving leadership practice in order to enhance teaching and learning

Distributed leadership can be opposed to restrictive leadership which is based on autocratic and undemocratic leadership styles. Restrictive leadership is based on one individual running the show and being solely implicated and responsible for decision making. It is also a very hierarchical way of dealing with decision-making which can be quite disempowering for individuals who are at the receiving end of decisions. Restrictive leadership in schools would mean that whether or not the headmaster is a competent manager of teaching and learning, all decisions regarding teaching and learning rest solely on his/her shoulders.

In the South African context, distributed leadership has emerged post-apartheid as a way to reverse rigid and rule-bound bureaucracies in schools (Williams, 2011). It has been very much influenced by the democratization process that the country has undergone. The Mauritian school context is nuanced however, as we will discussed in the sections to follow.

Discussion

In this section, we discuss the programme in relation to the theoretical framework outlined above.

What is the headmasters' empowerment programme to manage teaching and learning in digital classroom about?

The programme was structured in a way that it presented the foundations of the Sankoré, namely the context of the project and its aims. It was also sequentially organized so that it gave headmasters an insight into their roles in the implementation of the digitized curriculum. The workshop programme covered the following aspects:

- Context
- Distributed Leadership
- Implementing digital curriculum
- Monitoring teaching and learning in the digital classroom
- Tools and templates
- Hands on

Setting up the context was always necessary to understand the advent of digitized curriculum and classrooms. One headmaster indicated in post-workshop feedback that he had no idea of what Sankoré was about. There may or may not have been other members in the audience with similar profiles. The context dealt with the Franco-British initiative that led to its inception. More importantly, the context of digital natives was highlighted. Indeed, headmasters reported that pupils will beneficiate a lot if a proper monitoring could be done at school level. A quotation from Dewey appropriately highlighted the context: *If We Teach Today as We Taught Yesterday, We Rob Our Children of Tomorrow.* This section briefly exposed the pedagogical leaders to the teaching and learning process in a digital classroom and to an overview of empowerment activities with educators so far. They were also apprised of the array of digitized educational resources available to them.

Then the workshop stepped into the concept of distributed leadership which the leaders can adopt to monitor educators in the digital classrooms. The concept was itself introduced. The audience was no stranger to leadership concepts as all headmasters have to go through a Diploma in Educational Management at the Mauritius Institute of Education to be promoted to the grade of headmaster. However, the notion of distributed leadership in the context of this programme was presented as the setting up of a dialogue among the different members of the school community. For example, the importance of headmaster-teacher, headmaster-ICT support officer, teacher-teacher interactions were highlighted. These interactions were necessary for the proper pedagogical use of the digital classroom as well as for its maintenance. Emphasis was laid on team work at school level. The responses of the workshop participants went in the right direction as far as the organizing team was concerned. Headmasters felt that they had an appropriate tool to monitor classrooms. They also laid emphasis on the role of the ICT support officer for keeping digital classrooms up and running. On the downside, post-workshop observations at school level showed that only 2 schools out of 12 had effectively implemented distributed leadership.

Since the digital resources designed are based on the National Curriculum Framework, the headmasters were presented with the different concepts of curriculum development involved in a digital classroom. The lesson planning with the integration of digital tools were presented to the Headmasters as they will have the task of monitoring and evaluating the educators' lessons. Moreover, they were introduced to the techno-pedagogical model shown below. They were made aware of the different elements of the model namely the learner, the teacher and the digitized resources. The relationships among these elements were also discussed with them. For instance the teacher-resource relationship is enlivened with proper planning. Here, much emphasis was laid on lesson planning with the purpose to integrate technology in the classroom practice. Headmasters were also encourage to guide and monitor teachers with regards to knowledge of content, knowledge of technology, knowledge of curriculum and effective use of resource. Support to the headmasters in these areas is provided by the Learning Factory.

The foundation of the teacher-learner relationship is communication. By communication it is meant that teachers must engage learners to talk around a resource that is displayed on the interactive interface. Conversations should be productive and generate new constructions of knowledge. Communications also mean giving opportunities for feedback and reflection to learners. Communicating also ensures that teachers verify whether or not they have attained the learning objectives they had set for the lesson.

The learner-resource relationship is enacted by interaction. The interactivities present in the digitized resources were introduced to the audience. Some forms of interactivity are drag and drop and mouse click. Learner interaction with the resource is important. Resources can be used to stimulate the attention of learners. It can also be used to elicit prior knowledge and to make them interact with various screen elements.

All these gave the headmasters a better indication of the digital classroom teaching and learning processes. In the same breath, the reasons behind monitoring the teaching and learning process in a digital classroom were clearly explained to the headmasters. Measuring pupils' attainment was put high on the list. Feedback for improvement, and giving learners control over their own learning was also cited. Furthermore, assessment was also presented as a learning event in the sense that vicarious learning can occur when pupils observe their peers interacting with the classroom interface.

The last part of the workshop was focused on hands-on activities. The headmasters were able to manipulate the tools on the interactive whiteboard. They were given the opportunity to explore the different features of the board as well as using the different tools to perform certain tasks such as importing a digital asset to the software library. After using the tools, the leaders were be in a better position to understand the teaching and learning process in the classrooms and also evaluate and monitor the educators during their classes. This was confirmed by some post-workshop feedback received.

How was the programme designed?

Oojorah (2011) identified headmasters as a key stakeholder of the digitization of curriculum project. They had to be empowered as they hold crucial functions at school as pedagogical leaders. Given the initial assessment made on their capabilities [as digital immigrants], they were running the risk of being completely overrun by the introduction of digital classrooms and digital curriculum.

A needs analysis was conducted to identify the specific needs of the audience in order to be able to address them properly in the workshop programme. A small survey was conducted on a sample of 20 headmasters from the 200. All of them replied that the use of Sankoré tools is unknown to them and that they would highly be interested and motivated to know more about the Sankoré project and its implementation in the classroom. They put forward that it is a must for them to get acquainted with the different tools and skills needed to use the interactive board in order to be able to monitor educators in a digital classroom. However, during an induction to the project, it was observed that headmasters were reluctant to participate in hands on activities with the interactive interface.

Questions were being asked by the project team as to whether it was necessary and possible to make headmasters competent users of technology. Or was it better to make them understand teaching and learning process in a digital classroom? They were definitely not equipped with the necessary skills and knowledge to manage the teaching and learning process in a digital classroom. To address this issue, the teaching and learning practices in the digital classroom were theorized into the Learning Factory techno-pedagogical model.

For example, it was debated among project staffs that some headmasters in practice make sense of their role as being predominantly concerned with the performance of the educators, then their roles in their practice will focus on physical parameters, such as the digitized resources used, the performance of the learners and the planning of the teachers with regard to the digital resources which is clearly illustrated in the techno-pedagogical model used as a basis for the HM training workshop. However focussing on these aspects does not provide a full picture of all the interactions in the digital classroom.

Some headmasters, it was argued, are less likely to pay attention to the communication of the teachers with the learners and interaction of the teachers and learners with the resources. In observing the teachers in their classes using the digitized curriculum, they will collect data which inform them how they are performing in terms of the physical parameters. They are likely to concentrate on changing methods or developing better pedagogical templates rather than organizing. Thus, the fundamental beliefs that the group of educators hold about the nature of their role will influence how they deliver their lessons, how they communicate with the learners, and how they plan their lessons with regard to the digitized resources. Because they are not looking for psychological issues, they are less likely to notice if they are failing to deliver high quality psychological support. This process is circular (Weick calls it 'on-going'). In other words, the beliefs that people hold about what their role is, will determine which cues they notice in the world around them; this in turn will determine how they behave. How they behave will change the environment in which they are working, and will affect which cues they notice in the future as well as their beliefs about their role.

From data gathered from survey, informal conversation with teachers during school visits and the in-house discussions, it was concluded that a workshop programme is needed to equip the headmasters with the different skills and knowledge about this new form of pedagogy in our primary schools. In a sense, it echoed the in-house conclusions reached by the project team.

The programme was mainly designed based on the competencies of different members of the project team. The Sankoré team consisted of designers of the digital resources who were previously primary school teachers. These persons are equipped with a rare blend of technological and pedagogical know-how. This dual competency of the designers led to a workshop programme based on the technological aspects of the digital classroom as well as the pedagogy behind it. Besides, an academic from the field of curriculum studies and evaluation also contributed to the programme by integrating her knowledge of curriculum in a digital classroom into the project. All the above contributors discussed about the components of the programme through brainstorming sessions. This session was very fruitful as lots of ideas helped the team to have a clearer view of the aim and objectives of the workshop. It helped in making sense of the role of the headmasters in the context of digital classrooms and digitized curriculum.

Hence, the sessions helped in deriving the aim and objectives of the workshop. The aim was to empower pedagogical leaders to manage teaching and learning in digital classroom. The objectives were multifarious. They were to empower the headmasters to:

o   Understand the context
o   Share leadership to sustain the project
o   Implement teaching with technology
o   Monitor the digital classroom using the DCM model
o   Assess Digital classroom using proposed checklist
o   Apply techno-pedagogical skills to monitor the digital classroom

Once the aim and objectives were well established, several meetings were held whereby the different components of the workshop were discussed. From this discussion the team coined a new model for the digital classroom: *the Learning Factory techno-pedagogical model.*
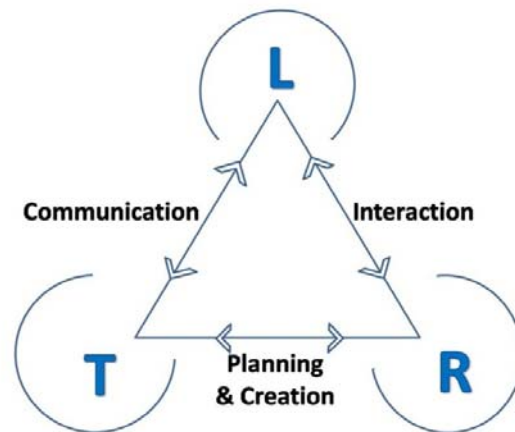
The Techno-pedagogical model

In this model, the learner is put at the apex as he/she is the central to the class. The digital classroom is a learner-centred curriculum. The model clearly illustrates the different elements that are important for the headmasters to pay attention to during the monitoring process. It gives a clear picture of the different processes in a digital classroom

The techno-pedagogical model was used as a base for the whole workshop programme. The different components of the workshop were all related to the model.

The next step was to separate the tasks according to the different competencies of each member of the team and each one contributed in order to have a very sequential and organized workshop programme. It was collectively decided that the theories behind each components must first be made known to the leaders in order for them to understand clearly the rationale behind the workshop. Besides, it was also concluded that the best way for the headmasters to learn about the different skills that the educators should have in a digital classroom was learn by doing. In that respect, more than half of the one-day workshop was focused on the hands-on session. This session allowed the leaders to use the different tools of the interactive whiteboard and get acquainted to the different skills needed. From the post evaluation, it was noticed that 90% of the participants asked for more training sessions for actually using the digital classroom hardware and software, which proved that the training session was very helpful to the headmasters in understanding the use of the interactive digital interface better.

From the designers' perspectives, the whole organization of the workshop was to put emphasis on a learner-centred approach and the proper usage of the tools. From the designers' notes, it could be found that they view the changes that have occurred as a school-based curriculum. They tried to define the roles of leaders towards the digital classroom. In other words, they empower the Headmasters with the necessary skills and knowledge to manage the learning organization with the changes that have occurred with the advent of the project. So the main objectives of the workshop were based on the leading and managing roles of the Headmasters with regard to the digital classroom from the designers' perspectives.

The designers' perspectives and other team members for designing the workshop were related to the concept put forward by Weick (1995) known as 'sensemaking'. They placed the necessary stimuli on a given set-up to enable the HM to comprehend, understand, explain, attribute, extrapolate, and predict". (Starbuck & Milliken, 1988, p 51). The structure of the whole programme was logical and sequential. It started with the theoretical underpinning behind this new pedagogical tool which matches with "comprehend", the HM started to understand better the context of the project. Then, the leaders were exposed to the different ways to manage the tasks and that section was referred to as "distributed leadership". Implementing the digital curriculum section helped the HM to extrapolate their existing knowledge about curriculum and adapt it to the new context. Lastly, monitoring teaching and learning in the digital classroom largely contributes towards 'sensemaking' as the HM will construct on their existing knowledge and functions in practice to the new form of teaching and learning. So, the systematic structuring is closely linked to the practices of the HM. Their valued experiences allowed them to predict what could happen in the class during the workshop. This was clearly visible during the training sessions. All the sessions were very interactive as the HMs were fully immersed in them. They even asked for more practical sessions. This is further confirmed in the post-workshop data. The HM put forward that the whole workshop programme was designed in such a way that it addressed their needs as pedagogical leaders in the digital environment, which means that the workshop was 'sensemaking'. They could relate the contents of the workshop with their practice.

To what extent has the programme been successful?
The workshop provided headmasters with the opportunity to manipulate the tools used in the digital classrooms. All participants concluded that the sessions were very interesting and enriching. They also pointed out that the training were very clear and they could get a clear picture of the teaching and learning process in a digital classroom and they roles to monitor the process.

This response relates to the concept of tactical authenticity as the Headmasters perspectives derived from a practical session called the "Hands-on". They could use the tools before coming to a conclusion. The positive responses of the headmasters correlate with the designers' perspectives of empowering pedagogical leaders. Furthermore, all processes have been fully detailed during the workshop preparation. This can ensure transferability or even re-versioning of the same workshop concept.

In addition, their requests for more sessions further confirm the success of the workshop in terms of the leaders' appreciation. However, this finding can also be considered as the reverse side of the coin, that is, it may be that the Headmasters did not feel confident enough to monitor the class and were asking for more training to manage the digital classrooms effectively.

However, success of this empowerment initiative can only be fully measured by field observations of headmasters at work. Observations in 12 schools have been carried out 2 months after the workshop. It has been noted with much concern that headmasters were not implementing the distributed leadership framework. Nor were they using the techno-pedagogical model as a framework for monitoring classrooms. Only 2 schools out of 12 were doing so. The reasons cited for not doing so were firstly because of hectic schedules and impossible workloads for headmasters.

What could be crucial is that the educational authorities, namely the Ministry and the inspectorate have not yet endorsed the techno-pedagogical model, which is a relatively new concept in the educational landscape in Mauritius. It is interesting how the model can be used teaching, learning and evaluation of teaching and learning. However, given its novelty, the model must make its way, get appropriated by stakeholders such as teachers and headmasters.

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MEDIA EFFECTS ON POLITICS

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Abstract
Media being the fourth estate has a significant effect on politics. Indeed one of the most popular domains of media research is politics. The relationship between media and politics has always been analyzed. In the pre-war theories of propaganda it was believed that there was a significant effect of mass media on people but after the publication of "*The People's Choice* (Lazarsfled, Berelson and Gaudet, 1944) the minimal effects model began to gain ground" (Preiss, 2007). According to the minimal effects model the audience is not that weak whose ideas can totally be changed by the influence of the media. Media can only reinforce or motivate the audience. "Post-war American studies … stressed theories of minimal consequences which down played media's influence" (Norris, 1997). After 1960s a new model has been introduced which is called agenda-setting. This model is telling people not 'what to think' but 'what to think about'. As aforementioned, media has an effect on politics. The point to consider is what kind of impact do the media have on the political arena? Is it a positive or a negative one? Is it different from one country to another? Does it depend on the type of election or not?
Keywords: Media effects, politics, political communication, media literacy.

Introduction
Media being the fourth estate has a significant effect on politics. Indeed one of the most popular domains of media research is politics. The relationship between media and politics has always been analyzed. In the pre-war theories of propaganda it was believed that there was a significant effect of mass media on people but after the publication of "*The People's Choice* (Lazarsfled, Berelson and Gaudet, 1944) the minimal effects model began to gain ground" (Preiss, 2007, p. 317). According to the minimal effects model the audience is not that weak whose ideas can totally be changed by the influence of media. Media can only reinforce or motivate the audience. "Post-war American studies … stressed theories of minimal consequences which down played media's influence" (Norris, 1997, p. 215).

After the 1960s this model started to be challenged. A new model has been introduced which is called agenda-setting. "Theories of agenda-setting suggest that the news drives the public's issue priorities, therefore telling people not 'what to think' but 'what to think about'. This idea was… first being tested systematically by the work of McCombs and Show in 1972" (Norris et al., 1999, p. 17).

Theories of the effects of political communication have changed from the pre-war times to the post-war orthodoxy period. Research in the United States points out that:

"the media influences public opinion through four main avenues: enabling people to keep up with what is happening in the world (learning), defining the major political issues of the day (agenda setting), influencing who gets blamed or rewarded for events in the news (framing responsibility) and finally shaping people's political choices (persuasion)" (Norris, 1997, p. 216).

Political communication may have changed in recent years but its effect on public affairs and politics remains vital throughout these years. As aforementioned, it would be impossible to claim that media has no effect on politics. Media has an effect for sure. The point to consider is what kind of impact do media have on the political arena? Is it a positive or a negative one? Is it different from one country to another? Does it depend on the type of election or not?

The Effects of Media
In *Public Opinion* Lippmann claimed that the concept of the 'arts of persuasion' was not something new. He also argued that "every newspaper when it reaches the reader is the result of a whole series of selections… there are no objective standards there. There are no conventions" (1922). McNair, in his book *An Introduction to Political Communication* argues that "media's political reportage is biased and flawed – subjective, as opposed to objective; partisan, rather than impartial" (2003, p.28). Because people's perceptions are different, their reactions to the media messages will be different as well.

During the 1990s negative criticisms about political communication become popular. As summarized by Norris in her article "*A Virtuous Circle? The impact of Political Communications in Post-Industrial Democracies*" (2004), "Entman (1989), states that the free press falls far short of its ideals, leaving too much of the American public ignorant and disconnected from politics. Postman (1985) and Fallows (1996) claim that the major networks have used tabloid television for serious political coverage. Hart (1994, 1996) argues that television produces an illusion of political participation and encourages passivity. For Gabler (1998) the political process has been repackaged into show business. For Patterson (1993, 1996), the press has become a 'miscast' institution, out of order in the political system. Cappella and Jamieson (1996, 1997) warn that strategic news frames of politics activate cynicism about public policy. Dautrich and Hartley (1999) point out that the news media fail American voters".

Norris also mentions that in Europe similar voices can be heard. "Blumler (1995) suggests a 'crisis of civic communication' has afflicted Western Europe. Dahlgren (1995) warns "that the displacement of public service television by commercial channels has impoverished the public sphere" (as cited in Norris, 2004). Many (scholars) "have expressed concern about the 'Americanization' of election campaigning in Britain and the possible impact this may have had upon public confidence in political parties (Pfetsch 1996). The use of negative or attack advertising by parties and candidates has also raised anxieties that this practice may demobilize the electorate (Ansolabehere and Iyengar 1995)" (Norris, 2004).

Coming to the positive effects of mass media on the public, Norris argues that "contrary to media 'malaise', although TV watching is related to some signs of apathy, attention to the news media is resulted with positive indicators of civic engagement both in the United States and Britain" (Norris 1996, 1997b, 2000, 2004). The more the people view the news programs the more they are expected to know about politics. "Newton (1997) also argues that reading a broadsheet newspaper in Britain, and watching a lot of television news, is associated with greater political knowledge, interest, and understanding of politics" (Norris, 2004).

Political Campaigning in the US and the UK
The main aim of political campaigning is to inform, influence and reinforce the voters to increase the support for the political parties. Research in Britain shows that people who watch more broadcast news programs, read more newspapers, search the internet, and follow the political campaigns have more knowledge about political life, the political parties and the government itself. Actually, research mostly shows that the print media has a significant influence on politics than television. Particularly the broadsheet, quality press is mostly associated with more knowledgeable voters. Brian Wilson who helped the labour party's media strategy in the 1997 and 2001 elections states that he does not "think people go out and vote directly in line with what a newspaper tells them, but it is an important part of the mood of music" (Luckhurst, 2005). Experimental research by Sanders and Norris (1998; Norris et al. 1999) "on the impact of the news coverage in the 1997 British elections (have shown) that negative TV news had no impact on party support, whereas positive news concerning a party increased voter support for that party" (as cited in Sanders and Norris, 2002).

The case for American political communication is different than the British system. The research in America suggests that because of the use of negative political advertising, there are concerns that the voters are demobilized. In the United States "the increasingly negative slant of television coverage has produced a growing cynicism and disillusionment with American government and public life" (Norris, 1997, p. 223).

Sanders and Norris, (2002) summarize the 'extensive literature' of political communications to show "the effectiveness of television-based campaign advertising in American elections, particularly the impact of advocacy and attack ads (Pfau and Kinski, 1990; West 2001; Thurber 2000). In Britain, many studies have described the evolution and character of campaign communications (see, for example, Scammell 1995; Seymore-Ure 1996; Butler and Kavanagh 2001) and the impact of news media coverage upon electoral behaviour (Miller et al. 1991; Norris et al. 1999)".

As a result of the advancement in technology, in the post-industrial societies, nowadays there is far more political information than the previous years. As aforementioned the structure of the news industry in Britain is different from the commercial television programming in America. In the US the commercial television channels portray politics as entertainment whereas in the UK mainly because of the BBC it is considered as a more serious issue.

The early studies of the effects of television on the electorate in the UK by Blumler and McQuail (1968) showed "no influence on voting intention for major parties like Conservatives and Labour, yet a small but significant increase in Liberal Democrat support" (as cited in Sanders and Norris 2002). The research concluded that the use of political advertising has a greater significance for smaller parties. The reason why there is an increase in the minor parties could be because these parties never gained power and so have not projected a dogmatic, negative image to the public as a government. Therefore, a professional positive political campaign of a party may persuade the voters to support for that party.

Bob Franklin mentioned that, television is mostly "influential with certain categories of voters who may be 'undecided', 'floating' or 'new' voters" (1994, p. 225). "Political advertising generally tries to change the opinions of uncommitted voters rather than those of voters who already have strong political loyalties." (Hanson, 2011, p.51) Political communication then mainly seeks to persuade the 'undecided' or the 'new' voters to increase and reinforce the party's own partisans. This could be seen in the 2008 presidential elections in America. It was believed and predicted by the polls that in New Hampshire, from the Democrats, Barack Obama was the strongest candidate and he was going to win over Hillary Clinton as he did in Iowa. However, the polls were wrong and Clinton won over Obama. I believe this is mainly because Clinton changed her strategy and showed the media her emotional side by crying in front of the cameras. This change in political communication most probably influenced the undecided voters to vote for her. Similarly in the UK, the former *Sunday Times* editor, Andrew Neil says "*The Sun* does not matter, but only when the election is very close". Tim Luckhurst states that "Blair would have won well in 1997 and 2001 even if *The Sun* had campaigned against him. But in 1992, when the British people could not make their minds, *The Sun* was significant" (Luckhurst, 2005).

In time, the structure of political campaigning will change as a result of the changes in technology, changes in the perception of the political parties and changes in the perception of the voters. Rutenberg claims that the 2008 presidential campaign of Obama "targeted young voters who had less established political loyalties with ads found on Comedy Central to VH1 to Xbox Live video games." (as cited in Hanson, 2011, p.51) Barack Obama is "the first presidential candidate" who use video games in his campaign but he won't be the last one because video games are effective tools in political advertising in the 21st century. They are especially good in taking the attention of the younger generations.

Changes in the Structure of Political Campaigning

Gibson and Römmele in their article *"Changing Campaign Communications: A party Centered Theory of Professionalized Campaigning"* outlines the three eras of the political campaigning. Initially, we have the "*pre-modern* campaigns". Here, the political communication is mainly based upon direct forms of face to face interaction with the candidates and the citizens. The electorate is attached to parties by strong loyalties. In the pre-modern campaign the main concern of the parties is to mobilize their supporters. The tools which are used frequently are print media and political meetings. Pre-modern campaigns are mostly local-centric (Gibson and Römmele, 2001).

The period from the 'late 1950s until the late 1980s' is systematized by the "*modern* campaign". The campaign strategies are primarily based upon broadcast television news, news advertisements and polls. Here, the main concern of the politicians is to convert and mobilize voters. This era is characterized more closely at national level by politicians who are advised by professional media practitioners and advertising experts. The principal motive of campaign events is to cause a competition to lead news agenda on television and the national press. This method is national-centric (Gibson and Römmele, 2001).

The process of campaign communications continues to change and in the 1990s the emergence of "*post-modern* campaign" has appeared. Here, the parties have become more systematic in the management of the news. The professional media consultants have become more equal actors with politicians and they have more influential roles during election times. Campaign activity has been coordinated with the use of internet, focus groups and direct mail. These new information technologies help to create more interactive forms between the news media, political parties, and the voters. This category is both local and national centric (Gibson and Römmele, 2001). Nowadays social media contribute a lot to the post-modern campaigns. Facebook, twitter and blogs are used frequently in political communication to increase the interactive communication between the politicians and the electorate.

Differences between the political campaigning strategies of the US and the UK

Could American models of political communication be transferred to the British system? Is there really 'Americanisation' or 'modernisation' of European political campaigning? Even though the American model has a significant impact on the political campaigning in Europe every country is culturally, economically and politically different from the others.

There are many differences between the political campaigning in the US and the UK. Primarily, the length of the political campaigning during election times is different. "Semetko et al. (1991) points out that the presidential campaign of the US versus the parliamentary system (of the UK), the commercial (system) versus the public service broadcasting, the local press versus the national and more strongly partisan press" (as cited in Baines et al., 2001). Moreover, the amount of money spent on these campaigns (Baines, Plasser and Scheucher, 1999) differs for each country.

To be able to transfer the US models of political communication to the UK is fairly difficult mainly because as "Jones (1997) suggests "The dominance of the BBC in UK broadcasting could be argued to ensure more sophisticated programming in terms of content on both radio and TV" (Baines et al., 2001). Hence, it could be said that the news programs in Britain has more variety.

Baines et al., (2001) in their article *"The Americanization myth in European political markets – A focus on the United Kingdom"* use the data of the interviews they have conducted with three academics (O'Shaughnessy, Scammell, Farrell) studying the US and the UK political communication and three political consultants (Mellman, Ridder, Greenberg). Baines et al., argue "that US campaigns are predominantly candidate-oriented while UK campaigns are party-oriented (Farrell, Mellman, O'Shaughnessy, Ridder interviews). The campaign organisation in the USA is more 'professionalized', 'temporary' (Farrell interview) and 'independent' (Greenberg interview) while UK party organisations are 'amateur' (O'Shaughnessy interview) and more 'permanent' (Farrell interview). Campaign personnel in the USA are more 'independent' (Scammell interview), 'more experienced' (Ridder interview) and 'specialised' (Farrell interview) than their UK counterparts because of the longer campaign periods in which they are used to work (Greenberg interview). In the UK, party executives conducted some of the roles performed by US consultants (Farrell interview) and they tended to be 'ideologically-tied' to their parties unlike their US counterparts (Scammell interview)" (Baines et al., 2001).

Baines, Plasser and Scheucher (2001) also mention "that political advertising in the UK differs considerably from that of the USA. (In USA), there is a 'lot of money devoted to paid advertising' (Greenberg interview) and more emphasis on direct marketing (Mellman interview) in contrast to the UK where earned media (publicity) is a greater priority (Ridder interview) and there is more emphasis placed on print advertising (Mellman interview). Political TV broadcasts differ in that 30-second spots used in the USA compared to 'party programmes' in the UK (Mellman interview). The large number of TV broadcasts in the US ensure 'a back and forth dialogue' that is much less apparent in the UK (Mellman interview). The messages used in advertising also tend to be more issue-based – as opposed to personality-based (Mellman interview) – 'pragmatic' and 'voter-oriented' (Farrell, O'Shaughnessy interview) than the ideological messages that are more (common) in UK political campaign communications. Negative advertising is a dominant feature of American campaigns (O'Shaughnessy, Greenberg interviews) while communication strategy is filtered through journalists more in the UK (Greenberg interview). In the USA, advertising spots contain material that is negative, actively attacking an opposition politician's personal record or character. This is less likely to occur in the UK" (Baines, P. R., Plasser, F., Scheucher, C., 2001).

These interviews show that political campaigning simply could not be developed in the US and then transferred directly to the UK, because of the differences between these two countries. The strategies and the applications of the political communication in the UK are different than the US model.

Conclusion

Finally, it can be said that the impact of media on politics and on the electorate depends on many factors; including the kind of political campaign whether it is a negative or a positive one; the medium of communication whether it is TV, newspaper or any other media tool; whether the channel used is a commercial one or a public service broadcasting and the amount of money spent on that campaign.

In order to prevent the negative impact of the media and to benefit from its positive influences, the public should be more media literate and critical. Even though achieving this is fairly difficult; being media literate will help citizens to differentiate between the real, more serious issues from the celebrity spins. Hence, a more literate and politically aware public will demand more serious news programmes and will be influenced from the negative political campaigns less. It is true that media influences society but it is also true that media is influenced by society. Being more critical and media literate, the public in the post-industrial societies will be able to grasp the useful and valuable information they need in the news industry to make valid political choices. Quality news programs on TV and quality newspapers by including serious political coverage will contribute to the improvement of civic engagement in the public.

To conclude, even though there are many differences between the UK and the US in their applications of political communications there is a common goal as well. Both countries use media to influence the public and to guide the electorate to the desired poles in their campaigning. The media's influence in post-industrial societies is mostly to reinforce and motivate rather than to dictate and direct. Hence, in the 21st century the media's effect on politics is mostly indirect rather than being direct.

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MEDIA PRODUCTION OR AUDIOVISUAL DESIGN?

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Abstract
Media production includes many moments of creative work that would be best addressed as audiovisual design. The two paradigmatic understandings of design, 'design-as-problem-solving' (Simon, 1996), and 'design-as-meaning-creation' (Krippendorf, 1995), have bearing on those work-moments. The issues dealt with during those media production work-moments, as well as the problems to solve and the characteristics of the work-processes in use, resemble issues, problems and process characteristics familiar within design work (Sato & Poggenpohl, 2009).

From a perspective of communication, audiovisual communication preferably is addressed as multimodal (Kress & van Leeuwen, 2001) where both strata, design and production, are considered to make important impact on a message.

This paper discusses the theoretical implications of considering media production as audiovisual communication during its process of being created, where design is an integrated part of that process. The benefits of considering media production as audiovisual design are proposed from a design research perspective, and are compared with other perspectives.

Introduction

Media production (MP) includes many moments of creative work that should be addressed as audiovisual design. Work-moments that are proper to consider as audiovisual design are limited to occur within the kinds of MP that exploit both sounds and images, e.g. television production, film production, internet viral production, game design and more.

Media production is here used as an inclusive concept, which incorporates all professional activities necessary to accomplish some sort of 'communicational object' for a medium meant for communication with many, from the generation of an idea for such an object, to the completing of it as ready for distribution. Media distribution is not included, and neither is the social or organizational context where the completed object is supposed to exist for whatever purpose.

A 'communicational object' is the final assembly of meaning carrying components of any media mode or form (such as sound, image or written text), made for distribution (Swenberg & Sverrisson). In professional film or television production the final assembly of sound, moving images and graphics, that a completed production consists of, is that communicational object. The first medium bound version of that object, will then be copied for distribution.

'Audiovisual design' is here primarily ascribed to the essential activities involved in the adaptation of audio and visual story-telling components to each other, as well as to a general master script for the communicational object (Swenberg, 2012).

For reason of limitation, the emphasis in this paper regards film production and television production, since much of what is valid in those fields is likely to be transferrable to neighboring fields, e.g. the production of internet commercials or educational media. The purpose of this paper is to sketch an outline of the benefits that an audiovisual design approach yields when dealing with film production and television production, and to contrast that perspective with explanations that depart from theories of genre, narrative or political impact, since there is yet no research field for MP. I will thus try to answer: What will a design perspective add to the understanding of media production?

Examples Of Design Understanding Within Media Production

There are several areas within MP that already use 'design' as a conceptualization of the work being done there. Graphic Design is perhaps the most established of them, also recognized as an area of research (Bennett, 2006). Previously, Graphic Design regarded work on paper in various forms, but has increasingly grown digital (Henderson, 1999). Sketching, printing, screening and computer-aided design work are included in this area, which have communication as its general aim. A growing area is Infographics where more complex information is made accessible through graphic design (Giardina & Medina, 2013). Through this digital development, Graphic Design has come closer to the area of Web Design, which is also an area of media production that understands its activities as 'design' (Chang, 2012, Andrews, 2012). These activities include the creation of the visual appearance of a website, but also the development of usability in terms of ease in information search and functionality, where the user is in center of the design process. However, some of those aspects rely on knowledge and theories from the fields of information technologies (IT) and computer science (CS), and thus Web Design cannot be treated as exclusive media production. A similar mix of these academic fields, MP, IT and CS forms the area of digital games, where Game Design contains both programming of functions and audiovisual design work. In Game Design, it is both the conceptualization of a game, as well as the creation of its sound and graphic features that are understood as design, and the design processes are often iterative, with recurrent prototype testing (Salen & Zimmerman, 2004). Sound Design has emerged as its own area within MP the last decade or so where the design of sounds for digital games is one important category. Another important category is sound design for film, where the purpose is to create a sound corpus of integrated sounds and music (Beck & Grajeda, 2008). Soundscapes are created with many layers of sounds and music that exhibit genre variances as well as individual differences. Within every sound corpus each sound must be given its narrative function balanced against all other sounds, as well as the visuals, in order to achieve the sought for communicational ('meta'-) functions of describing the film world, involving and affecting the viewers, and making a coherent impression (Wingstedt, Brändström, & Berg, 2010). The activities involved when sounds are designed include the generation of previous un-existent sounds, the alteration of the character of sounds and the adaptation of the character of different sounds to each other and to the visuals, as well as the timing of when sounds should occur.

Conversely, within the production of film and television images, there is still a lack of a more thorough understanding of many of the different work tasks as design work. Only one such group of work tasks is framed by a design conceptualization, Production Design, which refers to the work of getting wardrobe, sets, props and other physical appearing objects within the image to achieve the aesthetic qualities that together will support the story best (Barnwell, 2004), or exist in a realm of meaning that plays as the story's complement (Tashiro, 1998). This group of work tasks include researching aesthetics from different times, places and cultures, sketching and modeling environments and objects, purchasing and manufacturing of objects for the set as well as art work for the image to be recorded. These work tasks stretch from the very early stages of planning a production, when sketches are made, all the way through the workshop where sets are built and painted. However, the understanding of other image work tasks that directly affect images' appearance as design has begun (Swenberg, 2012, Eriksson, 2013). Any alteration of the appearance of a moving image, whether during the creation of that image with a camera or a computer, or during postproduction when its content and color and contrast qualities are manipulated, or additions to its content are made, conveys changes to its' aesthetic qualities. These changes imply the change of meaning of that image. Therefore, there is reason to discuss all the activities that alter the appearance (and the meaning) of an image as design activities. This paper attempts to encourage the comprehension of the film and television production work tasks that affect the appearance of moving images as design work.

Film/Tv Production Work

Film and television production work has not yet been under thorough academic scrutiny. There have been a few attempts to explain aspects of these industries from culture criticism perspectives, however most studies are very limited. To get a more substantiate picture of activities within film and television production, one needs to turn to literature written by experienced craftsmen from those industries. Although, this

production literature lacks the academic explanatory power. Hence, the two perspectives, culture criticism and craftsmen's experience need to complement each other.

On the latter bookshelf one finds Jon Boorstin's *Making movies work* (1995), which not only describes kinds of activities within film production, but also tries to relate these activities to different overriding principles that govern film production. When a production team adapts a story from text into sounds and images, the team must support the story by attending to three principles. A film must pass the test of the viewer's scrutinizing look as 'voyeur', which means its story has to flow in a credible way through the film's space and time. Furthermore, a film should also provide moments of emotional impact. Third, a film's capacity to thrill needs activation. Each of these principles needs conscious adherence from the production team when creating the film. Such adherence is accomplished via the active shaping of sound and image features at different production stages.

The production team thus must provide the images with the impression of 'depth and solidity' similar to the space and time of our everyday world (Boorstin, 1995, p. 13). This is why some wide-angle long shots include huge sets and a manifold cast where the production team has attended to every detail to create the feeling of authenticity. Lighting is elaborated to give a unique authentic character to the film's world, and the nuances of light and shadows are tuned to create atmosphere and mood. Sound is considered unique for each space, so a trustworthy soundscape that corresponds to the images is a core issue. If the team uses expressive stylistic sound or image features, it is important that these features match the content of the story so that they not jeopardize the solidity of the film's world. It must stay 'invisible'. The production team must arrange the events that pass and make up the story, in such an order that these events unfold rationally and logically. The flow of events must have a perfect pace to simultaneously extract the emotion of a moment and avoid boredom. This flow is considered crucial, to maintain the continuity of the film's world.

Moments of emotional impact corresponds to expressions of emotional truth in the actors' acting. Boorstin even uses the term 'designed' of how emotional expressions are achieved (1995, p. 82). It takes the right choice of framing – usually close-up – and proper lighting to reveal the emotional truth in acting. Other delicate production issues are how to pick the proper expression and how to balance the emotional expression against the flow of the story. Furthermore, sound work in emotional moments is delicate, especially music, since it must support the emotional expressions in the image without exaggerating things and thus create 'pastiche'.

Thrill is, in Boorstin's conception, a gut-feeling that is purely physical reaction to the input of the senses (1995). The filmmakers can choose to activate this asset of the film medium, through using such sounds and images that provoke an immediate response in the human body. There are sets of well-known types of sound and image properties that have this capacity. Nevertheless, the effect always has to be tried out to work the appropriate way in a specific sequence of a specific film. This is the arena for special effects, stunts, unusual sounds, drastic camera movements, unexpected lights and colors or extreme editing pace, such as in sequences of 'action' or 'suspense'. When the filmmakers master these expressions they have the most basic reactions of their viewers in hand.

Another approach to describe film and television production activities is used by Ronald Osgood and Joseph Hinshaw in their *Visual Storytelling: Videography and Post Production in the Digital Age* (2009). They subordinate any film or television production to the story to be audio-visualized, and relate the different production activities to the different kinds of tasks that are typically handled through each activity. Thus, it becomes apparent that each activity includes conscious attention to possible alternative solutions to each task, solutions that make more or less direct or indirect impact on the meaning that is enhanced audio-visually, at each moment of a running film or television show. For instance, Osgood and Hinshaw refer to design principles as well as aesthetical conventions when discussing how to compose an image with a video camera (2009, pp. 126-147). An image composition can be more or less dynamic, indicating more or less depth, relate objects to each other in more or less complex ways, and provide various perspectives. Camera movement can then add to the image's sophistication. Lighting, apart from providing exposure, controls shadows and creates moods through the positioning, character and color of the various light-sources. Simultaneously the lighting creates dynamics between different parts of an image, for instance foreground and background. Such variations in lighting can compile a recognizable lighting style. Furthermore, lighting can create effects such as 'tension, uneasiness or suspense' (Osgood & Hinshaw, 2009, p. 208).

The sound created depends on how far away it was recorded and whether directed and/or filtered. Then the sound is processed and mixed together from possibly many sound elements into an integrated sound corpus, where each element has its own elaborated character. Sometimes sound drives the visual and vice versa. (Osgood & Hinshaw, 2009, p. 272) The story that comes out after a film or television production is the one agreed upon during editing. When the audiovisual material is edited sequences of images and sounds are built that establish relationships in between them. If these relationships flow smoothly, there is continuity, whereas if not, the compilation will appear as a montage. Under both circumstances, the editing creates both a pace and a rhythm. There are also late adjustments to the material, for instance color correction, graphic add-ons and visual effects. Each of those postproduction activities are changing or adding audiovisual value in terms of mood, style or comprehension.

In *Production Culture: Industrial Reflexivity and Critical Practice in Film and Television* (2008) John T. Caldwell explains the film and television industry in and around Hollywood from a sociological and media studies perspective. A key notion is the embodied 'critical intelligence' possessed by the individual craftsperson, which refers to his/her ability to evaluate a production situation in order to understand what needs to be done, in what way and by what means, and also to be able to effectuate it. Such analysis and synthesis take place "(…) in and through the tools, machines, artifacts, iconographies, working methods, professional rituals, and narratives that film practitioners circulate and enact in film/video trade cultures and subcultures" (2008, p. 26). Each professional, throughout the film or television production chain, that processes sound or image, uses his/her audiovisual 'skills' (or 'knowledge') to assess and alter aesthetic qualities of sounds and images in an embodied act with his/her tools, and is capable of relating one's own work to the work of the professionals earlier and later in the production chain.

TRADITIONAL PERSPECTIVES ON FILM AND TELEVISION

Media production is an increasingly growing area, also if limited to the kinds of media production that make use of both sounds and images. Within academia there has been an interest in film and television for quite some time now, where film has been dealt with since the 1920th (e.g. Balázs, 1926, Eisenstein, 1929) and television from the 1950th (e.g. Head, 1954, Rosenberg & White, 1957, Smythe, 1953). Only a smaller part of that interest is directed towards how the audiovisual phenomena are created in production (e.g. Eisenstein, 1929). The traditional mainstream academic approach to study film and television has been to focus on their reception or political consequences in society. The reception tradition has paid much attention to the construction of genres and narratives, for instance through the use of conventions (e.g. Bordwell, 1985, Creeber, 2008, Neale, 2000). These perspectives only address *what kinds of audiovisual compilations* film or television production are achieving. Whereas the political tradition has focused on film's and television's impact on society (e.g. Bourdieu, 1998, Geraghty & Lusted, 1998, Williams, 1974). The political perspectives address issues of influence and power over information and public communication, which occasionally include certain professionals in accordance with their hierarchical position in a production system. However, none of the reception perspectives or political perspectives pays much attention to how film or television is actually crafted by the production people, although some attention has been given 'modes of production' (Bordwell, Staiger, & Thompson, 1985).

Barry Salt (2009) represents another, very different perspective in his historical study on the relationship between film style and the technology employed to achieve film aesthetics. Salt's perspective deeply involves how films are actually made by craftspeople in an audiovisual industry. However, his focus is on the production techniques and technologies, not on the executed work.

Thus, none of the mentioned perspectives can account for the processes of creating film or television productions or explain the amendments that have to be done in such processes. Nor can they account for the kinds of issues or problems that film or television production craftspeople are facing when dealing with how to accomplish appropriate sounds and images. Nor can they provide principal

approaches for how to understand the accomplishment of sounds and images as production activities. Therefore, another perspective is needed to explain film and television production as processes with issues and problems of how to accomplish objectives, which also includes an understanding of production activities. Fortunately, these are core issues within Design Science.

Design Definitions

According to Sharon Poggenpohl (2009), design is a form of social practice where interaction between several agents is necessary. Although, within design science the social practice of 'design' is understood from two major prevailing approaches. Both ways to understand design, the 'problem-solving' approach initiated by Herbert Simon 1969 (Simon, 1996), and the 'meaning-creation' approach that builds on Donald Schön's work in 1983 (Krippendorf, 1995), have bearing on MP.

The problem-solving approach takes as a point of departure that design is 'aimed at changing existing situations into preferred ones' (Simon, 1996, p. 111). From this stand design solves design problems where there preferably are set goals or wanted functions. Then one must develop or find alternative actions or procedures to achieve such goals or functions, and alternative design solutions are evaluated against pre-defined criteria. Thus, product development, which is often multi-disciplinary, can be rationalized through design problem-solving theory (Horváth, 2004). However, artistic design might not be able to have fixed final goals, but rely on continuous development of new goals (Simon, 1996). One could argue that to an extent MP concerns solving of aesthetic problems about sound and image expressions. Ingar Brinck (1999) has discussed artistic creativity from a cognitive stance as a form of aesthetic problem-solving with undecided end, where the solution to a problem emerges gradually as the artistic work with an object. Additionally, in design research, both design cognition and design aesthetics are recognized as main approaches (Horváth, 2004).

The other approach, to understand design as activities that shape material in order to make things mean, is professed by Klaus Krippendorf (1995). He defines design from the standpoint that 'humans act not on the physical qualities of things but on what they come to mean *to them*'. Every artifact that survives within a culture, does so due its 'being meaningful to those who can move it through its defining process', which include the end users (Krippendorf, 1995). Moreover, things do not mean anything all by themselves, without an interaction with somebody. Things that do not make sense do not persist. Obviously, this is what media communicational objects are made for: to be meaningful to their audience or users.

Yet, Krippendorf is clear about that the meaning of an artifact differs for different individuals: designers as well as end users and others. 'Artifacts always afford many meanings. […] designers can do no more than provide the affordances for users' meaningful involvement' (Krippendorf, 1995). He ascribes the concern with 'meaning (of things)' to designers as their specific and unique professional liability. Krippendorf's axiom, 'design concerns itself with the meaning artifacts can acquire by their users' (1995), is a perfect expression for what MP crafts people do when they shape 'communication objects', if we allow the statement to include artifacts that are not physical objects.

Design Issues And Problems

Design can be explained as exploiting an area between art and applied science (Horváth, 2004). Designers use their design intelligence in such fields to analyze, to synthetize and to practically implement ideas into solutions. However, when a designer adopts one of several optional reasonings to address a design issue or problem, 'the problem of bounded rationality' prevails (Horváth, 2004): Each design solution exploits its proper reasons, and these might not be valid for any other solution. Likewise, the externalization of design thinking into concrete representations, e.g. sketches, models or storyboards, that are capable of being boundary objects in the continuing design process, are always situation specific. Furthermore, design issues can occur as ontological, phenomenological or teleological issues, as well as a combination of any of these three.

Krippendorf's understanding of design as meaning-making, turns design issues into second-order understanding of meaning in design objects (1995), which thus is a meta-discussion of an object's possible meaning affordances. Accordingly, any such discussion will be about diversity as opposed to problem-solving, and about interfaces rather than about objects. To this end, Horváth (2004) identifies design semantics as an area within design research occupied with meanings and intentions. Symbolic values and relations to contexts are here core issues, just as they are within theories of genre, narration or politics.

However, issues and problems in design are manifold. They spread from revolving around how to achieve a certain expression and/or function, its reception and/or usage all the way to a design's affect on 'work, life, culture, business and more' (Sato, 2009). Issues on shape, size, color, material, texture, symbolic affordances etcetera lead on to discussions about cognition, social groups and cultural factors that all influence the experience of the end user. Individual design estimations of specific items or features must often be related to the design of other features, items or objects. Either features, items or objects that surround the specific item or feature, or that are distributed. Thus, multiple design issues add up to complex design problems.

Designers must handle this kind of complex problems, wherefore Simon (1996) considers their prime activities to be to search for (1) information (background/context/needs), (2) alternative solutions, (3) actions that provide support for reaching a goal, (4) possible new combinations of in-part-solutions.

According to Poggenpohl (2009), both approaches, meaning-making and problem-solving, are put to the test when they need to be integrated. Design integration is the experience of the designer of having to make use of different perspectives and also to synthetize them when designing. That integration experience acknowledges the need for problem-solving thinking in the early stages of a design work, whereas meaning-making thinking seems to dominate the later stages (Poggenpohl, 2009).

Design Processes

Generally, any design process has certain 'drivers' which are the major factors that influence the process (Eckert & Clarkson, 2005). Simultaneously a design process faces a number of 'constraints' that complicates or counters it. Both drivers and constraints have consequences that contribute to the evolving of the design process' characteristics, e.g. the nature of information sharing within a design team or tendencies to form sub-teams. In order to influence a design process' characteristics one has to know its drivers and its constraints and be capable of managing them. One such common driver is risk (McMahon & Busby, 2005). Risk includes primarily health issues, yet, secondarily, financial and technical issues, which all need management attention.

Moreover, the task of every design process is to adapt an existing situation into a new situation, to simulate possible solutions in order to identify problems or to synthesize components (in-part-solutions) as the number of alternatives increase (Simon, 1996). Simon ascribes to design processes the allocation of critical resources: design resources and scarce resources. To reach solutions to problems, as defined goals, he suggests that design processes are optimized through procedural rationality. However, Simon understands procedural rationality in design as 'estimation under uncertainty (…) as the obscurities and complexities of information and computation increase' (Simon, 1996 p. 27).

Within design process research, the subjects of study are recognized as optimal transformations during processes as well as improved end quality of products (Horváth, 2004). Different parts of design processes are often addressed as sub-processes, phases or stages that need their specific attention. In order to manage multiple sub-processes one can set up a workflow model for the design process that considers resource bottlenecks, gates and deadlines, as well as how sequences of activities may be implemented practically (Vanja, 2005). Previous research, that monitored design processes and recorded communication protocols, where step-by-step information processing and decision making were studied, has shown that design processes improve from being organized with the help of communication and planning tools (Horváth, 2004).

Furthermore, design processes are characterized by being creative and social processes where new knowledge is transferred (Poggenpohl, 2009). Creative design processes make use of sub-conscious ideas to produce things that are not known beforehand (Horváth, 2004), sometimes addressed as intuition. Additionally, the development of technology that is adopted as design tools has pushed a rapid increase in converting design knowledge to concrete products and representations.

Nonetheless, there is always need for new knowledge in a design project (Sato, 2009) and with efficient design process management the knowledge from earlier projects and processes can be maintained and re-used within a design organization, which decreases the need for additional new knowledge. The more complex and the more heterogeneous the design project is the more there is to gain by managing collective knowledge. Therefore, the keeping of records of information and knowledge within design organizations is a crucial matter.

Audiovisual Communication
One of the sub-disciplines of Design that Poggenpohl (2009) identifies, is communication, where media belong. From a perspective of communication, audiovisual communication preferably is addressed as multimodal in its semiotic capacities (Kress & van Leeuwen, 2001) where both strata, design and production are considered to make important impact on a message as contributing with their particular layers of signification. In addition, these strata, i.e. domains of practice that contribute to meaning-making, are hard to separate in audiovisual communication, but are rather intervened. Semiotics has a long tradition in addressing issues and problems of meaning.

Within the design stratum, the content of a message is conceptualized and rough specifications are made about the realization of a communicational object, whereas production needs to be specific and detailed. Thus, design and production strata are interdependent, and the boundary becomes 'blurry ' in the process of increasing the detail specificity of a concept (p. 55). In audiovisual communication, production cannot remain standardized since the world is unstable, e.g. technology alters, human preferences shift and social relations change. Therefore, numerous choices must be made about a plentitude of alternatives regarding how to 'orchestrate' among optional modes, provide style, allocate emphasis, regard taste, and whether or not submit to conventions, and more. These matters need the attention of design. Furthermore, designing is agentive: the designer stands in the center of the communication process, exerting individual force. Thus, the designer makes specific impact, as well as canalizes the impact of the context, on the message. Therefore, design is always contingent on domain of practice, on the specific stage in a chain of design-production activities, as well as on where the implementer of a design can become a designer in respect to particular facets in a productive process.

Production, in turn, is always physical work, by humans or machines. The production stratum encompasses the materialization of the designed concept. That materialization is dependent on the affordances of the material for its meaning. The plasticity of a material, for instance, allows it to express a variety of meanings, depending of which of its affordances that is actualized. Therefore, in the contemporary world of communication, where materials are digital with an exceptional plasticity, materials blur strata: it is not always evident whether the actualization of a digital affordance is design or production.

DISCUSSION
There are benefits of considering media production as audiovisual design, compared to other perspectives, such as genre, narration or political impact. Design theory and design research offer understanding of media production as a set of processes, in explaining aesthetic problem solving as well as aesthetic meaning-making, and the work processes where such issues and problems are dealt with. Furthermore, one can reason about the distinction between design and production within audiovisual communication.

Film/TV Production Work as 'Design'
Film and television production is genuinely a social practice where interaction between agents can be discussed in a similar fashion as in design (Poggenpohl, 2009), since such production is almost always team work with common efforts to satisfy the expected audience. Either 'design-as-problem-solving' (Simon, 1996) or 'design-as-meaning-creation' (Krippendorf, 1995) have bearing on MP work-moments, and often both, simultaneously. Accordingly, production teams add to existing situations through adapting, adjusting and altering stories into what audiences are assumed to prefer. Such estimations include 'who' the audience is, as well as what kind of comprehension the team should seek. Even if a certain comprehension cannot always be expressed as a specified or fixed goal, but has to remain undecided, each story needs its logic and credible flow, its emotional impacts and its moments of 'thrill', as wanted functions. Without these functions, an audiovisual story loses its capacity to interact with the viewer, and eventually it will not persist in its culture. These aspects of media production are not reached by political analysis, and only few aspects are touched upon by theories of genre or narration. In contrast, these MP aspects can be discussed thoroughly as design problem-solving issues.

Nevertheless, MP problems are partly aesthetic problems, since meaning is proposed through audiovisual expressions. Achieving a logic and credible flow, emotional impacts and moments of 'thrill' that match the content of the story, become problems to solve with the help of conventions or expressive style in applying such concrete components as image depth and width, casts, sets, lighting, soundscape, editing and further postproduction. All these activities are 'activities that shape material in order to make things mean' (Krippendorf, 1995). Still, it is all along the meaning of the end user, the viewer, and his/her authentic involvement, that is the aim. Paradoxically, it is rarely, if ever, expressed in film or television production literature that the total meaning of a film or television show differs for different individuals. Nonetheless, all these meaning-making aspects are addressed in design theory, whereas only some of them are in theories of genre or narration.

Another area where reception perspectives, as well as most political perspectives, fall short is when MP activities are discussed per se. In general, each MP team member needs to analyze the situation of the production in order to understand what design principle to use, what action to take and how to execute his/her activities. Sometimes there are several actions or procedures to choose from, or sometimes novel actions need to be developed in order to create the proper audiovisual expression and impact. Again, we have encountered issues that are dealt with within design problem-solving. Furthermore, adding audiovisual value to the communicational object is the professional liability of the film or television production team member, as a meaning-making assignment. All the above mentioned conditions are design conditions that call for the 'critical intelligence' of the individual, that Caldwell describes (2008). And when considering the variety of activities that are involved, each assigned to specific professional agents, the design understanding of multi-disciplinary product development seem to offer a useful horizon for explanation.

Film/TV Production Issues and Problems as 'Design Issues and Problems'
The issues dealt with during MP work-moments, as well as the problems to solve, resemble frequent issues and problems within design work the way they are described by Sato (2009). As communicational objects, films and television programs are most often produced in an industrial context, as specific entities with dedicated purposes. In Horváth's (2004) categorization of design areas, MP as audiovisual design could be regarded as overlapping industrial design and design, existing between art – a small proportion of films exists as Art – and applied science, where much of the sophisticated technology used in moving image production belong, and as operated within complex production networks (Swenberg, 2012, Eriksson 2013).

Building on Krippendorf's understanding of design as meaning-making (1995), films and television programs can be seen as interfaces for communication with the audience. For each audience, the MP team wants the communicational object to flow logically and credibly, to make its emotional impacts, as well as to have its moments of 'thrill', all matching the content of the story. This requires analysis of the story, its components and the estimated effect of their compilation in the early stages of the production. Expressions and emotions must be evaluated to support a believable internal world of the communicational object. Tools and methods must be chosen accordingly, in order to

be able to create the proper expressions. Poggenpohl's (2009) description of the earlier and later stages of design processes fits well here. In a film or television production's later stages, the specific issues and problems of meaning-making become concrete. As in design work, ideas must be practically implemented into solutions that synthetize all the sound and image components: dialog, sound effects, atmosphere and music, as well as emotional expressions, framing, lighting, coloring, visual effects and graphics – into a coherent compilation that makes the story unfold smoothly, comprehensibly and authentically. These issues add up to complex problems, in a similar fashion as when Sato (2009) discusses design work. Simon's (1996) approach to design work as handling complex problems, where designers' prime activities are to search for information, alternative solutions, actions that provide support for reaching a goal, and possible new combinations, provides intellectual dimensions – concepts and reasoning, that can support the understanding of MP work.

Together, the mentioned design theories allow for understanding integration of multiple sound and image components, their features and relations, as well as integration of different perspectives of multiple collaborative workers. Yet, these theories also invite to discussions about a communicational objects ontological, phenomenological and teleological matters, as well as any combination or integration of these three aspects. In MP the purpose of a communicational object, the story and the experience of it, is always present. Likewise present, are the issues of whether the communicational object's character – its presence as ontological entity, gives a trustworthy impression and feels authentic in its own right, and thus stays 'invisible' to the audience. Hence, MP teams have to discuss sound and image matters from the point of view of second-order understanding. Sounds and images must be treated from their possible meaning affordances, as issues of diversity, when the teams consider how to achieve a certain expression and/or function. These issues evolve into issues of shape, size, color, texture, symbolic affordances and more. Symbolic values, in turn, must be related to contexts. Again, these are matters that are all treated within design theory, whereas only the issue of contexts is thoroughly discussed within the reception theories and political study of media.

Still, and more severe, when a solution is emerging as one of several optional, and its reasoning is exploited, Horváth's (2004) 'problem of bounded rationality' remains also within MP. Many solutions are not transferrable to the next production. This situation is never recognized within the reception or political traditions, where 'convention' seems an 'all-inclusive' explanation to production issues. In moving image production's reception and/or usage cannot rely solely on convention, if the experience of the end user is important. I have argued for that it is crucial. The cognitive aspects of the viewer are always in focus. Audiences and cultural factors, common or audience specific, are the closest context considered when producing. The general purpose is to engage the viewer, whether it regards work, business, entertainment, politics or some other area. Thus, each story needs detailed elaboration of its expressions, beyond conventions. Design theory provides a framework that includes that discussion.

Film/TV Production Processes as 'Design Processes'

Film and television production work-processes in use very often share the process characteristics that Poggenpohl (2009) ascribes to design, such as employing design principles and aesthetic conventions. Likewise, film and television production processes are also characterized as creative and social processes, where stories are being adapted to audiovisual forms, sound and images are synthesized, and expressions are assessed by testing. New productions with new situations that include yet not tried expressions means producing things that are not known before, but require adequate tools and methods. This means defining a process, just as in design work.

The understanding of film and television production work-processes can also use the ideas of 'drivers' and 'constraints' from design process research, for explaining what to do when, by whom, by what means, as well as how to manage the process. Each design process has its characteristics, and not two image production processes are exactly the same either, so identifying economical or technical issues in time, and being able to manage them, means reducing the risk of technical constraints, economic loss as well as decreased end quality (Swenberg & Eriksson, 2012). Contrary, design process management allows for allocation of critical resources, such as design workers skills and design tools, as well as scarce resources. In the MP context this means humans, computers as well as computing capacity and transfer capacity. An optimized flow of procedures, where agents collaborate in awareness of each other's tasks, makes the media production process more efficient, just as it does for the design process. Nonetheless, we must regard what Simon (1996) calls 'estimation under uncertainty', i.e. that thing can happen that are not anticipated.

Design process models often include the possibility for sub-processes, phases or stages, which is useful in MP. Many film and television productions are organized that way. Here, the use of workflow models, that predict resource bottlenecks, gates and deadlines, can be utilized. Furthermore, the planning of how sequences of activities may be implemented practically is also relevant to MP. Film production processes have recently been the object of study from a design process optimization perspective (Swenberg, Eriksson, & Eriksson, 2012) with results showing that workflow management tools are capable of improving production processes. Such design instrumentation is recognized as an area of its own within design research (Horváth, 2004). The more sophisticated the tools get, the more urgent those issues are, which is the situation within film and television production.

Additionally, the interest within design research for new knowledge, knowledge transfer and survival of knowledge from earlier projects and processes, so that it can be maintained and re-used within the design society, has bearing on film and television production. Much knowledge is lost in those domains, which is of urgent matter to research further. The more complex the film and television industry gets the more urgent the need for this research. For many projects in this industry it is a crucial matter to be able to increase the amount of knowledge, which in turn may be addressed within design research (Swenberg 2012, Eriksson, 2013).

Research within reception of film or television production, or their political consequences never had any kind of interest in any of the above problems.

Film/TV Production as 'Design' in Audiovisual Communication

In this discussion it is taken as an assumption that film and television are means for audiovisual communication. When Kress and van Leeuwen (2001) make a distinction between different strata as domains of practice, and discuss 'design' and 'production' as different strata within communication, it provokes an examination of these two strata within film and television production. Kress and van Leeuwen defines design as where content is conceptualized and provided with rough specifications. The the design stratum would be where a story is adapted in film and television production, but could also include the early stages of pointing out wanted sound and image features, as well as choosing tools and methods. Further, they claim that design is agentive, and that the designer stands in the center of the communication process, exercising individual force, and making specific impact, as well as canalizing the impact of the context. When we turn to Caldwell (2008), this is substantially the same attributes as he ascribe to the film and television production workers as agents production chains.

Notwithstanding, the boundaries of design are not sharp according to Kress and van Leeuwen (2001), since design is contingent on its domain of practice, and its specific stage, as well as on where the implementer of a design can become a designer. From a film and television production perspective, these are issues that need further research attention, since it is not clear who is a designer and who is an implementer of a design. In this field it seems like there often is one and the same agent who designs and implements the design, each agent for his/her specific features, tools or production methods.

The production stratum, in turn, Kress and van Leeuwen (2001) defines as 'physical work, by humans or machines', which applies from both respects to MP (Swenberg 2012, Eriksson, 2013). Kress and van Leeuwen (2001) mean that production needs to be specific and detailed in order to be executed. Here one might claim that the open-ended aesthetic problem solving of MP reaches an increasing level of fixation of details during the production design-process.

Thus, Kress and van Leeuwen come to the conclusion that design and production strata are interdependent, and the boundary often are 'blurry': what is a design choice, and what is a production choice, and how do they affect each other? This is not always clear.

Moreover, since the world is unstable, technologically, preferentially as well as socially, with ever increasing choices, there are constantly new options to exploit at many instances of MP. Therefore, the many options regarding 'orchestration', style, emphasis, taste, and conventions are increasingly nourished, and the issues of materialization,   affordances, plasticity and variety give endless options for expression. Which options that are actualized are hard to address beforehand as either design or production. Especially as materials are digital, and allows for alteration both early and late in a design-production process. Thus, it becomes increasingly 'blurry' within what stratum an action belong.

However, this makes the situation in need of more scientific research.

Conclusion

As I have shown, a design perspective adds four overarching possible approaches to the understanding of media production. In communication, production is very closely related to design, and digital material makes that interdependency even stronger. The production and design strata are forever 'blurred' across each other. This blur makes it easier to make the cross over from media production to design research and design theory to gain support: Both ways to understand design, as 'problem-solving' and as 'meaning-making' contribute to explain what media production activities are. Further, many media production issues and problems resemble issues and problems in design, and share their core, which makes it worthwhile to use design theory and design research to explain media production. Last, processes in media production have much in common with design processes. Here also, design research and design theory can provide valuable help in understanding media production.

None of this explanatory power have yet been provided by academic theories, in trying to address the work and the actions going on when film or television is produced, as design science does.

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MEDIA SOURCES FOR SEEKING HEALTH INFORMATION

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Abstract
Instruction: Health information is a majör component of health promotion. Health information increases the awareness, influences attitudes and knowledge related to the improvement of health. İnformation of health is widely available from different printed and electronic sources of media.
The aim of this study is to determine the role of media sources for seeking health information.

Methods-materials: This descriptive study will conduct in a Centre of Public Education in Corum. Before the data collection we took printed and verbal permission from the local autorities and women. The data will collected by using a questionare form containing socia-demographic futures women, using and understanding printed and electronic media sources for seeking health information. We will asses the data with SPSS package program by using percentage and Chi-Square test.
Key Words: Health, information, media, women.

Introduction
Health information seeking can be regarded as a knowledge-gathering process, resulting from a health query or need (Mukherjee & Bawden, 2012, p.242). Health information seeking is associated with discussion of search results with physicians and patient satisfaction (Anker et al., 2011, p.347). People also often desire more information in coping with their illness, medicinal decisions about treatment options, side effects of treatments and preventative health for self or others such as partners, relatives and friends. (Tian & Robinson, 2008, p.189).
        Health status with reasons for health information seeking and with choice of search tools and media use (Anker et al., 2011, p.347). The public has access to an ever-increasing range of health information. they often want more department of written information, or health care literature, to supplement the information provided during the office consultation. (Tian & Robinson, 2008, p.190). Direct consultations with doctors and other health professionals are often supplemented with information in a variety of mediated formats such as leaflets, the Internet, touch-screen information kiosks, television, newspapers, magazines and books (Marshall & Williams, 2006, p.143.)
Media are a leading source of health information for the general public and for health professionals, and their choice of coverage can ultimately drive public policy and healthcare decisions (Bomlitz & Brezis, 2008, p.203.)
        The aim of this study is to determine using media sources for achieving health information in young adult and to determine the factors that impact on the use of these sources.

Material-Methods
This study was conducted with students who ongoing computer, embroidery, English classes in public education centers in March 2013 Corum. Before the research written and verbal permission were taken from managers and participants. We planned to reach all 100 female participants during the study without going on the selection of the sample. We interviewed 83 women who accepted to join in the study by using face-to-face interview method. To obtain information about their socio-demographic characteristics, types and frequency of using media sources for reaching health information it was established a questionnaire 25-item form. The data based on the research was analyzed using by SPSS 17.0. The benchmark percentage, mean, Pearson Chi-square tests were used. P <0.01 and P <0.05 were considered significant.

Results
The 53.0% of participants age were over 21 years and mean ages of participants were 20.60 ± 1.86. Education levels of 51.8% participants were over 9 years of. Socio-demographic characteristics of the participants are given in Table 1.

Table 1. Socio-demographic characteristics of the participants

Socio-demographic characteristics (N=83)	n	%
Age Groups (Age means: 20.60 ± 1.86)		
20 ages and under	39	47.0
21 ages andover	44	53.0
Education levels		
8 years and under	40	48.2
9 years and over	43	51.8
Marriage status		
Married	21	25.3
Single	62	74.7
Economic status		
Good	27	32.5
Bad	56	67.5
Living area		
Centre	65	78.3
Viilage	18	21.7
General health status		
Good	55	66.3
Bad	28	33.7
Chronic disease		
Yes	12	14.5
No	71	85.5
Going to doctor even if not sick		
Yes	13	15.7
No	70	84.3

Smoking status		
Yes	11	13.3
No	72	86.7
Total	**83**	**100.0**

Media sources using by participants to achieve information such as for health-related diet, exercise, disease prevention and specific health issues shown in Table 2. The 49.4% of participants said they prefered the internet for achieving health information. Rapid spreading of internet technology is an important place as the primary source in consumers' everyday lives for Achievement of health information (Dutta-Bergman, M.J. 2004, p.101). It have been found that internet is the most widely health information sources for people especially for adolescents and young adults. (Hesse et al., 2005, p.2620) (Borzekowski, D.L, & Rickert, V.I. 2001, p. 814) (Ybarra et al., 2008, p.253)

Table 2. Media sources used for health-related issues

Media sources	Always n (%)	Occasionally n (%)	Never n (%)
Internet	41 (49.4)	36 (43.4)	6 (7.2)
TV/radio	29 (34.9)	40 (48.2)	14 (16.9)
Books/leaflets	21 (25.3)	56 (67.5)	6 (7.2)
Newspapers	15 (18.0)	56 (67.5)	12 (14.5)
Posters	15 (18.1)	54 (65.1)	14 (16.9)

It was determined that TV/radios (30.1% of participants) were found more reliable sources for health information. 83.1% of individuals found more remarkable television news programs between health-related programs (Table 3). Changes in health care services affect the ways of accessing health information. Using different information channels associated with the reliability of these channels (Arora, N.K. 2003, p.803). In most studies were shown that the most reliable third source was the internet than physicians and governments health policy in achieving health information (Hesse et al., 2005, p.2620) (Ye, 2010, p.212).

In this study, TV / radio, were found to be the most reliable. Television programs includes that human health risk behaviors which were threaten individuals health such as smoking and alcohol consumption so that increases theirs' popularity (Dutta-Bergman, M.J. 2004, p.101). Television and radio programs have been oriented to both leisure and guests who were an expert on the diseases may have increased the reliability of these sources in our country. Also by television news programs about health and disease, were given wide coverage about new treatment methods.

Table 3. Considered the safest media sources and the more attractive TV programmes connected with health

Considered the safest media sources	Yes n (%)	No n (%)
TV/ radio	25 (30.1)	58 (69.9)
Internet	24 (28.9)	59 (71.7)
PosterS	20 (20.1)	63 (79.9)
Books/leaflets	14 (10.9)	69 (89.1)
Considered the more attractive TV programmes		
News	69 (83.1)	14 (16.9)
Health Programmes	49 (59.0)	34 (41.0)
Advertising, public spots	45(54.2)	38 (45.8)

Relationship between participants' age and using health-related media sources were shown in Table 4. Paticipants who were under 20 years of age (48.7 %)stated that they used TV/radios and 53.9% of respondents aged 21 and over (53.9%) reported that they used internet every time to achieve health-related information. In both age groups, it was common to use newspapers, books and pamphlets, banners and posters occasionally. It was found a statistically significant relationship between the age of participants with frequency of using media sources such as TV / radio and newspaper (p <0.05). Individuals may feel the need to reach more information about health and disease when their age progressed. This situation may encourage the individuals to use of internet in every period of the daily lives.

Table 4. Relationship between participants' age and frequency of using health-related media sources

	Age Groups			
	20 years and under (n=39) (n=44)	21 years and over	χ^2	p
TV/radio				
Always/occasionally	19(%48.7)	10 (% 22.7)		
Never	20(%51.3)	34 (% 77.2)		
			6.688	**0.035**
Newspapers				
Always/occasionally	8 (% 20.5)	7(%15.9)		
Never	31(%79.5)	37 (%84.1)		
			12.454	**0.002**
Internet				
Always/occasionally	18 (%46.2)	23 (%53.9)		
Never	21(%52.3)	21 (% 47.8)		
			3.432	0.180
Books/leaflets				
Always/occasionally	11(%28.2)	10 (%22.7)		
Never	28 (%71.8)	34 (%77.3)		
			5.767	0.060
Posters				
Always/occasionally	7 (%17.9)	8 (%18.2)		
Never	32(%82.1)	36 (%81.8)		
			2.420	0.298

Relationship between the presence of chronic disease diagnosed by a physician in participants with frequency of media resources about health-related issues was shown in Table 5. The 16.6 % of individuals with a diagnosis of chronic illness by a physician preferred TV/radio for health-related information and 50.0% of stated that they used internet, books and booklets. It was determined a statistically significant relationship between the presence of chronic diseases in individuals with frequency of using media sources for using health-related information (p<0.001 ve p<0.05).

Individuals with chronic disease (hypertension, diabetes, COPD, cancer) may need to gather more information about the possible complications for the prevention and treatment methods of disease. In a study conducted in the United States and Korea, 61.7% of individuals diagnosed with chronic disease, were using the internet to obtain information on the health status. (Tian, Y. & Robinson, J.D. 2008, p.190). (Oh, K. M. 2012, p.779).

Table 5. Relationship between presence of chronic disease in participants with frequency of using health related media sources

Frequency of using media sources	Chronic Disease		χ^2	p
	Yes	No		
TV/radio				
Always/occasionally	5 (%16.6)	25 (%83.4)		
Never	7(%35.2)	46(%64.8)		
			6.691	**0.035**
Newspaper				
Always/occasionally	5 (%29.4)	12 (%70.5)		
Never	7(%16.9)	59(%83.1)		
			0.593	0.743
Internet				
Always/occasionally	6(%50.0)	35(%49.3)		
Never	6(%50.0)	36(%50.7)		
			15.532	**0.000**
Books/leaflets				
Always/occasionally	6 (%50.0)	15(%21.1)		
Never	6 (%50.0)	56(%78.9)		
			13.261	**0.001**
Posters				
Always/occasionally	5(%31.2)	11(%68.8)		
Never	7(%15.5)	60(%84.5)		
			3.538	0.171

Conclusions

We found that internet was the most prefered media sources to apply health information and TV/radio was the more reliable media sources among participants. Also we found television news programs more remarkable among health related programs. It was determined closely relation between individuals' ages and chronic diseases with using health-related media sources.

To achieve correct health-related information, to feel more confidence, to assume health responsibility for self and their families, to increase community awareness it will be useful emphasis on health promotion in televisions and radios which have a wide range audiences and dissemination of health-related public spots in these programs in county wide.

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MEDIA STRATUPS IN A CREATIVE DESTRUCTIVE SCENARIO[1]

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Abstract
Despite still playing a pivotal role in societal terms, media are facing a structural changes and decline that threatens its survival and with implications in terms of democracy. Against that background, this article proposes a diagnosis of the current situation and future prospects of the Portuguese press within an evolving media ecology. Drawing on the daily and weekly national press for the democratic period, it analyzes different criteria and factors that account for the press startups in the Southern European country. It argues that despite a global crisis impacting on the media sector, a closer insight into the local reality of distinct countries is revealing that it is still possible for new ventures to succeed in a scenario of creative destruction.

Introduction
Almost 40 years after the abolishment of the censorship in Portugal, the Portuguese media went through important changes. The press was one of the main vectors of these changes and probably the most affected sector. Against this backdrop, the main purpose of this article is to present a systematic description of the Portuguese newspaper system and of its development, since the beginning of the democratic period. It aims to provide a diagnosis of the process and factors which may lead to success or failure in the press business in Portugal which is likely to have significant implications for both the field literature and the provision of information in the democratic societies. Above all, it will not only offer significant clues on the sustainability and viability of newspapers and magazines companies in Portugal and changes portend for the future of established ones, but also offer an analytical model which can be used in other contexts

This will be achieved by establishing a database of the new entries of both newspapers and magazines with a national range in the country during the democratic era, comprising three distinct macro periods:

I. The post-dictatorship, which includes the establishment of basic freedoms, the abolition of censorship, the nationalization of the media owned by economic groups and entities with close ties to the old regime;

II. The privatization and commercialization of the press that occurs after joining the European Economic Community, characterized by the re-privatization of the titles held by the State, the liberalization of the media system and the consolidation of the Portuguese media groups;

III. The impact of digitization and convergence of the media from the beginning of the 21st century until 2009 when the latest title in the Portuguese press hits the market, the newspaper *i*.

The database was build upon several previous existing incomplete ones from the official regulating body - Entidade Reguladora para a Comunicação Social (ERC) – and the association that controls the printing and circulation of newspapers and magazines – Associação Portuguesa Para o Controlo de Tiragens e Circulação (APCT). Furthermore, it was complemented with official documents from two state entities (Conselho de Imprensa, 1979; Direção Geral de Comunicação Social, 1983), literature about the print media in Portugal (Fidalgo, 2000; Sousa, 2001; Faustino, 2004; Neto & Cardoso, 2005; Moutinho, 2008 and Figueira, 2010), news reports regarding the appearance of publications and a documental research in the archives of Biblioteca Nacional de Portugal and Hemeroteca Municipal de Lisboa.

Evolution and dynamics of the Portuguese press business
Generically speaking, the Portuguese contemporary press market evolution can be divided into three macro distinct periods, as stated before: the post-dictatorship, the privatization and the impact of the digitization. Taking into account the previous data and these three key moments, we can move to a deeper characterization of the entire time frame of analysis (1974-2009), highlighting some of the titles with greater longevity, examples of typical publications of each period, new formats that have been introduced in the market, but also some striking demises.

In the first period, shortly after the April 25th, 1974, the press was freed from censorship, and a number of political newspapers, with a weekly periodicity, emerged: *Revolução* , *Voz do Povo*, *Esquerda Socialista* , *Liberdade*, *Portugal Socialista*, *Povo Livre*.

The organization, the economic structure and the distribution system of these publications was very different from all the previously existing ones. The main goal was not to obtain economic profit, but to spread ideological options and political positions. There were no commercial advertisements whatsoever, which meant that the costs were borne by the political parties and the distribution was made through the party cells.

With the first press law published after the revolution (February 26th, 1975), most of those periodicals were classified as doctrinal and some of them were even suspended, abandoning the weekly periodicity or slowly disappearing. Only *Avante!*, the newspaper of the Portuguese Communist Party, that was an illegal publication before the revolution, managed to survive until present days on a weekly basis.

This kind of publications have but existed during this first period, marred by a heated ideological dispute and a political and social instability. Another kind of periodicals typical of this period were the satirical weekly newspapers *Chaimite* and *A Pantera*. Yet, both had an ephemeral existence.

According to Mário Mesquita (cited by Faustino, 2004: 2) the end of censorship led to a confrontation between various ideological factions and political protagonists for the control of major national media. By then, most of the daily newspapers that came from the old regime were dependent upon banking and insurance institutions, and ended up by being state-owned following their nationalisation on March 14th, 1975. The monolithic tone of the press, caused by this nationalisation, precipitated the emergence of the first private newspapers of the post-revolution period, which emerged with the aim of introducing some independence. These were the dailies *Jornal Novo* and *A Luta* and the weeklies *O Jornal* e o *Tempo*.

With the arrival of lots of refugee families from the ex-colonies of Africa, weekly newspaper intended for them emerged, *O Retornado*. However, the investment in newspapers and magazines was not an attractive business investment, in view of the high rate of illiteracy of the population, low levels of circulation and the scarce advertising revenue (Faustino, 2004: 2).

November 25th, 1975, marked the end of the revolutionary process, and the emergence of newspapers with assumed political connections such as *O Dia*, *O Diabo* – still published in 2009 –and *O País,* connected with the right wing, and *Página Um*, connected with the revolutionary left.

Contrary to the political newspapers that arose immediately after the Revolution, these ones had a more common structure and were distributed by the traditional circuits. Their strong ideological content can be considered to be understandable given the context of the time.

In this same period, it must be pointed out the emergence of some weekly magazines that were still published in 2009 and which have proven to be successful cases in point of longevity. The most successful were the «female/fashion/society» weekly magazine *Nova Gente*, created back in 1976, the «sports/vehicles» magazine *Autosport*, and the «culinary» magazine *Teleculinária* both launched in 1977, the weekly female magazine *Maria*, founded in 1978, and the television magazine *TV Guia*, created in 1979. These startups conquered their space gaining competitive advantages that provided significant market power and created strong barriers to the entry of new titles, proving that the assumption of Robert Picard (1997: 95) that the new titles that try to enter a daily local market already served by a title have to fight against these barriers – besides the capital requirements and the high fixed costs –, is also valid to market segments.

In relation to the newspapers, the most successful case that emerged in this period, was the daily popular newspaper *Correio da Manhã*, created in 1979, the best-selling daily newspaper in 2009. Another case of relative success that emerged in this period (1980) was the weekly newspaper *Tal & Qual*, which ceased publication in 2007.

After the revolutionary period, with the political situation stabilised and the democratic practices fully established, the press diversifies even further, allowing the emergence of a new daily newspaper, *Notícias da Tarde*, created in 1981 (disappeared in 1984); two sport newspapers *Gazeta dos Desportos* (1981-1985) and *O Jogo* (still published in 2009) – with its newsroom seeded in the north of the country –; a criminal weekly newspaper, *O Crime*, created in 1982 (still published in 2009); an important weekly newspaper, *Semanário*, created in 1983 (pawned in 2009); a weekly economic newspaper, *Vida Económica*, created in 1983 (still published in 2009); another sports/vehicles magazine, *Motojornal*, created in 1983 (still published in 2009) and a weekly musical newspaper, *Blitz*, created in 1984, and transformed in a monthly magazine in 2006. This new titles accompanied the new rhythms and habits of a changing society on the way of the integration into the European Economic Community and confirmed the idea that the "newspapers become larger and more general to specific, stimulating more competition in the market" (Kraneburg, 2002: 113).

Despite the increasing diversity of the press, the deregulation of the sector promoted the formation of large media oligopolies (Sousa, 2001) that hindered the entry of new titles on the market (Picard, 1997; Kranenburg, 2002; Hollifield, 2006). Concrete examples of the latter are the short live weekly newspapers *Primeira Página* (1988-1989) and *O Liberal* (1989) and the daily *Europeu* (1988).

Some new and notable newspapers like the weekly *O Independente* created in 1988 (pawned in 2006), and the daily *Público* created in 1990 (still published in 2009), who helped the Portuguese press to get out of the slump it was in and accompany the international changes that were taking place (Sousa, 2001).

The daily and weekly market was well served, but lacked a newsmagazine. To fill this void, *Sábado* – the first project with this format – emerged in 1988 but lasted only five years without achieving the desired success.

Another trend in this period was the emergence of the economic, professional and niche consumer newspapers and magazines. Tendentiously these businesses do not look like the massive consumer media conglomerates and are runned by companies that operate in a single business or professional segment (Knee *et al.*, 2009: 23). As an example of this kind of businesses we must point the arrival of the first two weekly magazines dedicated to computers and new technologies *Computerworld* (1987) and *Semana Informática* (1989), both still published in 2009; and two important economic newspapers, the daily *Diário Económico* and the weekly *Semanário Económico*, both created in 1987 and still published in 2009.

At this time, one of the most profitable media products was the magazine *Telejogos* of the TV Guia group (part of Cofina in 2009), linked to a television game show, with runs of more than one million copies a week (Meios & Publicidade, 2000). But the liberalization of the television market and the emergence of two private channels would change the whole media scene.

The second big period started after the re-privatization of the press, facing the competition of two new television channels and the general decline in advertising revenue some of the daily and weekly newspapers suffered great transformations, paving the way to the consolidation of a format that at that time had not yet achieved the success: the newsmagazines. *Visão* emerged in 1993 as a result of the transformation of the newspaper *O Jornal*. Without a direct competitor (*Sábado* disappeared in the same year) this newsmagazine had to compete not with other newsmagazines, but with the weekly newspapers. Later, some other newsmagazines emerged.

The arrival of two new television channels narrowed the advertising revenue of the newspapers but also opened space for more television magazines adapted to new market demands *TV Mais* (1993), *Telesemana* (1997) and *Telenovelas* (1997). The youth readers finally had a magazine intended for them: *Super Jovem* (1993-2005), but the great novelties of this period were the appearance of the online versions of the daily newspapers, leaded by the *Público* in 1995, that were still far from imagining the changes that the Internet would bring, and the emergence of the society weekly magazines like *Caras* (1995) and *VIP* (1997), contributing to the «female/fashion/society» segment to become one of the favourites for the creation of new titles, surpassing the «television/games» segment. The market of the economic daily newspapers also increases with the creation of *Jornal de Negócios*, in 1997.

Paulo Faustino (2004: 7) points out that "in the 90's also intensifies the tendency to hyper-specialization of titles in finding niche markets devoid of publications, but very receptive to them". Some examples of this "hyper-specialization" are the magazines *Proteste Investe* (1997), *Semana Médica* (1997) and *Meios & Publicidade* (1998).

Leaving aside the specific segments, there were other trends that deserve to be mentioned. The first was "the strengthening of the tabloid and popular style of some titles" (Faustino, 2004: 6) leading to the first failed attempt to create a daily tabloid newspaper: *Manhã Popular* in 1997. The materialization of this format occurred one year later with the appearance of a new daily newspaper, *24 Horas*, a tabloid with a format that tries to copy some of the vices of the television, highlighting soft news with less text and more images. "Subject to the impositions of the television, the line of sight, and the reading public becomes captive or influences the spectacle, the ephemeral speech, the lack of depth, the lack of commitment and the lack of story sense, phenomena of post-modernity" (Rey, 2007: 2).

In the weekly «general information» segment there are two main tendencies. On the one hand, new titles emerged: the weekly newspaper *Euronotícias* (1999) and the weekly newsmagazine *Focus* (1999). On the other hand, some other weekly newspapers, like *Semanário*, *Tal & Qual* and *O Independente* demised during the first decade of the 21st century. Most of the newcomers that tried to enter the market were unsuccessful and the newspapers companies searched for new strategies and new niche audiences.

Several weekly publications dedicated to the interests of migrant communities living and working in Portugal were created: *Slovo* (2001), *Maiak Portugalili* (2002), *Nasha Gazeta* (2002), *Correio do Brasil* (2004) and *Diacnopa* (2008). Beyond this new segment, the culinary magazines segment multiplied by a set of titles dedicated to a more and more specific audiences: *Cozinha Semanal* (2005) *Cozinha Semanal Tradicional* (2005), *Cozinha Semanal Vegetariana* (2005), converting it into one of the segments with more entries in the last period.

Other publications devoted to very specific niches like the tauromachy newspaper *Olé!* (2006), the religious *Folha de Portugal* (2006), the television magazine *TV Guia Novelas* (2006) and the vehicles magazine *Semanauto* (2007) easily found a place in the market. Confirming an idea advocated by Jeff Kaye and Stephen Quinn:

> "hard-to-find niche material has high value to specific groups and they are willing to pay for it. At the same time niches can be built around communities engaged intensely in an activity or special interest. This in known as «passion publishing»" (2010: 101).

The weekly newsmagazine *Sábado* (2004), the weekly newspaper *Sol* (2006) and the daily economic *OJE* (2006) were also successful newcomers in this period, even belonging to segments where there were already strong competitors and replicating existing models on the

market, contradicting the idea of Robert Picard (1997: 95) that it is very difficult for a new entry to succeed in a market where there is at least one competitor. So this is a case that deserves special attention for being an exception to the rule.

The beginning of the 21st century brought with it a new type of publication to the market: the free daily newspaper with the appearance of *Destak*, in 2001. This market segment increased after the appearance of *Metro*, in 2004, *Meia Hora* and *Global Notícias* (2007), and diversified with the creation of the free sports weekly newspapers *Ripa Desporto* (2006) and *Sexta* (2007). Even posing a cannibalisation threat to the paid newspaper, these free newspapers did not however achieve the success verified in other countries.

This was clearly a decline period for the press. The trend was that the press continued to lose readers to the Internet and the new media technologies and that more and more newspapers and magazines vanished, which contributed to the discouragement of companies in relation to the creation of new titles.

Still, some companies were willing to sail against the tide and created new newspapers despite all the setbacks. Along these lines, some transformations were introduced giving rise to what may be characterized tentatively as the phase of the "post-web newspapers" in which investments are made to design the renovation of the product due to competition and the fear of the end of print (Orlando and Sá, 2012: 6). It is in this context that in 2009 arrived to the Portuguese daily market a publication prepared to face the competition of the other newspapers, the television, but also the Internet, with an innovative design that has earned many international awards: the daily newspaper *i*.

In the first decade of the 21st century, the environment in the media posed challenges to newspapers more than the introduction of the television and the radio. The internet not only affected the circulation of newspapers, but also their own business models and the concept of what journalism was (McClure, 2010: 149).

Although the newcomers seek for strategies to present new innovative products, the market was dominated by a narrow set of big companies that hindered the entrance of new firms (Silva: 2004: 31).

Conclusion

The Portuguese press system has undergone major changes over the past 35 years. Many newspapers and magazines have asserted themselves as success stories, especially in some segments that have hit the market during that time period. The sector of soft news and entertainment has continued to occupy a considerable market share, but the growth of the economic and business newspapers alongside the newsmagazines give some hope for the future of journalism in Portugal, despite the general crisis of the sector. Several factors can be associated with the crisis of the press, namely the drop of the number of readers, the concentration of publications in some big media groups, the competition of the online platforms and the excessive sameness of the print media products in a relatively small market.

Analysing the data we found 173 new entries and different motivations for creating titles and investing in the Portuguese written press market:

- The dissemination of political ideas and the fight against the monolithic tone of the state controlled press. More visible in the years after the Revolution and before the re-privatization of the periodicals that were nationalized;
- The answer to the needs of a society in transformation eager for specialized information and new products which proved to be successful businesses;
- The expansion of the firms acquiring newspapers and magazines of individual companies or creating new titles in different segments. A widely used strategy by large companies after the market liberalization.
- The business strategies have changed over time, with the newcomers proposing distinctive products trying to occupy open niches, but also copying successful models with great sales values, benefiting from the competition. This led to the coexistence of many similar products mainly in the sector of the weekly «women's/society/fashion» magazines.

Although, newspapers and magazines could still be a good investment for the media firms that want to reach specific audiences and niche markets, but just to imitate existing models and create newcomers to compete in a small and saturated market does not seem to be a viable strategy. Especially in a small market like Portugal that occupies the second from the last position in terms of circulation in the European Union (Pinto & Sousa, 2004: 182).

It's hard to predict which business model or models will succeed, but looking at the available data, it seems that the products that stick to the past models are more likely to fail. The old business model is not a solution, and only a few newspapers with extreme loyal audiences and very specific contents seems to be crossing a growth period, like for example the economic newspapers, which reflects a growing interest of the audiences in economic affairs accompanying the "economization" of society.

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MOTIVATIONAL EFFECT OF COMMUNICATION TECHNOLOGIES IN CONNECTIVIST SCIENCE EDUCATION

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Abstract
The paper presents our long-term research results of the motivational effect of communication technologies on connectivist technology in science education. Motivation of students is an essential prerequisite for effective science education. Fast development in communication technologies strongly influences science education. The pedagogical theory of connectivism founded by Siemens was born as a response to the rapid development of information and communication technologies. Thus a need occurred to examine these connectivist influences on science and technology education. This study presents a research which focused on identification of motivational connectivist factors and determination of their influence on science education. We implement our motivational connectivist educational methods and tools into science teaching/learning and teachers training. We created collaborative action research based on ICT as a new motivational connectivist teaching/learning method. The main research method used in this study is design-based research. Practical examples are given.
Keywords*: action research based on ICT; communication; connectivism; motivation; science education.

Background, Framework, and Purpose
Motivation plays a significant role in all human activities and it is an essential prerequisite for effective science education. There are various motivational factors which differ depending on the students´ individual needs. With today's young generation which is sometimes being labelled as the Net Generation (Oblinger, D. &, Oblinger, J., 2005) another motivational factor is connected, namely communication technology. According to a new study from the Kaiser Family Foundation the average young American aged 8-18 now spends seven hours and 38 minutes, practically every waking minute (except for the time in school) consuming media, such as watching TV, listening to music, and using a computer or a smart phone (Kaiser Family Foundation, 2010). The situation in Europe is quite similar. Research results show that the influence the media have on students causes changes in the way they perceive the world – their thinking is restructured (Siemens, 2004; Prensky, 2009; Downes, 2005; D. Oblinger, D. &, Oblinger J., 2005). That is why the Net Generation differs from the previous generations more than ever and why it is difficult to educate this generation using traditional methods of instruction. Also the teaching methods are more and more influenced by communication technologies. Teachers need to be equipped with new competences and innovated professional skills. They have to be able to implement new contents and become familiar with the new methods and tools of innovative educational technologies. The implementation of design-based research and connectivism is an important part of innovative science educational technologies. These phenomena are presented in our study.

Net Generation
D. Oblinger and J. Oblinger (2005) describe today's students as the Net Generation. They claim like other authors that children growing up under the influence of ICT have got a unique learning style, preferences and worldviews. Today's students are fundamentally different from the previous generations of learners. The most important differences are:

▪ They are well visually literate, but their text literacy is not developed enough. Most of the Net Generation students (73 %) prefer to use the Internet to libraries for research and they know how to find valid information on the Web (Online Computer Library Center, 2002).
▪ They intuitively use a variety of ICT without an instruction manual; therefore their understanding of the technology may be sketchy.
▪ They prefer speed to accuracy.
▪ They do multitask, move quickly from one activity to another and sometimes perform them simultaneously.
▪ They prefer to learn by doing rather than by being told what to do.
▪ They learn well through inquiry by themselves or with their peers. This exploratory style enables them to retain information better and to use it in creative, meaningful ways (Tapscott, 1998).
▪ They often prefer to learn and work in teams. A peer-to-peer approach (help each other) is common.
▪ They consider peers more credible than teachers in terms of determining what is worth paying attention to (Manuel, 2002).
These differences necessarily have an impact on science education and ways of motivation.

Connectivism
The finding that today's students have a different learning style has led to the origination of a new pedagogical theory: connectivism which has been called, "A Learning Theory for the Digital Age" (Siemens, 2005). G. Siemens first wrote about connectivism in 2005. Since then, he and S. Downes have worked together to develop the theory and practice of connectivism. G. Siemens defines connectivism as, "a model of learning that acknowledges the tectonic shifts in society where learning is no longer an internal, individualistic activity. How people work and function is altered when new tools are utilized.
The field of education has been slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn. Connectivism provides insight into learning skills and tasks needed for learners to flourish in a digital era" (Siemens, 2005).
  G. Siemens (2005) recommends adding connectivism to the already existing pedagogical theories of behaviourism, cognitivism, and constructivism. Each of the above mentioned theories is still well justifiable and can be applied in certain circumstances. Knowing all the existing theories, the teacher can use the method that seems to be the most effective for a particular teaching/learning situation. Communication technologies can be employed within all the above mentioned pedagogical theories, however, connectivism is the one which reflects educational needs of the Net Generation best (Siemens, 2006), as shown in Table 1.
  Traditional views on learning have been questioned by some educators (Downes, 2005; Siemens, 2004). The limits of traditional views of knowledge are highlighted with the development of the Internet. Instead of seeing knowledge as innate, a function of reasoning or experience, connectivism and connectivist knowledge present an alternative source of valid knowledge.
According to S. Downes (2005), connectivist knowledge networks possess four traits:

Diversity: Is the widest possible spectrum of points of view revealed?
Autonomy: Were the individual knower's contributing to the interaction of their own accord, according to their own knowledge, values and decisions, or were they acting at the behest of some external agency seeking to magnify a certain point of view through quantity rather than reason and reflection?
Interactivity: Is the knowledge being produced the product of an interaction between the members, or is it a (mere) aggregation of the members' perspectives?
Openness: Is there a mechanism that allows a given perspective to be entered into the system, to be heard and interacted with by others?

In accordance with the above stated principles, in 2005 G. Siemens (2005) identified 8 principles of connectivism:
- Learning and knowledge rests in diversity of opinions
- Learning is a process of connecting
- Learning may reside in non-human appliances
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed for continual learning
- Ability to see connections between fields, ideas, and concepts is a core skill
- Accurate, up-to-date knowledge is the aim of all connectivist learning
- Decision-making is a learning process. What we know today may change tomorrow. The right decision today may be the wrong decision tomorrow.

S. Downes (2006) applies the network theory to the network pedagogy and formulates S. Downes educational theory:
- A good student learns by practice, practice and reflection
- A good teacher teaches by demonstration and modelling
- The essence of being a good teacher is to be the sort of person you want your students to become
- The most important learning outcome is a good and happy life

Table 1. Learning theories (Siemens, 2006, p. 36)

Property	Behaviourism	Cognitivism	Constructivism	Connectivism
How does learning occur?	Black box - observable behaviour main focus	Structured, computational	Social, meaning created by each learner (personal)	Distributed within a network, social, technologically enhanced, recognizing and interpreting patterns
Influencing factors	Nature of reward, punishment, stimuli	Existing schema, previous experiences	Engagement, participation, social, cultural	Diversity of network
What is the role of memory?	Memory is the hardwiring of repeated experiences - where reward and punishment are most influential	Encoding, storage, retrieval	Prior knowledge remixed to current context	Adaptive patterns, representative of current state, existing in networks
How does transfer occur?	Stimulus, response	Duplicating knowledge constructs of "knower"	Socialization	Connecting to (adding) nodes
Types of learning best explained	Task-based learning	Reasoning, clear objectives, problem solving	Social, vague ("ill defined")	Complex learning, rapid changing core, diverse knowledge sources

Connectivism reflects the influence of ICT on education, therefore also on science education. It uses ICT, social networks, etc. and thus it is a suitable educational approach for instruction of the Net generation students because of the respect for their learning style. One of the principles of connectivism to which teachers should react in their teaching is that the ability to learn what we need for tomorrow is more important than what we know today. The thesis of „know-where" substitutes the present theses "know-what" and "know-how". We should be teaching our students not only finished knowledge but also the path to it and skills to assess it.

We use these theories to identify connectivist motivation factors and to determine their influence on science education; to develop motivational connectivist educational methods and tools; implementation of to implement motivational connectivist methods and tools into science teaching/learning and teachers training. We developed collaborative action research based on ICT as an important method for the development of teachers ' professional competencies in the sphere of students´ motivation. Design-based research is the main research method used in this study.

Rationales and Research Questions
Today science education plays an important role in educational systems and in many systems it has the goal of enhancing scientific literacy in students (American Association for the Advancement of Science, 1989). There are many causes and factors of this negative situation but the way science is taught in schools and the different learning style of today's learners are the main reasons. In this context it is necessary to consider how to change teaching methods and increase students´ motivation for science (Rocard et al, 2007). The way how to increase the motivation of students in science is to respect the stated generation differences and understand what they prefer, what they are interested in, and how they learn. Students learn more effectively when taught in accordance with their learning style preferences and when their worldviews are acknowledged. So it is necessary to change teaching methods and materials to accommodate the Net Generation learners better and to correlate them with improvements in students' attitudes and performances. Therefore the need arose to examine possible connectivist influences on science education.

Our research focuses on the following issues:
- Identification of motivational effect of communication technologies on connectivist technology in science education
- Creation of connectivist educational methods and tools in science education
- Implementation of connectivist educational methods and tools into science teaching/learning and science teachers training

Research Methods
To monitor the motivational effect of communication technologies on connectivist technology in science education, we used a method of a design-based research. It is a development research. This research differs from other types of research. Unlike the empirical research, hypothesis and research questions are not determined, but the problem is defined to be solved. Design-based research is a new trend in educational research. The used methodology can be described as a cycle: analysis of a practical problem, development of solutions, iterative testing of solutions, reflection and implementation (Reeves, 2006).

The core of design-based research is to focus on the creation of a new product. This research offers solutions to problems that have only been solved partially so far, and relevant instruments and methods (Järvinen, 2004). The main advantage of the design-based

research is its close connection with educational practice. The above-mentioned reasons led us to use design-based research to address the issue of motivational effect of communication technologies on connectivist technology in science education.

Sufficient methods/tools for our research also were:

- Factor analysis
- Didactic analysis and development of connectivist teaching methods and tools
- Collaborative action research based on ICT (Trna &, Trnova, 2010) for verification of efficiency of the developed connectivist teaching/learning methods and tools
- The data generating methods: questionnaires, observations, interviews, tests, portfolios etc.

Results and Discussion

Our design-based research resulted in the development of collaborative action research based on ICT as a connectivist form of action research which can be used by teachers in long distance cooperation. Drawing on our experience, the international form of this collaborative action research based on ICT, where students and teachers from different countries cooperated, has proved successful.

Collaborative action research based on ICT was carried out in the following form: it was carried out on-line in two classes, one class in the Czech Republic and the other one in Portugal; it was prepared and managed by two cooperating teachers in the Czech Republic and in Portugal; teaching was carried on at the same time with the use of on-line communication (Skype etc.).

As an example we would like to present a communication between the teachers in the phase of preparation, and a communication between the students when talking about the results of the experiments they planned for and carried out together. We are presenting the texts in their original version without any grammatical changes.

Teachers' communication:

Teacher A: "[…] After being away for some time, I'm sending you the first materials I have prepared. […]I'm sending you a reduced version of the Portuguese Biology syllabus, adopted from the Ministry of Education. I'm also enclosing a draft of pre-test. Is it possible for you to have a look at it and tell me what do you think? […]

Teacher B: "[…] I agree with a draft of pre-test and I'm sending you some next materials. I have found very good materials in English version about experiments. They are in the attachment. I hope that you have received my first e-mail. Please write what next is necessary to do. […]"

Students' communication:

Students change idea about the experiments
[10:46:19] Veronika: let's do some questions?
[10:46: 32] Margarida: yes
[10:46:47] Veronika: first question
[10:47:41] Veronika: explain why the plant was placed in the dark for 3 days and then he moved it to an illuminated place.
[10:48:03] Margarida: To ensure that there isn't starch before starting the experiment, thereby ensuring that the results are due to the action of the light.

International cooperation between the teachers and among the students where collaborative action research based on ICT was used brought about strong motivation of all the participants. Tangible evidence of this strong motivation can be found in the open answers in the questionnaire below as well as in the findings of the questionnaire research stated in Table 2.

The most frequent open responses from the questionnaire:
"It was fine to read worksheets and discuss about tasks with Portuguese friends"….
"That was great experience to work with our Portuguese classmates."
"I was curious about this project, it was really interesting."
"Enthusiasm - because it's amazing to do project online with students from Portugal."
"I'm very happy that I could be a partner in this project."

Table 2. Responses by Portuguese/Czech students - motivation

In the statements listed below there are some of the aspects related to the activities shared with your Czech colleagues. Choose the option which best expresses your opinion.					
N=27/21	Disagree	Partially Agree	Agree	Strongly Agree	No opinion
The partnership helped you to better understand certain aspects of this topic.	7 % 0 %	33 % 29 %	42 % 47 %	14 % 19 %	4 % 5 %
The fact that various activities were undertaken in partnership with colleagues, increased your interest in studying this topic	3 % 4 %	30 % 29 %	52 % 47 %	15 % 19 %	0 % 1 %
The main used communication tools (e-mail, MSN, Face book, Skype) stimulated sharing ideas and experience.	0 % 0 %	4 % 23 %	44 % 43 %	52 % 33 %	0 % 1 %

The questionnaire was focused on students´ reflections on this innovative bilateral collaboration with ICT use. Their answers indicate high level of both motivation and engagement in the educational process. According to the test results and also in the students´ opinion they learnt a great deal.

Students´ view of the teachers´ work in on-line environment and their ability to manage unusual instruction is also very interesting (see Table 3):

Table 3. Responses of Portuguese/Czech students – teachers' work

Your teacher's performance (regarding the aspects listed below) contributed to learning the topic in an online environment. Choose the option that best expresses your opinion.					
N=27/21	Disagree	Partially Agree	Agree	Strongly Agree	No opinion
The teacher showed enthusiasm in sharing experiences between students from both countries.	0 % 0 %	4 % 14 %	33 % 33 %	63 % 48 %	0 % 5 %
The teacher demonstrated a capacity to motivate students in this topic.	0 % 0 %	7 % 19 %	63 % 43 %	30 % 33 %	0 % 5 %
The teacher's interaction and monitoring of students´ on-line work was effective.	0 % 0 %	11 % 14 %	33 % 48 %	56 % 33 %	0 % 5 %
The teacher encouraged interaction both within and between groups.	0 % 0 %	11 % 19 %	41 % 43 %	48 % 24 %	0 % 14 %

Students' responses in the questionnaire prove that their mutual communication and the use of ICT are highly motivating for the learners and that the students learn more effectively when they are taught in accordance with their learning style.

Conclusions
The main outcomes of the research and implementation of connectivist methods and tools into science education are:
- Strong motivation of students and teachers especially through communication with their peers in other countries, new information, applications of knowledge from abroad, personal contacts etc.
- Exchange of experience between teachers (teaching methods) by comparing curricular material (textbooks, learning tasks, experimentation etc.)
- Employing new educational methods
- Acquisition of subject knowledge and skills
- Team collaboration among teachers inside the partner schools (support with ICT, English, organisation of lessons etc.)
- Team collaboration among students within the partner schools (support with ICT, organisation of lessons etc.)

With the help of design-based research, suitable teaching methods and tools could be developed for teachers to realize science education in the most efficient and motivational way (Hodson, 1988). We may anticipate that importance of connectivist methods and tools will grow and that students and teachers will work creatively using ICT even more. Our research results indicate that students learned with interest, and their knowledge and skills were better than we would expect using standard methods free of connectivism. On the basis of the results of our research, we can conclude that the connectivist methods and tools produced very positive outcomes for students and significantly contributed to the development of competences of teachers for science education.

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BORROWING FROM ANIMATORS: INTRODUCING ANIMATION EARLY IN THE DESIGN PROCESS IN ORDER TO BETTER REPRESENT SPATIAL ENVIRONMENTS

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Abstract

Current technology allows us to combine traditional animation techniques and hand drawn sketches to produce quick virtual "walk-throughs" of proposed architectural interiors. This paper will provide examples and illustrate this technique. This method adds the element of time to traditional drawings, which is necessary for a better spatial understanding. The combination of current technology and hand sketching allows a resulting video to be made in hours rather than days.

Introduction

Spatial representation has been a longstanding communication challenge for interior and architectural designers. The issue of scale and the three dimensional qualities of our built environments versus the two dimensional qualities of our communication techniques is the root of our problem. Recent technological advances have begun to provide us with tools to expand our history's limits of representation. With computers and current software, we now have the ability to create three-dimensional renderings and animated "fly-bys" or "walk-throughs." These short animations provide exciting new ways to communicate elements of a proposed design. However, these techniques are rarely explored at the beginning of the design process. Due to their time and computer memory consuming characteristics, current 3D animations are used primarily after all the major design decisions have been made. My students and I have been researching Japanese animation techniques and developing ways to introduce these methods to early schematic design exploration. The final result is a series of short animations produced in a few hours rather than several days. This animation technique utilizes both hand and computer generated sketches as a basis for the animation. This method retains the sketch-like quality which has been proven to be a more effective way to communicate preliminary ideas about a proposed design.

Problem Statement

James J. Gibson, considered one of the most important 20th century psychologist's in the field of Visual Perception, explained spatial perception as a series of affordances of which many are built on our senses connection with movement. Our understanding of our environment is not made up of one view, but of multiple views taken over time, a cognitive collage that we then reconstruct in our minds. Our traditional representational methods have often ignored this. Because of this oversight, designers and architects tend to think of our environments as static places built of stone and mortar, when emotionally and perceptually they are dynamic and ever changing as we move in and out of them. Over the last ten years, technological advances have begun to affect the way designers think and communicate their ideas. Three dimensional rendering software and animation capabilities within this software have allowed designers to explore their conceptual environments in ways that seem to mimic our spatial perception, but do they?

There becomes a soft line where the drawing moves from abstract sketch to life-like rendering. This is also when our perception moves from constructing to critiquing. In our constructive phase the right side of our brain looks beyond the drawing convention errors to imagine the implied environment. The near life-like rendering triggers the left side of our brain into a critiquing mode where we identify all of the faults of light, shadow and texture mapping the computer can't seem to solve. The problem lies in the visual effects of the computer generated environments and the process of their construction. Computer generated environments for architectural and interior representations have a tendency to be seen as flat, emotionless, abstract creations. Those rendered with a time consuming attempt at realism might get closer to the intended result but at high cost of time and equipment. The necessary information to complete these highly rendered images and videos makes it impossible to construct at the beginning of the project when ideas are still evolving into spaces. Hand drawn sketches and renderings on the other hand, provide an emotional or artistic component to drawings that highly rendered computer images lack. However, they are static images of our previously mentioned dynamic environments. Utilizing one method without the other often falls short in creating an impression of place that our perceptual mind understands. Irvin Rock, the renowned psychologist in Visual Perception stated, *"The mind does not simply record an exact image of the world, but creates its own picture."* Humans are "meaning makers" regardless of the abstraction; our minds try to make meaning of what we see. Donald Hoffman in *Visual Intelligence: How We Create What We See* explains that when we perceive depth it is always a constructed perception. This leads us to understand that we do not watch the world. Instead we construct it with our minds eye, taking our collage of cognitive information mixed with memories and experiences to create an understanding of where we are, what we see, or where we have been. Because of this, we need very little information to perceive a space, but we need the right information to understand it.

Methods

The ability to provide a timed based representation with quick results is an ideal solution. Pursuing that goal began as a search to see what other visual artists do to achieve similar goals. One such art form that is always in search of creating the illusion of depth with still images is animation or more specifically, 2 ½ D Animation. Traditionally this was known as cel animation. Common examples of this technique are early feature films by Walt Disney. This method painted scenes on celluloid acetate commonly referred to as a cel. The painted cels depicted characters or scenes in the foreground and were layered over a background painting. The composite created the entire scene. The camera would then meticulously photograph the composite and the composite would be shifted or changed and another photograph would be taken. Often hundreds of these photographs would be needed to animate a single scene. In this type of animation the illusion of depth is obtained when the foreground elements move at different speeds than the background elements. Thanks to the computer this traditional time consuming process happens quickly and with very little effort on our part. Many current Japanese *anime* movies utilize hand painted scenes in combination with computer-animated overlays. Films like "Ghost in a Shell" (particularly the scene chapter titled, "Wandering in the City"), illustrates a beautiful collage of spatial images set in motion. One layer travels over the next in order to give the perception of both movement and a sense of depth in the scene.

To create a similar visual effect in an interior representation, my students have been hand sketching as they would normally do for any project. However, instead of composing their perspective drawings as a single layer on one sheet, they are asked to separate their sketches. They are separated into foreground, middle ground and background elements. This is easily accomplished by tracing over the original sketch and creating a different drawing for each layer of the original sketch and making sure that elements are drawn out even if they were hidden in the original. Completing the hidden elements is important as some of the originally hidden features will be exposed later on in the process as the layered drawings move over the top of each other to create the illusion of depth. The drawings should be kept loose and sketch like. We must remember the inaccuracy of the sketch invites our minds to construct the image rather than critique it. Le Corbusier's interior sketches often contained perspective flaws however, due to the gestured nature of these quick sketches the spatial qualities of his drawings are often universally understood, despite the inaccuracies.

The first step in the process once the sketches are traced by hand is to scan them and open them up in *Adobe Photoshop*. Each drawing layer needs to be consistently scaled and the background needs to be removed from the lines. In addition the drawing needs to be exported into a (PNG) *Portable Network Graphics* file. This file type removes the page qualities of the scan and leaves only the lines. The step allows the drawings in the next phase to be placed one over the other like clear cels. The .PNG files were originally imported into *Macromedia Flash*, however many other software programs offer the ability to create animated sequence drawings. Our current software of choice is *Adobe After Effects*. We also use this program to create short multi-sensory videos that replace our traditional mood boards. When all of the .PNG files are imported it is important to sketch out the intended movement through the drawing being created.

We have found that keeping this simple creates the best results and usually creates a video that contains only one or two movements, a simple "pan" and then a "zoom" or a "zoom" and then a "pan." Keep the movements similar to a person walking through a space. We start the animation sequence by focusing onto a small part of the overall drawing and then moving the camera (panning) across the composition until the focal point is reached. Remember not to pan so far that the edge of the drawing becomes exposed. The illusion of depth is created by keying each layer (foreground, middle ground and background) differently. This translates as moving each layer across the screen at different intervals from each other. Typically the foreground will move farther in a 5 second period than the background layer and it's this difference that provides the magic. A few important things to remember is the movement should happen horizontally along the horizon line of the original perspective sketch and zooming should occur towards the original vanishing point. These key factors help the illusion of depth to be maintained. When the images are sequenced together they create a virtual walk through with the perceived illusion of depth and movement, similar to an Anime film. (See figure 1) The combination of several "mini walk-throughs" create an overall impression of a space that the mind stitches together to form a cognitive understanding of the environment, without the need for every detail or design decision to have been completed.

Figure 1: *animation image sequence*
Scene w stair (3) stair camera zooms in (4) and then pans up into atrium

Scene 1 camera pans left across room and dissolves into scene 2 w/ stair as scene 3
Note: Screen shots from student animation (2008)
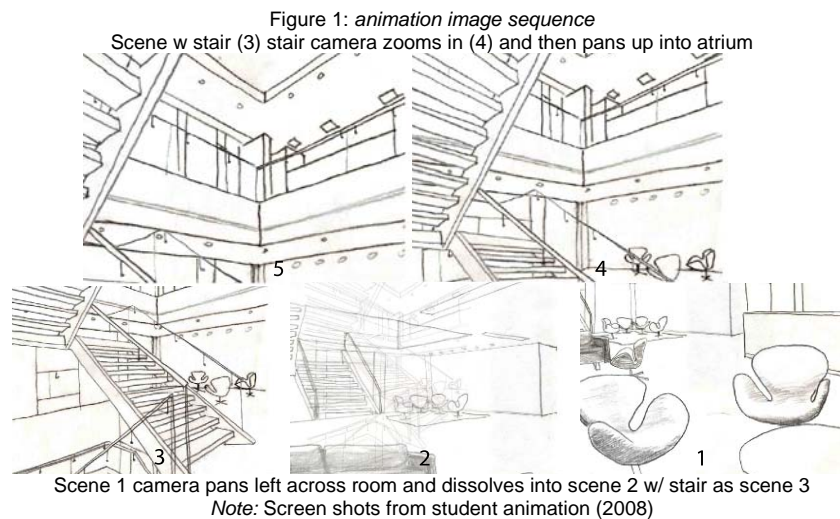
Summary

By utilizing technology along-side hand sketches, we can provide the perceptual illusion of movement so essential in understanding an environment. This animation technique also addresses the sense of spatial depth that is often missing in our traditional representations and most importantly these quick computer generated animations engage our clients early in a conversation about spatial sequence and dynamic movement in our designed environments.

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OPINION SHAPING: SIGNIFICANCE OF FOREIGN TV PROGRAMMES IN COMMUNICATION AMONG THE NIGERIAN "MIDDLE CLASS"

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Abstract
Although television is a relatively new medium, it has come to be one of, if not the most effective mass media of communication in Nigeria today. Because of its use of sight and sound, and its capability to report things as they happen, it has the potential of being a tool for effecting change and/ or propagating certain desired behaviours in the society. It has been observed that foreign programmes on television play a very large role in the viewership habits of the Nigerian Middle Class. This research set out to survey ownership of television among the Nigerian middleclass who are largely opinion shapers, the ownership of satellite dishes/ decoders, and their viewing habits. The research also evaluated the preferred sources of information of the middle class. Satellite broadcasts were discovered to be the preferred source of information for the Nigerian middle class. The research found that foreign TV broadcasts are very popular with the Nigerian middle class. Any stakeholder looking to shape the opinion of this very influential segment of the Nigerian society has to take cognisance of this fact.

Background
Most people today tend to define the world as the television portrays it, and the Nigerian middleclass is the bridge between the elite ruling class and the illiterate masses. It has the power of interpreting world happenings the way the larger masses will accept and react. Television today has become ubiquitous and almost central in the lives of especially the urban-dwelling Nigerian middle class. It is the medium of leisure and entertainment for a very large percentage of the middle class; they also rely on it especially for information about goings on in the world.

"If it's not happening on TV, it's not happening",(CNN, 2000), this statement, credited to the late pontiff, Pope John Paul II, aptly sums up the power TV has come to wield in the global psyche and in human existence world-wide.

The impact of TV on the socio-political spectrum worldwide has been a focus of unresolved debate. In his argument, against the existence of television, Mander, (1978) pointed out that television organisations keen to present themselves as independent watchdogs, working to ensure that abuses of power do not go unchecked, end up as jury and judges themselves. Most governments are selective in who they give broadcast rights to, being conscious of the power television is able to wield, especially as an organ of propaganda. This explains the existence of regulatory broadcast and communication bodies. In Nigeria, such bodies, though they exist do not wield enough authority when it comes to what people watch in their homes. This is because access to satellite broadcast is easy. One only needs to buy the equipment and set it up, no licence or permit is required. To that effect foreign television broadcast are common place. They broadcast 24/7 as against the local TV stations that close shop early every day.

In each country where television exists, there is always a guiding principle of what is expected of it, the purpose it is expected to serve. The appearance of television in 1959 into Nigeria, through the then Western Region, under the auspices of The Nigerian Broadcasting Service (NBS), was not necessarily part of the national development plan, but a regional impetus. It therefore follows that did not seem like a well thought out plan. (Ladele, Adefela and Lasekan, 1979)

Statement of the problem
Because of its ability to combine sound and moving pictures, television is becoming more and more the primary source of information and home entertainment in Nigeria. It therefore follows that this source of information will play a great role in shaping opinion.

The Public Relations practitioner, who hopes to make an impact on his/her organization's publics, has to consider this fact in order to achieve desired results.

Objectives of study
The objective of this study is to determine the primary source of information and entertainment of the Nigerian middle class and also determine the role of foreign TV programmes.

The aim
This research aims at carrying out a survey of television ownership and viewing habits in terms of information sourcing of the middle class and the place of foreign programmes through satellite receivers.

Research Questions
The following research questions were posed and answered:-
  i.   *What is the primary source of information for the Nigerian middle class?*
  ii. *What medium is most reliable for breaking news?*
  iii. *What stations do they turn to shape opinions?*
  iv. *What role do foreign stations play in getting the middle class informed?*
  v.   *What is the source of foreign programmes for the middle class?*

Significance of Study
For a PR practitioner who aims to reach his publics and manage the information they get, it is important for him/her to know what medium they turn to first and most.
This study can become a springboard for decision making on what medium to use in disseminating information to the stakeholders.
Students and practitioners of mass communication can use the findings of this study to design advert and public relations campaigns.

Delimitation
This research focussed mainly on the middleclass, whose income is not below, government grade level 8, the starting point for university graduates.

Population
The target population was MIDDLE CLASS, for the purpose of this survey; middle class are those Nigerians whose incomes fall not lower than government level 8. The sample population was drawn from, tertiary institutions, banking industry, multi-national corporations, state

and federal civil service, private clinics and self-employed individuals whose income and level of education fall within the parameter laid down as "Middle CLASS", in this study.

Methodology

The research design is survey. The main instrument used is the questionnaire. Some of the questions were rated to the five point Likert scale in some instances, while others structured and close ended. The instruments were personally administered. About two hundred respondents were involved in the study.

Analysis of Data

The simple percentage was used to gauge viewing habits and ownership of television sets. The decision mean was used to analyse the rated questions. The decision mean taken was 3 based on the 5point Likert scale and the weight of each decision, as follows:-

Strongly Agree= 5
Agree = 4
Undecided =3
Disagree =2
Strongly Disagree – 1
Where:-

$\bar{X} = \sum = \frac{fx}{N}$

$\bar{X}$ = decision mean

X = weight in numeral value on the 5 Likert scale.
F = number of responses for items rated
N = total number of respondents for each item rated

The basis for accepting or discarding any rated opinion was fixed on the numerical value of 3.0, (this being the mean value on the Likert point scale used in rating the questions) decision. $\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3$

Therefore, any point with a rated decision mean value of 3.0 and above was deemed as having an impact, whereas, anyone with a decision mean value less than 3.0 was deemed as having no impact. {C < D no impact} {C ≥ D impact} C is the numerical value for a decision rated point and D is the set decision mean value, 3.0.

Findings

Two hundred questionnaires were distributed to staff of tertiary institutions, State and Federal secretariat, organized private sector, and self-employed individuals.
Below is the table of distribution and responses.

Table 1: distribution of questionnaires

s/n	Area of distribution	Number of questionnaires	percentage of total
1.	Tertiary institutions	80	40
2.	Government civil servants	60	30
3.	Organised private sector	40	20
4.	Self employed	20	10
	Total	200	100

Source: questionnaire by Iheme 2006

Table 2: response to questionnaires

s/n	Area of distribution	Number sent	No returned	%
1.	Tertiary institutions	80	78	7.5
2.	Government civil servants	60	32	53.3
3.	Organised private sector	40	30	75
4.	Self employed	20	20	100
Total		200	160	80

Source: questionnaire by Iheme 2006

The table shows that the highest responses came from the self-employed which were 100%; the least response came from civil servants with 53.3%. The survey first set out to find out whether respondents actually own TV sets. This is to establish the importance of television viewing in the lives of the Nigerian middle class. The response as depicted on table 3 showed that everyone who answered the questions had at least one TV set at their disposal.

Table 3: how many TV sets do you own?

s/n	No of TV sets owned	Respondents	Percentage
i.	1set	51	31.9%
ii.	2 sets	72	45%
iii.	3 sets	27	16.9%
iv.	4sets and above	10	

Source: questionnaire by Iheme 2006

Table 4: frequency of watching TV

s/n	How often	No of responses	Percentage
i.	Daily	150	93.75
ii.	weekly	5	3.12
iii.	Fortnightly	1	.62
iv.	Monthly	4	2.50
Total		160	100

Source: questionnaire by Iheme 2006

From the responses as depicted on table 4, greater majority of the respondents (150), watch TV daily. While only 4 respondents say they watch television monthly.

Table 5: length of time spent watching TV

s/n	Length of time /day	Responses	Percentage
i.	Less than an hour	7	4.4
ii.	1-2 hours	41	25.7
iii.	3-4 hours	81	50.70
iv.	5-6 hours	21	13
v.	6 hours and above	10	6.20
	Total	160	100

Source: questionnaire by Iheme 2006

The time spent on something can be a reflection of the effect or impression it can leave on people. The longer time spent the more impact. The survey therefore sought to establish how much time respondents spend watching television. The majority of respondents watch TV for between three to four hours, while only seven respondents watch for less than one hour daily.

Table 6: reason for watching TV

s/n	Reason	Responses	Percentage
i.	Information /News	40	25
ii.	Entertainment	22	13.75
iii.	Education	8	5
iv.	Advertisements	0	0
v.	All of above	90	56.25
	Total	160	100

Source: questionnaire by Iheme 2006

Table 6, which deals with the reason the Nigerian middleclass watch TV, shows that the respondents (56.25%) watch for mixed reasons mostly. Forty respondents chose information, 22, entertainment, while no one watches for adverts only. 25% of respondents watch TV as to get news.

Table 7: favourite, most watched channel

s/n	Channel Type /%	Responses	Percentage
i.	100% local	8	5
ii.	100% foreign	15	9.38
iii.	50/50	55	34.37
iv.	75% local	20	12.50
v.	75% foreign	62	38.75
	Total	160	100

Source: questionnaire by Iheme 2006

In seeking to establish how the foreign TV programmes reach middle class homes; the study revealed that, majority of our respondents prefers to watch foreign channels most of the time. Sixty-two respondents prefer to watch foreign channels only, while only twenty watch local channels, the rest watch both, with majority still watching more of foreign than local programmes.

The next issue dealt with was the source of the foreign TV programmes. This is meant to establish the ease with which the foreign programmes are assessed. Table 8 below shows that 21.25% of respondents get foreign programmes through paid subscription to cable satellite companies. 55% get theirs from the free to air satellite receivers.

Table 8: Source of Foreign TV Viewing

s/n	Source	Responses	Percentage
i.	Paid cable Subscription	34	21.25
ii.	Free to air satellite	80	55
iii.	Local TV stations	38	23.75
	Total	160	100

Source: questionnaire by Iheme 2006

The findings of this survey revealed that, 126 respondents (78.75%) of the respondents chose foreign TV broadcast as the source to watch news while 70 respondents (43.75%) choose foreign stations as their first point of call for entertainment tables 9 and 10 show this result. This is an indication of where their opinions will be most affected, the trusted source for authentic information and source of relaxation.

Table 9: most watched channel for news

s/n	News	Responses	Percentage
1.	Foreign	126	78.75%
ii.	Local	34	21.25%
	Total	160	100

Source: questionnaire by Iheme 2006

Table 10: most watched channel for entertainment

s/n	Entertainment	Responses	Percentage
i.	Foreign	70	43.75%
ii.	Local	87	54.4%
ii.	No preference	3	1.85%

Source: questionnaire by Iheme 2006

Impact of Foreign Programme
The study sought to know the impact foreign programmes have on the Nigerian middle class. What impact do foreign TV programmes have on Nigerians? The instrument used to achieve this is the questionnaire structured to the five point Likert scale. The findings were illustrated with charts, pie chart and bar charts.
On the general impact, it was discovered that there is impact on different facets of lives to different levels. The study also revealed, through the answers to the question that they have changed opinion based on what they saw on the foreign TV screens. The following chart shows the finding.

Figure 1: impact of foreign TV programmes on people's opinion
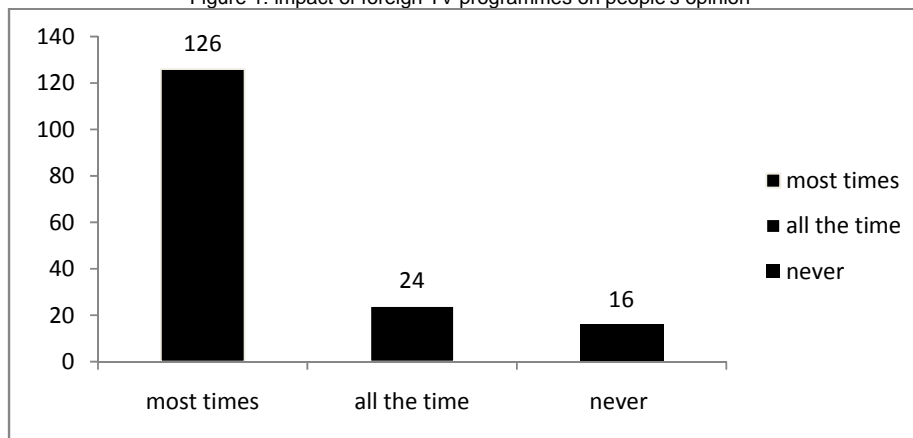
Source: questionnaire by Iheme 2006

The preceding chart, figure 1,shows that Seventy five per cent (75%) of respondents admitted that watching foreign TV programmes have led to them changing opinion. 15% said they had never changed opinion based on what they watched on TV, while 10% say they always form opinion based on what they see on TV. It follows therefore that majority of the Nigerian middle class rely largely on foreign TV programmes to form opinion.

Discussion
The main issue in this study is the impact foreign TV programmes have on shaping the opinion of the Nigerian middle class. To get to it we had to answer the following questions:-
- Are foreign TV channels preferred by the middle class?
- Is foreign television (particularly satellite receivers) taking over as the primary source
- Do foreign TV programmes affect the middle class opinion?
The answers the survey got revealed that foreign TV programmes form a strong source of opinion for the middle class.

Research answers
i. Are foreign TV channels preferred by the middle class?
It is worthy of note that, 93.75% respondents watch television for up to four hours daily and 75% of respondents chose the foreign channels as their favourite. The decision mean for this is 3.08, which is positive. if the Nigerian middle class watches foreign TV channels daily, then their opinion is bound to be impacted by what they repeatedly watch.
ii. Is foreign television taking over as the primary source of information and entertainment for the Nigerian middle class?

The average decision mean for this question was 4.6. Being greater than the accepted decision mean value of 3.0, the answer is yes foreign television programmes are the primary source of information and entertainment. What this means for stakeholder management is that all decisions, policies and campaigns aimed at influencing stakeholder opinions must put foreign television programming at the forefront.

iii. Do foreign TV programmes affect the middle class opinion?

Adolph Hitler's chief propagandist during the World War II was quoted as saying; "No matter how slippery a wall is, when you keep throwing mud at it, some will stick". All respondents watch TV, with an average decision mean of 4.90 owning and watching TV daily, and 75 % of respondents choosing to watch foreign TV programmes over local ones, yes, foreign TV programmes affect middle class opinions. Because what this translates into is that the Nigerian middle class trusts and attaches more credibility to foreign TV programmes, especially news. Also, as shown in the chart, 136 out of 160 respondents say watching foreign TV programmes made them change their opinion at one time or the other.

In summary, the research has established that foreign television has become the primary source of information and entertainment for the Nigerian middle class. It plays a large role in the lives of the Nigerian middle class by shaping opinion because people are influenced by what they watch on TV.

Conclusion

From the findings in this study, television viewing plays a large role in the lives of the Nigerian middle class. It has become its primary source of information and home entertainment and helps form and shape the opinions of this class.

The value of television programmes as a means of mass communication and a tool for national reorientation and education cannot be under estimated. But, if the bulk of the educated, urban dwelling middle class watch more of foreign programmes, what does that portend for local PR practitioners? What does it say of the relevance of local television programmes and broadcasts? The middle class wield a lot of influence on the illiterate masses and having opinions shaped from outside the shores of Nigeria may not be a good thing for national development.

As the world gets to be a global village in the face of sophisticated communication, it holds that he who controls the channels of communication is likely to wield the greater influence on people.

A situation where, as Olusola (1985) writes that local television alienates the viewers, especially in terms of information dissemination cannot be a good thing.

Television should be a vehicle for integration and selling us to the world and not a channel to import foreign ideas wholesale.

Implications

The implication of the findings of this research is that the Nigerian middle class sees the world through foreign "eyes" and that's how it will be interpreted to the audience where they are opinion leaders. Another implication is that, Nigerian PRO may begin to look for opinion leaders outside Nigeria to help him in his reputation project.

Any programme idea that seeks to sway, shape or affect the larger majority of the Nigerian populace will have to take into consideration foreign type broadcasts.

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PERCEPTION OF MEN AND WOMEN THROUGH CMC: UKRAINIAN CONTEXT

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Abstracts
The paper enlightens the study of Computer-Mediated Communication (CMC) perception by male and female students in Ukraine. There are two research objectives: The first is to trace the difference of CMC perception by male and female learners and try to establish a link between the content of study (gender related issues in CMC) and students' perception. The second is to try to evaluate the output results relating to the effectiveness of e-Learning 2.0 and development of gender-friendly model of learning within local context.

The research results reveal the great peculiarities in perception of CMC by male and female students. They show that gender-sensitive courses and mode of learning (e-learning 2.0) are connected directly with the perception of CMC by male and female students. The intensive e-Learning 2.0 implementation into the local tertiary can be rendered as an effective step to narrow the existing Gender Digital Divide in Ukraine.

Introduction
A growing volume of research indicates that females and males display different online verbal behavior. Females tend to participate less and receive fewer responses than do males in mixed-sex asynchronous discussion forums (Herring, 1993, 1996), whereas in chat rooms, females sometimes participate more actively and get more responses than do males, for example, because they are more frequent objects of attention (Bruckman, 1993; Rodino, 1997). At the same time, gender roles vary across cultures and, along with them, norms associated with how appropriate it is for women and men to speak and be heard in public, as well as perception of it. However, most research on online participation patterns has focused exclusively on English-speaking contexts. We might reasonably ask whether gender verbal behavior differ across cultures with respect to CMC and are there any gender differences in the perception of such behavior?

There is practical no research concerning gendered perception in CMC CM through blended and e-learning 2.0 contexts.

Therefore one can hypothesize that the implementation of e-Learning 2.0 into local educational context will facilitate its transformation with the following integration into the common European educational space (The Bologna Process, which is a must to Ukraine), and put into practice step by step a gender-friendly model of education since strong patriarchy stereotypes dominate in Ukrainian pedagogy (Bystydzienski, 2003; Goroshko, 2008). It remains rather unfriendly towards women, and gender-biased (Goroshko, 2008). In general, according to Gender Gap Index 2012 Ukraine occupies the 64 place out of 135 countries (Global Gender Gap Report, 2012, p.8). Jill Bystydzienski argues that "Ukrainian women are subject to many formal and informal barriers to their political and economic participation, yet there is very little awareness in the country, including in higher education, regarding the conditions and processes that create and maintain gender inequality. Women and men are differently located in the emerging economy (women are found usually in the small-scale, service sector) and are differently imagined as citizens, while politics is being redefined as a masculine endeavor. An important result of continuing disadvantaged position of, and discrimination against, women is the loss of potential talent and human capital to the political institutions and economies in transition to meet the challenges that lie ahead" (Bystydzienski, 2003, p.3). The situation practically remains the same after a decade.

Theoretic Background
Gendered CMC
Summarizing a great number of papers on gender peculiarities in CMC it is possible to trace several research areas:
- Causes of variation in access, level, motivations, and scope of use (Helsper & Eynon, 2010; Goroshko, 2012);
- An investigation of gender differences in on-line privacy concerns and resultant behaviors (Sheehan, 1999);
- Gender-linked differences in the style and content of different digital genres, genderized language in CMC (Herring, 2011);
- Gendered discourse of social-based CMC contexts (Goroshko, 2006; 2011);
- The construction of gender identity on different CMC platforms (Wolejszo, 2003; Turkle, 2005);
- Gender and Power in On-line Communication (Herring, 2003).

Herring (2003) shows that in academic discussion groups women apologize, appreciate, and thank more as well as to perceive and be upset by violations of politeness. On the contrary, men are less likely to be concerned with politeness and more readily violate online etiquette (Kapidzic, Herring, 2011, p.1).

In Internet Relay Chat rooms females type representations of laughter and smiling more, while males use more profanity, more sexual language, and sound generally more aggressive as Herring (2003) indicates. Cherny (1994) reveals similar patterns in a social online games: Females perform more affectionate textual acts such as 'hugs,' while males manifest more violent acts such as 'kills.' In asynchronous discussion groups, Guiller and Durndell (2006) find that although male and female students are similar in their use of individual linguistic variables (with the exception of intensifiers, which more females prefer than males), big gender differences are found in their use of many stylistic variables: Males use authoritative language and respond negatively in interactions, while females express agreement explicitly, support others, and make more personal and emotional contributions (Kapidzic, Herring, 2011, p.2).

It is claimed that the Internet provides greater gender equality, empowering women socially, politically, and economically. The claims include the next:
1. The text-based CMC with its lack of physical cues makes the gender online more irrelevant or invisible in contrast with Face-to-Face (FtF) communication. It permits to participate equally in online discourse;
2. As a Network connecting geographically dispersed users the Internet empowers women and other minorities to find and consolidate community, and to organize politically in pursuit of their social interests;
3. The Net permits women to self-publish and self-promote and be engaged in profitable economic activities on a par with men (Ibid.).

Generalizing there are three dominating approaches surrounding gender issues on the Net: *The demographic agora*, the *male mystique*, and *the female frontier*. Thus, Kirsteen Monteith argues that research data concerning the impact of gender on the Internet currently can be divided into three major theories:
- The first theory maintains that the Internet is gender neutral area, and that women and men can use or participate online on equal bases;
- The second theory considers the virtual realm as a reflection of the offline world where men and women operate on unequal terms, and men often dominate (Monteith, 2002);
- The third theory suggests that the Internet may be seen as a female domain less as a superhighway and more as a *cozy village square,* where people meet, talk, and learn, a *meeting point,* a *place* "where women are making and moving into a digital lifestyle that was previously perceived as a *men's club*" (Ibid., p. 16).

Gendered e-Learning

A review of the literature concerning gender and CMC testifies that men's and women's communication differs but it is not the mirror of FtF differences (Herring, 2003; Goroshko, 2006).

Simultaneously one of the most widespread approaches towards viewing gender in education is based on considering gender as social and cultural construction of sex (Kuhlen, 2006). Gender mainstreaming in e-Learning considers the gender perspective for all aspects and processes of e-Learning (Ibid.). It aims as Rainer Kuhlen emphasizes "at establishing equal opportunities for men and women not by ignoring differences between the sexes but by taking into account the distinctive features which have been developed over time and under social and culture-related circumstances" (Ibid., p. 1). Within this theoretic framework *the concept of potential* provides a basic prerequisite for gender-friendly model of education (Metz-Göckel & Roloff, 1995). It argues that both genders (females and males) have the same potential for a great number of aspects in development at their disposal. However the realization of these potentials is stipulated socially and culturally as gender in itself depends on social circumstances and culture-dependent value systems. Therefore gender-specific behaviour in e-learning (such as taking initiatives in group processes, multitasking, delegating authorities or having preferences for domain-specific knowledge and programs) is mainly not sex-related, but is permanently constructed in social interaction (Kuhlen, 2006, p.1).

Kuhlen delineates a number of principal research questions addressed in the emerging problem-area of gendered e-Learning:

- "What are any differences in communication styles between men and women in online environments?
- Men and women have different ways of "knowing" and learning. How can these differences be applied to the online environment?
- Does an online environment facilitate or hinder women's way of learning?
- Is gender important in online learning?
- How do we manage our identity online?
- What motivates women to learn online? Are these the same things that motivate men?
- What must the characteristics of women be who are successful as online learners? Do success factors differ between men and women?" (Ibid., p.7).

The literature analysis shows there are a lot of gender differences with respect to ICT and e-learning generally (Blum, 1999; Monteith, 2002; Hongbo, 2006; Goroshko, 2008). Some findings from research testify the following: there are a lot of discrepancies between male and female perspectives and visions of e-learning (Blum, 1999; Hongbo, 2006). Primarily female perception of e-Learning was more positive than the male attitude (Blum, 1999). There were differences in self-assessment of ICT competence, self-confidence, commitments to computer science, general attitudes towards computers and professional ICT training, and expectations from the use of ICT (Derichs-Kunstmann, Auszra 1999; Dickhäuser, 2001; Henderson, 2006; 2007). Definitely males were more positive in all mentioned positions concerning attitudes towards ICT.

Some scholars say about gender biases in the culture of learning (Derichs-Kunstmann, Auszra, 1999, Blum, 1999; Bender, 2003). Thus, male learning culture is characterized as: Tendency to dominant behavior in educational situations, more frequent take-over of monitoring discourse, longer and more frequent contributions in discourse. Men are more often involved into development of enforcement strategies and elaboration and maintenance of competitive relations. They incline to competitive behavior and desire to impress others.

Female learning culture is depicted by such features as a tendency to cooperative behavior and orientation, preference for group work, willingness to be responsible for ongoing discourse and to discuss topics, supportive to others. Their contributions in discourse are shorter. Women are more open for proposals of other people and for cooperative work in general (Herring, 2011). They care also for a just distribution of learning tasks.

Additionally Susan C. Herring highlights two studies that found that men contribute significantly more to online discussion: "It isn't that women don't have ideas and/or a fact to share with others, but rather that the environment's tone tends to drive women away" (Ibid.). Thus, men tended to assert their opinions as "facts," whereas women tended to phrase their informative messages as suggestions, offers, and other non-assertive acts. Herring specifies towards the Facebook service that women share information, but they also socialize and support one another. In other words, the gender difference was in their communication styles, not in the actual *informativeness* of their contributions. The scholar viewing a social media based learning experience recommends considering the next when establishing the norms for the collaborative space: "Ensure that no one uses rude, intimidating language or challenges others, provide the ability to control the communication, and encourage social consultancy" (Ibid.). Herring argues that "the Wikipedia model of neutral facts concentrated in a single site may someday be superseded by knowledge-sharing environments with women as the primary contributors" (Ibid.).

Certain peculiarities are fixed between individual vs. group learning activities (Henderson, 2006; 2007). Additional a lot of differences are found in male and female e-learning and ICT experiences, students' motivation and learning cultures (Blum, 1999; Kirkup, 2004; Kuhlen, 2006; Goroshko, 2008, Herring, 2011).

As speaking about gender peculiarities in CMC, usually the linguistic features that signal gender here are the same as those in FtF and include verbosity, assertiveness, use of profanity and vulgar words, politeness, rudeness, typed representations of smiling and laughter, and degree of interactive engagement (Herring, 2003, p.207). Herring stresses that "there is overall tendency for some of these behaviours to correlate more with female CMC users, and for others to correlate more with males. This is does not mean that each and every female and male manifests the behaviours; exceptions to the tendencies can readily be found. It does mean, however, that gender predict certain online behaviour with greater than chance frequency when considered over aggregate populations of users, controlling for variables such as age, topic, and the synchronicity of the medium" (Herring, 2003, p.207).

Thus male style in asynchronous modes is more aggressive, men sometimes adopt an adversarial style in cooperative exchanges, and women often appear to be aligned even when they disagree with one another.

Gendered CMC Perception

However the question is not only in what aspects female style of speech differs from the male one in CMC but how men and women perceive their communication on the Internet, to investigate how their perception of Internet differ and what background variables (i.e. age, gender, profession, status, etc.) underlie these differences. Jochen Peter and Patti Valkenburg focus on how adolescents (boys and girls) perceive the controllability, reciprocity, breadth and depth of CMC in comparison with FtF communication. They fix that socially anxious and lonely adolescents more value the controllability of CMC and perceive it as border, deeper, and more reciprocal than older, non-socially anxious and non-lonely adolescents. Also boys perceive CMC more reciprocal than girls do. Scholars also trace that the greater the adolescents' need for affiliation, the more often they regard CMC as deeper than FtF communication. They conclude that a stronger focus on perception of CMC may enhance understanding of the Internet as a social medium (Peter & Valkenburg, 2006).

Additionally mode of CMC – synchronous or asynchronous – impacts greatly its realization and perception. In asynchronous CMC people have more time to reflect than in the synchronous one. Hence they can easily control its flow or manage if, when, how and what they communicate to others on the Net, It provides more controllability to asynchronous digital discourse (Ibid., p.214).

Also as compare CMC and FtF communication the Net transmits fewer social status cues. It results that contact between internet partners may not only easily appear but it may be of bigger reciprocity "… in the sense that communication patterns feel that they and others are more responsive in internet communication than in FtF communication" (Ibid.).

One can stress that due to relative anonymity and reduced visual and auditory cues on the Net, people may more easily overcome shyness, uncertainty, fear to communicate than in FtF communicative surrounding (Wallace, 2003). Peter and Valkenburg emphasize that namely these factors make it easier to speak about a greater number of topics to feel less inhibited in disclosure of personal information on the Net (2006, p.214). While there are much e-Learning research of student satisfaction or perceptions of CMC, studies on residential student perceptions of CMC are rare. A paper survey was administered to 105 residential graduate and undergraduate students at one of American universities. Results indicate that the majority of students preferred FtF discussion over CMC for most tasks. However, CMC is selected by the students overall for simple learning tasks. Content analysis of student responses to open-ended questions reveals that some students perceive FtF-discussion to be faster, easier, and more convenient, while others perceived that namely CMC mode saves time and is more convenient. Students specify that they would learn better from CMC if their instructors are more involved with and enthusiastic about CMC. In addition speed and convenience appear to be more important to students than whether discussion is either FtF or CMC modes (Yun-Jo, Frick, 2006).

Convergent Media Computer-Mediated Communication
Sanja Kapidzic and Susan Herring consider that the development of web 2.0 technologies, including the convergence of multimodal, communicative, and collaborative trends, initiates new tendencies such as the decline of anonymity on the Net, increase of interactivity and connectedness, collaborative mode of learning, etc. They change principally not only the mode of CMC given the birth to the new term *Convergent Media Computer-Mediated Communication* (CM CMC), but provided principally new characteristics of communication and perception of gendered communication on the Net (Kapidzic, Herring, 2011) and new methods and tools' development within the framework of CM CMC investigation.

Related to Web 2.0 it makes possible to the study of discourse in convergent media platforms, or what is called *Computer-Mediated Discourse* (CMD) (Zelenkauskaite & Herring, 2008). Herring declares that "this is of utmost importance, because CMC increasingly co-exists on a single platform with other activities and applications, including other communication modes (Herring, 2011; 2013).
Facebook, Twitter, YouTube present these CM CMC examples, offering private Inbox messages, private chat, semipublic 'notes', tweets, comments that resemble blog entries, and several types of semi-public 'wall' communication: status updates, posting of links, videos, and images, posts on others' walls, and comments on all of the above" (Herring, 2011, p.3). This social media communicative environment is also especially rich in communicative media of different types (voice+text+emotes+avatar actions), all of which may be used simultaneously. Moreover, the combination of media sharing and text comments—on Flickr, as analyzed in the case of "Pisa pose" photographs by Thurlow and Jaworski; on YouTube, as analyzed for reactions to a multilingual comic video by Chun and Walters; and on the MySpace page of a young German musician as analyzed by Androutsopoulos—is by now a widespread multimedia phenomenon, yet it has been little studied; these are welcome empirical contributions as Herring argues (Ibid.).

As for gender aspects of CM CMC an analysis of positive and negative message tone on MySpace profiles, shows that female messages possess positive tone significantly more often than men's messages (Thelwall, Wilkinson, and Uppal, 2010). Thelwall et al.'s study is one of a relatively small number of studies to examine gender differences in social network sites. One can mention that sites such as Facebook, Twitter, vKontakte are rapidly gaining in popularity, especially among teens, and many have incorporated synchronous chat to enhance interaction. A common characteristic of such sites is that users can create profiles and upload pictures of themselves (Boyd, Ellison 2007). A few studies analyze users' visual self-representations in multimodal CMC environments. Siibak (2009) examines Estonian teenagers' motivation for profile picture choice in social network sites and finds that female users tend to base their choice on looking good, whereas the motivations of males are lower (Kapidzic, Herring, 2011, p.210).

Summing up gendered CMC research Herring also claims that "new communication technologies are often invested with users hopes for change in the social order" (Herring, 2003, p.202).

Virtual Communities of Practice (VCoP)
It is considered that collaborative principles provide the foundation not only for e-Learning 2.0 but also for *Virtual Communities of Practice* (VCoP) model functioning. This term coined in this century describes communities of practice functioning through the Net (Brown, 2005). Usually this term VCoP describes a certain community initiated and based on collaborative human co-shared online and offline activities of any kind. Etienne Wenger argues that "communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor" (Wenger, 1998, p.87). Richard Brown applies this term towards virtual reality keeping all basic principle of CoP notion structure. A *share*, *concern*, or *passion* for something that people intend to do or learn how to do provides the base for the CoP model functioning. And "learning can be the reason for the community", as Brown declares (Brown, 2005, p.1). Not all groups but just only the special groups can be identified as a community of practice. There are three key notions which define this type of union (group): *domain, community* and *practice.* Thus the functioning of VCoP is based on co-sharing activity, and commitment to the same principles, interests, and ideas. VCoP produces a shared set (repertoire) of knowledge, experiences, stories, tools, ways of thinking, etc. or - in short a *shared practice* as Brown defines it. Hence a collaborative online class or Class 2.0 can be viewed as a VCoP, since it meets all requirements specified above: its members are engaged into common shared activity and practice off- and online, committed to common (shared) goals, ideas and interests through a substantial period of time, and reproduce *regularly* the same activity.

VCoP and Gender
The notions of *gender* and *gender-friendly learning environment* can be viewed also through VCoP model. Thus, Victoria Bergvall declares that CoP approach in gender and communication research concentrates on the constructive practices of a group – especially mutual engagement of learning as a *jointly negotiated practice of gender* (Bergvall, 1999, p.273; Holmes, Meyerhoff, 1999). Rather than taking gender differences for granted (gender determinism), this approach specifies the learning and mutability gendered displays across groups or communities. This approach naturalizes intrinsic group variations not marking them as deviant (Ibid.). It is viewed as a rather effective tool for study gender peculiarities on and offline research.

Research Design
The group of students enrolled to the course: "Gender in CMC" as one of learning activities is proposed to go through online survey about their own perception of gender differences in CM CMC. The survey consists of 12 open and closed questions. It is conducted twice - before and after the course. The study was carried out with three learning groups of respondents in 2010, 2011, and 2012. All in all the survey was conducted six times or twice a year before and after completion of the course. On the whole 325 upper BA Ukrainian- and Russian-speaking students majoring in International Management (175 females and 150 males from 20 to 22 years old) have been engaged into it. The total number of surveys obtained counts 650.

There are two research objectives in the proposed study. The first is to trace the difference of CM CMC perception by male and female learners and try to establish a link between the content of study (gender related issues in CMC) and students' perception.

The second is to try to evaluate the output results relating to the effectiveness of e-Learning 2.0 and to develop more gender-friendly model of learning within local context.
We render each group of students as VoCP or Class 2.0 taking a mind a blended learning mode of instruction for the course "Gender in CMC".

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All survey results (answers) are classified according to each separate question and time of filling (before or after the course) and hence, they are marked as input and output ones.

Results and Discussion
Analysis of the filled survey forms indicates the following.
The first survey question: "To your own experience does CMC differ from FtF communication? If "yes" in what way? If "no" in what way?"
The obtained answers are summarized into the next Tables N1-2:

Table N1: Question #1 (Input Results)

	Yes	No	No Answers
Males	110	15	25
Females	155	5	15

Table N2: Question #1 (Output Results)

	Yes	No	No Answers
Males	137	9	4
Females	163	10	2

It possible to observe that the majority of respondents believe that CMC differs from FtF. However, women more accurately than men indicate the characteristics of these peculiarities: Lack of emotional component; eye contact; visual cues (facial expressions, gestures) in CMC.

Respondents emphasize the loose style of communication, high level of anonymity and freedom of communication namely as characteristics of CMC. Many respondents stress that it is easier to cheat in CMC, manipulate. In addition there is no embarrassment, awkwardness, confusion in communication on the Net. Certain respondents consider that communicants reshape their own image in CMC according to their own wishes.

Many respondents underline gender differences both in FtF and CMC. To the respondents' opinion men behave more confident, unceremonious, women behave more freely and men – more audacious.

Comparing male and female answers about differences between FtF and CMC one can stress that women describe these differences more accurately and give more diverse characteristics namely to CMC context.

The second question asks to provide own examples when the communication on the Net between males and females differs from FtF. The results obtained show that both men and women think that females and males communicate differently. There are a lot of examples of dissatisfaction when people meet in real life after the first meeting online. A few female respondents accentuate that it was very interesting to communicate online but when they met online there were practically no topics for discussion.

The results also testify gender peculiarities in perception of differences between CMC and FtF: Women possess bigger and more varied communicative experience of CMC and this way of communication drastically differs from FtF according to their opinion. The data also shows that namely women try to use on the Net much more communicative services: Skype, chats, forums, and social networks.
CMC is more significant for women making their socialization on the Net simpler according to output survey results.
The survey keeps the question about the important of non-verbal cues in communication and their practical lack in CMC. The obtained results are presented in the next Tables N3-4.

Table N3: Question #4 (Input Results)

	Affect	None	More Affect than None	No Answers
Males	71	13	25	41
Females	113	34	5	23

Table N4: Question #4 (Output Results)

	Affect	None	More Affect than None	No Answers
Males	76	10	58	6
Females	115	20	36	4

Both males and females consider that absence of non-verbal cues in CMC influences this communication greatly, but females explain in more detail how this lack affects the conversation: "due to the own dress the person accentuates his or her individuality", "It is more pleasant to communicate with a person when you can hear and see her or him", "Voice, tone, timber help to understand certain undercurrents in talk", "It is better understand a person when you can see her/him". Simultaneously females specify that namely the lack of non-verbal cues makes communicants reshape the conversation: We start thinking how the person looks like, construe his or her image.
Males' answers indicate that for men the lack of non-verbal cues is not so principal as for women. According to males the possibility to use emoticons and smiles compensates greatly the lack of non-verbal cues in CMC.

One can trace the influence of gender learning context on respondents' answers: After studying the course "Gender in CMC" the number of non-answers to this question decreased greatly both for male and female students.
In addition some questions in the survey are dealt with gender aspects of communication.

To the question "Do the women communicate otherwise than men on the Net?" majority of female students answer positively. Among peculiarities of such communication they underline the following: "Women speak more intensively, women like to speak fast and long but they can't type speedy", "They are more open and sincerely", "They can relax and don't think about their appearance", "Women communicate on the Net more open, deeper and without fear". However, one can observe a high level of inconsistency in the answers obtained both input and output about the intensity of communication: "Not only women but men communicate differently on the CMC", "everything depends not only on the gender but on the concrete personality also", etc.

Men think that women online are more relaxed and communicate more freely and without ethical restrictions". They are more confident, and secure as well. Women are flirting more often online than in real life as men suppose.
As for the male communication on the Net women consider that they could be rather aggressive. Also they are very often pushing and outspoken. They are also not so polite in CMC than in real life. Women argue that they can't share with men many thoughts that they can do with women.

Simultaneously men answering this question point out that with men it is possible to speak "less restricted" and "to the point". It is possible "to speak more seriously" and "use nonstandard words". The conversation with men on the Net resembles more as a business talk for males.

There are practically no differences between output and input results. One can observe only slight diversity in the opinions about the nature of gender differences in CMC and this trend are more pronounced among the female students.
The respondents are questioned about the importance of information concerning the gender of interlocutors.

All answers obtained are sorted into Tables N5-6.

Table N5: Question #5 (Input Results)

	Yes	No	Sometimes	No Answers
Males	101	13	25	11
Females	132	33	5	5

Table N6: Question #5 (Output Results)

	Yes	No	Sometimes	No Answers
Males	79	5	63	3
Females	135	0	36	4

As one can delineate usually communicative partners know about the sex of each other or guess at least. There are practically no differences between male and female answers. However, males are not as certain about the importance of this question as women are. After studying the course men specify only that it is not so important for them to know this fact.

The survey contains the question about the interlocutor's sex perception differences during the talk in CMC and FtF. All answers obtained are presented in the Tables N7-8.

Table N6: Question #6 (Input Results)

	Yes	No	Sometimes	No Answers
Males	56	40	27	27
Females	102	38	30	5

Table N7: Question #6 (Output Results)

	Yes	No	Sometimes	No Answers
Males	69	15	53	13
Females	135	15	25	0

According to the data both men and women consider that there are more differences than similarities between CMC and FtF. However, women know more about this difference.

If one compares input and output results one can argue that after learning the course respondents (both men and women) perceive these differences more intensely and accurately. Nevertheless there are more female respondents who specify these differences in detail: "At FtF the person appearance influences greatly", "Communicating on the Net I can't observe the facial expression however it is sometimes positive", "At FtF you understand which topics can't be touched", "FtF is more true, natural, fruitful", "In CMC I can't see my conversation partner usually and present myself to anybody whom I want to be", "In CMC you can only concentrate on the topic of conversation", "In CMC you can relax and not worrying about your own image", when you communicate on the Net you imagine an ideal person", "CMC differs from FtF since you estimate a person not so adequately".

Simultaneously men also points out these differences but their specifications are not so diverse as female are: "More lie in CMC", "the communication flows more relaxed and open", "absence of non-verbal cues (gestures, voice, intonation) makes CMC more difficult". Many male respondents don't understand this question at all.

One can trace also that after the course the number of "no answers" is decreased among both genders.

Conclusions

The research results reveal the great number of peculiarities in perception of CMC by male and female students in Ukraine. They also show that gender-sensitive courses and mode of learning (e-learning 2.0) are connected directly with the perception of CMC by both male and female students.

The perception and awareness about gender-sensitive CMC issues exist not only in academic discourse, but in everyday people's consciousness. These differences are realized by the communicants through their everyday practices in CMC. It will be exploited later in e-leaning 2.0 models and special ICT-training for women development.

At the elaboration and advancement of e-learning 2.0 methodology, it is useful to consider the lack of emotional and visual cues and as separate task the system of compensation for these "losses" to create (for example, to use more video-conferences in e-learning 2.0 or introduce special trainings to compensate theses drawbacks.

It is required to work out special trainings in expanding knowledge about the CMC language peculiarities, nature of CMC, how to provide high and effective way of interaction with e-learners for all e-learning 2.0 stakeholders.

On regular basis it would be useful to organized virtual learning office – a certain hub to sustain and develop namely this format of learning – learning 2.0. Additionally the use of *community of practice approach* permits or facilitates in any way through micro situation to reach macro level (with the help of rather limited research set of tools) and understand better the general principle of learning 2.0 organization and function and gender-sensitive approach in learning.

It is necessary to develop gender-sensitive methodology of learning taking in mind all diversity of new social media and the social values generated by a society under the Internet impact.

The intensive e-Learning 2.0 implementation into the local tertiary could be rendered as an effective step to narrow the existing GDD in Ukraine.

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PLURALISTIC VISUAL REPRESENTATION OF OLDER CONSUMERS TOWARDS A MULTIDIMENSIONAL MARKET SEGMENTATION TYPOLOGY

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Abstract
In many western countries the population is getting older. The senior citizens living in our society today are often represented as eternally youthful, active and rich (Gullette, 2004; Bonstein & Theile, 2006; Loos, 2013). Good health is important for them. For many marketers they are potential customers who have to be seduced into buying anti-aging products. Television commercials and advertising are frequently using pictures of youthful, active and rich senior citizens to reach this goal. Other pictures, representing senior citizens as old fragile people needing services and products to help them to survive are all also used, but they are less frequent. Do we all want so badly to stay young that we are susceptible to images invoking 'eternal youth'? As individual differences between senior citizens increase as they grow older ('aged heterogeneity'; Dannefer, 1988), it is important to avoid one-dimensional stereotyping images. After first having discussed the literature mentioned above, we therefore present a framework, paying attention to the pluralistic composition of the older consumer market, based on the Life-Stage segmentation principles for marketing strategy development by Moschis (1996). We will illustrate this approach by presenting three Dutch marketing studies using a multidimensional market segmentation typology approach (Brouwer et al., 2005; Kasper et al., 2009; Booming Experience, 2012) and a Finnish dissertation (Suokannas, 2008). Finally, we will answer the question how a market segmentation strategy can be developed by taking into account the pluralistic composition of this group and avoiding stereotypic images with which older consumers can not identify.

Introduction
In many western countries the population is getting older. According to Stroud & Walker (2013, p. 21) in the USA, Northern Europe, Japan, China and India there were 375 million over-60s in 2010, a number which will have increased by 320 million over -60s by the end of 2030. This demographic trend will affect our society. So, Moschis (2012) argues:

> Life expectancy continues to increase around the world and, as the chronologically older segments seem to have more discretionary income and special needs, marketers have focussed a significant attention on older consumers. (…) Further, longer life expectancies have been causing greater diversities among aging consumers due to a greater variability in aging processes (e.g., health), social norms and roles that define age-appropriate behaviors, and environmental changes (e.g., economic, technological) Dorlett, Schwarz & Yoon, 2011; Jones, Higgs & Ekerdt, 2009; Pettigrew & Moschis, 2011). (p. 57)

The fact that individual differences between senior citizens increase as they grow older, called 'aged heterogeneity' by Dannefer (1988) has also consequences for market segmentation strategies aiming to target the pluralistic group of older consumers. So it is important not to treat the older consumer market as a homogeneous segment of the population, as much of previous consumer research has done (Moschis, 2012, p. 12). Moschis (1996) concludes:

> Because of differences in attitudes, values, and behaviours among older consumers, a 'shotgun' approach to marketing does not appear to be an effective strategy. A given marketing strategy may be effective with one category of older adults, while other groups of the mature market will find the same offerings less attractive. A more effective strategy to reach a heterogeneous market is to match company offerings with the needs of subgroups. Doing this calls for market segmentation and target marketing. (pp. 12-13)

Earlier studies on the mature market phenomenon has often relied on demographic segmentation and the use of chronological age as a segmentation variable (see for example Bone (1991) for an overview of 33 different segmentation methods for the mature market).
In section 3 we will present a framework, paying attention to the pluralistic composition of the older consumer market, based on the Life-Stage segmentation principles for marketing strategy development by Moschis (1996). We will illustrate this approach by presenting three Dutch studies using a multidimensional market segmentation typology approach (Brouwer et al., 2005; Kasper et al., 2009; Booming Experience, 2012) and a Finnish study (Suokannas, 2008).
Before we present this frame work based on a multidimensional market segmentation typology approach, we will first discuss in section 2 another trend which marketers should take into consideration: the role images play in our society. It is important that marketers aiming at the pluralistic group of older consumers take into account the impact of visual stimuli in their communication with the segments that compose this group. As individual differences between senior citizens increase as they grow older, it is important to avoid one-dimensional stereotypic images.
Finally, in section 4, we will answer the question how a market segmentation strategy can be developed by taking into account the pluralistic composition of this group and avoiding stereotypic images with which older consumers can not identify.

Using pluralistic visual representation of older consumers to enhance identification with marketing stimuli[1]
In the media the senior citizens living in our society today are often represented as eternally youthful, active and rich (Gullette, 2004; Bonstein & Theile, 2006; Loos, 2013). Good health is important for them. For many marketers they are potential consumers who have to be seduced into buying anti-aging products. Advertisements are frequently using pictures of youthful, active and rich senior citizens to reach this goal and at the same time they create new old age identities that can be both empowering and disempowering (see Suokannas (2005), van Selm, Westerhof & de Vos (2007), Williams, Ylänne & Wadleigh (2007), Suokannas (2008), Ylänne, Williams & Wadleigh (2009) and Christensen & Suokannas, (2010) for critical research in this field). Loos (2013) argues that other pictures, representing senior citizens as old fragile people needing services and products to help them to survive are all also used, but they are less frequent. He shows that even on the websites of the three Dutch senior citizens' organisations physical decay, as portrayed in art and literature (e.g. Covey, 1989, p. 697), is completely ignored. Do we all want so badly to stay young that we are susceptible to images invoking 'eternal youth'?
Now, there is undoubtedly a group of older consumers that is attracted by photos of youthful, active, healthy and rich older people, but there are also an awful lot who find it impossible to identify with such images. Healthy senior citizens with money and a partner are likely to have no trouble identifying with such photos. The picture of a vital older couple on a scooter at the top of the homepage of the Dutch 50PlusBeurs, the trade show for over-fifties, in 2010 is an excellent example:

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[1] Part of this section is based on Loos (2010, 2013).

Figure 1. 50 plus beurs Vier 't leven [Time to enjoy life][2]

Under the picture runs the caption: 'A warm welcome to the site of the world's biggest event for active plussers':

'Time to enjoy life!' This is the 2010 theme of the 50PlusBeurs. Drop by and discover undreamt possibilities. Learn from the workshops. Look at what the future has to offer you. Get information and advice. Taste, touch, smell and enjoy with all your senses. You'll be amazed at the range of exhibits. Enjoy the shows, indulge and treat yourself. Visit and compare. Enjoy a truly immersive experience at the 50PlusBeurs! [translation]

While this publicity is fine for rich, healthy older consumers having a partner, older singles in poor health and with little money will obviously not identify with the temptations described, and the chance that they will buy a service or product which is promoted with such images and accompanying text is likely to be small. In a study Loos (2009a) conducted into the role of images on websites, an older woman told him that she was terribly irritated by all the healthy, rich and radiant couples she came face to face with on many websites. She considered these images an affront to single senior citizens who were unable to spend a lot of money or were in poor health. Suokannas (2008) interviewed marketing practitioners in Finland and found some typical ways of how they constructed the older consumers in their talk. Older people, and especially those belonging to the big age-groups born after the second world war, were described by words as healthy, wealthy and in good shape. At the same time they were described as totally different when comparing to older people born before the second world war. This cohort was more thrifty and not used to luxury. How we are talking about people construct their identities and the images we see are connected to our language in use. Kress (1987) has argued as follows:

(…) we can expect to find in advertising and in its practices what we expect to find in society at large. In other words there is no point of looking for the language 'of' advertising rather we need to explore the operation of language 'in' advertising, as one aspect of the operation of language across and 'in' all of society. (pp. 123-124)

To sum up, marketers should be aware of the fact that identification with the images they use as marketing stimuli is crucial if they want to attract older consumers to their services and products. As different marketing practices construct different identities for older consumers finding out which are the appropriate communicative acts in connection with them is crucial.

Using a multidimensional market segmentation typology approach for pluralistic older consumers
We agree with Moschis who already in 1996 stated that "One common mistake marketers often make in developing strategy is believed to be the use of stereotypic profiles of older persons." (p. 2). Sixteen years later this warning is still actual as the following quote from Kotler & Armstrong's 14th edition of *Principles Of Marketing* (2012) gives the same warning:

Marketers must be careful to guard against stereotypes when using age and life-cycle segmentation. Although some 80-years-old fit the doddering stereotypes, others play tennis. Similarly, whereas some 40-year-old couples are sending their children off to college, others are just beginning, new families. Thus, age is often a poor predictor of a person's life cycle, health, new work or family status, needs and buying power. Companies marketing to mature consumers usually employ positive images and appeals. For example, one Carnival Cruise Lines ad for its Fun Ship features an older boomer and child riding waterslides, stating 'fun has no age limit'. (p. 217)

We fully agree with this warning, but it is remarkable that they do not elaborate on how a market segmentation strategy can be developed which avoids the representation of older consumers by stereotypic images with which they can not identify. It is exactly this question which we address in our paper. Therefore we will present in this section a multidimensional market segmentation typology approach. As a frame work we will use the insights of Moschis (1996, 2012), who emphasizes that older consumers should be researched in the context of the time and life circumstances in which they are embedded." (2012, p. 57) In stead of segmenting the mature market into age groups, Moschis (1996) proposes a Life-Stage model to explain older consumer behaviour:

(…) While many life-stage transitions are often related to aging processes (biophysical, psychological, and social), the movement is also influenced by the occurrence of recent life events. These life events should be considered in developing   a comprehensive model because they affect consumer behaviour directly or indirectly by influencing various aging processes. (…) A series of studies conducted by researchers at the Center for Mature Consumer Studies (CMCS) used gerontographics – that is, variables that tap the person's biophysical, psychological, and social states in life, as well as life key events that are likely to contribute to the older person's aging process (via stress disorder and role transitions (…) to produce the Life-Stage Model, which consists of four groups of older adults who are at four different stages in life (…). (pp. 37-59)

The four Life-Stage segments of the mature market Moschis distinguishes in 1996 (p. 59) are healthy indulgers (mature Americans, close to the baby boomers but "better off financially and settled career wise"), frail recluses ("people with chronic ailments who are likely to think of themselves as 'older persons'"), healthy hermits ("relatively more socially withdrawn or healthy but secluded") and ailing outgoers ("active and likely to maintain high self esteem"). For a more detailed discussion of the composition of those segments and their link with specific life events and its contribution to their psychological, cultural and social aging, we refer to Moschis (1996, pp. 59-62). It would be interesting to investigate if in 2013 these four groups can still be distinguished in the USA and other countries, but this is far beyond the scope of our paper. For the purpose of this paper we would like to recommend the use of the underlying principles of his Life-Stage segments of the mature market: focussing on life events and their contribution to the psychological, cultural and social aging of older consumers in order to develop a multidimensional market segmentation typology approach for this pluralistic group.

After Moschis *published Gerontographics. Life-Stage Segmentation for Marketing Strategy Development* in 1996, other marketing studies followed which did not take age as the principle criterion to distinguish older consumer segments. As an illustration of such marketing studies we now present at the end of this section three examples from the Netherlands (Brouwer et al,, 2005; Kasper et al. 2009; Booming experience, 2012) and we also present a Finnish dissertation in this field (Suokannas, 2008). Brouwer et al. (2005) distinguish

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[2] http://www.50.plusbeurs.nl

four older consumer types based *on life style*: the mentor, the recreant, the volunteer and the dependent. Another multidimensional market segmentation typology can be found in Kasper et al. (2009) who use an *economic* and a *health* dimension to typify older consumers as underprivileged and without vigour, underprivileged and vigorous, privileged and no vigour, privileged and vigorous. A third multidimensional marketing segmentation typology has been developed recently in 2012 by Booming Experience who present four types of older consumers based on *personality traits*: passive enjoying, active adapting, resisting and resigning. At first sight all three marketing studies are similar to Moschis' approach. In order to develop a multidimensional market segmentation typology strategy for this pluralistic group they use a quadrant with four types of older consumers which is not based on age, but they do not focus on life events and their contribution to the psychological, cultural and social aging of older consumers. Another similar multidimensional approach was presented by Suokannas (2008) in her dissertation where five different constructed older age identities were found based on advertisements and marketing practitioners talk which we present by a caricature[3]:

Figure 2a. The senior, withdrawing from society
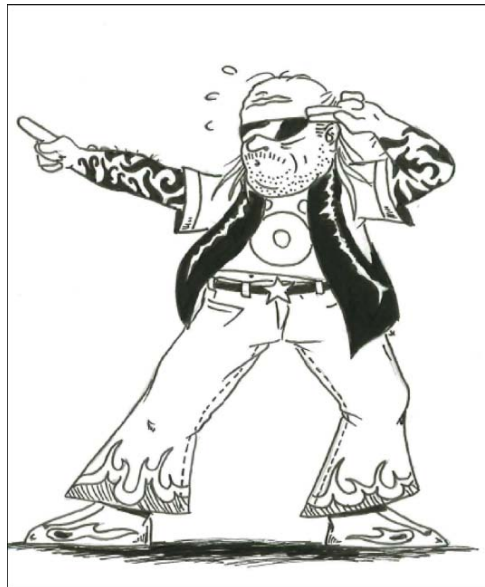
Figure 2b. The radical, changing the way of living as elderly

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[3] All caricatures were drawn by Juha Koivusalo (age 17) in 2008 for Suokannas' dissertation.

Figure 2c. The forever young, wanting to look and behave as younger people

Figure 2d. The hedonist, enjoying luxury

Figure 2e. The soulful emphasizing inner development and beauty

Conclusion: Involving older consumers in visually pluralistic market segmentation

In our paper we showed how important it is to keep in mind that individual differences between senior citizens increase as they grow older ('aged heterogeneity', Dannefer, 1988). Kasper et al. (2009) rightly note that in marketing studies:

> The image portrayed of senior citizens tends to be rather one-dimensional. They are either depicted as sick, sad and stuck looking out the window in pyjamas or typified as active bon vivants, wealthy habitués of Zwitserleven[4] beaches. Both are exaggerated stereotypes that bear little relation to reality. Finding a typology of senior citizens that could yield more than these stereotypes would therefore be well worth the effort. [translation] (p. 10)

In our opinion it is possible to avoid this pitfall by combining Moschis' gerontographic approach, focussing on life events and their contribution to the psychological, cultural and social aging of older consumers as a pluralistic group, with the use of their pluralistic visual representation to enhance their identification with images provoked by marketing stimuli. There is one question left which we will address in this final section: how to proceed in order to develop a multidimensional market segmentation typology strategy for the pluralistic group of older consumers? We propose the following three-step approach for marketers aiming to develop such a strategy:

(1) Conduct research to collect empirical data related to the life events and their contribution to the psychological, cultural and social aging of older consumers in your country. Use Moschis (1996) to construct your own Life-Stage segments. In case you do not have time or money to conduct such an empirical research, try to check if national research institutes conducted marketing studies which you can use. If such marketing studies do not exist or if the validity and/or reliability do not meet scientific standards, than use a study from another country as *an inspiration* for the *construction of your own* Life-Stage segments (see the three Dutch marketing studies presented in section 3 as an example). Do not copy foreign Life-Stage segments. Even neighbouring countries risk to be not comparable to your country due to differences on, for example, a cultural, demographic and/or socio-economic level.
(2) Organise focus groups (Morgan, 1998) with older consumers belonging to your country's Life-Stage segments. Check with them if *in their opinion* they belong to one of these Life-Stage segments and ask them why this is (not) the case. This will help you to avoid the stereotypic use of pictures.[5] Show them magazines and ask them to choose pictures with which they can identify, and ask why this is the case. A social semiotic approach[6] could be helpful in order to understand the impact of visual marketing stimuli on older consumers' attitude towards a service or product.
(3) Conduct a quantitative study among older consumers to check if the patterns related to Life-Stage segments including pictures which you found in step 2 are statistically significant.

If this is the case you will able to develop a multidimensional market typology segmentation strategy which takes into account the pluralistic composition of the older consumers group, enabling you to enhance their identification with the visual marketing stimuli and to reach a growing mature market.

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[4] Zwitserleven is an insurer of pension plans in the Netherlands.
[5] See also Bonstein & Theile (2006) for examples of such pictures and Gullette (2004) about the debate over "Positive Aging". Closely related to this is the concept of "successful aging" which aims at retaining your capacities (see e.g. Torres, 1999)
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POLITICAL IMAGE AS THE SUBSTANCE OF THE POLITICAL COMMUNICATION IN THE ERA OF POST-POLITICS

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Abstract
This paper presents the results of a research project which analyzed the commitments made by prime minister of Poland - Donald Tusk and his government in 2007 and 2008, and compares them with the content of articles published in "Rzeczpospolita" and "Gazeta Wyborcza" (the most opinion-forming newspapers in Poland) during the first 100 days as well as the first year of government. The author confronts two perspectives - classical, Schmittian sense of politics and the new one - post-politics (according to Z. Bauman, S. Žižek and J. Baudrillard). He proposes an aspectual definition of political communication which harmonize with the idea of the Fourth Estate. Finally author assumes that the key term in the present era of post-politics is an image. What counts are the visions, hopes, dreams, desires, just the image (picture perfect, masking defects, emphazing the benefits), rather than facts, figures, statements and an electoral programmes. This seems to be one of the most important communication barrier in politics - in the present era of post-politics.
keywords: mass media, image, political communication, post-politics, promises, fourth estate

Introduction
Edmund Burke (1729-1797) said once: *(...) There are Three Estates in Parliament; but, in the Reporters' Gallery yonder, there sat a Fourth Estate more important far than they all.* This mature conclusion left a distinctive impression on thinking about the role of the press and later - mass media. What must to be stress out is the fact that when we are pondering the idea of "Fourth Estate" actually we are thinking about a political communication indeed. But what is a present meaning of political communication in the XXIst century? To give an answer to this question we have to go back to the roots. To the classical meaning of words "political" and "communication".

The idea of political communication - definition
Considering the meaning of word "political" make us thinking of Carl Schmitt's "The Concept of Political" (1932). Schmitt argued that "political" - in another words - is the most intense and extreme antagonism. He also admitted that every concrete antagonism becomes that much more political the closer it approaches the most extreme point, that of the friend-enemy grouping (Schmitt, 2012: 255). Furthermore he pointed out that political concepts, images, and terms have a polemical meaning. They are focused on a specific conflict and are bound to a concrete situation. It is worth mentioning that - according to Schmittian perspective - in usual domestic polemics the word political is often used interchangeably with party politics. The inevitable lack of objectivity in political decisions, which is only the reflex to suppress the politically inherent friend-enemy antithesis, manifests itself in the regrettable forms and aspects of the scramble for office and the politics of patronage. He pointed out that the demand for depoliticalization which arises in this context means only the rejection of party politics etc. The equation politics = party politics is possible whenever antagonisms among domestic political parties succeed in weakening the all-embracing political unit, the state (Schmitt, 2012: 255). To sum up, "political" in this perspective means "polemical" - the articulation of contradictions.

Leaving aside issues of "politics", it is worth leaning over the meaning of word "communication", which takes its origins from a Latin. On the one hand, you can rely on Latin noun - *communitas, communitatis* - which means a community, bond and also connectivity, on the other you can count on another noun - *communio, communis* - which is community property, compliance, or a combination of features in common, the similarity of the compounds. The starting point in looking for meaning of this word may be the fourth conjugation verb - *communio, communire* - which can be translated as the fortification, security, strengthen, encourage or enter into such alliances - *communire foedus*. Also, the third declension of adjective - *communis, commune* - can be taken into account because it is explained as: a single, universally accepted, remaining in a relationship, or even social contact. In addition, this key word combined in such a special expressions like - *communi consensu* - which means with the consent of the general, the general agreement, and also - *opinio communis* - common view, or - *in communi* - that is for the common benefit, and - *in bonum commune* - for the common good. We also cannot skip adverbs - *communiter* and *communitus*. While the second translates as common, as the former one has a several meanings: together, in general, well, at the same time and for the overall agreement.

Now, when we combine these two words in one term - "political communication" - at first we are starting to think about this phrasing in a processual way. Both words, the first - "political" and the second one - "communication" - famously draws attention to what happens between the main actors of this process - government (political elites), mass media (media staff) and of course society (citizens - voters - recipients of mass media). Each of the actors in political communication has its own interests. However they can realize their aims only in the proper relationship with other actors. We can say that it is some kind of "checks and balances" relationship (according to Montesquieu). They "compete" and cooperate at the same time - of course in a democratic spirit. Otherwise, these interests do not make much sense. The purpose of politics is to communicate effectively with the public through the media and to gain the possible best self-exposure (ideas, programmes, actions and of course image) in the eyes of society - citizens, voters, recipients of mass media. The purpose of the mass media (in the normative perspective (McQuail 1983/2010: 168-189)) is credible mediating in interactions between government and citizens, who, placing them certain expectations, are their recipients, their consumers, and finally clients. The purpose of the society is to be reliably informed about relevant political issues that affect the life of every citizen and to keep a sharp eye on political elites - with the crucial support of the mass media (idea of watchdog - responsible journalism), which have been selected by voters - citizens - recipients of mass media. As we can see, the interests of each of the entities of political communication are dependent on each other and contribute some kind of system of connected vessels, which, even if temporarily, may have divergent interests, but at the end of the day all actors are interested in smooth functioning of the entire system. It means effective participation in the dynamic process of investigation to compromise, expose contradictions and blunting things in common in key political issues. According to Schmitt, this is a primary function of the state.

Based on the above findings "political communication" is a process of interaction between political elites, the mass media and the public, whose purpose is to generate a politically relevant content in media coverage, including monitoring, analyzing and commenting on current policies, periodically assessing the government for their campaign promises (and also the later ones) in the name of society – citizens / voters and also forming and expressing the attitude of public opinion to the policy and political elites, which are in power. This definition leads us to the idea of Fourth Estate.

The idea of Fourth Estate - hypothesis
Understanding the notion of Fourth Estate (as media used to be named) has been connected with distinguished typology of media power: power as a mediatization, power as an influence, power as a function and last but not least power as a control. First type of power (mediatization) concerns to the essence of media – process of getting to know surrounding world via media by mass audience. From this

perspective media become our window on the world and their power consist in creating frames of our perception. Second type of power (influence) is based on an expected relation between media and their recipients. This relation assumes that media with their facts, opinions and entertainment can possible change in some cases mass audience's definite point of view. However we have to bear in mind that this type of media power depends on intentional, not accidental influence of mass media. Third type of power (function) seems to be the most obvious one. Every object which is attributed to a specific function acquire definite power as a part of this function - media system (to inform, to comment, to analyze, to integrate, to entertain, to motivate, to educate, to socialize, to debate, to promote the culture etc.). Finally, fourth type of power concerns to the control idea of media so-called: watchdog. This is a crucial aspect of media power. Media as a great controller of government. On the one hand media should investigate authorities, on the other they should also assess politicians for their campaign pledges. Keeping promises should be and seems to be one of the most important aspect of being a politician. What has to be pointed out is the fact that in most cases - it's a working assumption - citizens voting is based on promises which have been made by politicians during elections. Voters want to believe that elected politicians who become a government will keep their promises. Nowadays – in the era of mass media – society seems to put their dreams about political promises redeemed into the media's hands. Media as a Fourth Estate ought to control political elite, judge them for their promises. Willingness to test this - in polish circumstances - was one of the main purpose of the extensive research which some results are presented beneath and which became a base for hypothesis contained in the title of this paper.

Assumptions and methodology of research

The main question of research was: Does polish media – prestige newspapers like a "Gazeta Wyborcza" and "Rzeczpospolita" – play a role of Fourth Estate in the process of political communication in Poland which means assessing government for their pledges? In this research I have checked quantitatively and qualitatively what parties (Platforma Obywatelska (ang. Civic Platform (PO)) and Polskie Stronnictwo Ludowe (ang. the Polish Peasants' Party (PSL)) and later Donald Tusk's government) have promised in electoral campaign in 2007 and straight after elections (during creating a government – October and November of 2007). Then I have analyzed content of polish newspaper in a time of one hundred days and a year after a swearing-in ceremony of Donald Tusk's government (February-March and September-October of 2008). In this time polish newspaper are judging polish government in special way (some kind of political / media ritual - see: Rothenbuhler 1998:78-89, 96-106) . There is a belief that if government will not put the planned reforms into practice in a first one hundred days or as a last in a first year of govern, it is much more probable that government will not carry these reforms out till the end of their term. That's why media attached great significance to the mentioned periods in which they try to sum up achievements of the government. (Every article in which one of this phrasings appeared - "one hundred days", "three months" or "a year", "twelve months" - was taken to the sample (One hundred days - "Rzeczpospolita" - 98 articles, "Gazeta Wyborcza" - 95 articles; A year after Donald Tusk's government was constituted - "Rzeczpospolita" - 67 articles, "Gazeta Wyborcza" - 48 articles)).

In the 2007 election campaign, politicians made numerous pledges. The winning parties – Civic Platform (PO) and the Polish Peasants' Party (PSL) – by publishing their party platforms on the Internet, made meaningful commitments. In this research I have assumed that in a democracy, society can rely on the media to execute political commitment – especially with acclaimed journalists from daily newspapers "Rzeczpospolita" or "Gazeta Wyborcza". The political opposition is in this case less reliable (own, political interests). It is the duty of journalist to account politicians of their campaigns and pledges for the purpose of fulfilling reader/viewer expectations.

To find out how "Rzeczpospolita" and "Gazeta Wyborcza" account politicians of their pledges, it was established, what kind of pledges PO and PSL made. Party platforms were subject to a quantitative and qualitative analysis. An extensive worksheet was created in MS Excel 2007 with all PO and PSL pledges made in campaign documents. These were then compared with pledges made by Donald Tusk, the head of the PO-PSL government, in his parliamentary exposé after swearing in the government by late president Lech Kaczyński. For the purpose of this research terms (operational definitions) were created, which in the belief of the author, made it possible to organize the analysis.

Due to the nature of making promises by politicians to voters, three types of pledges were distinguished. These were normatives, pledges made in party platforms, declarations and in the exposé; declaratives, which are commitments from press statements and interviews made by politicians, and lastly, speculatives or expectives, a promise, which journalists assumed politicians made or should have made. Referring to the above distinction, an analysis of pledges made by PO and PSL was conducted, based on party platforms[i] and daily newspapers "Rzeczpospolita" and "Gazeta Wyborcza" from November and December 2007.

The exposé of prime minister Donald Tusk from November 23rd 2007 was analyzed in the same way – the number of pledges made. It should be stated that a pledge was defined as every possible to independently distinguish, outside the sentence in which it occurs, postulated change or maintenance of *status quo* expressed in a volitional manner. One sentence could contain more than one pledge, in which case each was counted separately. For example, six pledges were stated in the demonstration sentence from PO's program: "Rationalizing the program »Study in Poland« and stationing the European Institute of Innovation and Technology in Wroclaw, promoting the careers and academic promotion of young scholars through a better scholarship system and increasing international mobility, introducing financial rules in selected prioritized research projects".

Promises often had a tendency to overlap. More than once they concerned the same issue, although presenting another aspect of it. For example, the promise of a "cheaper state" is connected with the promise to "decrease bureaucracy", and this in turn relates to the promise of "simplifying the legal system and improving its inner cohesion and transparency". Despite such tendencies, each of these promises was treated separately because establishing boarders between pledges and determining which is included in which would interfere too much with the intentions of the speaker. Especially since there is a premise in formulating a promises in a certain way. Pledges that were repeated were not counted additionally, however, their repetition was marked as having a higher exposition than in the case of others, which were mentioned just once.

Results of research

The research found that in the chosen sources and dates, the Donald Tusk's government made 647 pledges. If we were to sum the total number of pledges accounted (336) and redeemed (246) in both "Rz" and "GW" after 100 days and the 1st year of the government, and divide it in half, as 50% of the accounts, to a different degree, overlapped and not every redeemed pledge was such *par excellence* and others were in both dailies, all in all, the newspapers redeemed the government in 291 cases.

Table 1. Pledges, their account and redeeming – PO–PSL coalition government (2007–2008) in "Rzeczpospolita" and "Gazeta Wyborcza"

	Pledges	**Accounts of pledges**	**Redeemed pledges**
Fall 2007 (N,D,SvE)*	548	-	-
"100 days"	34	147	99
1st year in government	65	189	147
Total	**647**	**336**	**246**

* Sum of normatives, declaratives, speculatives vel expectants.
Source: Own research.

Conclusions

The results of research give something to think about. Namely, if newspaper looks favorably on Donald Tusk's government, journalists of this daily assess him for his pledges to a smaller degree and vice versa. In my research "Gazeta Wyborcza" were much more inclined towards PO-PSL's government, while "Rzeczpospolita" seems to be much more hard on ministers in Donald Tusk's government. Furthermore, leaving aside political sympathies, research proved a great differences in the discourse of these two newspapers reviewing after all the same government in the same time. It is not about opinions which are and should be different. It's about facts. Strictly speaking, what "Gazeta Wyborcza" regards as a keeping a campaign promise, "Rzeczpospolita" considers just the opposite, as a breaking a pledge or failing to keep a promise. When "Gazeta Wyborcza" used a word "already" describing a definite reforms of Tusk's government, "Rzeczpospolita" used a word "just". What must to be pointed out is fact that "Wyborcza" very often wrote about different promises than "Rzeczpospolita". Donald Tusk's government was also praised and criticized for different actions by analyzed newspapers. This alarming conclusions show polish political communication in a bad light. As it turned out polish discourse of prestige newspaper seems to be very deeply divided. That's why Wyborcza's reader will have a serious problems with reaching an agreement with Rzeczpsplita's reader – in opinions and facts about polish political communication and effectiveness of a current government.

To sum up, my research seems to revealed some of dysfunctions of polish political communication. After all the most opinion-forming newspapers in Poland seem to assess politicians for their promises, but they do it in a different way and various scale (problem of political sympathies and bias journalism), whereas numbers of promises – what was proved quantitatively – made by politicians during a campaign and straight after increase in every next day of govern. Politicians are fond of permanent talking about future and what "will" be, not what is now, what was carried out, how many promises were redeemed. They just simply prefer to make a new promises (changing, narrowing or widening elder one's) over and over again.

Discussion - toward post-politics

With results like this, other research questions arise: why did the media account the government of only 45% of the issues they promised to manage? Is that a lot or a little? Media cannot write about everything as they are restricted by the place and time of working on journalistic material, however, through this explanation, we assume they prioritize and chose the most important issues, convinced they are doing it for the benefit of society. Other questions which should be posed concern the number of pledges made – why do politicians promise so much if the media account them of only the most important ones? These concerns may indicate that the presented study, which was based on normative, structuralist and functionalist perspective (Lewellen, 2003; See also: Imbeau et al., 2009 and Pétry et al., 2009:65-82) seems to be not adequate to present politics?

From Schmittian perspective promises - which were the main topic of research - are a part of a social contract with voters, who believe that this particular political platform, this politician, after winning the elections, will keep his word. However, one has to be aware that an equally important, if not prevailing altogether, factor influencing political decisions, is an image itself, understood in terms of marketing. Perhaps here lies the answer to allegations on naively believing that voters are familiar with party programmes or promises, never intended to be kept in the first place.

Zygmunt Bauman has noticed that - nowadays - we live in the "casino culture" which instantaneous and episodic announce the end of "our well known politics" (Bauman, 2008:193). We could say - an Schmittian politics. Bauman convinces that we are living in the era of fast foods - quick thinking and quick talking. Times of long, four hours Lincoln's speeches are gone forever. Today politicians need to think and talk with fast, witty catchphrases which draw impatient attention of television. Slavoj Žižek put it straight: "Post-politics thus emphasizes the need to leave old ideological visions behind and confront new issues, armed with the necessary expert knowledge and free deliberation that takes people's concrete needs and demands into account" (Žižek, 1999a:198). He underlines that post-politics is not a conflict between the great ideological visions materialized by various parties, but the collaboration of enlightened technocrats (economists, public opinion specialists, etc.) and liberal multiculturalists. The purpose is to gain a compromise - more or less universal (Žižek, 1999b).

Bauman has remarked that Wladimir Putin and Tony Blair (representatives of the new era - era of post-politics) wisely avoided in their campaigns lecturing political programmes and conceptions (Bauman, 2008:193). In the name of building attractive image in exchange for demanding, difficult to understand ideas of ruling and sense of their philosophy of power (ideology). Simon Hoggart from "Guardian" - describing the main criterion of post-politics - wrote once (Hoggart, 2000):

> "Tony Blair gave an important talk to the newspaper conference yesterday. Not for the first time, I was struck by the way a Blair speech is closer to a musical composition than to mere rhetoric. Like a piece of music, its aim isn't to inform but to create good feelings. It's no more about facts and policies than the Pastoral Symphony is an examination of the common agricultural policy.(...) Nobody ever finished listening to a Blair speech and said, "well, I learned something there". Instead they praise the bravura performance and enjoy the afterglow created by the mood".

Today political marketing is, in a sense of post-politics, a part of so called "the democratic performance", which indirectly justifies and legitimizes policy model in which images - media representations - are more important than the content of political programmes, making a promises by political elites or political visions and ideas of changing anything. It seems to be that the present world is not inhabited anymore by *homo seriosus*, the man who embodies the idea of discovering the truth, not afraid of conflict and struggle, tied to his identity, family, country and place. The new world - world of post-politics - is a place where the truth is not a fundamental value, there reigns *homo rhetoricus* for whom discovering the reality is connected with trying to manipulate it, create it. The truth isn't timelessness and incontrovertible. The truth is what has been recognized as it (Kusiak, 2011:173).

Next to Wladimir Putin and Tony Blair, often described as a glaring example of the end of the Schmittian politics/ideology is Silvio Berlusconi. His political program seems to be structured like a TV programming - everyone will find something interesting. Such politicians as he is will be the main beneficiaries of the end-time of a great ideologies. In the era of post-politics the main substance of political communication is an image - media representation. In other words - the expression and impression. This perspective show in fact how "new politicians" can easily promise people anything without even wishing to implement these commitments.

The author of this article - in presented research - assumed that voter decisions are rational and certain politicians chosen because their diagnose of Poland's problems and the proposed remedies (election promises) seem justified, pragmatic and efficient. If that were not the case, it would mean voters are guided by feelings or impressions on the party image and its leaders. The question is not what really is, but how it is perceived. It ennobles the media and makes them "rulers of the mind" – as a result of civic apathy (Blumler and Gurevitch, 1995).

If the above diagnose is a true, then hopes connected with the quality of public debate, its substantiality, should be sought in media and journalists, who through their texts will convince voters that promises are made to be kept, campaign programmes written to be implemented, and political parties accounted for their actions. This is indeed the charm and potential of media studies. Bernard Marqueritte was right bringing up the diagnose of Jack Fuller, who believes that the fate of media is strictly connected with the world of politics: "Where media are weak, don't have the trust of society or just don't give honest, in-depth information allowing individual judgment, people quickly lose interest in public life, stop thinking about the common good and stop voting"(Fuller, 1996/1997, cited by Marqueritte, 2009:253). Bauman admitted that:

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"If the orthodox authorities are still around they need to compete with celebrities in the limelight on terms which seldom work in their favour, and certainly strip them of the privilege they once enjoyed. The humdrum, dull and altogether unspectacular business of traditional politics is ill fit to strike the eye among the crowd of competitors, and if it succeeds, it won't be likely to attract many watchers, let alone hold their attention for as long as it takes to see the business through. TV quizzes daily reiterate the message that the date of the third wedding of a pop star or a footballer's scoring a hat trick count for as much as who won the last war or the year in which women gained electoral rights" (Bauman, 2008:193)

As Davis Merritt pointed out, such a situation results directly from the quality of journalism:

"It is not a coincidence that the fall of journalism and the fall of public life are taking place at the same time. In modern society, they are interconnected: Public life needs the information and perspective that journalism can provide, and journalism needs a viable public life, because without [the latter] there is no need for journalism" (Merrit, 1995, cited in Marqueritte, 2009:253).

Furthermore Bauman has noticed in a great way a distance between Schmittian politics and post-politics - between authority and idolatry (in a background there is always a key role of mass media - the creator of images of present politicians):

"Politics with a capital `P' needs leaders with authority. Life politics, on the other hand, needs idols. The difference between the two cannot be greater, even as some leaders happen to be idolized while idols sometimes claim authority by pointing out the massiveness of their worship. Politics is many things, but it would hardly be any of them were it not the art of translating individual problems into public issues, and common interests into individual rights and duties. Leaders are experts in such translation (...)" (Bauman, 2008:201).

In a similar way wrote Jean Baudrillard, the adherent of the idea of the post-politics:

"(...) We are still in the same boat: no society knows how to mourn the real, power, the social itself, which is implicated in the same loss. And it is through an artificial revitalization of all this that we try to escape this fact. This situation will no doubt end up giving rise to socialism. Through an unforeseen turn of events and via an irony that is no longer that of history, it is from the death of the social that socialism will emerge, as it is from the death of God that religions emerge. A twisted advent, a perverse event, an unintelligible reversion to the logic of reason. As is the fact that power is in essence no longer present except to conceal that there is no more power. A simulation that can last indefinitely, because, as distinct from "true" power - which is, or was, a structure, a strategy, a relation of force, a stake - it is nothing but the object of a social demand, and thus as the object of the law of supply and demand, it is no longer subject to violence and death. Completely purged of a political dimension, it, like any other commodity, is dependent on mass production and consumption. Its spark has disappeared, only the fiction of a political universe remains (...)" (Baudrillard, 2005:37).

What must to be stress out is the fact that at the moment we are dealing with a sort of a media legitimization of power - a new type of legitimacy - due to expansion of electronic media (mainly TV). It depends primarily on the attractiveness of a media image, the skillful presence in the mass media, the specific characteristics considered as a media attractive and efficient which is connected with extra abilities to express yourself effectively in front of the lens and microphones of the mass media. In the Schmittan era of politics the most important were political issues, today - in the era of post-politics - the most important seems to be a symbolic issues. There is no politics in XXIst century without mass media. If somebody is not present in mass media, he is condemned to a political non-existence - so called "social annihilation" (Skarżyńska, 2005:315). In another words: this is important, what is said in the mass media.

In this context it is worth reminding a well-known rule of marketing. Namely, "person is a message" (Seitel, 2003:172-173). It means that nothing but person of politician (his image, impression) has a bigger impact than what he has got to pass (ideas, ideology, beliefs and of course also pledges). It is said that television programmes saturated with an affection caused an agitation, a sort of a physiological processes, analogous to the processes which are accompanying experience of emotion in the natural conditions of life. It turns out that the media presentation (image) of politician is the main and the most effective means of presenting themselves to the audience (recipients - citizens - voters) (Skarżyńska, 2005:321). Fraser P. Seitel already draw attention to - announcing somehow present times - "era of post-politics" - the criterion of liking. It is not about the political programmes. It is not about the ideology. It is also not about political pledges and keeping promises (Seitel, 2003:173). It is about image and impression - a great impact on the audience of political spectacle. Here we are reaching an idea of politicotainment (criterions of infotainment adapt to politics (Dörner, 2001; Riegert et al., 2007)). In present we are even talking about somewhat of television's leadership or better - television's primacy. TV is not (is not able?) fulfilling the idea of watchdog - assessing politicians from their pledges (lack of time, request of dynamism, pressure of entertainment - tabloidization etc.). TV is not controlling politicians. It is just the opposite - TV is authorizing politicians in the awareness of public opinion (Sajna, 2006). Not by what they say, but by how they look, how they present themselves, in that they are simply appearing.

Jean Baudrillard - many years ago - has described this condition in the following manner:

"Even though the political has long been the agent of nothing but spectacle on the screen of private life. Digested as a form of entertainment, half-sports, half-games (see the winning ticket in American elections, or election evenings on radio or TV); like those old comedies of manners, at once both fascinating and ludicrous. For some time now, the electoral game has been akin to TV game shows in the consciousness of the people. The latter, who have always served as alibi and as supernumerary on the political stage, avenge themselves by treating as a theatrical performance the political scene and its actors. The people have become a public. It is the football match or film or cartoon which serve as models for their perception of the political sphere their own opinions in the daily opinion polls. Nothing in all this engages any responsibility. At no time are the masses politically or historically engaged in a conscious manner (...)" (Baudrillard, 1983:37-38).

To sum up, it must to be pointed out that in the era of post-politics politicians don't want to be outstanding. They don't want and they aren't statesmen. They simply don't have to. It is not a proper criterion in present days. This Schmittian perspective is gone. Followers of post-politics admit that we are living in a times when ideological conflicts and differences are ended. That is what counts now is the image and the ability to effective administrating, not governing, but managing. Politicians want to be liked. They want to be like buddies of their voters, as closer them as it is possible - via mass media. It seems to be that a great part of the electorate of present political parties is guided by feelings or impressions on the party image and its leaders. It would then mean a triumph of package over content, handshake and smile over substantial discussions, illusion over reality. Perhaps this is the core of modern (post-modern) political communication (post-politics),

which has begun to function as a comedy series and soap operas. What counts are vision, hope, dreams, aspirations, image (perfectly masking the faults and showing-off successes), not facts, numbers or accomplished and accounted campaign programs. In which case, political reality would have been substituted by the media world of politics (it is worth reminding the idea of mediatization of politics (Mazzoleni and Schulz, 1999; Schulz, 2004; Strömbäck, 2008;) and of course the idea of politicization of media (colonization of media by politics (Meyer, 2001; Hallin et al., 2002; Street, 2005). This seems to be one of the most important aspect of communication barrier in politics - in the present era of post-politics.

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[i] Two PO's election programmes were analysed: *Podstawy programu politycznego Platformy Obywatelskiej RP. Polska Obywatelska. By żyło się lepiej,* Warsaw, 2007 and *Program wyborczy Platformy Obywatelskiej. Polska zasługuje na cud gospodarczy. By żyło się lepiej. Wszystkim!*, Warsaw 2007, along with the suplement *Roz. XI Wolni obywatele w bezpiecznym państwie*, www.platforma.org/pl/program/ [access: 24.04.2010]. PSL also prepared two programmes for the 2007 elections: *Polskie Stronnictwo Ludowe. Razem tworzymy lepszą przyszłość. Narodowe priorytety PSL na lata 2007– 2011,* Warsaw 2007 and *Polskie Stronnictwo Ludowe. Nadzwyczajny IX Kongres PSL. Stawiamy na normalność – Polska lepszych szans. Deklaracja Polskiego Stronnictwa Ludowego*, Warsaw 15th April 2007 r., www.psl.org.pl/dokumenty/ [access: 24.04.2010]. PO documents altogether had 194 pages, PSL just 22.

PRESENTATION OF ECONOMIC SITUATION IN GREECE BY TURKISH PRESS

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Abstract

With developing technologies and increasing possibility of people to reach information by using media has gained an importance for societies' and governments' daily life in terms of international and diplomatic relations. But this importance has to dimension in terms of developing good relations or producing negativity and hostility. Because of this in the information era media has a powerful effect on societies in terms of defining what they would think about others societies, ethnicities and minorities. For example, the relationship between Turkey and Greece has a historical perspective that generally depends on negativity and hostility. This process has witnessed so many different situations and events that effected the relations negatively but most badly effective part of the situation is media. Generally in two countries media always want to produce and use negativity in its news coverage because of its familiarity to negativity and hostility. In so many events media organizations of two countries has embraced biased approaches, beside this it always want to perpetuate hostility among societies. In this study we will analyze the presentation of economic situation of Greece by Turkish Press after economic crisis in terms of producing negativity and highlighting unfavorable discourses. In the content of the study, discourse analyze method will be used as a method and generally study will focus on coverage and discourses of news about economic situation of Greece after crisis. The study also aims to show what kinds of stereotypes is used to produce negativity analyzed by using discourse analyze method.
Keywords: Economic Crisis, Media, Discourse and Negativity.

Introduction

Governments especially in democratic societies are compulsory to strengthen and continue for providing and producing social consent. Consequently, power groups continue a hegemony struggle on public opinion. Discourse produced in news is the most important vehicle for hegemony struggle. By making first definition about some events, power owners produce news materials and they produce meanings for strengthening their status quo. Because of news media's usage these definitions, it affects perception of people about events and agenda of society.

Moral panic has come into picture as a method used by governments and power owners to persuade people. Not only governments but also opponent groups in political spectrums use sometimes moral panic as a method to form their own hegemony and strengthen status quo or weaken situation of opponents. Emphasize to abnormal by media, showing some events as threat for society, defining normal, defining obvious thing to do, defining precautions against threat and repeating of these kinds of events cause to formation of moral panic. Events used for production of moral panic can be new and also by highlighting old events, moral panic can be produced. These events can be deviant behavior, wave of crimes or a process discomfiting the society. Sometimes as in the subject of this study, it can be economic crisis and problems of neighbor country.

This study takes in hand and analyzes discourse structure that how Turkish press presented economic problems and crisis of Greece which is neighbor and competitor of Turkey. Main discourses of published news are assumed that people in Turkey should learn a lesson from economic situation of Greece and Turkish people should thank to God for their economic situation and they should support their government.

Under these circumstances, how economic problems of Greece were used by power owners and Turkish press to form their own hegemony and produce social consent and this reality was analyzed with using discourse analyze method by fallowing the studies about moral panic having an importance in literature of Cultural Studies.

What Is Moral Panic?

Communication studies have been focusing on different topics for a long time with using different ideological and theoretical approaches in order to define or explain situations, problems and tendencies in social structure. One of these subjects is Moral Panic. It is an interdisciplinary area which is interested so many different disciplines such as law, psychology, communication, sociology. The concept of the moral panic expands our understanding of social structure, social process, and social change. It integrates concepts from a variety of disparate areas – deviance, crime, collective behavior, social problems, and social movements. Moral-Panic is always defined in a narrow conceptual framework and that is why, it was not accepted as a discipline which covers the problems in the region of deviance. Consequently, moral-panic is handled as witch hunting which is an exceptional situation (Ungar, 2001: 276).

According to Young, (2009: 6) who is an important person in the moral-panic discussion, the roots of moral-panic are in the big changes experienced in the value systems and the relations of production and consumption in western societies. That is, it is in the postponed pleasures and these pleasures which must be explained immediately are within the changes about the world. Cohen who claimed the concept of moral-panic and who is accepted as creator of the discussion of moral-panic says the emerging process of moral-panic like this. According to Cohen (1972: 9) a case, part, person or a group of people arise in the form of threat oriented social values and interest. Cohen's conception of moral panics includes the dimension of public concern. For a classic moral panic to erupt; there must be some latent potential on the part of the public to react to a given issue to begin with, some raw material out of which a media campaign about a given issue can be built.

Similarly, moral-panic comes into picture when some dynamics such as dominant idea in social structures, social values, considers, ethnic roots feel themselves in danger. There is a dialectic relationship network in the basic of moral-panic which can produce the ideology of necessity that social values must be protected and also this relationship legitimizes moral-panic. Therefore, looking from only one perception will cause not to make a realistic description while defining moral-panic. With thinking regular changes in social structures, ideologies, social value systems etc. it cannot be unexpected to experience transformation in moral values. Consequently, moral panic is always changing under these circumstances. Moral Panics can take place at any time in society with either little or no warnings. It can characterize itself in many different ways and can disappear as rapidly as it may appear (Wallace and Wallace, 2006: 16).

Supporting this idea, Goode and Yehuda (2009: 55, 62, 67) mentioned three kinds of moral panics in social value systems and all of them have different working mentality. First is "The Grassroots Model" in which panic is always in origin of society and the concern the public feels is widespread, even if mistaken, and is touched off by a feeling that something of value to the society at large, or a wide swath of it, is under threat. Second is "The Elite-Engineered Model" and it argues that the ruling elite causes, creates, engineers, or "orchestrates" moral panics, that the richest and most powerful members of the society consciously undertake campaigns to generate and sustain concern, fear, and panic on the part of the public over an issue that is not generally regarded as terribly harmful to the society as a whole. The last one is "Interest-Group Theory" which is the most common approach to moral panics has been from an interest-group perspective. In the interest-group perspective, professional associations, police departments, portions of the media, religious groups, educational organizations, and so on, may have an independent stake in bringing an issue to the fore, focusing attention on it or transforming the slant of news stories covering it, alerting legislators, demanding stricter law enforcement, instituting new educational curricula, and so on.

To put in a nutshell, moral-panic is a deviant behavior which is perceived by taking in to account the power relations in the social structure or it is manipulation and exaggeration of crime. Putting moral-panic in a specific conceptual framework does not give permission for removing of complex and detailed structure of moral-panics. Moral-panic display differences in terms of requirements and context and it contains these differences its own core. From looking this perspective, Cohen wants to attract attention variability of moral-panic process. In respect of Cohen (1972: 31) moral-panic contains the huge amount of exaggeration, which is about the number of people joining the events and violence and impact, of the events. Of course this does not come about spontaneously but this is a result of complex interaction of behaviors and reactions which include various elements.

These elements were characterized by Goode and Yehuda (2009:37-43) in a conceptual frame works and according to them the concept of the moral panic is defined by at least five crucial elements or criteria. They are;

- Concern – There must be awareness that the behavior of the group or category in question is likely to have a negative impact on society.
- Hostility – Hostility towards the group in question increases, and they become "folk devils". A clear division forms between "them" and "us".
- Consensus – Though concern does not have to be nationwide, there must be widespread acceptance that the group in question poses a very real threat to society. It is important at this stage that the "moral entrepreneurs" are vocal and the "folk devils" appear weak and disorganized.
- Disproportion – The action taken is disproportionate to the actual threat posed by the accused group.
- Volatility – Moral panics are highly volatile and tend to disappear as quickly as they appeared due to a wane in public interest or news reports changing to another topic.

These five elements is seen as enough to explain and explore the term of Moral Panic but according to some different perceptions and approaches from different disciplines add some different formations and process to explain and define Moral Panic. For example, there are some academicians who want to take in handle Cohen's comprehensive approach with a simpler point of view and they seek to explain the concept of moral-panic by analyzing examples. According to their perception, Moral-Panics are processes that produced after complex relations and this prevents experts from evaluating moral-panics from a realistic point of view in a short time.

Especially after media's surrounding personal and social life comprehensively, moral-panics produced by media cannot be criticized and evaluated from a critical perception ant this cannot be realized in a short time. In this context, especially by considering reflections and presentations of examples in media outlets, some generalizations and simplifications were made in Cohen's moral-panic definition. Moral panics are in essence controversies that involve arguments and social tension and in which disagreement is difficult because the matter at its center is taboo. The media have long operated as agents of moral indignation, even when they are not consciously engaged in crusading or muckraking (. Simply reporting the facts can be enough to generate concern, anxiety or panic (Cohen, 1972: 16). In respect of Goode and Yehuda (2009: 22) Cohen launched the term moral panic as a means of characterizing the reactions of the media, the public, and agents of social control to the youthful disturbances. In this reason, moral-panics are produced consciously in order to prevent social unrests and changing of value judgments in social structure**.**

Moral Panic and Media
Moral-panic occurs after merging of the definition of crime done by media for public and panic atmosphere which has deep roots in social structure (Hall at all, 1978: 165). Implicitly, media accelerates and simplifies the formation and control of moral panic. Acceleration of media like this in terms of moral-panic creates a public anger and fear spiral, repressive control mechanism as police and official channels, fantastic crime waves (Young, 2009: 6). Moral-panics produced by media texts create negative value judgments in such cases. This proves the dominance of moral-panics in the function of media in terms of not only professional practices but also media structure. As the term 'moral panic' is increasingly used as a term of abuse to refer to the activities of journalists that defy professional disciplinary norms so the idea of a moral panic is elaborated as an elaborate media scam, a deliberate attempt to 'spin' social problems (Cavanagh, 2007: 6). Implicitly, moral-panics contain economic and structural processes determining structural dynamics of media. Indeed, in an early discussion of the idea, Jock Young (1971) noted that the commercial media have an institutionalized need to create moral panics (Quoted, Garland, 2008: 15). On this account, the media 'fan public indignation' and 'engineer' moral panics in order to generate news and appeal to the imagination and concerns of their readers (Garland, 2008: 15).

In respect of Goode and Yehuda (2009: 90) moral panics may have multiple origins, one of which is word of mouth emanating from the street, but the media nonetheless remain their most effective source and conveyance. Clearly, then, moral panics are driven by more than gossip, rumor, and urban legends: today, they are usually expressed in the mass media, and in abundance and great profusion. Especially moral-panics can provide a huge amount of news material in the professional media organizations and this solve the problem of finding mediated content for media outlets. Beside this, transmitting of moral-panic in negative and interesting discourses is appropriate with media's giving more places to negativity in its outlets. According to Reiner (2002: 380) presentation and narrative of crime and violence has become an important part of content of mass media for a long time. Similarly, Hall stated (Hall at al, 1978: 67) that media approaches crime and violence so sensitive because of their being beneficial news sources. Moreover, it is undeniably true that media is originator and beneficiary of moral-panic discussion. Because, sensation created by moral-panic increases sales of newspapers, entertains readers and when the story becomes attractive, it starts to produce new news and comments; spokesmen become biased and the phenomenon of deviant develops (Yıldız and Sümer, 2010: 40). This proves the thesis of Young which claims that behind the production of moral-panics there are economical and institutional expectations.

Moral-panics' becoming a requirement of media and moral-panic's naturalization and banality in media perception caused structural and functional transformation of media. Especially becoming media as fourth estate and watchdog role for public in terms of social benefits makes it not to serve it to make true clear for public opinion. Not to serve as a fourth estate causes media's is being criticized in terms of its legality. In the wake of the news written for producing moral-panic brings on experiencing media's legality crisis in the eye of public. In order to avoid this crisis, news including moral-panic should be loaded with social messages about public opinion. In this context, media produce moral-panics and fumes in order to generalize its news for public opinion and prove readers its interest about their expectations (Garland, 2008: 15). That the mass media carry a narrative that both titillates and condemns, that it both amplifies the problem

and provides explanations and outcomes (particularly 'the nemesis effect') that serve to confirm consensual images of society (Young, 2009: 6). Cohen prefers to make an analysis of formation of moral-panics by putting media and its owner in the core of his analysis. Media is accepted as a most beneficial and functional vehicle in the production of moral-panics and formation of moral-panics in the collective consciousness. In this context, moral-panic, which is formed by political powers, dominant ideologies or dominant social formations, in media studies is taken in hand as mediated deviant and separatist attacks directed to social values, minorities and groups; also these groups and persons are forced to believe ideas in moral-panic.

Findings
The Discourse Analysis of News about Economic Crisis in Greece
Analyzed news was selected among news published by Turkish press in 2012 and 2013 years. As necessity of discourse analyze, all news published by this time period was analyzed but suitable news for purpose of the study was selected for content of study. Some parts of news consist of the very daily improvements about economic crisis of Greece. Another part of news consists of explanations and efforts of Prime Minister Tayyip Erdoğan and Deputy Prime Minister Ali Babacan to persuade Turkish public opinion in terms of showing their economy policies as beneficial and convincing public opinion of some economic precautions. Especially analysis focuses on word selection and rhetoric of news and thanks to this discourses produced in news structures will be shown.

First group news is generally about situation of people being influenced from economic crisis in Greece and Greece Government's efforts to stop economic crisis. Greece started privatization to escape from economic crisis and paying attention of Turkish businessman to privatization in Greece form important titles of news. On 21st March, Sabah released full page news with using title of "Warm interest to Neighbor's properties" and news specified that Turkish businessman came into privatization for buying 50 billions Euros such as energy, port, land etc. News discourse was formed according to Greece's stranding because of economic crisis and news discourse also highlighted Turkish firms as saver. In fact, news was written to implicate an economic superiority and this can be understood from general meaning of news. Posta in same date used title of "Greece knocked Turkey's door for privatization" and same information was taken in this news and news discourse emphasized that Greece struggling with economic crisis accepted Turkish firms as saver. On 20th August Star published similar news on its first page and news title is "Turkish firms applied for Greece ports". Subtitle of news gave information about the process that Turkish firms blockaded Greece ports. Words "struggle" and "blockade" used for defining situation of Greece were used to strengthen rhetoric of news and news discourse. News also emphasized that Privatization Follow-Up Committee of Greece is meeting with Turkish firms and by selling ports Greece avoid salary cut of its workers and citizens. Due to Turkish firms, Greece can pay their citizens' salaries. News published on Milliyet on 28th August used title of "Cheap state airplane from neighbor" and it has similar implication with former newspapers. Usage of word "neighbor" for Greece is reminiscent of despising instead of being close each other. News gave detailed information about this selling that Greece put up a state airplane which has 13 passengers capacity for sale. Words "cheap" and "selling of airplane" includes despising about Greece. News published by Taraf on 29th August used title of "Neighbor will use properties of church" on and according to news narrative beside selling a small state airplane and islands, Greece declared to use properties of church for necessity of the country. In news discourse it is emphasized that Greece is in a difficult situation and its last solution to economic crisis to dig into properties of church to pay current debts. On 21st September, Takvim produced a similar discourse about bad conditions of Greece with using title of "Neighbor will sell everything".

News also emphasized selling list of Greece which includes places, islands, airports, marinas, ports, ways, national oil company, national post office, lottery organization, historical assembly building in London to produce a discourse despising Greece and its "hopeless plight". News also specified that Greece tries to sell what it has like an bankrupted businessman. This information was tuned into news in Ortadoğu at the same date with using title of "Greece is preparing to big sale" in order to produce similar news discourse. Hürriyet published its news about the subject on 1st November 2012 with using title of "Greece is beating the clock" and news gave some information that Greece's Gross National Expenditure has decreased in the ratio of 24 percent for 5 years and its debts have increased to 346 billion Euro. Sentence of "beating the clock" in news title implicated that Greece is going to its end and it has limited time to escape from collapse. These kinds sentence of usage in news reinforced despising discourse of newspaper about Greece. Similar news was published in 2013 by different newspapers. Posta on 5th march 2013 published its news with using title of "Neighbor will be rescued by Turks" and news also said that Turkish Prime Minister Erdoğan aims to increase business capacity between Turkey and Greece from 5 billion dollars to 10 billion dollars in Turk-Greece Business Forum. In order to achieve this commercial increase, 25 commercial deals were signed in this business forum. Discourse of this news was reinforced by publishing news on the same page with using title of "Praise from IMF to Turkey" and it has a news frame implicating "our situation is well but neighbor (Greece) is collapsing". June and July of 2012 Turkish newspaper gave place electricity crisis of Greece on their pages. On 24th June 2012, HaberTürk used title of "Electricity of Greece will be brought by international energy firms because of Greece not paying electricity dept and energy firms may stop to sell electricity to Greece. In same information was tuned into news in Takvim under title of "Neighbor is in darkness". News discourse highlighted last information about bad situation of Greece and news emphasized cutting down of electricity even country stays in darkness. Türkiye and Sabah in 8th July published their news and according to discourse of news 80 thousands families in Greece could not pay electricity dept and now they are in darkness. News aimed to produce a discourse emphasizing Greece's being caught short and even its citizens are in darkness. Beside this, discourse of the news produce another discourse which has some implications to Turkish citizens that think about Greece bad situation and you should thank to God for your well situation. In fact, by publishing this news, newspapers produced a general discourse praising Turkey's economic situation and the discourse also produce social consent to economy policies of Turkish government.

On 13th January 2013 Milliyet and Türkiye published their news and they highlighted information that "Greece Prime Minister Samaras' Airplane had problem for returning because of its fuel debt". Milliyet used title of "Panic of fuel debt in Samaras' Airplane" for news and according to news this shows sorrowful economic situation of Greece. Greece did not pay its fuel debt to fuel company and this caused a problem but Greece Economy Minister solved this problem by paying 5 thousands Euros as installment. Not being able to pay a little amount money by Greece was framed to show and strengthen its discourse about sorrowful economic situation of the country. Türkiye published same events with using title of "Airplane of Greece Prime Minister was pledged in airport". The word of "pledge" was selected to emphasize poorness and desperation of Greece in news discourse. Subtitle of news also has same emphasis such as "Fuel amount was not found" and all of these kinds of sentence and words usage includes a negative discourse consists of poorness, desperation and despising about Greece. Moreover, news also produced a discourse warning Turkish public opinion to thank for good economic situation of Turkish Government.

In the second parts of analyzed news, it was highlighted that discourses produced by Turkish Government Members to produce social consent about their implementation by giving Greece bad situation as examples were analyzed. One of the most important of this news is reaction and explanation of Prime Minister Erdoğan to Kemal Kılıçdaroğlu who is General Director of CHP and said that economic situation of Greece is better than Turkey. ın this explanation, Prime Minister Erdoğan said that "claims of Kılıçdaroğlu is not realistic because now Greece explained its general population as decreasing because it wants to show its Gross National Expenditure as increasing in order to manipulate whole world. Beside this, purchasing power of people in Greece has been decreased rapidly because of economic situation of the country. Moreover, Greece which is begging 100 billion dollar from European Union is not an example to Turkey for comparing". Greece reacted to these explanations especially "beggar" comparison of Prime Minister Erdoğan and Spokesman of Greece Government said that Turkey has to work so hard in order to reach Gross National Expenditure of Greece at this moment. Moreover, Greece Press also reacted to explanations of Erdoğan and "beggar" comparison was defined as repulsive. As it is seen in this news, economic crisis of Greece have been still used by Turkish internal policy as material and government and opponents use

these material in different discourse structures to produce their own hegemony and social consent in society. With his own discourse, Prime Minister proposes his citizens to thank to God for economic situation of Turkey and he ignored the high Gross National Expenditure of Greece than Turkey.

News published by Milliyet and Güneş on 28th September 2012 is about price increase of natural gas and news was formed on the explanations of Prime Minister Erdoğan who said that "We did not increase the prices after bankrupted and helpless economic situation of Greece is seen clearly like Spanish and Italy. We do not want to be caught short and if it is necessary for economic power of Turkey, we will do that definitely. Prime Minister as being first definer formed a discourse to produce moral panic and he referred to bad examples in order to legitimize his decision about price increase in natural gas. Same discourse was produced in Sözcü on 30 September 2012 with using similar sentence, which is "We had to take precautions not to bankrupt like neighbors", of Deputy Prime Minister Ali Babacan. Moreover, Babacan repeated same sentence on HaberTürk to explain price increase in oil. Babacan repeated this discourse frequently and HaberTürk on 4th March 2013 produced his discourse by transferring Babacan's sentence of "Internal demand of Greece is still high than production. If we did not take precautions, we would start to seem like economic situation of Greece. Without production, there is no consumption".

Especially in speaks about economy, Greece is showed as a bad example and economic situation of Turkey are tried to define as so good by comparing Greece economic situation. It is clear that these kinds of news were published on the same dates in which Turkey has taken economic precautions and news discourses were formed to produce social consent about price increases done by Turkish government.

Conclusion and Discussion

Turkish press and media published so much news about economic situation of Turkey. The reason of this is beyond only being neighbors as geographically. Turkey and Greece have historical conflicts and sometimes they can face conflict situations and they define each other as enemies. Similar situation can be seen in news discourses of two countries. News in Turkish and Greece media generally depends on competition and conflicts. After being member of European Union, Greece has left Turkey its behind in terms of economy, welfare level and national income and this affected Turkish people and media as negatively. But in the last years Greece has been experiencing a big and hopeless economic crisis. Contrary to this, Turkey has started to develop economically. News analyzed in the content of the study, Turkish media and first definers from government have a tendency to define Greece economic situation pitifully and qualify Greece situation as exemplary. Especially this tendency compasses to produce moral panics for producing social consent for Turkish public opinion in order to accept economic precautions of Turkish government.

Turkish newspapers defined economic situation of Greece with using sentences such as "sorrowful", "hopeless", "desperate" etc. and newspapers used first definers generally from government as reliable news sources. General theme of news about Greece, which is most important rival of Turkey, is about Turkish people's learning lesson from economic situation of Greece. So many times situation of Greece was personalized and it was told and edited as bankrupt story of a businessman. Similarly, members of Turkish government used Greece as a negative example in their explanations and speeches. By producing moral panics, it was tried to produce social consent in the mind of Turkish people about economic precautions of Turkish government. When attitudes of media and power owners are evaluated together, economic crisis news from Greece was shown as bad example for Turkish public opinion and by doing this government produced social consent about its economy policy and economic precautions.

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PROACTIVE MANAGEMENT OF MEDIA RELATIONS AS A PROTOCOL ACTIVITY

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Abstract
Protocol is an activity-driven task. It can be considered as a down-steam activity of public relations in events management. The protocol man is concerned with order and official decorum in the organisation of special events. Perhaps the most visible person in corporate public events, his performance, to a reasonable extent, determines the success or failure of events. He is a facilitator. Because his operational turf is in the public domain, his activities and those of the media of mass communication meet often, if not always. As news hounds, the media are always a guest of the protocol man at important public functions. The protocol officer, with the media, also plays a critical gate-keeping role as the first port of call to most visiting VIPs. The aim of this paper, therefore, is to consummate an operational marriage between media relations and protocol functions from a strategic point of view.

Introduction
The aim of this paper, therefore, is to consummate an operational marriage between media relations and protocol functions from a strategic point of view. In doing this, we need to first of all understand and appreciate what media relations means as well as the key functions of a protocol directorate.

Media Relations
According to Offonry (1985: 4), " Media relations is the deliberate policy action and varied communication activities taken by an organization with a view to winning and sustaining the confidence and goodwill of the various sections of the mass media, thus, removing , or at least minimizing the chances of misrepresentation, misquotation, distortion of facts and unfounded criticism by such organs."

Nkwocha (2009: 50) underscores the above definition when he says media relations " is the strategic public relations function which establishes and maintains mutual understanding, goodwill, cooperation, respect and support between an organization and the mass media practitioners/ owners with the aim of achieving maximum positive publicity, media support, as well as other well defined corporate public relations objectives."

Functions of a Protocol Department
A typical protocol department is saddled with such assignments as-
i. Handling official travel arrangements
ii. Handling customs issues
iii. Arranging accreditation of expatriates in terms of visas and resident permits, driver's license and other necessary documents for their stay in Nigeria
iv. Booking hotel reservations
v. Handling other administrative duties such as postages
vi. Booking appointments for official visitations
vii. Choosing of venues and arranging the sitting order for official functions
viii. In charge of vehicle registration, insurance, maintenance, car hire and scheduling of official drivers
ix. Purchasing and distributing official gift items to important stakeholders
x. Serving as an advance party to the CEO at public functions, etc.

Media Relations and Protocol
A cursory glance at the definitions of media relations and what protocol people do immediately reveals the fact that both basically belong to the public relations family. They both address different publics whose impressions, attitudes and behaviours have serious implications for the corporate image and reputation of a government or state. It cannot be denied that the paths of the media and protocol people meet at certain points in the execution of their duties.

Managing the Media as a Protocol Activity
Some, if not all, of the activities handled by the Protocol Directorate in Government Houses across Nigeria are of interest to the media- from the VIPs who the protocol people chaperon around, to the corporate events which they organize and corporate gifts which they distribute to key stakeholders

Against this background, the protocol man has to understand the media and how to manage them in a proactive manner in order not to derail the media relations policy of his employer.

While the major task of media relations should be left to the Director of Press, protocol can only augment this by ensuring that their interface with the media does not raise issues for the Director of Press. This can be done by-
I. Not volunteering information to the media
ii Not becoming a liaison between VIPs and the media
Iii Not being a media spokesman for his employer/client

Having said this, the question is-How then does proactive management of media relations become a protocol activity?

Invitation to Events
Invitation to events should be sent to the media well in advance. The psychology of the Nigerian media is that when you don't invite them at all to public events, the following must be the reason-
A. You have something to hide
i. You have "chopped" their "brown envelop" and /or
ii. You hate the correspondent and/or his organization

Therefore when they attend uninvited, they come as an "enemy". As a consequence, we have witnessed a convocation ceremony covered by the media in which the Vice-Chancellor was "absent".

We have also seen government events at which the abuses hauled at the person of the Governor by hoodlums outside the gate of the venue made more news than the juicy news event that took place inside the hall.

Invitations to the media should not only be for coverage. When it is time just to wine and dine, do not forget them.

B.   . CHOOSING THE VENUE AND ARRANGING THE SITTING ORDER

It is the responsibility of the Protocol Directorate to choose and prepare the venues for Government House activities to which the media are normally invited. To be proactive, the Protocol Officer in charge must be familiar with the kinds of equipment needed by the media to effect an excellent coverage of events. In his sitting arrangements, protocol must be sensitive enough to know that the media must be so positioned as not only to see and hear, but also to feel the event. When such arrangements are in place, the media cherish it and it portrays an organisation as media-friendly.

C.   . CORPORATE GIFTS

The line between a bribe and corporate gift or freebee is very thin. Four factors separate them.
a)   The primary motive of bribe is to influence the media in an effort to hide or distort facts, while a gift aims at seeking friendship
b)   Bribe is timed so close to the expected favour, while gifts are associated with milestones in the life of the recipient or society in general
c)   Bribe is negotiated. Gifts are not.
d)   Bribe is payment for an unethical job, while gifts are an expression of love and appreciation

The festive periods – wedding anniversaries, birthdays, Salah, Christmas, etc. provide a good window of opportunity to distribute gifts with a clear conscience to the media. So, protocol should recognize the critical role of the media in governance and include them in the pecks that flow from the Government House.

D.   . TRANSPORTATION

Not all media organisations in Nigeria provide means of transportation for their staff, especially those in the field as correspondents. A Protocol Officer who, therefore, makes this arrangement for the media as a component part of his special events management, wins their heart and goodwill for the government he represents.

E.   PROTOCOL

In government, protocol has been excised from public relations such that there exists a Protocol Directorate different from the Directorate of Press. Both Directors report to the Governor. To fine tune this set up in order to ensure efficiency and sound labour relations, the Government House Protocol and Directorate of Press should be merged. They both, as individual units, constitute sub-sets under the big family umbrella called Corporate Affairs. This is in line with global best practice.

For better coordination, government houses in Nigeria should establish Corporate Affairs Directorates with a Director who over-sees such unit as

a)   Press relations
b)   Protocol
c)   Community relations
d)   Parliamentary lobby
e)   Political parties liaison
f)   Research and documentation, etc.

These sub-units should each be headed by an Assistant Director. This opens up the system and enhances specialization.

Under this arrangement, protocol people should be public relations practitioners with requisite capacity in public relations theory and practice as well as statutorily licensed under the Nigerian Institute of Public Relations to practice.

Conclusion

The paths of protocol and media practitioners meet at certain points of their various functions. Therefore, an appreciation of media psychology and practice is necessary for the protocol man not to constitute himself into a reputation eroder, instead of a reputation enhancer, for his employer. As a critical factor in reputation building, the protocol practitioner needs to be properly admitted into the PR

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PUBLIC RELATIONS IN TURKEY: A UNIQUE TRAJECTORY DISTINCT FROM THE USA

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Abstract
It has been established that modern conceptualizations of public relations were first theorized in the United States and from there spread around the world. The core model for this approach is reflected in Grunig and Hunt's article "4 Models of Public Relations," published in 1984, which demonstrates that the private sector was the primary focus of attention in the evolution of theories of public relations. The case of Turkey, however, provides a different model, because public relations began in the public sector as the result of the prevalence of government monopolies and as such it was the government that first began to apply concepts of public relations. It was only after the 1970s that enterprises started to understand the importance of public relations in Turkey. This study explores how public relations in Turkey was impacted by the fact that it was initially applied to the public sector and the implications this has had for the evolution of the concept in subsequent years. The limitation of this study is that, to date, little work has been done on the subject, and for that reason the methodology is based on a literature review of the material available and interviews with PR professionals and academicians.
Keywords*: public relations in Turkey, public sector, private sector

Introduction
This study examines the differences between the model of public relations that originated in the USA and its evolution in Turkey through a brief discussion of examples. However, the main focus of this study is an analysis of the general literature and an exploration of academicians' and public relations professionals' opinions concerning the fact that, in Turkey, public relations in the private sector only began to develop after the 1970s as the result of the government monopoly in economics. Additionally, this paper will discuss the current state of affairs concerning the sector as well as possible future trends.

Development of Public Relations in the USA
It is common knowledge that the USA has been a pioneer in the field of public relations profession. Although the beginning of public relations as an organized profession is often correlated with the founding of the Institute of Public Relations in the United Kingdom and the Public Relations Society of America, which was founded in 1948, activities that can be considered to be related to public relations date back centuries (Harrison, 1995, p.13). According to Erdoğan, the first example of public relations in the USA dates back to the 16th century when Sir Walter Raleigh sent a report about Roanoke Island to England to state that this new land was more fertile compared to England. Raleigh's aim in this report was to attract new immigrants to the first British colony in North America (2008, p.51).

Bülbül has noted that the first examples of launching a fund and raising donations date back to 1641, when Harvard University sent a missionary team to England to publish the first fund-raising brochure called "New England's First Fruits" (2004, p.18). Historically, it has been suggested that public relations in a modern sense arose at the end of the 19th century during the Westinghouse electricity crisis, when Westinghouse made Heinrich the head of the press agency in his company to respond to the claims of his rival, Thomas Edison (Bülbül, 2004, p.21). Numerous figures have contributed to the rise of public relations as it is known today, and the most influential of these include Ivy Lee and Edward Bernays. According to Tench and Yeomans, Lee is considered to be the first formal and widely recognized PR practitioner. He was a publicity agent for the Pennsylvania Railroad; he stated, "business had to build bridges to a skeptical public if they were to establish understanding and buy in to their practices" (2009, p.10).

With the emergence of social psychology and its usage as a tool of persuasion, Edward Bernays, the nephew of Sigmund Freud, appeared on the PR stage and became known as "the father of modern PR" through his application of social psychology in his two books Crystallizing Public Opinion (1923) and Propaganda (1928) (Tench and Yeomans, 2009, p.10). At the same time, Edward Bernays was the first person to give courses on public relations at New York University (Işık and Akdağ, 2009, p.9). Public relations, however, was not just used as a tool of persuasion and propaganda; after Ivy Lee's success in the field, it was also used by "governments on both sides of Atlantic." First the Chancellor of the Exchequer, Lloyd George, put it to use in 1912, and later the War Department, as the first client of Edward Bernays, made use of public relations to inform the public about their policies (Harrison, 1995, p.18).

According to Akdağ and Erdem, public relations underwent rapid development after World War I, and especially after the Great Depression in 1929 the importance of public relations became more apparent. After World War II, PR became even more important and widespread, reflected by the fact that a short while after the war, more than 5,000 commercial and industrial enterprises had launched public relations departments (in *Dünden Bugüne Halkla İlişkiler*, 2009, p.9-10).

As the examples above suggest, even though the American government made use of public relations as a part of their administration, public relations was primarily taken up by the private sector due to the competitiveness of the free economy system in the USA, and only subsequently did it become a tool utilized by the government.

Development of Public Relations in Turkey
Even though this study examines public relations as it exists in recent years of the Republic of Turkey, it will be useful to note that during the years of the Ottoman Empire, forms of public relations were utilized in the administration of the sprawling multi-ethnic and multi-confessional territories ruled over by the Ottomans. After the collapse of the Empire, relations between the government and public had largely soured. This was the state of affairs inherited by the ruling elite of the Republic of Turkey, which was founded in 1923 under the leadership of Mustafa Kemal Atatürk, who sought to introduce far-reaching reforms, and this leadership was forced to try and improve this situation. Bıçakçı and Hürmeriç (2011) have pointed out that the history of PR in Turkey can be traced from Mustafa Kemal Atatürk's PR efforts in the founding of the Turkish Republic to the government program launched by Celal Bayar in 1946, and from there to the establishment of the State Planning Organization (*DPT*) in the 1960s.

With the establishment of the Anadolu Agency in 1920, reforms were directly presented to the public by Atatürk himself (Ekici and Oyur, 2010, p.34). Most of Atatürk's applications of public relations both before and after the launch of reforms are examples of PR which sought to promote the social development of the public. One of Atatürk's PR strategies was the making of a speech about an issue he was working on, and then this speech was released through the Anadolu Agency and broadcast on the radio. In this way, he spread his message to the upper classes and society in general. Later, as a part of his strategy, he began taking trips around the country to introduce his reforms and announce his decisions to the public (Erdoğan, 2006, p.137).

The first implementation of PR in a modern sense began with the founding of the State Planning Organization (DPT) in 1961 (Bülbül, 2004). As Bıçakçı and Hürmeriç (2011) have noted, Prof. Jan Tinbergen guided Turkey in terms of planned development and he believed that the idea of planned development could only be successful with the help of a long-term PR plan. In a report issued in 1962 by the Central Government Organization Project (MEHTAP), it was stated that it would be necessary to get in touch with the community in every aspect of decision-making and implementation at every level of the government (Ekici and Oyur, 2010, p.36). This report is "important

since it holds the implementation of PR activities and the formation of a relationship with the audience mandatory for the public institutions" (Bıçakçı and Hürmeriç, 2011).

With the founding of the Central Population Planning Office in 1962, activities pertaining to family planning took on greater precedence, and subsequently the Information and Public Education Office was established under the Head Office to further these projects. As a result of positive feedback, public relations departments took on greater significance and become increasingly common (Bülbül, 2004, p.43). Public relations were taken into consideration and regarded as important in development plans and annual programs as well. Even in the First 5-Year Development Plan, it was stated that "the voluntary attendance of the public will be encouraged and evaluated, and collaboration between the government and the public will be developed to increase its efficiency" (Ekici and Oyur, 2010, p.37).

Haluk Gürgen has claimed that the starting point of PR in the private sector was based on Turkish cinema, which became known as Yeşilçam. According to Gürgen, industrialist characters were depicted both positively and negatively in Yeşilçam films. Even characters cast in a positive role were presented as representatives of the new capitalist economy arising at the time, and they were shown as if their only life goal was to make more money. In this way, representations of the wealthy and wealth were in fact quite negative, and some felt that this state of affairs needed to be corrected. In light of this, leading holding firms such as Koç and Sabancı felt the need to launch PR activities to change this perception (Bıçakçı and Hürmeriç, 2011).

In addition to the need for PR activities to change perceptions of the wealthy, PR was also needed in terms of economical circumstances. Private sector companies which became increasingly powerful after the 1960s adopted PR as a means of defending themselves against popular arguments against excessive consumerism (Kazancı, 2002, p.12). According to Uraltaş, after the 1970s first of all banks and then other private companies started to establish public relations departments and launched PR programs similar to those in the west to facilitate communication with their target audiences (Ekici and Oyur, 2010, p.35).

Alaeddin Asna, one of the doyens of public relations in PR in Turkey, established the first PR agency called A&B PR in 1974, but the idea of a private agency was not initially welcomed at the time. Later, Betül Mardin, who is considered to be the mother of Turkish PR, came onto the scene and after extensive experience with various firms including the Turkish National TV Channel and BBC, became a shareholder in A&B PR (Bıçakçı and Hürmeriç, 2011).

Due to the fact that PR activities and implementations gained in importance, and also because of the launch of associate and undergraduate degree programs in PR, a greater need arose for professional organizations. After discussions started in 1970, HİD (which stands for "Public Relations Association") was founded in 1972 with Alaeddin Asna as president, and he would go on to serve for seven years as head of the organization (Bülbül, 2004, p.53-54). In 2004, the association added "Türkiye" to their name, thus becoming known as TÜHİD (tuhid.org.tr). That same year, İDA (the Communication Consultancies Association of Turkey) was founded (ida.org.tr). Currently, these two leading PR associations are the most important in Turkey.

Neoliberal economic policies in the 1980s brought about rapid economic changes in Turkey which also had an impact on the development of PR (Erdoğan, 2008, p.173). Bıçakçı and Hürmeriç have noted that as a consequence of these liberal policies, "competition with foreign products and brands brought about a need for differentiation; over time, as the need for advertising proved to be insufficient, marketing-oriented PR started to become increasingly popular among companies." Kadıbeşegil has also pointed out that even though there were many successful advertising agencies working for companies, it was still difficult for them in terms of differentiation; and in the 1990s, when times became especially difficult, an important opportunity arose for PR to demonstrate itself (2011).

By the end of the 1980s, almost every company in Turkey had a public relations department. In the 1990s, globalization also began to impact PR in Turkey, as it had an impact on almost every aspect of business. As a result of the effects of these global trends, public relations departments began to be replaced by corporate communication departments.

Today, PR in Turkey tends to mimic the American system, although it is generally modified to suit the needs of Turkish political and commercial culture. These requirements have not only been shaped to reflect local norms and considerations, but also have been molded by international relations, and especially since the 1990s this process has accelerated under the pressure of the global capitalist market (Erdoğan, 2008, p.174-175).

Methods and Procedures

Based on a literature review, the general purpose if this study is to provide researchers with information gleaned from PR academicians' and professionals' opinions on the subject. For this reason, the methodology of this study was based on in-depth face-to-face interviews and e-mail interviews. The following questions were directed to interviewees:

- How would you define the current state of affairs of the sector of public relations in Turkey?
- How do you see the future of public relations in Turkey?
- Do you think public relations in Turkey is open to growth?
- What are the factors that affect public relations in Turkey, both positively and negatively?
- Compared to other countries, how would you rank Turkey as regards public relations?
- With the advent of digitalization, do you think dramatic changes will take place in traditional public relations?

Table 1: Interviewees

A. Cem İlhan	Chairman - İDA (Communication Consultancies Association of Turkey, Founder & General Manager - Tribeca Communications Consultancy	Face-to-face interview	March 15, 2013
Dilara Kantemir Toros	Chairwoman - Pret-a-PR Strategic Communications Consultancy, Lecturer - Kadir Has University	Face-to-face interview	March 29, 2013
Hakan Tunçel	Communications Consultant, Lecturer - Kadir Has University	E-mail interview	March 22, 2013
Figen İşbir	Founder & Chairwoman - Excel Communications Consultancy	E-mail interview	March 21, 2013
Ebru Özgen	Associate Professor - Marmara University	E-mail interview	April 3, 2013

Results

The Current Situation and Possible Future Trends of PR in Turkey

As regards the current state of PR in Turkey, Hakan Tunçel (personal communication, March 22, 2013) stated that PR tends to make people think of agencies, but in fact it is much more than that and should be conceptualized along with what have recently been dubbed

"corporate communications" departments and marketing departments which are the real hosts of this sector. Other important figures are the subcontractors of PR agencies like event and design companies, interactive agencies, freelance consultants and institutions giving public relations education. However, he noted, the PR sector does not have concrete information about overall revenue. The annual PR revenue in Turkey is estimated to be 100 million dollars at most, unlike the advertising sector which has an annual revenue of about 15 billion dollars.

Tunçel added that PR today is more settled, coordinated and respected compared to 20 years ago. Since the very beginning of the profession, the primary desire has been that the management function of PR in terms of management consultancy should be shared to a greater extent, but this has still not occurred. Today "strategic communication consultancy" is mostly used instead of "public relations consultancy." Even though this is a pleasant-sounding label, it is doubtful that they have a strategic effect on companies' business objectives.

Again, according to Tunçel, such techniques as planning, presentation, project management and know-how differ little from those in the USA. Even though media relations and event management dominate the profession, in the last few years crisis management, issue management and corporate social responsibility have also garnered greater attention in the field and been taken into consideration. Tunçel also pointed out that an increasing number of people have been applying to study in public relations programs and these tend to be high caliber students, suggesting that interest in the field is growing.

Like Tunçel, Dilara Kantemir Toros (personal communication, March 29, 2013) stated that she used to work in customer relations and at that time, PR was only thought of as media relations; she pointed out, however, that this perception has changed significantly. Particularly with the emergence of social media, people have realized that PR is not just media relations. Also, as a result of crises, companies have discovered the importance of pro-active crisis management. Moreover, they have discovered corporate social responsibility even though this arrived slightly late. She also noted that as a professional she thinks that PR in Turkey has improved greatly, based on her observations of the PRSA meetings she attends yearly. An increase in the number of qualified PR agencies and new graduates from communications faculties has also contributed to this change, but she added that PR in Turkey needs to be more active in terms of social media.

Toros emphasized that in the private sector, the point is to make your client earn more money. She noted that even though the Americans do this very well, PR in Turkey is still not very efficient due to a lack of proficiency with media.

Cem İlhan (personal communication, March 15, 2013) stated that the current situation of PR in Turkey is not very promising for the reason that it is not valued and this therefore affects its reputation, and he noted that this is the situation even in the USA and Europe. This situation came about, he argued, when the sector first began emerging; in other words, the sector has a problem of institutionalization. In addition, most agencies in Turkey have tended to rely on their bosses' charisma and it has been seen that there is a lack of organizational depth. Moreover, especially after the 2001 crisis, consultancy fees have dropped drastically, and this has reflected on profits and investments in employees. As a result, a vicious circle has developed. Moreover, the relationship between the media and PR has become frayed, İlhan added, just as with other professional fields.

What about the future of PR in Turkey? According to Figen İşbir (personal communication, March 21, 2013), the PR sector has been used in business life most actively in the last ten years and this will continue to increase in subsequent years. The private sector has taken the leading role, with government agencies trailing the private sector. However, privatization has changed the approach of government agencies on PR; for example, in recent years the Central Bank, Halkbank and SSK (Social Security Institution) have organized pitch meetings for the purpose of communication consultancy. İşbir also added that measurement is a serious problem for PR in Turkey. If measurement is no longer based on media outputs, the PR sector will be able to break away and launch creative projects.

Ebru Özgen (personal communication, April 3, 2013) expressed her fear regarding the future of PR in Turkey as follows: "Unfortunately there is no mechanism to control the process in the sector; our professional organization TÜHİD remains inadequate. In this sense, academics and professionals should come together and come up with a viable procedure."

Tunçel stated that 15 years ago, he would have said that strategic PR and operational PR would become separated; however, he stated that as technology has developed, they have become are more united, and in the future this situation will become increasingly evident. Tunçel also noted that the problem of what should be expected from PR will be solved, as with the emergence of social media, the need for being seen in traditional media will decrease and PR will acquire a management function in the real sense by targeting other stakeholders.

According to İlhan, the future of Turkish PR is not promising. If the leading figures of the sector do not take the initiative, the future will not be bright; to put it succinctly, international agencies will dominate the sector based on their alignments.

Toros emphasized that she is doubtful of the future of PR because of the situation of communication faculties and graduates. She stresses that the curricula of communication faculties should be revised and students should graduate as self-made individuals. However, they generally do not even know how to conduct research when they come to agencies as interns. Moreover, although PR requires strong writing skills, they tend to write as if they were tweeting. In this way, they differ from business administration graduates who are better at keeping up-to-date and since they not only study about PR, they are more knowledgeable of different fields. For these reasons, Toros stated that the first generation of PR experts such as Alaeddin Asna, Betül Mardin and their contemporaries were much more successful, and the second generation, which includes their students including Toros herself, is still doing the profession as it requires, but the new generation will not be very promising unless they start changing.

Whether or not PR in Turkey is open to growth is a controversial issue. Özgen noted that PR is definitely open to development and the agencies working in this area are very creative, but there are also some agencies that call themselves "PR agencies" but do not live up to the name.

Tunçel replied that the answer to this question depends on what is understood by public relations. If it becomes stuck in media relations and event management, it will not be possible for it to develop; but if the dimension of management consultancy increases, this will reflect on the sector. Still, the dimension of management consultancy is in parallel with the increasing number of qualified professionals and top executives' awareness.

According to Toros, due to globalization and its geopolitical position, Turkey has the potential to act as a bridge between Anatolia and Europe, and Turkey will benefit from this situation as competition increases.

İlhan stated that as Turkey's economy develops, the sector is also growing. Compared to 2002, 2012's economy is quite good, but he added that he is not sure about whether this is healthy growth or not.

As for the factors that have had a positive influence on PR in Turkey, the emergence of international PR agencies and networks in the Turkish PR scene in the mid-1990s led to the dissemination of know-how, research, measurement and strategic planning, and thus contributed to the change of the sector, Tunçel asserted. Similarly, Toros also noted that the appearance of international companies and agencies has been a positive asset for the Turkish PR sector since they have lent strength to the PR discipline. Students may have the opportunity to work as interns in such agencies where they will be exposed to these cultures of work. In addition, these channels are increasing day by day. She noted that while the magazine *Marketing Turkey* contributed to the field, the introduction of international magazines such as *Campaign Turkey* has been of great benefit, and these are good communication channels and a positive asset for PR.

İşbir focused on international communication competitions and said that recently the "idea itself" has become important rather than the discipline from which it emerged. She stated that the PR sector should understand this fact in order to survive and compete globally.

İlhan cited an example from IDA (the Communication Consultancies Association of Turkey) meetings, saying that 110 PR professionals attended the last meeting, and added that this is a strong number and is promising for the sector as the meetings are based on voluntarily attendance.

In terms of negative factors, Tunçel asserted that PR is expected to financially contribute to companies in a very short time just like advertising contributes to sales; that is why there was a trend towards Marketing PR and as a result the fact that PR makes an enormous contribution to the corporate reputation of companies in the long-term is often ignored. As a result, PR is often recognized only if it focuses on media relations and event management.

In a similar way, İşbir stated that perceptions of PR and media relations represent a major barrier for the sector in terms of demonstrating creativity and versatility as well as developing human resources and attracting intellectual human capital. She also noted that customers have also contributed to this perception. In the past, customers were often inexperienced; in choosing PR agencies, they tended to be interested in how many people the agency knows in the media and how popular the president of the agency was. PR agencies themselves sometimes took advantage of this perception to their own benefit rather than working to change the sector.

According to İlhan, human resources represent a serious problem for PR in Turkey and noted that this is related to the country's education system. In American and British agencies, one communications specialist handles media relations, customer relations and copywriting. However, the situation here, he said, is quite different; people working in communications do not know how to write effectively. Students from communications faculties do not graduate with knowledge of law, sociology, economics and general knowledge, and thus tend to be weak in these aspects, which is a negative factor for the development of the sector.

İlhan also depicted the situation from customers' point of view, saying that most customers still do not know what to expect from PR; there are some customers who are aware of the importance of PR, but their number is quite limited. Moreover, because of the sector's structure, customers are very powerful and this affects PR in Turkey in a negative way.

In addition to inexperienced customers and communication faculty graduates who are intellectually ill-equipped, Toros pointed out that if PR becomes lost in misunderstood social media, this may bring further harm to the sector.

As regards the global ranking of the Turkish PR sector, Tunçel stated that PR in Turkey lags behind the USA and England, but is far beyond Eastern Europe, the Caucasus and the Middle East. Just as European PR agencies have become partners with Turkish agencies or have bought them, Turkish PR agencies have started to open up offices in Eastern Europe, the Middle East and Turkic Republics; among these, Manifesto PR tops the list.

İlhan claimed that PR in Turkey is still at the beginning of a long path since as a sector it does not have the statistics showing numbers of employees, their educational backgrounds, work experience, and so on. He added that revenue has increased 10% every year, but Turkey is still behind the USA, England, Canada, France and Germany, and the reason for this is that consultancy fees are quite low compared to these countries where they have a more institutionalized structure.

According to Toros, PR in Turkey out-performs the Middle East, Asia, and Africa. The USA is on top, and England is far better than Turkey in terms of PR; but the situation in England is that most of the agencies there originally came from the USA. She added that she was doubtful about England, but stated that surely PR in Turkey is far more developed than in Italy, where she lived and studied for years. Toros emphasized that based on her work experience around the world, Turkish PR is not too far behind.

As regards digital PR and traditional PR, Özgen stated that digitalization has changed PR methods considerably. Companies should be aware of the fact that physically being in the digital world and being a part of it are not the same. On this point, strategic communications play an important role, Özgen added.

Toros claimed that digital PR does not affect traditional PR. She asserted that digitalization is quite important and is a must, but what is done on this platform is still like traditional PR crisis management and event management. Only the medium is different, but the rest is nearly the same; for instance, a bigger team is needed including programmers and designers in digital PR, but nothing else is really changed, Toros remarked.

Tunçel stated that digital activities, with their popular social media aspects, used to be conceptualized as if separate experts should take care of them, and for this reason interactive agencies boomed. He thinks this separation will disappear in the near future because he says digital or social media tends to merely replace traditional media. Thus, not only for PR but also for other communication disciplines, online activities have started to become a lifestyle. Tunçel suggested that even though the methods may change, the content will remain the same; in fact, it will become increasingly important.

İlhan asserted that when the subject of digitalization arises, people make the common error of comparing apples and oranges; but, İlhan noted, this is also seen around the world, not just in Turkey. Social media has a power that excels; with social media, communication is still two-way, but it is more interactive. Moreover, in terms of corporate communications, social media is a serious business that should not be left to individuals incapable of managing it. Young people who are good at technology may enter the job market, but they may not have the communications experience which is required to manage the whole process, İlhan added.

Conclusion

It has been argued that public relations had its first start in the USA back in the 1600s. In terms of modern public relations, Ivy Lee and Edward Bernays are considered to be the forefathers with their pioneering work in the private sector in the first years of the 20th century. Later on, public relations became increasingly important for the public sector as well.

However, a reverse trend has been seen as regards PR in Turkey. While Turkish PR is said to date back to, and even before the Ottoman Empire, modern PR in Turkey is generally accepted to have begun in the public sector in the 1940s and 1950s. In the late 1960s, public relations began to be used by the private sector after the transition from a closed to a free economy. Compared to the private sector in the USA, the private sector in Turkey discovered the importance of PR after a lag of nearly 60 years.

As the PR professionals indicated in this research, this delay has had many different effects on the sector. The findings show that it is commonly thought that the PR sector in Turkey is not far behind in the global sense; while it may not be among the leading countries, it is also not at the bottom of the list. Moreover, even though there are some doubts, especially about communications faculty graduates and human resources generally, PR professionals are not very pessimistic about the sector's future. In addition, there is a general view that PR in Turkey is open to development. The positive factors influencing the sector are ranked as the opening of international PR agencies with Turkish needs in mind, the emergence of new communications magazines as new channels of discourses, the launching of communications competitions which grant precedence to PR ideas, and enthusiasm of PR professionals in terms of attending meetings to develop themselves and the field. As for the negative aspects of PR, in particular perceptions about media relations and PR are thought to be the most problematic issues, and this is followed by difficulties in terms of customers and human resources. On the subject of digitalization and the role of traditional PR, there are varying perspectives; while some think that digital PR will never replace traditional PR, some believe they will be united in the future.

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REALITY FACT and 'THE REAL!' RE-CREATED BY WOMEN'S MAGAZINES IN TURKEY

Dr. Sinem TUNA[1]

Abstract

The definition of the 'real' concept that has been changed in today's postmodern world dates back to the Ancient Period historically. This concept, which has been tried to be explained by the Sophists in pre-Socratic period, was one of the problems of philosophy until the Renaissance and has preserved its religious nature. It has begun to be approached at a scientific level with the industrial revolution. From a sociological perspective, when the presence of the mass media, its power in creating the today's order especially in the 20th century are considered, it is seen that the 'reality' is created again and in accordance with the consumer culture. Within this process and change, women have been transformed into an object in terms of the roles they play in the society and have been the subject of the reality that is reconstructed.

The history of the feminist seeds spread by Turkish women goes down until the Westernization efforts after the Tanzimat (Reforms). The first magazines and newspapers, dealing with the identity of "woman" that will be discussed in detail in the future, were the flashlight of "womanly" enlightenment at the final years of the Ottoman Empire and the Proclamation of the Republic.

In the Turkey of the 21st century, the "women's magazines", which are parts of popular culture texts, have turned into materials for the consumer "women" of the capitalist, monopolistic, commercial and patriarchal structure by deflecting into directions quite different from the reasons of their existence.

In our study, the women's magazines on the market in our country in 2013 will be discussed on a monthly basis in order to examine the format and content of these popular culture texts embellished with ads, the re-created 'real!' women will be tried to be defined and revealed.

'The Real' Concept

The real has been a concept that has been questioned from the Ancient Period to the present day and that of the content varies according to the social perception. In general, it is defined as 'the existence of which is certain[2]'. The real is independent of the conscious, is concrete and objective. According to Hegel, the real is the 'rational' one.

In the period before Plato, 'the truth' had mentioned as a matter of knowledge. In this period, the concept of 'truth' had been used to meet the 'real' and 'truth' conceptually. On the basis of Sophistic thought, there is person. The Problems related to knowledge and truth had been discussed within the framework of human existence. According to the Protagoras who was a famous sophist, 'it is not possible to know the unchanging truth'. The Sophists have used the concept of truth to prove the power of rhetoric. The truth does not connote for the Sophists.

Plato who revealed the problems of philosophy and who is considered as one of the founders of the philosophy developed the ideas approach with 'measure of all things is God' thesis. Plato assumes that the ideas are the only reality that can be considered by suggesting that the ideas are more 'real' than the perceivable things. Aristotle stated in his book of the Metaphysics that investigating the truth is difficult in a sense and easy in other sense. Human can not exactly get it however cannot stand away from it either. [3]

The 'reality' concept is transferred through a divine reality in the philosophy of the Middle Ages. The responses are searched by comparing the divine reality and the reality of ordinary things. Separation of the human knowledge and divine knowledge has been revealed. Access to information occurs in two stages: Mental and emotional.

In Modern Ages, many thinkers, in particular John Locke approaches to the knowledge as the 'knowledge of the reality'. Locke tries to make a distinction between the knowledge of the real and knowledge of the imaginary.[4] 'Today, the term mostly corresponds to the view supporting that the physical objects exist independently of the experience.'[5]

Today's perception of reality has changed with introduction of the mass media into people's lives. The 'real' concept is discussed in a structure that is re-reviewed and that of the content can be modified. In general, the mass media, in private, the women's magazines setting the limits of our study caused us to face to the 'reality' created by the culture industry and the popular culture from the divine reality and the reality of the knowledge. In order to understand this change in Turkey, it is necessary to look at the development line of women's magazines from past to present.

An Overview of the Development of ohe Women's Magazines in Turkey

"Various women's newspapers and magazines entered into the publication life as an indicator of social transformations after the Tanzimat (Reforms). The richness of these publications having a nature of open school with writings in topics such as science, literature, history, geography directly or indirectly led to the emergence of the identity of the modern woman and caused the entrance of women having this nature into the press world of men" [6]

"Appearance of women's rights and freedom in the press world dates back to the Terakki newspaper published by Ali Rashid and Filip Efendi in 1868. The newspaper also published an annex titled as Muhadderat (newspaper for Women of Islam) once a week. The major themes can be listed as the recognition of the right to education for women, providing work opportunities, plural marriage and equality of women and men. The Şükûfezar published by Arife Hanım in 1883-84 is the first magazine published by women. In the first issue of the magazine, Arife Hanım writes in the foreword: "We are a group with 'long hair, short mind' who have been the target of the men with cynical views, will try to put forward the contrary. We will take steps on the way of working without preferring men over women or women over men and doing work." The Newspaper for Women was published in eight pages on Mondays and Thursdays, the articles and poetry of women were included. In this newspaper which is illustrated, fashion articles, sewing, embroidery, various household items, child care courses, social activities of women, various news from world can be seen as well. The Demet released with the "Weekly Magazine for Women" slogan was published under the direction of Celal Sahir, with illustrations of Mesrur İzzet and with the contributions of the famous Young Turks of the period Cenap Şahabettin, Hüseyin Cahit, Ahmet Samim, Mustafa Namık, Server Cemal, Fazıl Ahmet and Selim Sırrı. The magazine that gives place to topics such as the famous Ottoman women, lives of women in foreign countries, education problems of women, facial care and fashion had sixteen pages. In the monthly Mehasin magazine with eighty-six-page in average published by Mehmet Rauf in 1908, the topics such as household chores or beauty were little addressed, the conferences given to women took more place. In the articles aimed at improving the living conditions of Muslim women and ending the captivity of women, recognition of the freedom for women to have a profession were supported."[7]

"The status of the Ottoman women had been changing completely. In the years following the 1908 Constitutional Monarchy the intellectual foundations of the women's movement was laid and a large number of women's association was established. Women entered the working life and reached the eve of shy breakthroughs in the determination of the country's destiny. At that time, on Thursday April 4, 1913 the daily Kadınlar Dünyası magazine began its publishing life. The publisher was Nuriye Ulviye and the responsible manager was Emine Seher. About a year after, it is seen that the magazine began to be published on a weekly basis. There has been a significant increase in number of the ads in weekly issues. The Kadınlar Dünyası magazine has the utmost importance for the Turkish women's movement since it has been able to continue its publishing life as long as nine years, since its publishing staff was consisting entirely of women, since the novelty of the topics addressed, since it could become the press organ of all women's organizations not that of any specific organization."[8]

"In 1914, The Kadınlar Âlemi magazine where M. Ekrem was the Director of Editorial and Feriha Kamuran was the Editor-in-Chief begins its publishing life. In the weekly magazine, the radical approach seen in other magazines does not take place. The magazine has an "household" appearance, mainly literary. However, the title of the magazine which published 9 issues was changed into the Osmanlı Kadınlar Âlemi after the 4th issue. The İnci which had its first issue published on February 1, 1919, can be counted as a turning point in women's magazine publishing. The İnci, published by Sedat Simavi, now left the theoretical problems such as male-female equality, evaluation of women's status aside, laid the foundation of today's magazine publishing by choosing the topics that will entertain women. The İnci also has a nature to be a guide providing practical knowledge for Turkish women who need to be successful in family life and now generally in all aspects of life."[9]

"Except the publications underlying the women's magazines and newspapers in Turkey, the Âyine published by Mustafa in Selanik in 1874-76, the Aile published by Mihran in 1880, the İnsaniyet published in 1882-83, the monthly Hanımlar published in the same year, the weekly Mürüvvet published in 1885-86, the Paça Bohçası published in 1887-88 in Istanbul, Malûmat for Women entered into publishing life in 1894-96, the Takvim-i Nisa that Ebuzziya Tevfik began to publish in 1889-1990, the Kadın published in Selanik every fifteen days, the Musavver Kadın published by Nizamettin Hasib in 1910 in Istanbul, the Kadın published every fifteen days in 1911-12, the Hanımlar Âlemi which was shown as an example to Muslim women between the years 1913-1918, the Seyyâle which published its first issue on May 22, 1914, the Sıyânet published in 1914 under responsible directorate of Zaime Hayriye, the Kadınlık Hayatı where Nigâr Hanım was the Editor-in-Chief in 1915-16, the Bilgi Yurdu Işığı published by Ahmet Edip Bey in 1916, the Genç Kadın published in 1918 where the director was Hatice Refik, the magazine with the same name published in 1918 where the director was Fatma Fuat, the Türk Kadını published the first issue on May 21, 1918, the Kadınlar Saltanatı published by Sedat Simavi in 1910, the Hanım again published by Sedat Simavi in 1921, Ev Hocası published by Ahmet Edib in 1923 and the Kadın Duygusu published by Nigâr Cemal are the documents which show that the press world was very active from the point of women at the last period of the Ottoman Empire."[10]

It is found that there were two kinds of women's magazine published during the period covering the first twenty years of 20th century. The owner and authors of these were the women only where the owner and the authors of the second were mostly the men. The demands and perspectives of women were represented in the first group, in the second group the social roles of women was defined by patriarchal values.[11]

With the establishment of the Republic a significant decline in the number of women's magazines has been seen. For example, only 13 women's magazines were published between the years of 1928-1940. There are two main reasons for this: The first is the acceptance of the Latin alphabet, which was one of the reforms of the new Republic of Turkey. Secondly, and more importantly, it was believed then that there is no longer need to struggle for women's equality since they were "given" the equal rights as men have in the public sphere such as the job opportunities for women outside the home, voting, etc. As a result of this belief, it is seen that women's magazines have remained limited in terms of the number as well as the diversity for fifty years. Until the early 1980s, no important feminist magazine questioning the rights and roles of women in male-dominated society or women's magazine is found. In the early 1980s, there has been a turning point in women's magazine market in Turkey with the development of the women's movement. Along with the traditional magazines giving place to classical topics for women the magazines that appeal to "modern urban woman" shaped by bourgeois liberal discourse began their publishing life. Some of the women's magazines published in the 1980s include Kadınca, Elele, Rapsodi, Marie Claire and Vizon. Almost all of the magazines published until 1980s were local. After this period, there has been an increase in the number of both local and foreign magazines. Amica, Options, Cosmopolitan, Votre Beauté, Prima Donna were among these new magazines. By the 1990s, a major expansion in women's magazines market has been observed. The commercial women's magazines constituted the largest share of the cake. There were around 50 commercial women's magazine in the 90s, newspapers and newsletters were included in this number as well. The largest commercial women's magazines publishers during these years were the Milliyet, Hürriyet, Sabah and Show Media Groups. Some magazines published by large companies and that were well-known in the 1990s are as follows: Viva, Vizyon, H. Bazaar, Klips, Fame, Marie Claire.[12]

Women's Magazines in Today's Turkey

The face and the priorities of publishing have changed with the introduction of commercial women's magazines in the market after 1980. This change is reflected to the form and content as well. The woman typing has completely changed in a period of more than 20 years, in other words the "woman" concept has been redefined. A transformation has been experienced towards a woman who is part of the system, unquestioning the truth and most importantly who is providing benefits to the multinational capital in capitalist structure by constantly consuming from the woman with her own identity, who is independent, intellectual.

In this study we carried out in order to review the today's women's magazines where the image of women created in the 21st century is re-emphasized on every page in terms of form and content, the ownership structure has been revealed primarily. The distribution in the existing monopoly structure is as follows:

Table 1: The magazines included in the review and their ownership structures

Turkuvaz Gazete Dergi Basım A.Ş.
• Harper's BAZAAR (royalty Hearst Corporation)
• Cosmopolitan (royalty Hearst Corporation)
Dinozor Garantili Reklam İşleri Ltd. Şti.
• More
Mutlu Dergi Grubu A.Ş.
• InStyle
Doğan Burada Dergi Yayıncılık ve Pazarlama A.Ş.
• ELLE (royalty Hachette Filipacchi Medias Group)

[8] A.g.e., p. 45-49.
[9] A.g.e., p. 50.
[10] Ayşegül Yaraman, Resmi Tarihten Kadın Tarihine, p. 51-52.
[11] Süheyla Kırca Schroeder, Popüler Feminizm Türkiye ve Britanya'da Kadın Dergileri, İstanbul, Bağlam Yayıncılık, 2007, p. 138.
[12] A.g.e., p. 138-144.

• Seninle	
• Formsante	
GD Gazete Dergi Sanayi ve Ticaret A.Ş.	
• Marie Claire (copyright Marie Claire Album S.A.)	
Om Yayıncılık Reklamcılık İletişim Hizmetleri San. Ve Tic. Ltd. Şti. Ltd.	
• L'OFFICIEL	
• ALL	

It is seen that the largest share among the 10 magazines studied belongs to the Doğan Media Group.

As of 2013, although it seems that it is in the control of the editors, the Doğan Group continuing its leading position in the market determines the content and advertising policy of the magazines with its monopolistic structure. This situation applies to other publishers' groups as well.

Table 2: Titles from the magazines studied

The journey to the essence of fashion
Which aesthetic for which age
Object of desire: Accessories
Street styles
Celebrities and their lives
Remove 5 years from your face with make-up
The fashion of hiding abdomen
Sexy hair style
Include detox into your life
Stars of the wardrobe: 8 pieces every woman should have
Refresh your image, make-up, home

When a break-down is made to determine to what topics do these women's magazines give priority, the primary subject appears to be related with beauty and the methods that provide beautifying. Another topic of priority is about the suggestions in order to meet men's sexual desire.[13] After that, information about the places to visit, live takes place. Especially information about shopping of the beauty products, clothing, accessories and jewelry takes the large part in magazines. It is observed that the articles regarding to the health issues related to woman's body take a limited place in magazines. Cultural events such as cinema, theater, concerts, exhibitions and book have even more limited place. Review of this content and priorities shows a clear target audience where specific matters fell outside the agenda in terms of social cross-section and location.

The women of rural constituting a a significant part of Turkish society seem to be entirely excluded from the magazines. Neither the way of life nor the occupation priorities of the women of Turkish rural section takes place in the magazines in any way. When the occupations of women living in the cities are taken into consideration, it is certainly seen that the magazines do not give place to the matters related with neither the Professional women nor the housewives. As the magazines do not give place to the problems and solutions that an employed woman will face as a manager, the women working as workers or employees are "not even mentioned at all".

According to Engels, the private space of women is kept limited with the household chores in capitalist order. As long as they are excluded from production it is not possible for them to be equal to men. Women's liberation is possible by their participation into production at a large extent. According to Beauvoir while women are marginalizing, men are enjoying the excessive privileges.[14]

The woman of the magazines[15] is a bourgeois, continuously in beautification efforts and consuming for this purpose. She consumes clothing, swimwear, shoes and beauty products, since this beauty will be used to meet men's sexual demand, the methods that will ensure successful sexual intercourse takes a large place in the magazines as well. However, the articles regarding to the continuity and family life that will provide the meaningful living together with the opposite sex are not included.

From this perspective, the women's magazines published in our country today cannot be identified as real "women's magazines". A structure that is very different from the magazines that has served to the function of woman, from the phases of magazine addressing the traditional functions and health of the woman in the world and in our society to the phases of feminist magazines aimed the modern woman "liberating" and pursuing "equity" is in question. Today's women's magazines now recommend a lifestyle proposed by the international capitalism to their "consumer readers" whom they find as a part of this instead of responding to the wishes of the woman biological existence. This fact that Mattelart has examined in detail has developed by the spread of the "third-wave marketing" model that began in USA in the mid-1980s to Europe gradually and its transformation into a global model. In this model, the developers and in particular the advertisers create detailed target audience based on income groups in society by putting the traditional class discriminations aside and create "secret lifestyles" based on their needs. An advertisement attack based on the field has been dominating after 1980 which is named

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[13] Women's magazines see women as only the property of men, in a male-dominated culture. Kate Ellis finds the criticism brought to the popular culture approach that is developed as a result of that the masculine culture that sees women as the property of men by the feminist approach insufficient as well and "the third approach is the social history approach (this approach)…it will explain how mass media has helped the consumers to interpret the realities of their lives in a engaging fashion by linking this fantasy created by means of mass media to the historical environment that it is created and consumed."
Kate Ellis, "Gimme Shelter: Feminism, Fantasy, And Women's Popular Fiction", American Media and Mass Culture, (edt.) Donald Lazere, California, University of California Press, 1987, p. 217.

[14] Dilek İmançer (ed.), 'Feminizm ve Yeni Yönelimler', Medya ve Kadın, Ankara, Ebabil Yayınları, 2006, p. 29-31.

[15] In her Article titled as "Sexuality, representation and the mass media", Van Zoonen examines the definition of woman after asking the questions if the characteristics what makes men as men are the hormones, beards, interest in the sports games, clothing or being powerful in the society, on the phase that the woman concept has reached and asks the questions of the uterus, hair style, love for children, skirts, or the lowest rate; examines the effects of mass media in questioning our sexual identities indirectly and interpreting the usual and real, after specifying that the mass media and the ads play a very important role in emphasizing these distinctions and making them seem natural. Van Zoonen, citing the "Madonna's dilemma" proposes a third concept between the real, representation or image by referring to Baudrillard. This is a simulation or in Baudrillard's words a "simula". Following Baudrillard, if there is not the reality itself, the images themselves become the real (or as she calls them "hyper-real")."
Liesbet Van Zoonen, "Gender, Representation, and the Media", Questioning the Media A Critical Introduction, (edt.) John Downing, Ali Mohammadi, Annabella Sreberny-Mohammadi, USA, SAGE Publications, 1995, p. 311-327.

as "the lifestyle" researches by American advertising companies, called as investigating "the socio-cultural currents" by French advertising companies.[16]

Today's women's magazines are the marketers of the "secret life style" with the product offerings and brand priorities they have brought. In fact, it is not a very high priority if those involved in this lifestyle are men or women. As a matter of fact, today's men's magazines take part as the brand addicted consumer figures of the same lifestyle just as the women's magazines.

As Butler and Lacan have determined in their work regarding to the men's magazines of the West where they cited, gender is not only a biological fact. The sexual behavior patterns are formed by the social and cultural structures.[17]

The magazines give wide coverage to the outstanding urban places where the prettier and dressed women will go. These places are the symbolic excellence temples that are accepted as "inevitable and of priority" to be consumed in the lifestyle proposed by the magazine. 'Coffee shops, bistros, restaurants', 'exhibitions and concerts' of famous people taeke part in the magazine as the parts of elite and expensive lifestyle. Thus, women's magazines address the woman of the bourgeois lifestyle who has anything to do with the productivity, who is a mean of consumption.

In our country full of social and individual problems, the woman of the magazines does not seem to have any problems.[18] Even only the approaches of the magazine's subjects are examined, it is always about the pink consumer women world. In all content, including the advertisements, Turkish women are beautiful, perfect, stylish and well-groomed. The approaches on these issues always include positive expressions. Magazines reflect the modern and perfect woman of an elite urban life. However, the concepts of modernization and perfection are the consumer fetishism that are against traditional ways of life and that suggest artificial liberation. With a pertinent determination, Benjamin considers this as the "damage of the halo on the art products".[19] With this content structure the magazines aim at a target audience with very narrow range. Due to low rate and number of literacy in our country, the women's magazines among the magazines which are already in distress face the shrinking number of readers. The concrete results generated by the fact are the reader population living in cities and that is at a specific upper income level. The results generated by the formed narrow spectrum in terms of source of income is the high rate of advertising based on high advertising rates and of international branded products. An interesting contradiction here is the problem faced by the advertiser-advertisement-reader balance in the women's magazines. The basic rule is that the magazines with high number of readers can get a great number of advertisements. However for a magazine with low number of readers it is not possible to survive with advertising revenues.

Advertisements do not only provide survival of low selling magazines, with their contents triggering consumption they transform women into a individuals that are passive, obedient, dependent, weak and whose subject position is taken from their hands. However, the women are not aware of the situation they are in.[20]

Conclusion

If the magazines of a small number of non-governmental organizations, and cultural and artistic institutions that can survive for a very short time and that can be printed on a low number due to limited possibilities are put aside, the women's magazines we have discussed in our study are seen to be mostly consisting of Turkish editions of foreign magazines undertaken by a limited number of press monopoly.

By their nature, the language, format and content of these do not meet the rural and the urban structure of Turkish society, neither do the traditional or modern woman's functions and requirements. However, the magazines receive a high rate of advertisements and the circulation-advertisement rate becomes invalid here as we have mentioned before. If the causes of the fact is reviewed, the low quantity of the number of readers seem to have lost its significance since on one hand a consumptive, brand based woman of the consumerist society is targeted. On the other hand, within the monopoly structure of media monopolies and due to the relations brought by the monopoly between the means, low or non-continuous advertising revenue of the women's" magazines can be balanced within the holding structures in a long period of time. This feature constitutes one of the reasons why the women's magazines out of the holding structure cannot withstand the competitive conditions and are short-lived.

Thus, when the stage reached in the field of women's magazines in our country is examined, it is seen that the global lifestyle offers of multinational capital also reflects to the Turkish society. As a result, a means of consumption model isolated from the real woman identity and her priority requirements, where the biological and social values are not reflected, which is alienated is being offered to Turkish women through these magazines.

With slogans such as "You will find everything and more you need to feel good", "We hope you feel the enthusiasm of the spring too", women are pleased with, amused, hypnotized and imprisoned in an escape system by being suspended from daily life with imaginative games.

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[18] Gaines who looked at the reflections of this "trouble-free" woman in movies such as Flashdance, in series and in books such as Harlequine examines the assumption of the possibility of a new woman sexuality's or new ways of pleasure's creation in this kinds of woman typecasting, however concludes that all today's woman lifestyle models are the way of pleasure forms that have been put into the service of male-dominated culture.
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REPRESENTATION OF IDEAL FEMALE BODY FROM *PIN-UP* ILLUSTRATIONS TO PHOTOSHOP ERA

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Abstract
The problem of representation of idealized female body through the development of illustration techniques and the specific areas and times body have long been analyzed in theoretical and empirical works. After the Golden Age of illustration covering the 1880 to 1920, through development in print techniques, distribution of visual materials got easier and gave chance to new art form *Pin-up* which depicts idealized women's body in terms of form and fonts. This study aims to analyze the development of the Pin-up art technique and its historical development from WWII to present day. The work focuses on a specific period, application and criticism such as the early practice that shapes the genres and female image's future, used in recruitment campaigns after war. Lastly it examines a contemporary campaign of a personal care company to display both the representational and ideological developments by evaluation of second and third wave feminist movement's point of view.
Keywords*:* feminism, representation, female body, pin-up, third wave feminism, female image

Introduction

From very beginning of feminist discourse to our day, the issue of idealization and representation of female body have long been analyzed in theoretical and empirical works. In a visual context, female body have served as an object from very classic period to modern times or even to postmodern times; however, after the attention drawn to the issue have started to have broad repercussion. Basically, depicting female body in passive and available representation for male gaze, reification of it by emphasizing the sexuality and defining idealized form in male gaze are the problems focused on.

One of the most significant medium of the genre *Esquire* which is a popular male magazine lighted the fuse of the tradition becoming the pioneer with its large circulation. Especially after World War II, pin-up illustrations became the representations of the women which are motivating the soldiers by their wholesome look and the idea of the wife waiting at home. Widely seen also in advertisements and campaign for recruitments, this new art form use female identity and sexuality as a form to be falsified to fulfill desires and disseminate the dominant ideology. This very early illustration technique which enables to play with the image and create a desired form ideally constitutes inspiration for today's technology as well and still keeps the ideology toward the oppression of female identity firm for the male gaze.

As representation of woman body has long been an issue of gender studies and inquired and discussed in both retrospective and contemporary contexts, I tried to – as much it is possible - keep my study in a specific time period and practice. My paper aims to draw a rough frame for the praxis of pin up illustrations of female image during Second World War, in U.S and its constructive and prospective reflection to latter visual applications and interpretations. While focusing on the criticism of the practice within feminist point of view, I evaluate the practice by the help of particular critical investigations. Continuing from the discussion of the pin up as an image of sexual connotations and male gaze, this study analyzes a different application of posters in war period by giving a brief description of the practice and illuminating the patriotic and patriarchal mediation of the propaganda model of the illustrations. In the light and the guidance of these investigations my research reaches to a closer time of ours, centering upon a more current practice by a well-known cosmetic company Unilever and its sub brand Dove's campaign for beauty, which is officially named *The Dove Campaign For Real Beauty(CFRB)*.Though the campaign possesses a role against the patriarchal perception towards woman body and general norms for body designated by dominant ideology are argued for being disgracing for women to be degraded into an object and repressed figure, in practice it does more likely standing in a commercial position constitute an ironic propaganda regarding the post feminist approach.

Representing *Pin-up*

Traditionally becoming at the top of the agenda in end of every year, Pirelli's calendar for 2013 has occupied the media for awhile; this year a distinct break with the tradition has been the main subject of the release of the calendar rather than the nude models. The tradition breaker happening is an out breaking one though for the habitués of the calendar since this year all models poses with clothes on and no nudity is represented; though the models are dressed, obviously can be seen in posture of the models like Mulvey states 'the determining male gaze projects its fantasy onto female figure which is styled accordingly (Mulvey, 1975). Even though there is no exact clue how Pirelli calendar became a tradition, calendars in which female figures represented date back to very early period of twentieth century, when the printing technique reached its Golden Age. As Maria Elena Buszek mentions in her study *War Goddess The Varga Girls ,WWII and Feminism* 'the pin-up as we have come to know her in the twentieth century blossomed in the men's magazine of the late 1930s and 1940s, epitomized in *Esquire*'s illustrated pin-ups by Alberto Vargas'(Buszek, 1998).

Alberto Vargas' illustrations for *Esquire* mushrooming demand-relatedly names his sexualized female figures as 'Varga Girls' and a label definition for woman body appears. As Buszek strikingly states, after the American involvement in Second World War, the military demand for Vargas pin-ups was such that from 1942 to 1946 Esquire printed nine million copies of the magazine "without advertisement and free of charge" (Buzsek, 1998). When Buszek imports her investigations on the history of pin-up images, she possesses an indecisive standing in her approach to the subject when she distinguishes the pin-up image from the pornographic one in expression of the emancipating quality of the pin-up for the public statement of feminist sexuality .This expression encourages to question the paradoxical quality of pin-up images for examining multiple articulation of female sexuality, simultaneously considering the women's own perception of themselves. Buszek finds the genre historically particular in examination of 'shifting roles of American society during WWII'.

In the light of Abigail Solomon-Godeu's investigations Buszek relays information on the historical development of pin-up to support claim on the iconic power of the genre for sexual empowerment. Buszek states that modern pin-up has its origin in the nineteenth century, while bourgeois interest in female spectacle and modern reproductive techniques in print and photographic, imagery converged. (Solomon-Godeu, 1996 in Buszek, 1998) As Solomon-Godeau describes 'from its birth as a representational genre, the pin-up served as an image that pointedly eliminates the explicit representation (or suggestion) of sexual act by both eliminating the presence of men (and, generally, other women) and strategically covering the genital area of the female subject.' (Solomon-Godeau, 1986) Building upon Godeau's definition, Buszek argues that for the liberation of female sexuality claiming that a representational distinction from the pornographic image through the conscious eliminated imagery led to popularly reproduced, distributed and displayed form of pin-up during WWII. Additionally she mentioned that the promotional and media uses of the illustrations carry the genre to a high speed circulation consequently with a fluctuating visibility to different genders and classes, and it rises as a popular culture icon.

Carrying her investigation further Buszek asserts that being a popular image contemporary female sexuality, pin-ups were accepted as the societal limit of the sexual imagery of woman. With the American involvement in WWII pin-ups change dimension from what alleged so-called social constitution and becomes the ever present illustration of men's magazine. In her defending position for the development of the genre, to contest the stereotypical reading as an example of women's sexual exploitation in terms of "representing and accepting seemingly contradictory elements –traditional as well as transgressive female sexualities- by imagining ordinarily taboo behaviors in a fashion acceptable to mass cultural consumption and display" (Buzsek,2006) Even her contextualization of the period is very

illuminating, she is uncertain about her claim when observed from the feminist positioning; even if the female sexuality in the 'societal' standing is a subject who liberates her sexuality from the patriarchal hegemony becomes something must be celebrated again in dominant ideology. To support my argument in this statement, I want to refer Luce Irrigaray's contributions to illustrate the mimetic posture of female body in exposition of her sexuality because if the female sexuality gains liberation by her bodily exposition it should amount to the substantiation of the patriarchal restraint of female sexuality by oppression. Irrigaray states: 'One must assume the feminine role deliberately. Which means already to convert a form of subordination into an affirmation, and thus to begin with to thwart it…To play with mimesis is…for a woman, try to recover the place of her exploitation by discourse, without allowing herself to be simply reduced to it." (Irrigaray, 1974) This encouraging role for women to represent awaits affirmation for subordination, if this subcultural signification of pin-up is appropriated by the mimetic requirement of patriarchal ideology reaches its accomplishment. The mimetic effect supported by so-called societal standing does not cause a liberated sexuality but causes a representation that will be abused by patriarchal hegemony.

Continuing the historical development of pin-up, Buszek gives exact detail for the progressive characterization of Varga Girls, which are the closest version of the contemporary pin-ups; comparing Esquire's former illustrator Petty to Alberto Vargas, Peruvian illustration artist, began working for Esquire magazine in 1940, she states the reason of his 'unsettling perfection' in pin-up illustrations for Vargas' airbrush technique writing '… details such as eyes, lips, feet and hands were meticulously rendered Vargas' with extra-fine sable brushes that lifted the subject's gazes, gestures, and accessories forcefully off the page. Even though Vargas' talent creates a masterpiece, definition of image depicted sounds more like the objects of fetish as Mulvey points out, fetishistic object 'builds up the physical beauty of the object, turning it into something satisfying in itself' (Mulvey, 1975) Remarking the idealized fetishized parts of the representations Buzsek (un)intentionally reveal the reason why these images became the so popular being the exact clues of the male desire. In support of the claim, Laura Mulvey states that in their traditional exhibitionist role women are simultaneously looked at and displayed, with their appearance coded for strong visual and erotic impact so that they can be said to connote *to-be-looked-at-ness*. From this point forth, application of the genre through hegemonic ideology places another brick in the wall by supplying a continuation of the traditional exhibitionism oppressing women. However, accordingly Buszek evaluates pin-up form in a contemporary position, labeling it modern in her statement 'Agressively contemporary and sexual yet pointedly inaccessible and grotesquely feminine, the Varga Girls became to Esquire readers an icon which embodied the danger and power of an alluringly untouchable, modern female sexuality.' The connotations loaded to the representation of women body well depicts the passive standing of women, the ideals created for the time and its reflection to ensuing formation and interpretation. Idealization of female body becomes the reflection of male desire and commodities containing the fetishistic subsidiary for it; evaluation of this reflection as the emancipatory power of the female sexuality can be commented as the affirmation of the structure established, embracing the ascribed illustrations.

Pin-up representations are not limited just to men's magazine and calendars to fulfill desires. During war time it gained a propagandistic quality to encourage woman to enlist, serve and create an image of the wife waiting at home for the saviors. As Kathleen Ryan, who penned a work on the issue of visual propaganda by using posters in Second World War recruitment, states that 'the posters not only enticed potential enlistees, but also the artists used visual metaphors to reassure family members and the recruits themselves that military service would not somehow change the character of the young women' (Ryan, 2012). The propagandistic message on the posters encourages women to make their men free and serve for their nation; it is pointed out that in the recruitment propaganda holders Navy and Coast Guard differs in their representation of women in the posters; still possessing the pin-up quality, Navy portrays an idealized version in a detailed representation Ryan depicts: 'The poster presents a notion of idealized femininity (the women almost seem to be glowing due to the artist's use of color and highlighting), but it also suggests that femininity is enhanced by volunteering for military work. Common themes of the Navy posters are pride of family members, serving for the nation and honorable sacrifice for the country. Moreover, while Navy campaign emphasizes 'wholesomeness and refinement', Coast Guard propaganda embraces a different illustration for its message attracting viewers' attention with its grounding on female sexuality in posture.

The choice in visual representations chosen by two campaign holders designates the division in their identities; on the darker side, however these glaring posters underlie a subliminal message, Ryan argues 'it is the two-dimensional world of the posters which offered simplest and most elegant manifestation of the notion that it was a patriotic duty form women to serve- and that the service was only temporary'. The messages given by posters are for women to internalize the service but without promising a perpetual emancipation in the social life. Encouraging women by their so-called idealized version of the representations, posters acknowledges women's position which is required to be possessed for recruitment supported by the messages, and implicitly these messages emphasizes the temporal quality of the duties of women. The crucial point in this issue is the way women are shown to themselves. By the help of illustration techniques applied for images are the production of explicit male gaze, the technical qualifications designated for ideal body and look, are already decided by dominant ideology. These depictions generate to make female figures to accept their identification in the offered representation. Since the ways of seeing and pleasure in looking are determined by patriarchal gaze, there is not too much chance for women to avoid the acknowledgement of representation for the social positioning. Very hypocritically also, the patriotic patriarchal ideology raises female encouragement for participation for recruitment actions but the liberty promised is limited with the borders they illustrated like the curves, the lips and the all body lines represented for the national propaganda as the nation is the men's and to make men free, women serves a ground for introspective illusion.

From Pin-up to Photoshop: A Popular Touch

Proceeding the another technique of illustration –by means an intervention to it- I am not intending to enlighten the very practical or manipulating quality of the software; the era I refer as Photoshop involve a more ideational meaning that carries the marks of postmodern popular culture. In terms of representation and in particular female image, my focus will be on the ideological application serving the popular culture and market profit of software, and in investigation my accompanying view will be the transformed feminist-in name post feminist-approach both with criticism and benefit. As the brief historical development of representation of women figured, on the argument of exploitation of female sexuality and body by male gaze, I want to draw the subject to rather contemporary period in which the women image explicitly continued to be consumed not just for the male gaze but also for the benefit of market profit by the help of popular media. Dove's campaign conducted in 2004 can provide an illustration in its hypocritical practice towards women's individual identity and conventionally in the discourse of emancipation of women body from the strings of male ideology. The images produced by media focused on the thin, tall and shaped female bodies inciting to discipline their bodies; here the Photoshop intervenes for production of these powerful messages given. However, what it is important in evaluation of Dove's campaign is its embracement of the popularized discourse of women emerged within post feminism which Mcrobbie well describes stating 'As feminist values are indeed taken on board within a range of institutions, including law, education, to an extent medicine, likewise employment, and the media , high profile or newsworthy achievement of women and girls in these sectors shows the institutions to be modern and abreast with social change' (2004, p.257). The context she tries to display is the acknowledgement of feminism and the ideology taken into account. Dove's Campaign for Real Beauty within this perspective holds all required qualities to involve its participants to achieve the real beauty; this differentiation provides real meaning of the dominated beauty which exists in a specific group of women obviously Dove's campaign desires to reach.

In 2004 Dove announced that their aim will be to contest to dominant ideology of beauty concerning the 'real' women from 'various ages, shapes, and sizes' (CFRC 2008). Dara Persis Murray in her case study on the campaign well explains the 'real' aim of the company citing, 'Myth in CFRB is examined as a means of branding the corporation as a feminist advocate for women (although this strategy oppresses women) as well as a process of self- branding women and girls as empowered 'real beauties' (although they circulate in culture as signs of corporate identity). (Murray, 2012, p.3) What is stress in Dove's movement strategically well played 'branding' which

means to embrace the brand identity of company to produce objective market profit; the question for the campaign is that if what is not important is the beauty why to center the propaganda center on the sublimed 'real beauty'? Angela Mcrobbie answers this question referring the frame of post-feminist approach saying 'active consumers of media and the many products it promotes, and by virtue of education, earning power and consumer identity a sizeable block of target market' (McRobbie 2004, p.258). Concerning all these investigations, it would not be misleading to claim that within all these processes women as identity and body transform gaining continuous dominant representations designated in demand-related market economy. In Dove's propagandistic campaign in this terms make use of female image by the help of physical attributions integrating feminist politics. To illustrate my argument, in *Evolution* video, a female figure's metamorphose which is manipulated by Photoshop to reveal the *unreal* beauty underlying the ideologies presented dominate women ; however, if a beauty product company criticizes the dominated idealistic representation of women, it sounds hypocritical to reach another ideal beauty which is marked as 'real'. Basically, the point missing in the practice do women really need to be conformed within any idealistic beauty, being identified without any labeling; considering all the practices till know by dominant ideology, I would answer this question saying 'no' because as obviously in this collusion, manually or technologically manipulation over female figure transforms but never extinct, the figures changes but the background firmly stands still.

Conclusion

Framing all these examples on the subject of representation and its transformation in this investigation becomes a very constraint effort as the specific periods taken into account and the examples imply countless practices together. Launching from the early illustration of pin-up to contemporary embracement of transformed figures, all these investigations assert that the problem in the representation of women is not on the visible but in behind the illustrated, moreover in the source, created within minds. The only transformation, from Vargas' female illustration to propagandistic representations, and as post-modern practice in media culture displays that, female image has gone through is happening not on the ground but on the ideology dominated.

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REPRESENTING OF WOMAN AND MAN ON TELEVISION NEWS

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Abstract
Television which is indispensable in the information age has got ahead of education given by schools and parents as Postman said and fundamentally changed the way human beings perceive the reality with an advantage of being an audio visual tool by becoming the centre of learning and socialisation. In this sense hegemonic ideological discourse can reach a large mass easily and it can be adopted by them through television news. Even individuals who do not watch TV are exposed to the messages by means of television and affected by the messages in some way.

Television gives several roles and values to women and men socially, politically economically and culturally when it is evaluated within the context of gender. In this way gender roles are generated again. Within this context we often encounter sexist metaphors in discussion related to television. Most feminists state that women are represented as if they were alien to social and political concerns in news bulletins, while male dominated ideological discourse evokes itself in the same context.

This research which is based on the idea that television seriously affects people and the way they perceive life looks at the presentation of women and men in news bulletins broadcast by TV channels every day. In this sense the represent of women and men will be discussed in the most watched news bulletins on Kanal D, Fox and Atv according to TNS audience measuring data on randomly chosen dates November 19 and 21.

Key words: Television, news bulletins, gender, woman and man

Ideology on Television News

Mass media create a field of discourse or strengthen it, which forms definitions of people with regards to their represents on one hand and form and limit the presumptions, attitudes and state of mind of society, in short, ideology on the other hand (Gitlin, 1980:2, 9).

Ideology hypothesis of Althusser requires some certain subjects as the carrier. It creates the individual like an identity (a self send point) much rather than a duration in which the relationship of the individual for being re-represented in the social process he/she is present (Gitlin, 1980:123,140).

Grame Burton states with regards to the cultural function of the mass media as; "Media provides the information about the world for the audience.... Mass media provide the materials that reflect our culture and becomes a part of it. This material maintains our culture and reflects it. This material develops the mass culture" (Burton, 1995:83-84).

Texts of mass media are the main areas, where basic social norms are articulated. Media images, which accumulates in the memory expresses what is "normal" and what is "deviant". Ideological functioning lies within the patterns included in media texts. The ideology is not produced by ideologists, who have dedicated themselves only to this. The ideology could be present in daily lives of individuals, in definition of the common sense and within the construction process of reconciliation (Croteau and Hoynes, 2003:163-164).

People, who are standard types, are continuously shown in standard roles in mass media and some certain patterns are represented to the audience through this way about society. These patterns on the other hand, incline human beings to see both themselves and others in some certain ways and they learn about whom and what to value and whom and what to stand up against (Larson, 2006:14) and therefore they construct some certain sighting forms.

McQuail and Windhall, who carry out studies with regards to mass media theories, express as; "Mass media not only has the direct influence on individuals but it also affects the culture, accumulation of the knowledge, norms and value judgement of society at the same time. It presents an array of images, thoughts and assessments, which could be used by the audience when they determine their own behaviour patterns" (McQuail and Windhall, 1997:115).

When mass media is mentioned, the first one that comes to mind is television. Television is accepted to be the most important mass media today. The feature of television, which makes it different from other mass media, is the fact that it can show the difference in terms of its power to influence society and the individual for reasons of its range of programme types, the music it includes within its programme structures and the fact that it holds sound and the moving images together.

The ideological and symbolic world that is established by television creates some sorts of problems and formulates the agenda in some form, but it omits other problems on the agenda through linguistic and rhetoric ways, implicit corporate and linguistic presumptions and systems but not through clear censorship applications.

Television creates or strengthens a legitimate discourse area, which forms the definitions of human beings with respect to their own represents on one hand and form and limit the presumptions, attitudes and mind of state of the society on the other hand (Gitlin, 1980:2,9).

According to Stuart Hall, the television news programmes, which are the most important ones within the television news, tell us what is happening around us in plain language. It is a corporate sieve that transforms the event, as it is the raw material into the news that is the product. There are unseen factors, ideological and professional systems that decide which has the value of being the news and the news or information is always articulated and conveyed within these systems (Hall, 1980:129-130). It has been shown during the last analysis of the conveyance of the mass media which is about to form an ideological and symbolic world that is for the benefit of economic and political executives. However, this will be actualised not directly but indirectly, that is to say though language, visual and rhetorical mechanisms, through ideological and professional systems.

Television News and Social Gender

News programmes have importance because of the variety of the audience and since they address people from all walks of life, it has high rating levels and the news includes and covers constituents of all of the other programme types.

News is a public domain activity and the whole of this activity belongs to men. Absence of women in the public domain makes way for identifying with the population of men in a natural way in terms of both the population it addresses and the subjects chosen as well (Fiske, 1989:284). The news is not only about the men and not only a montage that has been set up by them but it is also created through a male point of view. This situation determines the general discourse of the news by going beyond the person or the corporation that makes or produces the news.

As for Fiske, John Hartley has also stated that the news is produced not only about the men and by the men but it is also produced through their own eyes (Hartley, 1987:146). The expression of Hartley is such that it represents the sex oriented approach that is included in many of the news programmes.

Social gender is the dominance and the pecking order relationship from the past to the present. Mass media mediates politics that are used for the social gender relationship in this sense (Bhasin, 2003:2).

While the gender is defined as the genetic, physiological and biological characteristics that are shown by the person as man and woman, the social gender represents roles and responsibilities of man and woman that are determined in social form. The social gender is

a definition that is related to how the society sees us as man and woman and not through the biological differences, to how society perceives us, how it thinks about us and in which way society expects us to behave   (Akın, 2005:30).

As it can be understood from this definition, in fact the social gender notion reflects the roles and responsibilities of both sexes, of woman and man that had been determined as socially and culturally, and it also reflects a notion that is related to how man and woman is perceived by society and how they are expected to behave. These roles and responsibilities that have been created for environments such as home and work are relayed over to the masses through the public medium.

Gender roles within patriarchal societies have been traditionalised and internalised in Turkey. The patriarchal structure had determined personal characteristics, behaviour and sharing of the work for each one of the gender that is separated as man and woman. According to this, man has been associated with notions of being irritable, independent, self confident, active, logical, dominant and strong and woman has been associated with notions of being dependent, gentle, obedient, emotional, passive, irrational and being polite (Aktaran Fiske, 1997:203, Nelson, 1985). The patriarchal thought, which is based on the superiority of man, has also determined the roles of man and woman within society and placed woman on the private space mostly and man on the public space (Fiske, 1997:203).

Mass media and especially television have an effective role on being able to move the masses towards a certain direction and on forming their conscious. There are symbolic constructional processes for functioning of the ideology on the mass media. These are; legitimising, rationalisation, making it universal and narrative, concealing/ mystic, permutation, making things mystic and metaphorical, liaison, standardisation and symbolisation of the union, fragmentation, diversification, substitution, dissolution of the other part, reification, naturalisation, making it eternal and simplified (Tompson, 1996:52).

Mass media are establishments that reflect the social ideals, and the symbolic representations within these means would also change as these ideals change (Tuchman, 1978:3). While mass media and the television that constitute the scope of this work attract the general mass of audience in front of the screen through the images it produces as being based on certain patterns and make profit in general, it also caters for the social value expectation of the mass of audience at the same time.

The possibility that sexual discrimination could subsist within the social relationships is dependent on the thoughts and images that are relayed over to individuals of society, through social establishments, in other words in every environment and content in which ideologies can survive as much as it is dependent on the arrangements that are imposed by the social establishments and on the form of functioning. Mass media, which is one of the ideological means of the state, provides for the spread and consolidation of the state ideology and the policy through the messages they convey (Althusser, 2003:167-172)

The difference between public and private entrepreneurship also influences the understanding of television reporting in Turkey, where television broadcasts are organised by public and private establishments. Privately owned broadcast channels form news programmes with the purpose of reaching out to a larger audience, obtaining a bigger share of the advertising cake at the forefront through the understanding of reporting. When private entrepreneurs started broadcasting, it led to a structural change in television reporting. Commercial channels have a magazine type of structure that allows the entertainment content to dominate. Because the news is a part of the whole package, it must be integrated and also be entertaining. According to this new style of reporting, subjects, which are more insignificant can now be of more interest to the public. Therefore entertaining news programmes are created by emphasising the magazine style of structure for these subjects   (Kars, 2004).

The patriarchal system legitimises the social gender organisation, in other words one of the agents that carries over the sexual ideology as being assigned to legitimise the social gender organisation is constituted by the women, and the other by the men. Representing and representation forms of the woman within the public medium have been subject of many researches. Global Media Monitoring Project has been researching forms of representations in various countries since 1994. MEDIZ (Media Monitoring of Women) has also been researching the forms of women in the media in Turkey since 2006. These researches mostly show that women are represented as sex objects, objects of violence and in intrafamilial roles.

Representing of Man and Woman in the Main News Bulletins in Turkey

It is presupposed in this study that man has been represented as being related to the notions of irritable, independent, self confident, active, logical, dominant and strong in main news bulletins and woman as being related to the notions of dependent, gentle, submissive, emotional, passive, irrational and polite in the main news bulletins with regards to the roles of manhood and womanhood. According to the TNS audience measurement data between 19th and 21st November 2012 that had been chosen randomly, it has been researched for the most watched three main news bulletins (Kanal D – Fox – ATV) through the content analysis method as how both man and woman has been represented in roles of sex object, object of violence, tabloid subject and intrafamilial roles, the numerical data has been evaluated according to the content of the news.

Findings

Total number of news programmes on channels between 19th and 21st of November 2012 are as the following:

Table 1: Total number of news

Channel/Date	November 19, 2012	November 20, 2012	November 21, 2012	Total
FOX	30	28	28	86
KANAL D	18	15	17	50
ATV	18	16	16	50

News that have been analysed

Daily politics, economy, sports news have been excluded from the research in order that the representing with regards to the roles of manhood and womanhood could be determined and it has been pursued that the news studied had the feature of being able to be included within the news on life and that the subject had been the human being. Therefore, the study had been performed with regards to the role of man and woman in terms of being sexual object, object of violence, tabloid object and intrafamilial roles in the news bulletins.

The number of news that has been evaluated within the life category between 19th and 21st of November 2012 according to the channels are as the following:

Table 2: Total number of news evaluated according to channels within the life category

Channel/Date	November 19, 2012		November 20, 2012		November 21, 2012		Total	
	Man	Woman	Man	Woman	Man	Woman	Man	Woman
FOX	17	10	11	7	12	10	40	27
KANAL D	2	4	5	5	4	2	11	11
ATV	7	6	6	4	3	4	16	14

Representing of woman, who is the subject of the news, as being suitable for these definitions have been shown in the table below in figures:

Table 3: News whose subject was woman, evaluated according to channels within the life category

	KANAL D	FOX	ATV	Total
Sex object	-	2	2	4
Object of violence	1	1	2	4
Intrafamilial roles	6	9	5	20
Tabloid object	2	13	4	19

Representing of man, who is the subject of the news, as being suitable for these definitions have been shown in the table below in figures:

Table 4: News, whose subject was man evaluated according to channels within the life category

	KANAL D	FOX	ATV	Total
Sex object	-	-	1	1
Subject of violence	1	6	3	10
Interfamilial roles	5	10	2	17
Tabloid object	6	31	11	48

It has been determined that the individual, as the object of the news, has been represented as the subject of the violation in news, which was related to the relation of man with other men and not as the object of violation. Therefore, subject of violation has been preferred instead of object of violation for the category that had been formed for men.

Conclusion

In this chapter (as mentioned above), analysis of the three day news bulletins on three TV channels, was evaluated within the framework of the categories formed with regards to the represent of women and men.

According to this analysis, women as the subject of the news were represented in intrafamilial roles in 20 out of 47 news articles, tabloid objects in 19, sex objects in 4 and objects of violence in 4. On the chosen dates, while the subjection of woman was represented as a tabloid object in 13 news articles on Fox TV main news bulletin this rate is quite low on Kanal D (in 2 news articles) and Atv (in 4 news articles) main news bulletins. Woman again was represented in intrafamilial roles with the most (in 9 news articles) on Fox TV main news bulletin. Woman is not represented as a sex object on Kanal D main news bulletin. However on Fox TV and Atv main news bulletins woman was represented as a sex object twice.

Looking at man as the subject in 76 news articles was represented mostly as a tabloid object (in 48 news articles) and least as a sex object (in 1 news articles). As in the presentation of woman, man was also highly represented as a tabloid object (in 31 news) on Fox TV. Man is represented in intrafamilial roles in 10 news articles on Fox TV, 5 on Kanal D and 2 on Atv. Women were represented as object of violence in 4 news articles and men in the represent of causing violence.

All three channels' main news bulletins covered on November 19 and 21 the funeral of the soldiers who were killed in Şemdinli showing the footage of the martyr's mother who was lamenting for the dead, crying and hugging the coffin. Woman was represented as a "suffering mother" who had lost her son, and the wives of the martyrs represented as "sad wives" who were carrying their child in their arms. All the main news bulletins covered the illness of a popular name in Turkish arabesque and folklore songs, Müslüm Gürses, his wife Muhterem Nur was represented as "a woman in mourning for her husband" in these news. In one other news broadcast by Fox TV on November 21, the mother of a seventeen year old national skier who died on the piste was represented as a "suffering mother" in the category of intrafamilial roles.

 A minibus driver who had crashed into a seven year old boy named Ahmet Rasim escaped following the accident was released after a seven month imprisonment. Rasim had died before he could give the picture he had painted for his mother on Mothers' Day. The fact that Rasim's mother would not be able to live with this pain was in one news article in the main news bulletins on Fox TV on November 19. Woman here is seen to have been represented in the category of intrafamilial roles, again as a "suffering mother".

News about the killing of a young girl named Fatmagül who was described as an "unfortunate young girl" and "if she had not gone to meet a man she would not have been killed" was covered by Atv and Fox main news bulletins on November 21. Fox TV main news bulletins on November 21 featured the killing of Aslı Baş, a former Miss Turkey both emphasising the beauty of woman and representing woman as a victim again.

 Woman was represented as a sex object in the news about the women's rights group Femen who had raided a protest in Paris organized by the Catholics against the legalization of gay marriage. Several statements were in the news articles such as "beat the Femen girls" and "Catholics chase the topless protestors" emphasising that the Femen girls were topless on Atv and Fox TV main news bulletins on November 19.

News that 65 thousand TL was stolen from an estate agent's car was covered by Fox TV main bulletins on November 21. This news was an example of the representation of woman as a tabloid object by emphasising that the estate agent was a woman with the headline "woman estate agent's one moment of inattentiveness cost her a fortune".

 As it can be seen from news examples of the 4 categories: sex object, object of violence, tabloid object and intrafamilial roles woman was represented most frequently as a mother/wife in intrafamilial roles (20) and a tabloid object (19) in the 3 channels' news bulletins. They were described as dependent, gentle, obedient, emotional, passive, and irrational.

 Man was represented as a tabloid object in 48 news articles for causing motoring violation, fraud, theft, committing crimes in a round-about way, female obsession and cowardice, and it was followed by undertaking the father role who was claiming his rights for his martyred child and sick children. Man was represented as a husband in only 2 news articles and in the category of intrafamilial roles man was represented as "strong and hegemonic" in news about martyrdom. In other news with the same representing, 2 men, one from Colombia and the other from the USA who were saving women from natural disasters reported in the news (in different news bulletins).

Man was represented as causing violence in the news broadcast with a headline   "brawl between the police and Galatasaray fans" on Kanal D, ATV and Fox TV main news bulletins on November 20. Man was again represented as the subject of violence on Fox TV when a man was beaten up and left by the side of the road. Kanal D main news bulletins covered a story about a boy who killed and buried his father in Denizli because he had been agonized.

Representing of man as a sex object was only seen once in all of the news bulletins. It is in this news that in the Italian Men's Handball League one of the players kissed a rival player who was close marking him, the kissed player - over the audience's cheering - then took off his shorts and showed his male genitalia (the footage was pixelated. However it was clear what he was doing).

It is seen that man was represented as a tabloid object on 3 different TV channels in different news bulletins where he causes accidents through motoring violation. Man was also featured in stories of fraud, theft, committing crimes in a round-about way, female obsession, cowardice and as a subject of violence in 9 news articles in total. Thus it is reiterated in the analysed news articles that male dominated system attributes terms such as ill tempered, independent, active, rational, hegemonic and strong to man.

In the news headlines and leads a sexist point of view is regenerated with such discourses "if she had not gone to meet him she would have not been killed", "Catholics chase the topless protesters" and "woman estate agent's one moment of inattentiveness cost her a fortune". It is legitimated and based on a right reason, and society is made to remain unresponsive to these discourses.

Both woman and man are represented in stereotypical roles imposed by gender on TV news articles when they are the subject of the stories and women are wrongly portrayed when social structure is considered. Women are represented mostly as victims, more sorrowful and weaker than men.

In conclusion it is not wrong to say that people are directed to represent both themselves and others by the male dominated social ideology, which is imposed on mass through the news in the most watched bulletins over a three day analysis.

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APPENDIX: News in Main newscast on chosen days and television channels

ATV Main Newscast

	19.Kasım 2012	20. Kasım 2012	21. Kasım 2012
1. Haber	Hakkari'de şehit düşen 5asker Van'da düzenlenen törenin ardında memleketlerine gönderildi.	İsrail'in Gazze saldırılarında 2kameramanın hayatını kaybettiği bildirildi.	A. Dvutoğlu Filistinli babaya destek olurken ağladı. 8.günde ölü sayısı 140ı geçti.
2. Haber	8.Avrsaya İslam Şuras'ında Erdoğan BM'yi İsrail'in saldırılarına sessşz kalmakla suçladı.	Şehit düşen 5asker Van'daki törenin ardından memleketlerine gönderildi.	Tel-aviv'de bombalı saldırı sonucu otobüste 18kişi yaralndığı, Gazze'de ise hava saldırısından 5kişinin ölüğü belirtildi.
3. Haber	İsrail'in Gazze saldırılarında 6.günde ölü sayısı 100'ü geçti.	İsrail'in Gazze saldırılarında 7.günde ölü sayısı 120'yi geçti.	Filistin ile İsrail arasında ateşkes sağlandı
4. Haber	Suriye'deki çatışmalrdan ötürü Şanlıurfa-Ceylanpınar'da eğitime 1gün ara verildi.	Davutoğlu Gazzeye gitti. Ateşkes olabileceğini belirtti.	Hamas üyeleri 6kişiyi infaz etti
5. Haber	Suriye'de muhaliflerin Rasulayn kentinde PKK'nın uzantısı PYD ile çalıştığı belirtildi.	Erdoğan, uluslararsı kamuyunun Gazze'deki saldırıara sessiz kalmakla suçladı.	Dışişleri Bakanlığının NATo'dan patriot füze talep ettiği örenildi.
6. Haber	Beşir Atalay, açlık grevlerinin bitmesinden dolayı hükümetin memnuniyetini ifade etti	Kılıçdaroğlu,Erdoğan'ın fiili olarak birşeyler yapması gerektiğini söledi.	Başbakan Erdoğan, Kemal Kılıçdaroğluna cevap verdi.
7. Haber	Oktay Vural,Öcalan ile müzakere yapılabilir açıklamalarına tepki gösterdi.	IrakMrez Yön. Petrolleri paylaşmayan k.ırak'a uyarı için asker sevkiyatı yaptığı, karşılığındada k.Irak'ın peşmerge sevkiyatı yaptığı öğrenildi.	B. Arınç,M. İnce'ye cevap verdi. İnce, Meral Akşenere'e dokunulmazlığının kaldırılmasını istedini söledi.
8. Haber	İst. Maltepe'de DHKP-C'ye yönelik operasyonda 13örgüt üyesinin gözaltına alındığı öğrenildi.	Suriye'de yaralann kadın ve çocukların Türkiye'ye geişine izin verildi.	Muharrem Ayı yemeğine Bekir Bozdağ,Haşim Kılıç,Veysel Eroğlu katıldı.
9. Haber	Gül, şili cumhurbaşkanı adına köşkte akşam yemeği verdi. Büyükelçileri kabul etti.MHP'nin MYK kadrosu Gül'ü ziyaret etti. Mehmet Ali Şahin Belediyeler Yasası ile ilgili Gül'e bilggi verdi.	Bahçeli,Öcalan'la müzakere edilebilir açıklamalrına tepki gösterdi.	Kenan Evren ve Tahsin şahinkaya hastaneden telekonferansla mahkemeye ifade verdi.
10. Haber	TRT İstanbul Radyo binasının BM'ye kiralanacağı iddiası üzerine sanatçılar protesto etti. Umut Akyürek'te vardı.	Demirtaş, PKK ile hükümet yetkililerinin müzakare ederek çözüm için hareket edilmesi gerektiğini ifade etti.	Evinde ölü bulunan Fatmanur'un katili tarafından 3yıldır takip edildiği ortaya çıktı.
11. Haber	Fransa'da eşcinsel evllikleri rprotesto eden gruba karşı eylem yapan kadın hakları savunucusu Femen grubu dayak yedi.	Kenan Evren ve Tahsin Şahinkaya hastaneden telekonferansla mahkemeye ifade verdi.	Kadına yönelik şiddetle mücadelede, askerler de eğitilecek.ilk derse Fatma Şahin de katıldı.
12. Haber	Ankara'da bir kadının aracını gasp eden 3hırsız yakalandı.	İstanbul Mecidiköy'deki şüpheli çanta fünyeyele patlatıldı.	Karamanda kayıp 3kişinin cesedi bulundu

13. Haber	Muğla'da meydana gelen kazada araç kıyafet mağazasına girdi,2kişi yaralandı.	Gs taraftarı ile polis arasında arbede yaşanadı.	Adana da aramalrda otobüslerde kesici ve yaralayıcı alet bulundu
14. Haber	Sakarya'da meydana gelen kazada 2kşi öldü,2kişi yaralandı.	İstanbul, Bağcılar'da bir tekstil fabrıkası olan iş adamı öldürüldü	Beyoğluna üst geçit sorunu.
15. Haber	Müslüm Gürses yoğun bakıma alındı.	Konya-Meram'daki kazada sürücü aracından fırlayarak yaralandı	Cemil özeren toprağa verildi
16. Haber	Jennifer Lopez Ataşehir'de ev satın aldı.	Cemil Özeren hayatını kaybetti	Papa yeni kitabında İsa'nın bilnennden 6yıl daha önce doğduğunu öne sürdü.
17. Haber	Gıda-Tarım ve Hayvan Ba. Afişe 8doğal gıda ürünü için sağlığa zararlı uyarısında bulundu	Müslüm Gürses'in durumu ciddiyetini koruyor	Faruk Çelik, intibak farklarının 2013ocak ayında dağıtılacağını belirtti.
18. Haber	İtalya'da hentbol maçında oyuncunun diğerini öpmesi üzerine kavga çıktı.	A.M.Işıkara yoğun bakıma alındı	Süper loto, 20milyon ikramiye verecek.
19. Haber	ABD müzik ödüllerinde Justin Biber 3ödül aldı.	Jennifer Lopez Ataşehir'de ev satın aldı.	Avrupa oyuncak ve çocuk müzeleri, İst oyuncak müzesi öncülüğnde istada biraraya geldi. Geceye sunay akın, ertuğrul günay, halit kıvanç katıldı.

Fox Tv Main Newscast

	19.Kasım 2012	20.Kasım 2012	21. Kasım 2012
1. Haber	İsrail'in Gazze saldırılarında 6.günde ölü sayısı 100'ü geçti.	Şırnak'ta PKK ilr çatışma çıktı.	Tayyip Erdoğan, K.ıraktaki petrol gerginliğini değerlendirdi.
2. Haber	8.Avrsaya İslam Şuras'ında Erdoğan BM'yi İsrail'in saldırılarına sessşz kalmakla suçladı.	Diyarbakır'da PKK operasyonunda 6terörist yakalndı.	Suriye İst. Kon. Önünde Cüneyt Ünal'ında bulunduğu gazeteciler Beşar kadumi'nin serbest bırakılması için eylem düzenlediler.
3. Haber	Suriye tarafından düşürülen savaş uçağında füze algılayıcı sistemin bulunmadığı ve uçağın bundan düştüğü öne sürüldü.Hava Kuv.Kom. Mehmet Eren'in istifa ettiği Necdet Özel'in kabul etmediği iddia edildi.	Şehit düşen 5 asker Van'daki törenin ardından memleketlerine gönderildi.	Kenan Evren ve Tahsin şahinkaya hastaneden telekonferansla mahkemeye ifade verdi.
4. Haber	Suriye'de esir tutulan Cüneyt Ünal'ı kurtarmaya giden CHP'li vekilllerin Beşar Esad ile görüşmeleri sırasında,Esad'ın 4kentin kntrolünü PKK uzantısı olan PYD'ye verdiğini söylediği beirtildi.	Erdoğan,pkK ile mit'in müzakerelere başlayabileceğini ima etti.	Sırrı S.Önder biber gazı kullanımına tepki gösterdi,Emine ü. Tarhan, şahin'e tepki gösterdi.
5. Haber	Suriye'de esir tutulan Cüneyt Ünal, CHP li vekillerin girişmiyle serbest kaldı.	IrakMrez Yön. Petrolleri paylaşmayan k.ırak'a uyarı için asker sevkiyatı yaptığı, karşılığındada k.Irak'ın peşmerge sevkiyatı yaptığı öğrenildi.	Bülent Arınç, Muharrem İnce'ye cevap verdi. İnce, Meral Akşenere'e dokunulmazlığının kaldırılmasını istedini söledi.
6. Haber	Adalet Bakanlığı yeni düzenlemeyle özel izinle çıkan mahkumlara geceyi evde geçirme hakkı verileceği belirtildi. Oğlunun cenazesi için izin verilen Fatih Hilmioğlu'na geceyi cezevinde geçirme zorunluğu getirlmesi tepki çekmişti.	Kenan Evren ve Tahsin şahinkaya hastaneden telekonferansla mahkemeye ifade verdi.	Faruk Çelik, intibak farklarının 2013 ocak ayında dağıtılacağını belirtti. CHP'li Mevlüt Aslanoğlu hükümet aleyhine pankart astı.
7. Haber	Hasta taşıyan ambulans Beyoğlu'nda trafikte uzun süre kaldı.	Türkiye'ye gelen ve konsere katılan 21yaşındaki Sevil Sevimli'nin yurtdışı yasağı devam ediyor.	Süper loto, 20milyon ikramiye verecek.
8. Haber	Geçen yıl Adriyatik Denizi'nde çapışan iki Türk gemisinin telsiz kayıtlarına göre Ankara feribotunun kaptan köşkünde kadınların olduğu belirtildi.	Bursa'da açlık greivini destekleyen BDP'lilere tepki gösterirken başından yaralan genç yoğun bakıma alındı.	Rusya'da etkili olan kar yağışı trafik kazalarına sebep oldu.
9. Haber	Sakarya'da köpekten korkan vatandaş elindeki silahla 1kadını ve bir köpeği yaraladı.	Hindistan'daki dünü festivalde elektirkelr kesilince yaşanan izdihamda 18 kişi öldü.	İst. Üsküdar'da polis motrsikletiyle çarpışan doktor sürücü yanlış kaza raporu tutuduğunu idda etti.
10. Haber	Adana'da hırsız evden ayakkabı ve kıyafet çaldı.	Hasta taşıyan ambulans Beyoğlu'nda trafikte uzun süre kaldı.	Cep telefonu çalındı diye halk otobüsü arandı.
11. Haber	Eski Çalışma Bakanı İ. Aykut'un parası havaalanında çalındı.	İstanbul,Bağcılar'da polisle çatışan zanlı kaçtı.	Hırsızlar polis tarafından yakalandı.
12. Haber	Amerika'daki tarafik kazasında araçta sıkışan bebek vatandaşlar tarafından kurtarıldı	Milli Savunma Bak. Elektirkte kayıp-kaçak bedelinin vatandaştan kesilmemesi için yargıtay'a başvurdu	dolandırıcıların beleiye yetkilisi gibi bina sahiplerinden para istedikleri ortaya çıktı
13. Haber	Muğla'da meydana gelen kazada araç kıyafet mağazasına girdi,2 kişi yaralandı.	Kolombiya'da etili olan yağışlarda bir kadın ölüme direndi.	Van'da polise ve eylemciye teşekkür ödülü verildi.
14. Haber	Gaziantep'te bankadan para çeken Mehmet Şirinci soyuldu.	A.M.Işıkara yoğun bakıma alındı.	Muğla'da kazada 1 kadın öldü.
15. Haber	Balkondan düşerek can veren 23 yaşındaki anaokulu öğretmeni toprağa verildi.Kadının sevgilisi, ölmeden cin	İstanbul, Okmeydan'ında bir adam dövülerek yol kenarına atıldı.	17 yaşındaki milli kayakçı Aslı Nemutlu'nun ölümüyle sonuçlanan kaza ile ilgili dava başladı.

	çağırdılarını söyledi.		
16. Haber	Konya'da 36haftalık doğan bebekorganları dışarıda olunca ameliyat edildi.	İstanbul, Bağcılar'da bir tekstil fabrıkası olan iş adamı öldürüldü.	Başbakan Erdoğan, Kemal Kılıçdaroğluna cevap verdi.
17. Haber	Yeni İş Sağlığı ve Güvenliği Kanununa göre ev ve iş yerlerine hemşire bulundurma zorunluluğu getirileceği belirtildi.	Gs taraftarı ile polis arasında arbede yaşandı.	Evinde ölü bulunan Fatmanur'un katili tarafından 3yıldır takip edildiği ortaya çıktı.
18. Haber	Hakkari'de şehit düşen 5asker Van'da düzenlenen törenin ardında memleketlerine gönderildi.	İsrail'in Gazze saldırılarında 7.günde ölü sayısı 120'yi geçti.	2003 Türkiye güzeli Aslı Baş'ın ölümünde Ahmet Bayer'in yalan beyan verdiği ortaya çıktı.
19. Haber	Oktay Vural,Öcalan ile müzakere yapılabilir açıklamalarına tepki gösterdi.	Başbakan Erdoğan, uluslararsı kamuyunun Gazze'deki saldırılara sessiz kalmakla suçladı.	Müslüm Gürses'in sağlık durumu aynı.
20. Haber	İstanbul, Halkalı'da meyadana gelen kazada bir genç öldü.	Ahmet Davutoğlu,İsrail-Filistin arasında ateşkes sağnacağını belirtti.	Cemil Özeren topraga verildi
21. Haber	Mersin'de jandarma kontrolünden kaçan traktör sürücüsü oyuncak mağazasına girdi	Kemal Kılıçdaroğlu, Başbakan Erdoğan'ın fiili olarak birşeyler yapması gerektiğini söledi.	Avusturya'da Akciğer nakli olan Tuğçe'nin enfeksiyon kapmaması için çok dikkatli olunması gerekiyor.
22. Haber	Müslüm Gürses yoğun bakıma alındı.	İşpark görevlisinin çarptığı 4yaşındaki kız komdan çıktı ancak gözleri görmüyor.	Hırsızlık için girdiği evde 2 aylık hamile kadını öldüren hırsız Adana'ya kaçarken yakalandı.
23. Haber	Ferdi Tayfur,Fazıl Say'a tepki gösterdi.	Cemil Özeren hayatını kaybetti.	Romatizma şikayetiyle hastaneye gitti, el ve ayakları kesildi.kızın protez kullanıp spor yaparak atletizim yarışmlarına katılmak istediği öğrenildi.
24. Haber	Afyon'da trafik kazası geçiren kzı çocuğu kayboldu.	Müslüm Gürses'in durumu ciddiyetini koruyor.	Bir adamın çaldığı kimlikle yüzlerce kişiyi doldndırdığı öğrenildi.
25. Haber	7 ay önce bir çocuğa çarpıp öümüne sebep veren sürücü serbest bırakıldı.	İzmir Karşıyaka'da bisikletiyle minibüs alında kalan çocuk öldü.	Filistin ile İsrail arasında ateşkes sağlandı.
26. Haber	Antalya-Gazipaşa'da 5 kardeşin de kas erimesi hastalığına yakalandığı ve yardım bekledikleri belirtildi.	Bursa'da kaybolan 8 yaşındaki çocuk bulundu.	
27. Haber	Jennifer Lopez Ataşehir'de ev satın aldı.	İstanbul, Ümraniye'deki kazada 2 kişi öldü,1 kişi yaralandı.	
28. Haber	Fransa'da eşcinsel evlikleri rpostesto eden gruba karşı eylem yapan kadın hakları savunucusu Femen grubu dayak yedi.	Ankara LÖSEV'in yöneticisi Meral Koçdağ 15yaşında lösemiyi yendi ve kendini lösemi hastalarına adadı.	
29. Haber	Çin'de aracından inen adamın aracı ve cüzdanı çalındı.	Justin Biber, ABD müzik ödülerinde 3 ödül aldı.	

Kanal D Main Newscast

	19.Kasım 2012	20.Kasım 2012	21.Kasım 2012
1. Haber	İsrail'in Gazze saldırılarında 6.günde ölü sayısı 100'ü geçti.	İsrail'in Gazze saldırılarında 7.günde ölü sayısı 120'yi geçti.	Dışişleri Bakanlığının NATo'dan patriot füze talep ettiği örenildi.
2. Haber	8.Avrsaya İslam Şuras'ında Erdoğan BM'yi İsrail'in saldırılarına sessşz kalmakla suçladı.	Başbakan Erdoğan, uluslararsı kamuyunun Gazze'deki saldırılara sessiz kalmakla suçladı.	Erdoğan, Pakistan ziyareti öncesi,Gazze'de ölü sayısının 140'ı geçtiğini belirtti.
3. Haber	Gül'ün Şili Cumhurbaşkanına vereceği yemeğe A.Davutoğlu'da katılacak ayrıca Davutoğlu Gazze'ye gidecek.	Kemal Kılıçdaroğlu, Başbakan Erdoğan'ın fiili olarak birşeyler yapması gerektiğini söledi.	Tel-aviv'de bombalı saldırı sonucu otobüste 18kişi yaralndığı, Gazze'de ise hava saldırısından 5kişinin ölüğü belirtildi.
4. Haber	Hakkari'de şehit düşen 5asker Van'da düzenlenen törenin ardında memleketlerine gönderildi. (Şehit babası M.A. Ersoy'dan bir dize okudu)	Bahçeli,Öcalan'la müzakere edilebilir açıklamalrına tepki gösterdi.	Hamas üyeleri 6 kişiyi infaz etti.
5. Haber	Hakkari ve Şırnak'ta devam eden operasyonlarda 14 terörist öldürüldü.	Demirtaş, PKK ile hükümet yetkililerinin müzakare ederek çözüm için hareket edilmesi gerektiğini ifade etti.	Başbakan Erdoğan, Kemal Kılıçdaroğluna cevap verdi.
6. Haber	Beşir Atalay, açlık grevlerinin bitmesinden dolayı hükümetin memnuniyetini ifade etti.	Anadilde savunma hakkı ve kamu hizmeti alma düzenlemsini içren yasa değişikliği önerisinin TBMM İnsan Hakları İnceleme komisyonunun ardından Ahmet iyimaya'nın başkanlığındaki Adalett Alt kom. Gönderildiği öğrenildi.	Irak Mrez Yön. Petrolleri paylaşmayan k.ırak'a uyarı için asker sevkiyatı yaptığı, karşılığındada k.Irak'ın peşmerge sevkiyatı yaptığı öğrenildi.
7. Haber	Beşir Atalay, Öcalan ile görüşmelerin yapılabileceğini belirtti.	IrakMrez Yön. Petrolleri paylaşmayan k.ırak'a uyarı için asker sevkiyatı yaptığı, karşılığındada k.Irak'ın peşmerge sevkiyatı yaptığı öğrenildi.	Erdoğan, K..Iraktaki petrol gerginliğini değerlendirdi.

8. Haber	D.Bahçeli, Öcalan ile müzakere yapılabilir açıklamalarına tepki gösterdi.	Diyarbakır'da 6 PKK'lı yakalandı.	Başbakan Erdoğan, anadilde savunma hakkını içeren yargı paketinin TBMM'ye geleceğii ifade etti.Süheyl Batum hükümeti eleştirdi.
9. Haber	Genel Kurmay Başkanı, S.Arabistan'a giderek mevkiidaşına resmi ziyarette bulundu..	Şehit düşen 5asker Van'daki törenin ardından memleketlerine gönderildi.	Bülent Arınç,Muharrem İnce'ye cevap verdi. İnce, Meral Akşenere'e dokunulmazlığının kaldırılmasını istedini söledi.
10. Haber	Genel Kurmay Başkanlığı askeri liselerde seçmeli Peygamberin hayatı ve din dersine onay vermesinden sonra 24öğrenci bu ersleri seçti.	Ahmet Davutoğlu,İsrail-Filistin arasında ateşkes sağnacağını belirtti.	Kenan Evren ve Tahsin Şahinkaya hastaneden telekonferansla mahkemeye ifade verdi.
11. Haber	Tunceli Savcılığı Hozat ilçesinde polis ve jandarmanın bölge halkını fişlediği iddiası züerine soruşturma başlattı.	Kenan Evren ve Tahsin Şahinkaya hastaneden telekonferansla mahkemeye ifade verdi.	S.Arabistan'a giden Necdet Özel, Riyad'daki Türk okulunu ziyaret etti.
12. Haber	Avusturya'da etkili olan fırtına ev ve işyerlerinde maddi hasara sebep oldu.	Gs taraftarı ile polis arasında arbede yaşanadı.	Hindistan'da 4 yıl önce 166kişiyi öldüren Muhammed Kasap idam edildi.
13. Haber	Eski Bakan İmren Aykut'un havalimanında parası çalındı.	Müslüm Gürses'in durumu aynı	Denizli'de babasından işkence gören 15yaşındaki çocuk babasını öldürerek gömdü
14. Haber	Müslüm Gürses yoğun bakıma alındı.	A.M.Işıkara yoğun bakıma alındı.	Karamanda haber alınamayan 3 kişinin cesedine ulaşıldı.
15. Haber	Hasta taşıyan ambulans Beyoğlu'nda trafikte uzun süre kaldı.	Kapadokya'da başlatılan otel inşaatına köylüler tepki gösterdi.	Konya-Meram'daki kazada 1kişi öldü,2kişi yaralandı.
16. Haber	TRT İstanbul Radyo binasının BM'ye kiralanacağı iddiası üzerine sanatçılar protesto etti. Umut Akyürek'te vardı.	Devlet Bahçeli ,Öcalan'la müzakere edilebilir açıklamalrına tepki gösterdi.	Taksim-Beyoğluna üst geçit yapılacağı belirtildi.
17. Haber	Çamlıca Tepesi'ne cami projesinde birinci seçilen projeyi eleştiren arasında Zekai Görgülü'de vardı.	İlker Ayrık tiyatro gösterisinin galesinde beğenitopladı. Rasim öztekin, Beyazıt,İrfan Şahin vardı.	Kapadokya'da başlatılan otel inşaatını vali durdurdu.
18. Haber	İBB, Kadıköy-Kartal arası bisiklet hizmeti sunmaya başladı.	Cemil Özeren hayatını kaybetti.	Faruk Çelik, intibak farklarının 2013ocak ayında dağıtılacağını belirtti. CHPli Mevlüt Aslanoğlu hükümet aleyhine pankart astı.
19. Haber			Süper loto, 20milyon ikramiye verecek.
20. Haber			Çocuk Festivalinde yarışanlara Fatma Şahin ödüllerini verdi.
21. Haber			Cemil Özeren topraga verildi.

RETHINKING MEDIA ENTERTAINMENT: A CONCEPTUAL ANALYSIS OF AUDIENCE IN TURKEY

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Abstract
Media entertainment has become an indispensable part of many people's lives today. Media productions provide their audiences with an increasing variety of opportunities to be entertained. With the productions such as infotainment, edutainment, politainment and etc. which can be described as entertainment symbioses, multi-faceted construction of entertainment goes beyond its widely accepted pleasure definition. Only in 1980s did the entertainment phenomenon begin to be taken seriously as a research subject in media studies where factors such as the establishment of private broadcasting and the latest technological developments of media, have played an important role. Furthermore, with the use of new media, entertainment products and their audiences have become interactive and interdependent. In this study, in order to understand entertainment process better, some related theories such as mood management, affective disposition, excitation-transfer and triadic-dynamic entertainment theories will be discussed and used as framework to analyze the Turkish audience's reception.
Keywords: media entertainment, audience reception, media effects

Introduction
Media entertainment has become an indispensable part of many people's lives today. Media productions provide their audiences with an increasing variety of opportunities to be entertained. With the productions such as infotainment, edutainment, and politainment that can be described as entertainment symbioses, the multi-faceted construction of entertainment goes beyond its widely accepted pleasure definition. Only in the 1980s did the entertainment phenomenon begin to be taken seriously as a research subject in media studies, in which factors such as the establishment of private broadcasting and the latest technological developments of media have played an important role. Furthermore, with the use of new media, entertainment products and their audiences are interactive and have become interdependent.

The first section outlines evolution of entertainment. In the second section, audience reception is discussed in terms of the historical framework. In the third section, in order to better understand an entertainment process, some related theories such as mood management, affective disposition, excitation-transfer and triadic-dynamic entertainment theories will be discussed and used as a framework to analyze the Turkish audience's reception to media.

Evolution of Entertainment
There is no doubt that entertainment is central to modern life and had been a part of all civilizations in history. It can be traced back to ancient Egypt. For instance, the world's oldest papyrus ever recovered was an invitation to a banquet in the seventh dynasty. From the details of the party invitation on the papyrus, basic forms of leisure and entertainment activities such as dancing, wrestling and storytelling were preferred by the upper class of the dynasty. Furthermore, ancient Egypt's middle class provided ancient Egypt entertainments in theaters where acrobats, gymnasts and dancers performed. (Zillmann : 2000, p.7)
In ancient Greece, the Olympic Games as the principal attraction were bringing all of Greece together. As alternative forms of entertainment, drama and comedy competition performances held in outdoor amphitheaters attracted masses to the stage. Aristotle at that time proposed that drama and tragedy help people elicit the emotions of pity and fear and in the end effectively purge people of these emotions. This is also known as the 'Catharsis Doctrine' through which the users of such entertainments receive gratification. Later Plato described music, dance and gymnastics as activities of virtue. However, such forms of entertainments were viewed as the prerogative of the upper class as they were mostly practiced by the elite of that time. (Zillman: 2000,p.8)
Historically, the poor first became an integral part of mass entertainment in the Roman Empire. The state offered a holiday almost every other day during which state-supported entertainments took place. This helped the democratization of leisure in Roman society. The Circus Maximus accommodated 250,000 spectators and amphitheaters were built like the Colosseum that had a capacity exceeding 50,000. These amphitheaters were scenes of sensational happenings in that time, such as gladiator contests who fought each other and wild beasts. The gladiators were mostly unfree individuals (condemned criminals, prisoners of war, slaves). These were public spectacles staged by mostly politicians and emperors of that time.. (Zillman: 2000, 9)
With the emergence of Christianity, hedonistic forms of entertainment were banned and church fairs served as a center of entertainment which as they were the only alternative offered to help reduce the burden of daily life stress. By the middle of the second millennium after Christ, entertainment regained a higher status and was again offered almost no restrictions. Permanent theaters were built and these served as communal institutions of entertainment and they had big audiences. Renaissance philosophers argued about the value of entertainment. For instance, Pascal, as the spokesperson for Christian values, argued in 1887 that all entertainment was considered as pleasures of the body and were to be resisted. However Michel Montaigne in 1958, believed that people could occasionally "escape from reality" in order to maintain their mental health, therefore entertainment can also be seen as a therapeuticy. (Zillmann: 2000, p. 11)
With the invention of printing in the mid 15th century, reading novels and magazines started to provide the entertainment for the individual. Since then, an "avalanche" of entertainment began. After the advent of radio in 1922, it had reached 95% of all US households within 25 years. From television's advent in 1946, it obtained this rate in 20 years. The computer became prevalent in over 50% of households in US in a much shorter time. The number of channels and entertainment options have increased dramatically. Entertainment has become mass entertainment. While the range of forms of entertainment continues to rise, the audiences are now experiencing difficulties in choosing between the wide variety of media offerings. (Zillmann: 2000, p.16)
After the industrial revolution, workers started to have an increasing amount of free time. From 1850 to 1950, within 100 years, the number of working hours decrease from 70 to 40 hours per week. (Zillmann: 2000, p.17) In addition to the gain in leisure time, technical developments such as digitization and data compression provided a growing capacity for production and transmission of information, and had provided many choices of entertainment (Vorderer: 2000, p. 21). For this reason, entertainment programs are available almost everywhere. New media offers a modification of the content.

Entertainment as an audience reception process
Entertainment is better understood with the description and explanation of audience reception instead of media offerings. The emotions and cognitions of the audience are central to the reception process consisting of various dimensions. Entertainment cannot be reduced to pleasure, as knowledge plays an important role in entertainment as a pleasant and positive experience of the audience. As reception phenomenon, entertainment has specific motivational, emotional and impact aspects and can be explained in terms of media-psychological theories. Entertainment is a complex and multifaceted construction. Media content is not the only characteristic of entertainment, but entertainment is also dependent on specific recipient and situation factors.

Media audiences have changed since the new media technologies provide many choices and control when, how and where they use media. Therefore the relationship between the media and audiences is transforming and can no longer be conceptualized by traditional applications. Thus audiences have become more unpredictable, however gathering feedback of their tastes and preferences is currently possible. Earlier audience correspondence with media producers were letters to newspaper editors, motion-picture fan mails and complaints to broadcast programmers which were the feedback mechanisms available to the audience. These developments are fragmentation of media and autonomy that audiences have in their use of media. The relationship between media and audiences is no longer one dimensional. As technological developments, many different content options are provided across various distribution platforms, within which the capacity for offering more choices is increasing. This evolution of media causes disintegration of traditional mass audiences. (Napoli:2008)

Napoli distinguishes inter- and intra-fragmentation of media. According to him *inter-media fragmentation* can be described as a particular media offering that can be viewed through various media platforms such as internet, iPod download, cable system on-demand service, broadcast network, cable network re-run. Many different media distribution platforms are available to the viewers today from which they can view a particular episode. *Intra-media fragmentation* on other hand, can be described as the recipient's particular content options and are sub-divided into smaller distinct components. For example, individuals watch television clips instead of entire episodes on YouTube. Songs are mostly bought from internet and music downloading have become the common form of audience's music reception. In other words the content itself is disaggregated. This effect of fragmenting has an impact on audiences by dispersing their attention throughout a greater variety of delivery platforms and content options.

The new media environment with massive storage and better search functionalities provide fragmentation of audience. The greater disaggregation of the media environment would in turn results in greater separation of audiences into homogenous segments. In other words, the more the media environment fragmented, the more the audience will become fragmented into homogeneous groups. *Audience autonomy* refers to the increased control that audiences have over the processes of the media use, this control is increased by audience interactivity and mobility. The audiences have now the power to be selective in their choices. In the past there were clear distinction and separation between media producers and audience. Presently this separation is becoming less distinct and the audiences are as much producers of media as they are users. (Napoli: 2008)

One of the characteristics of interactivity is reciprocity, which means that the user of the new media is no longer just a recipient but also transmitter of information. Media offers various interactive programs and the individuals select what they prefer from these media offerings. This can be considered as the process of individualization in which individuals tend to select according to their own orientations, values and targets. Another aspect is the expectation of an individual to be addressed personally. This is mostly the reason why many people prefer interactive media. (Vorderer: 2000, p.27)

A counter argument to the current viewing habits of the audience is the relaxation function of TV. Individuals can do other tasks while watching TV. Another advantage of lean-back media could be that relatively little is demanded from television viewers when watching TV. According to Vorderer, TV seems to be a modern form of laziness since the audience can relax there without putting much of their own energy and time toward the activity. (Vorderer: 2000, p.28)

Another discussion point is related to collective attention. Till today, the aim of media has provided audiences with information about certain issues and often this information can be biased or one-sided. It has also an agenda-setting function. However, today, every individual can determine his own point of view thanks to new media. For instance, an individual who is only interested in a particular genre, can switch the TV program anytime when his program is interrupted by any advertisement, news or other unwanted content.(ibid)

Fig. 1. Tivibu Interface

Digiturk and Tivibu are the major digital broadcasting platforms in Turkey. Tivibu provide media content for different devices, computer, television, mobile phones and tablets, representing a media convergence. They have changed Turkish viewing patterns of TV and films by offering media content with on-demand video, an ability to pause live broadcasts, interactive feedback services. They developed a broadcasting model with the functions of 'stop and watch', 're-watch' and 'rewind and watch' and reached 1.1 million subscriptions in a year and plans to improve traditional IPTV broadcasting characteristics. Tivibu also includes social media application on their platform. On this platform the users can utilize all features which other social media platforms offer.

DigiTürk also offers the same services as Tivibu and claims that the audience is free from time and place with its new digital broadcasting. As a result, the audience is no longer depended on the broadcasting flow that was previously determined by different TV networks. The audience can order meals, shop, surf the internet, communicate with contacts and friends and even buy for instance the exact bag that they saw in a movie on Tivibu platform as soon as they want.

Media Entertainment Theories

The Affective Disposition Theory - In affective disposition theory, the main focus is the audience's experience during its reception of media while confronted with the selection of certain media offerings. This theory assumes that in the course of a film or TV series, the audience develops affection for the admired and respected protagonists, and negative feelings for antagonists while following the narrative. Since the recipients do not know the story line of the fictional film, they are physically stimulated and feel empathy for the protagonists or antipathy for the antagonists because of moral judgments ('Affective Disposition'). According to this theory, experiencing stress and empathy are the

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major aspects of entertainment as media effect: "Character development is effective, generally speaking, because respondents bring empathy and, more important, moral considerations to the screen." (Bryant / Zillmann: 1984). Entertainment is thus not only the result of media use, but a process of identification with hero protagonists. This theory also makes it clear why Turkish TV series are popular and find some answers especially for the success of main characters of these programs.
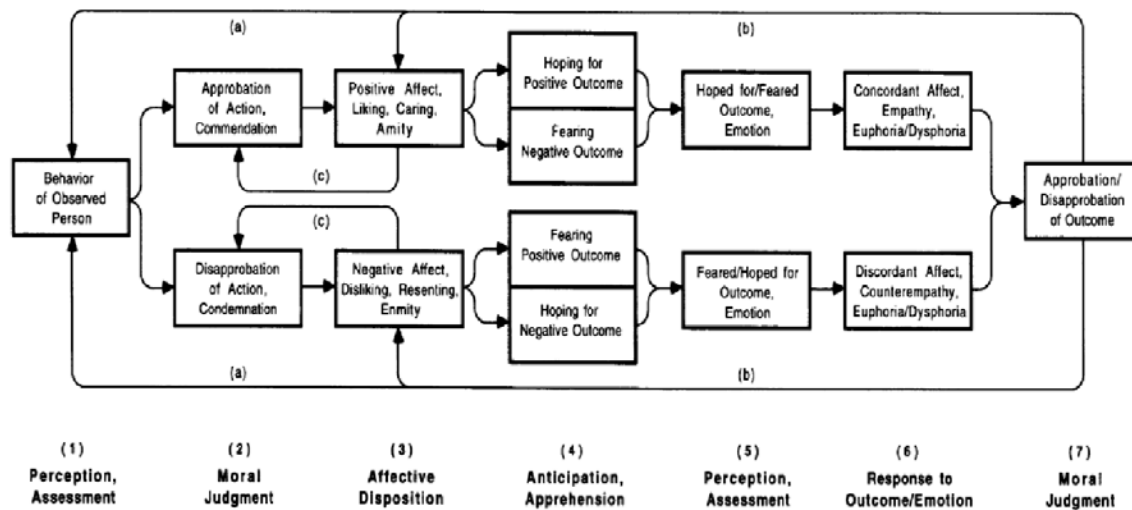
Fig. 2. Affective Disposition Theory (Zillmann: 1996)

Excitation-Transfer Theory - The excitation transfer theory treats and explains mental and physiological states, occurring immediately after the entertainment processes. During the audience's reception of the TV series, their anabolic physiological arousal degrade slowly when tension is resolved in the program. With the tension that is resolved during the reception process, the recipient's cognitive reaction to the unexpectedly positive ending results in a pleasant feeling of relief. The greater the tension is in the story, greater the feeling of relief will be felt once it is relieved. (Zillmann : 1996)

Mood Management Theory - Mood management theory is also considered as an extension of uses and gratification theory. According to the mood management theory of Zillmann (Zillmann :1998), audiences use media to regulate their mood where the viewer always reaches a certain level of gratification that varies individually. Individuals seek to experience the highest degree of pleasure attainable under given circumstances. The mood management theory states that persons are motivated to make entertainment choices that will help them to diminish or terminate negative mood and to extend and enhance good moods. In other words if a particular program heightens an individual's mood, they will inevitably be attracted to similar programs in the future. The viewer tends more to maximize its positive mood then to minimize bad mood and watch therefore often unconsciously or spontaneously just such broadcast formats that distract him from his daily life. When the desired effect was achieved by the selected program, the viewer of this broadcast format would select it later. Entertainment formats evoke certain positive emotions such as distraction, fun or admiration. Whether a media content attracts the person, depends on whether they can identify themselves with the content and also the actors. The stimulus qualities of media offerings lie in the complexity, novelty, the surprise value and the ambiguity of content.(Zillmann: 2000)

In a country where TV plays an important role in daily lives of its people, various research projects done in Turkey about TV viewing motives of audience have shown that TV is still used by most of people as the ideal medium for the mood regulation.

Triadic-dynamic entertainment theory –(Früh :2002) explains what entertainment experience is and how it evolves in the reception process. Früh describes entertainment as an information process that emerges as a positive emotion on a macro-level. Social and situational content determine the entertainment experience of the recipient. This entertainment experience consists of three major components: Media offerings, person and situation. Entertain experience can only be entertaining when the three fit to allow for the feeling of this positive emotion and control and form a triadic constellation. This triadic constellation influences considerably the type and intensity of the entertainment experience.

Früh divided the person factor which is one of the three conditional factors in the emerging of entertainment, on one hand as stable sub-factors such as personality traits and on another hand as unstable sub-factors such as positive and negative moods and available energy potential of the recpient. Besides rather unstable subfactors, he claims that personality type being such as extravert or introvert might have an influence on entertainment experience. Extraverts and introverts may process media offerings more intensively, resulting in a higher entertainment experience, when they are confronted with a supposedly optimal media offering according to their need for different amounts of stimulation. Experiencing entertainment is very much influenced by the medial stimulus. The stimulus-induced entertainment is greater when the person is more receptive for external stimulation. (Früh: 2002) For example when an individual returns home from after bad day at work, he would probably choose a media offering that would offer him the most distraction of his daily life.

Conclusion

Evolution of media brought changes in its use and reception. These changes make it even more difficult to adapt to the multi-dimensional and complicated phenomenon of 'entertainment'. Entertainment can be described as a subjective and positively valued cognitive-affective experience with emotional aspects. Entertainment involves specific motivational, cognitive and affective aspects. Since media, the recipient and environment are interconnected and mutually influence each other during the entertainment process, entertainment is therefore dynamic.

By analyzing the most well-known theories of media entertainment, it can be concluded that the factors defined by the research, present the core components of the construct 'entertainment'. These factors that are often based on theories such as pleasure, fun, play, escapism, diversion, distraction, mood regulation, mood optimization, involvement, identification, interaction, excitement and relaxation, are essential for the description and explanation of the entertainment experience.

Turkish audience reception has also changed due to developments in the media environment. Contemporary Turkish audiences have many different media content options from various distribution platforms within which the capacity for offering more choices is growing continuously. Due to fragmentation of the media environment caused by the introduction of new platforms, Turkish audience has become elusive, more autonomous, interactive and engaged viewers who have control over the entertainment process. In addition to the traditional lean-back entertainment, such as television shows, films, and reality television, lean-forward entertainment, such as web games, instant

messaging, and friend networking sites provides gratifications to the Turkish audience. There is a shift from an audience that uses media to an audience that engages, through Twitter, Facebook, Tumblr or YouTube. The audience is connected to the media productions they prefer.

Since the media world, the preferences and reception processes of the audience are subject to constantly change, the research of media entertainment continues to evolve. In the near future research will be focusing on different perspectives of media entertainment.

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ROLE OF SOCIAL MEDIA TO CREATE AGENDA- A CASE STUDY: MANNER AND STYLE OF APPEARANCE OF TWITTER DISCOURSE OF THE PRESIDENT ON THE NEWSPAPERS

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Abstract
Millions of events occur in the world and in Turkey almost every day. Which of these events would be presented to the public opinion or be on the agenda is decided by the media professionals who are also called "the gatekeepers". It is clear that the gatekeepers make use of many sources in order to determine the agenda of news. One of these sources is the social media. Today, social media remains as an important force that directs and effects the other types of media. The topics those are on the agenda of the media can also be found in the conventional media. The dynamic and unstable structure of the social media enables the public to share ideas freely, and these ideas in turn form a rating pool causing conventional media to rely on this structure. Especially press follows this dynamic structure and form its own agenda by making use of this structure. Under the light of the mentioned information, the aim of this research is to put forth the role of Twitter on influencing the agenda of press as one of the most important networks of social media. Within the period of four month between June-September 2012, the Twitter messages of the president of Turkey Abdullah Gul were taken into consideration. Whether President Gul's messages existed in the press or not, their form and frequency were explained via scanning method. By means of the news published in 7 newspapers those have the authority of representing Turkish press, we tend to put forth the influence of President Gul's tweets in creating news. The hypothesis of the study is that Twitter as a means of social media has a certain role in creating the agenda of press.
Keywords: social media and agenda creation.

Introduction
Media is among the basic tools where people gain information about what is going on in the world. News, information and content reflected by the media create the agenda of the society, and especially selection and presentation of the news by the televisions and newspapers bring many matters of debate along with them. Which news shall be presented for how long, which news shall be included in the agenda, what the society shall deal with and what the society shall be made to like or dislike are determined by the media directors who are called gatekeepers. Thus, the perception of the people concerning world is shaped in parallel with the window opened by the media; moreover, the society can only see what the open window lets them to see. As mentioned by Shaw and McCombs, mass media is highly successful to tell about what we shall think for how long. According to McCombs and Shaw, creating the agenda has a hierarchy of the priorities; it is the list of topics arranged with an increasing importance. As Bernard Cohen says, media does not tell us "*what*" we should think; it tells us "*what*" to think. There are many approaches and research which introduce the effect created by media on the society, intellectual change and conversion. Among these studies, especially Spiral of Silence, Epidermic Needle, Media Addiction and Agenda Creating stand out. Agenda creating tells that place and time allocated by mass media to a certain topic should be measured and this measurement should be associated with either the amount of audience's interest in the topics or their attitude towards the materiality of the topics.

Change of forms of mass media, and especially positioning the social media as a news source and information network has brought in changes in the dimension of agenda creating. In spite of classical media's one way agenda creating style, bidirectional content determination of the social media and the speed of spreading the news or information has become the determinant in the determination of social agenda. Social media also directs the agenda of classical media, as well as reflecting and determining the agenda of society. Media's including the news which it did not include in the agenda in some periods thanks to social media, making news in parallel with the sensitivity of the society and especially emergence of the awareness for instantaneity of the news have triggered the classical media and made the social media an important source of information. Although the social media is unable to give a clear answer to the question "does agenda determine the media or does media determine the agenda", all studies made it clear that social agenda determines the social media, and the social media determines the agenda and classical media.

Starting from this, the basic objective of this study is to determine the form of reflection of the discourse in social media on the classical media and the degree of its efficiency especially in the aspect of political discourse. For this purpose, the information given by Republic of Turkey President Abdullah Gul through his Twitter account shall be analyzed in terms of to what extent, how and with which content it is reflected in the classical media. Firstly, Twitter messages of Mr. Abdullah Gul within the time period determined for the study shall be evaluated. And then it shall be determined by "content analysis method" which news are published to what extent and with which content on the determined newspapers within the same period starting from these twitter messages. According to the result obtained, the influence of social media performance of a person who has a high power of creating agenda in the politics on the determination of the agenda of the newspapers shall be presented. Thus, the hypothesis that social media is effective on creating the agenda of mass media shall be verified.

Creating the Agenda – Setting the Agenda
The main thesis of "agenda setting thesis" concerning long term effects is that media influences public opinion seriously by ignoring some events and expressing the others. (Lazar, 2001: 107).

Many events occur in our daily lives; however, the public is aware of only some of these facts. Individuals can have information as to what happens through the information they obtain from the media. At this point, the framework of the agenda established by media for the sake of people gain importance. Then the question to be asked here is who decides as to when and to what extent we would gain information from the events?

The process of selecting the visual data and comments in accordance with the publishing manner and policies of the media companies is called "gatekeeping" (Rigel, 2000:22). The senior administrators in the official institutions are the ones who determine the policy. However, to secure and pursue this policy is a necessity in lower levels. Thus, a main media publisher is in such a position. He/she determines the policy of the newspaper and enables its practice as the owner or representative of the newspaper. The executive editors, news directors, editors -also called the gatekeepers- are the authorities who decide which events would be presented to public attention during news production process. Within this process, they need to act within the framework of ethics necessitated by their professions, and of ethical values objectively and justly, not through their ideas and prejudgments. (Zıllıoğlu et al., 2007, pp.227-228).

The approach that media executes the creation of agenda in daily basis was developed by McCombs and Shaw (1973) and it was drawn from the studies of B. Cohen (1963). The former mass communication studies insisted on awareness and cognition whereas a change in the attitudes began to be given priority (Erdogan and Alemdar, 2005: 180). Among the proponents of agenda creation thesis, McCombs and Shaw insist on the change in the viewpoint of mass media. Media does not affect over its target group immediately but shapes the way the recipient, who decodes the messages coming from the source during the process of communication, views the social environment. This is the principal hypothesis of agenda setting. This effect that was shaped through a sort of identification is defined as the

agenda of the messenger. At this point, mass media does not convey us what we should think directly. It identifies and interprets the chronology and line of events. Its effective power on formation of public opinion stems from this point. (Bousie and Yücel, 2012, pp. 94-95).

Due to limited time, various systems apply to some methods and tactics in perceiving and processing facts related to them. In this context, the subjects are selected from a whole of possible objects and processed accordingly. In short, media shapes our perception towards the environment rather by determining what is less important on behalf of us. Thus, the imagination of individuals concerning the social facts are established by some authorities on behalf of them. (Gokce, 2002, pp. 206-207).

This long term forming also points out the efficient power of mass media. Public perception is formed and shaped according to the way media arranges the events. Another important emphasis is that the claims of media those do not attract attention in short term would be forgotten (Tutar and Yilmaz, 2005:130).

According to Cohen, who expresses the agenda creating functions of media in brief, the press may fail in telling people what they should think whereas it is quite successful in disclosing what they should think about (Rigel and Caglar, 2009:127)

Dearing and Rogers define the concept of *agenda* in creating the agenda as listing the subject headings or the events organized according to the order of importance (Dearing and Rogers, 1996:2). In this approach, the subjects which were dealt frequently and were considered important create the agenda of the audience; on the other hand, the subjects those are not dealt by media do not come into question publicly.

McComs and Shaw try to describe the agenda setting in context of Watergate in 1976. Media kept this event on the agenda steadily and it was on the agenda of American society during the event; at the end of this period, American President Nixon had to resign his office. Media which tells people what they should focus is an important part of city dwellers and public by means of a hierarchal chart. In the chart below, there is a close link between the lines concerning these issues.

Events	the emphasis of the media on the subjects	Public perception
E1	……………………………………………………....	E1
E2	……………………………………………………...	E2
E3	……………………………………………………..	E3

Figure 1. Agenda setting theory (Lazar, 2001:107)

Today, individuals prefer mostly social media among mass media to become aware of the world. The new order and system show that social media forms an effective power over the other types of mass media as an enormous power. Gatekeeping, which is executed by taking the broadcasting identity, policy and target group into consideration, begins to disappear gradually within this newly emerged order. The citizens make use of the facilities provided by the new media technologies and produce news of whatever they want by social media via their computers and mobile phones (Caglar and Porghamrezaerek, 2012:14). As the agenda setting theory is based on especially political events, election campaigns and election periods, political elite create the agenda of people by media mostly through social media in these days. (Yaylagul, 2008: 70).

The Role of Twitter in Creating the Agenda as a Means of Social Media

Social media which grows rapidly against conventional media not only creates its own agenda but also directs the agenda of other means via its multiple structure, individual sphere it presents for its users, independent field and freedom of expression. Aksoy (2012) states that millions of organizations and individuals ranging from all sorts of consumers to celebrities, politicians, governmental institutions, universities, profit making or nonprofit making companies surf on internet which is social media and acquire information whereas only scientists and a limited number of researchers participated in internet environment. Together with this multiple structure, those who are in social media can mould public opinion, convey the news to the agenda of social media to the extent of importance and also can influence the agenda of conventional media directly. The media order in which what, how and how much will be determined under the control of gatekeepers, media owners and political power is displaced by the users of social media. Now each social media user has the quality of "gatekeeping". Press and audio-visual media determine the content and the order of news according to the agenda of social media. In fact, both media types influence, direct and prompt each other. Despite the fact that no scientific research has been held as to which media structure is more efficient, the observed ones show that especially the power of social media and its impact on setting the agenda are more efficient.

This multiple structure of the social media generates the notion of "echo chamber" along with itself. Technologists are not alien to the impact of echo chamber at all. The echo chamber impact can be summarized as follows: The closed groups consider whatever they speak of among themselves as the general norm and begin speaking more, they speak of even more as they hear it is uttered, speaking creates more speech and they assume a really distant portrait as real. (Süleyman Okan, http://sosyalmedya.co/olculemeyen-internet/,2012)

Twitter which took over the priority especially in recent social network trend within the social media is seen as the principle source of acquiring news for people from all social stratum. As a social communication means established by an American citizen Jack Dorsey in March 2006, Twitter is a microblogging website that enables its users to share max. 140 letters of messages, and other users to read those messages and broadcast them through their own profile by retweeting; it also enables to add it into their favorites. Twitter enables users to send tweets consisting of 140 characters and approximately a billon tweets are sent a week by 140 million active users all around the world. As Scott Stratten (2012) states, each tweet represents the personality and also position of the sender in spite of the fact that the tweets are personal.

Twitter, which attracts the attention as a social café used by everyone from politicians to businessmen, celebrities, media workers acts in the agenda as quick as a news agency. Real identity made the tone and the atmosphere of the communication on internet better than before. Tweeters want praise, esteem and to be followed by their wits; as a matter of fact, they are rewarded by their nanosecond fames (Jarvis, 2012:146). Strategy Analytics announced that the number of smart phone users exceeded a billion users in the first three quarters of 2012 (http://sosyalmedya.co/akilli-telefon-sayisi-bir-milyari-asti/). People now remain on internet for 24 hours and continuously on social media environment. Thus, each twitter user may become the source of some news, convey audio-visual and written form from this source at any moment. Although it takes time for media staff to reach any event occurring at any place in the world and to process it as news, twitter users at that place share the event immediately; at the end, this information increases as snowball and creates the agenda immediately. These news shared by twitter users are taken and used by other media experts. In short, social media takes over the role of conventional media as a source of news and information.

A video, photo, a message by a famous person or discussions and quarrels become the topics of main news bulletin and are shown for minutes; thus, they create the agenda for days so that conventional media follows thousands of people immediately and lively. The most evident agenda creation of twitter is trendtopic structure in itself. Trendtopics (TT), which means the list of most mentioned topics, consist of the most sensational events in the country and in the world. These topics create the agenda of the topics to be discussed in the social media and also direct the agenda of social media; furthermore, this process creates the public agenda. Alongside the discussion of the topics on the agenda in TT, the agenda created by the celebrities also take part in the TT list and form a platform of sharing ideas for its users.

People those are aware of this impact of Twitter and use Twitter effectively are celebrities and politicians. Now news bulletins are replaced by tweets. By means of twitter, messages are conveyed to people without any intermediaries whereas whether the news bulleting would reach people and how would they be presented are under the control of gatekeepers. This makes twitter an important medium.

Celebrities announce their messages to their followers or politicians convey important medium declarations via twitter. These announcements create the agenda of conventional media.

The best example for the impact of Twitter over agenda setting is that many international reports, conference proceedings or the sentence structure in press releases can be designed in conformity with 140 characters. Each sentence is formed in 140 characters and these sentences can be tweeted by readers easily without any alteration or change in the text. In this way, the text can be read by many people and is brought to agenda.

Among the Turkish politicians, especially President of Turkish Republic Abdullah Gul uses Twitter being aware of its multiple structure, social broadness and its power to influence the agenda. President Gul has been in service as the 11th President of Turkish Republic since 2007. Abdullah Gul has a total of 974 tweets and 2.645.000 followers by 07.01.2013.

According to "e-diplomacy Hub" (2012) which is developed by French news agency AFD to analyze and measure the efficiency and effects of diplomatic figures on Twitter, Gul is the 8th among the most influential diplomatic actors in the world having 2.261 points and more than 2.310.000 followers. On the other hand, Prime Minister of Turkish Republic Recep Tayyip Erdogan is 12th having 1818 points with 1.847.000 followers. According to "e-diplomacy Hub", the most influential 10 diplomatic actors on Twitter and the number of their followers are as follows:

1. USA Barack Obama 20.823.285 20.278
2. USA Bill Gates 8.520.046 8.471
3. China Dalai Lama (Tibet) 5.273.532 5.431
4. Venezuela Hugo Chávez Frías 3.611.626 3.923
5. Saudi Arabia Muhammad Al-Arifi 2.868.383 2.987
6. USA Al Gore 2.522.812 2.558
7. Venezuela Henrique Capriles R. 1.710.685 2.400
8. Turkey Abdullah Gül 2.310.261 2.261
9. Mexico Felipe Calderón 2.149.700 2.162
10. England David Cameron 2.119.304 2.122 (http://twitterhaber.com/siyaset/gul-twitterde-8-sirada/)

Apart from President Gul, Twitter is not used effectively by other political leaders in Turkey. Denet Tezel, production Director of "nediyor.com" which shares the related comments of 900 famous people concerning the events or agenda in 140 character columns said, "Erdogan and Kılıcdaraoglu, who have the greatest number of followers, consider Twitter as a media in which they present their announcements". According to Tezel, leader of MHP (National Movement Party) Devlet Bahceli "does not appear" in Twitter; on the other hand, co-leader of BDP Selahaddin Demirtas uses Twitter "successfully". Tezel states that other members of BDP also use social media effectively.

Some of Tezel's remarks are as follows: "The measurements show that a celebrity sends approximately 3.7 authentic tweets each day. Some of them think of it as a means of advertising. Foreign politicians use Twitter more effective than Turkish politicians. Among the members of the government party, almost no one speaks except for the ministers. The MPs of opposition parties use it as billboards as seen in messages such as "I am here visiting this town etc." (http://www.haberturk.com/polemik/haber/783056-siyasiler-bu-isi-yapamiyor, 23.11.2012)

During the June- September 2012 within the scope of the survey on Gul, some of his tweets which become subject of the press are as follows:

- I felt so sorry for Neset Ertas' loss. They informed me that this situation was quite serious when he was taken to the hospital. 25th September
- My treatment at Hacettepe Hospital still goes on. I will probably stay here for a few days. pic.twitter.com/proaB8id 30th August.
- In the meantime, I do not have spare time. I am busy with my studies, read reports and books pic.twitter.com/XP0gnBKa 30th august.
- Ulucanlar is a living monument that depicts where there is no democracy and justice, there is nothing other than oppression. 5th August.
- I am going to Yesilyurt to participate in an *iftar* (breaking the fast during Ramadhan) by ferry. pic.twitter.com/XP0gnBKa 26th July.
- We had 310 quests from 53 cities yesterday. I welcomed each of them with my wife. pic.twitter.com/vjwokjhT 25th July
- I had a sorrowful day yesterday. I participated in the funeral of private Umit Akbas who was martyred in Van. 25th July.
- I realized that Besiktas' success is not a coincidence during the visit of their team, I was so glad. 15th June.
- You know that I support Besiktas. It was not successful in football but showed a great success in basketball. 15th July.
- Happy weekends everyone. I returned from Igdır and Agrı which have borders with Azerbaijan, Armenia and Iran.9th June.
- Ishakpasa Palace in Dogu Beyazıt is a masterpiece as it were built on an eagle's nest. pic.twitter.com/FniZEgAd

The Scope and Method of the Research

This study aims to put forth the agenda setting capacities caused by tweets shared in Abdullah Gul's twitter account in the broadest sense. The reason why Abdullah Gul was selected for the subject of the study is his using Twitter actively and being 8th among 10 most influential diplomatic figures. In the light of this information, whether the tweets in Abdullah Gul's personal account are in the news of 7 important newspapers (Sabah, Radikal, Cumhuriyet, Zaman, Habertürk, Yeni Şafak, Taraf) from the point of content and circulation of print press in Turkey within a period of 4 months between June – September 2012, their way of creating news and the number of the news were analyzed. The selection of the newspapers was executed according to the circulation, content and their ideological approaches. In the study, scanning method is used to analyze the number of news, headlines and their contents. The principal hypothesis of the studies is as follows:

H1: As one of the medium of social media, Twitter has a certain role on agenda setting in press.

The Findings of the Study

The range of Abdullah Gul's twitter based news according to newspapers, their release date, headline, page number and the topic of the news within the mentioned period is shown in the table below. The data belonging to the table which served as the source for hypothesis and main report of the study was analyzed in the context of number and content. As it is seen in the table, the tweets shared by Abdullah Gul became the subject of 53 news within a period of 4 months in 7 newspapers.

THE NEWSPAPERS WHERE THE NEWS WERE PUBLISHED	RELEASE DATE	Page	NEWS HEADLINES	THE SUBJECT OF THE NEWS
ZAMAN	10.06.2012	1	We grieve when we see the unqualified buildings of today after seeing Ishak Pasha Palace.	TRAVEL
RADİKAL	10.06.2012	10	The recommendation of "see Mount Agri From Igdır"	TRAVEL
SABAH	10.06.2012	27	Private court warning from Cicek	TRAVEL
HABERTÜRK	10.06.2012	20	Imprisonment for 1 month for insulting Gul	TRAVEL
YENİ ŞAFAK	16.06.2012	21	Champions are with Gul	SPORTS
ZAMAN	16.06.2012	29	The crises concerning trainer does not end in Besiktas FC	SPORTS
YENİ ŞAFAK	22.06.2012	10	Show me your tweets, I will tell you who you are- egoist	COLUMN
RADİKAL	24.06.2012	18	He is writing the book of twitter.	SURVEY REPORT
HABERTÜRK	24.06.2012	1	Either we will transform or we will be transformed	COLUMN
YENİ ŞAFAK	14.07.2012	12	His followers exceeded 2 million.	SURVEY REPORT
ZAMAN	14.07.2012	13	Gul will invite the families of martyrs for the first fast breaking	SOCIAL
HABERTÜRK	16.07.2012	16	Gul kept his promise that he gave to the fisherman in Gabon	SOCIAL
CUMHURİYET	26.07.2012	5	Şehit Yakınlarına İftar	SOCIAL
TARAF	27.07.2012	2	the most talkative of Twiplomacy, Amama	SURVEY REPORT
HABERTÜRK	27.07.2012	17	Gul to Alevites: "we are all real citizens of this country.	POLITICS
YENİ ŞAFAK	28.07.2012	13	Gul's sensitiveness for traffic.	SOCIAL
ZAMAN	28.07.2012	14	He went to iftar by boat: use maritime against traffic Jam.	SOCIAL
RADİKAL	31.07.2012	8	Alone in Cankaya: His advisor in chief describes Gul.	COLUMN
HABERTÜRK	31.07.2012	1	The number of followers of leaders in twitter.	SURVEY REPORT
TARAF	06.08.2012	12	Ulucanlar, a living Monument	TERROR
RADİKAL	06.08.2012	8	PKK carelessly participated in a plan.	TERROR
ZAMAN	06.08.2012	1	The terrorist organization is in a devil plan.	TERROR
RADİKAL	06.08.2012	15	We should protect it enviously.	TERROR
SABAH	06.08.2012	23	He shared Ulucanlar Observations on Twitter.	TERROR
HABERTÜRK	06.08.2012	1	Damn with terror.	TERROR
CUMHURİYET	06.08.2012	4	They will have to pay for their crimes.	TERROR
RADİKAL	09.08.2012	10	A Gobbells does not emerge easily.	TERROR
SABAH	17.08.2012	2	Master, death does not suit you.	MESSAGE FOR CONDOLENCE
TARAF	20.08.2012	10	You are like an actor, do you want to be star?	SOCIAL
SABAH	20.08.2012	1	Everyone should keep away from terror.	TERROR
ZAMAN	28.08.2012	4	Boat of amateur fishermen overturned: 2 dies, 2 lost	SOCIAL
TARAF	30.08.2012	20	140 –character – messages.	SURVEY REPORT
TARAF	31.08.2012	1	Gul's reading Syria report at the hospital was interesting.	POLITICS
YENİ ŞAFAK	31.08.2012	1	Hospital agenda consist of Syria.	POLITICS

ZAMAN	31.08.2012	1	He reads Syria report in his bed at the hospital.	POLITICS
CUMHURİYET	31.08.2012	1	Syria Report at the hospital	POLITICS
CUMHURİYET	31.08.2012	12	Between the lines	COLUMN
RADİKAL	31.08.2012	1	He studies on Syria at the hospital	POLITICS
SABAH	31.08.2012	1	The reports on Esed in his hand, those on Bush are at the bed side.	POLITICS
HABERTÜRK	31.08.2012	1	Gul in pajamas.	HEALTH
ZAMAN	01.09.2012	1	Treatment ended, Gul will be discharged.	HEALTH
TARAF	03.09.2012	12	Gul: I am home and fine.	HEALTH
YENİ ŞAFAK	03.09.2012	12	Praise be to God I am fine.	HEALTH
CUMHURİYET	03.09.2012	5	Gul's tweet of appreciation.	HEALTH
ZAMAN	03.09.2012	14	Thanks God, I am fine	HEALTH
SABAH	03.09.2012	19	I am fine. Thanks everyone	HEALTH
RADİKAL	03.09.2012	16	Praise be to God I am fine.	HEALTH
HABERTÜRK	03.09.2012	16	Gul thanks his doctors over twitter.	HEALTH
RADİKAL	05.09.2012	8	Struggle with illegal twitter and Facebook organizations.	HEALTH
TARAF	06.09.2012	12	Briefing on Syria at Cankaya (Kosk).	HEALTH
YENİ ŞAFAK	08.09.2012	19	Our son enters in Face(book).	COLUMN
ZAMAN	09.09.2012	13	Increase in demand for Hacettepe where Gul was treated.	HEALTH
YENİ ŞAFAK	30.09.2012	1	We stay at Twitter more than home.	SURVEY REPORT

The Frequency of Being on the Agenda of Newspaper.
The frequency of Abdullah Gul's tweets being on the agenda of press within the mentioned period of 4 months is shown as a table. Seen from the ideological perspective, the frequency of being on the agenda in Cumhuriyet is at the lowest level. On the contrary, Zaman conveys Gul's tweets more frequently.

TABLE 1: DISTRIBUTION OF NEWS ACCORDING TO THE NEWSPAPERS.

	n	%
Zaman	10	18,9
Radikal	9	17,0
Habertürk	8	15,1
Yeni Şafak	8	15,1
Taraf	7	13,2
Sabah	6	11,3
Cumhuriyet	5	9,4
Toplam	53	100

GRAPHIC 1: DISTRIBUTION OF NEWS ACCORDING TO THE NEWSPAPERS.
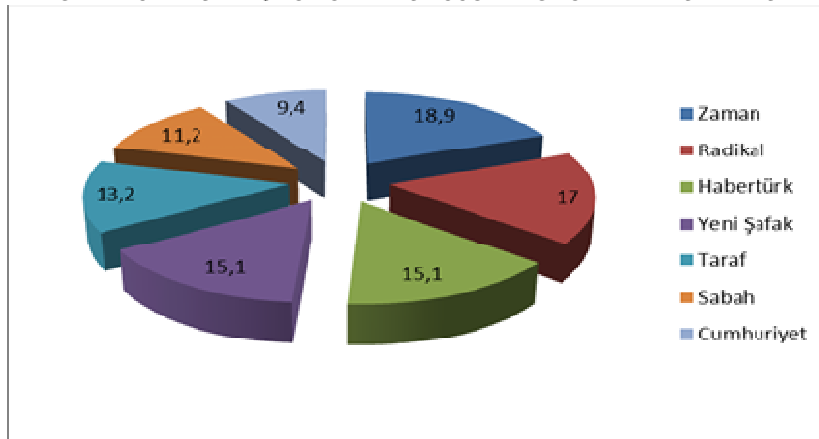
The Frequency of Being on the Agenda According to the Content of the News
In the table below, we see the number of Abdullah Gul's tweets were brought on agenda in the newspapers. As we see were, the agenda is evolved rather by political news out of Gul's tweets. This fact is followed by health news. Within the period the study was executed, Gul stayed at hospital for a while due to health problems. Informing his followers by sending tweets, Gul attracted the attention by the Syria report concerning which he shared a photo; he said that he read it during this period.

TABLE 2: THE DISTRIBUTION OF NEWS ACCORDING TO THEIR CONTENTS

	n	%
Politics	16	30,2
Health	12	22,6
Social	8	15,1
Survey Report	6	11,3
Column	5	9,4
Travel	4	7,5
Sports	2	3,8
Total	53	100

GRAPHIC 2: THE DISTRIBUTION OF NEWS ACCORDING TO THEIR CONTENTS
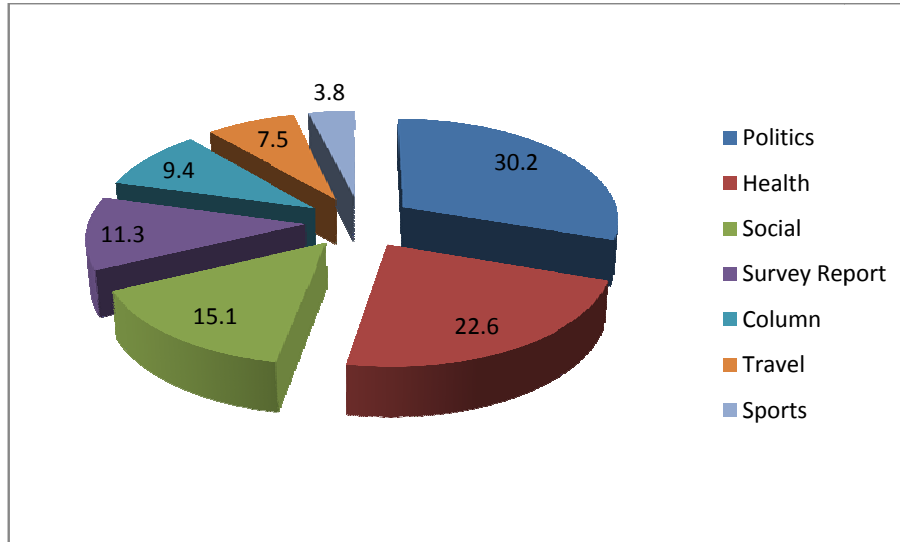
The Content of the News
A. THE NEWS ON SURVEY REPORTS (TRACERS)
In most of the survey reports in the newspapers, the results of survey on the most followed twitter users are given. It is clear that President Abdullah Gul is at the top.
B. HEALTH NEWS
President Abdullah Gul shared his first hospital photos from Hacettepe Hospital where he had treatment due to the illness in his hearing over Twitter, a social network website. As he was discharged from the hospital, President Gul stated through his Twitter account that his health was fine and thanked the doctors and other staff. All those news appeared on the first pages of the newspapers within the scope of the survey. In the news, there were photos and information about the fact that Gul made studies concerning Syria report.
Abdullah Gul shared his comments and photos those express his opinion after his official visits including his Agrı, Igdır, Ishak Pasha Palace visits with his twitter followers.
President Gul's sending a few photos with a fisherman whom he met during his visit to Gabon last year in which he was walking with bare foot on the beach attracted too much attention in the press. They remained on the agenda for a long time. After this photo, Habertürk presented it from the 16th page under the headline of "Gul kept his promise to the fisherman from Gabon."
In the news, the sentences which stated that Gul supplied fisherman the engine and nets the President promised to supply him caused great interest.
C- POLITICS
President Gul evaluated his impressions concerning Ulucanlar Prison which was transformed into a museum by a message over twitter. Expressing the importance of democracy and justice in the news, President Gul stated that we should protect democracy and our rights with utmost care.
D- SPORTS NEWS
President Gul shared some news concerning sports from time to time during the season in his website. Gul welcomed Besiktas Milangaz which completed the season with 3 cups together with the Chairman Fikret Orman and Board Members in Tarabya Mansion; His photos showing Gul in sports gear no 38 were shared in Twitter.
E- SOCIAL NEWS
It is seen that the President Gul's answers from the Twitter to the questions from the citizens through social media were reflected on the news. In the news published on Zaman dated 08.28.2012, the families of 4 people who sailed to catch fish and were lost in Istanbul/ Kumburgaz sent messages seeking help through social media. The President answered from the twitter saying "Wait, we will provide help". After the iftar given by Alawi- Bektashi federations and organizations, his messages on solidarity and unity became the subject of many news in press. The photos of Gul and messages on remarks solving traffic problem by maritime in Istanbul on the way to iftar on a ferry were shared in social network.
F- COLUMNS
In the columns, the phenomenon that tweets focus mostly on leaders is discussed. It is stated that Abdullah Gul uses Twitter frequently and shares messages those set the agenda as many other leaders.

Conclusion

In parallel with the changing communication means and life styles, the usage of social media becomes popular and the process of influencing the way and form of communication also advances. As a decisive medium, social media determines the agenda of conventional media together with the public agenda in Turkey and in the world directly or indirectly. The dynamic and multiple structure of twitter as a medium of social media enables individual users to convey their emotions, thoughts and knowledge to the public simultaneously and freely. The political and social leaders and opinion leaders who are aware of the synergy and communication potential make use of Twitter actively and share the institutional information together with their private lives with the public without any intermediaries. This sharing creates the agenda in Twitter and also become headlines in conventional media.

One of the leaders who use this process in Turkey is President Abdullah Gul. As it is mentioned in the article, he is at the 8th rank among the most efficient leaders in Twitter.

In the light of this information, tweets of President whose efficiency in Twitter was proven also have the efficiency of establishing an agenda on the press in a parallel manner.

In this context, with in the 4 months of period (June-September 2012) beginning with the initial stage of this article, the tweets of president Abdullah Gul were examined and the main subjects they dealt were determined. Then 7 magazines those have the ability to represent the typology of press (Sabah, Haberturk, Zaman, Yeni Safak, Cumhuriyet, Radikal, Taraf) were scanned during a period of 4 months (June- September 2012). During the scanning process, all the news in which the words "Abdullah Gul" and "Twitter" or their content were examined. In some news, there is an attribution to twitter by using the words *social media* instead of *Twitter* whereas in some of them it is seen that the words "*President*" or "*Gul*" are used. Thus, not only the word-based scanning but also content-based scanning were executed. The news that are gained were classified and the intenseness of being the subject of news were analyzed in the context of newspapers.

Within the framework of findings obtained in the survey, our hypothesis that "as a medium of social media, Twitter has a role over agenda setting in press" was proven. It was observed that President Gul sent approximately 90 tweets within the period of the survey. In newspapers scanned in this period, a total of 53 news were published but of these tweets. Most of these news consist of news on politics in parallel with the contents of the tweets. It is also observed that the tweets sent by Abdullah Gul due to health problems in this period consist mostly of health news. The classification of the news according to the frequency of agenda setting is as follows: Social, Tracers, Columns, News about Travelling and Sports.

Finally, twitter as an important share domain of social media influences the content and frequency of news and the agenda of the press in a strong manner through the example of President Abdullah Gul.

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SECOND TO NONE: VOLUNTARY FAMILY TIES IN SECOND LIFE

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Abstract
In this boundary crossing study of new communication technologies, family communications and language and social interaction, we investigated how participants of Second Life, a virtual social space, created in world, voluntary family units through communicative events to develop meaningful ties. The study focused on 31 participants using ethnographic and interview methods. Researchers examined family formation, everyday interactions, family traditions and shared cultural celebrations, and family businesses. Second Life family members said their relationships with their voluntary families were real and meaningful and evidence suggested that members were able to form bonds with stronger ties than researchers have previously found in online game environments. Evidence collected from participants also demonstrated that these fictional family units have the capability of reproducing social capital in the larger community of the virtual world. This research focused upon the importance that socializing, rituals and language played in the experience of virtual environments.

Introduction
Tom Boellstorff, a cultural anthropologist who studied Second Life in *Coming of Age in Second Life* (2008), found the virtual world to have its own culture where phenomena have to be understood on their own terms. In Second Life, examples of Boellstorff's thesis can be found everywhere. In the visual, virtual world of Second Life – or SL as most users refer to it – more than a million residents from around the world have registered a user name, created avatars and developed a digital persona that may closely represent themselves or be very different from their physical identities. Tens of thousands of avatars may interact simultaneously with other residents of this simulated computer world in situations can parallel the physical, real life (SecondLife.com, n.d.; Ward, 2010). One day, we came upon David in Second Life. David is a boy avatar who helps with his family's SL business. David's job is to tend to the family's stock of breedables, which is the SL version of computer gaming pets that have been around since the 1990s, and his SL family raises the virtual pets for sale in their online store to other SL residents. As he works, David interacts with other members of his virtual family in an economic division of labor that at the same time is also social unit. David expressed his pleasure to us about his family's relationship through textual chat – which throughout this study we have left unedited to capture the way in which residents communicate in this world: "and they are just as much family to me in rl as in sl…We all have only one heart. So, when it comes to feelings there is no separate SL. There is only RL happening in another place." We came upon other residents in SL who told us something similar to what David told us. Sashi Witchtop, for instance, is an avatar who also interacts as a child in another family unit with role players who act as her sister, mother, grandmother and grandfather. Sashi told us: "My RL family knows about my SL family, and i consider any family real family." Her friend from her real life she told us role plays as her sister in her SL family. Sashi said, "Hm.. I couldn't imagine my life without my family." She doesn't specify which life she was talking about. We became interested in people who would meet in Second Life in order to form a family unit and take on roles within those social units. The idea of a virtual family as a unit that as meaningful as a physical family intrigued us.

While family in real life is a referent in SL and a term full of meaning, how do members of the Second Life culture understand family within the virtual context? Understanding how relationships in general are carried out in virtual worlds and how people create meaning from those experiences have been central themes in computer-mediated communication literature. For example, Sherry Turkle's *Life on the Screen* (1995) explored relationships in online text-based chat rooms at a moment when the Internet was gaining more widespread usage. Turkle showed how chat participants were developing online relationships and through the process could achieve a form of depaysement, or seeing the world in new ways, and use that incite to explore and develop other sides of their psychological self. At this time, there is no research about how many residents in Second Life form virtual family units, but it is common to see adoption agencies and maternity wards, as well as families interacting in Second Life. Since research has not yet focused on Second Life families, we began exploratory research on this online family phenomenon. We raised a number of questions that have guided this study: (a) How do strangers form family relationships with others, some of whom may only know their SL family members through an anonymous online representation? (b) Once formed, how do these social groups constitute themselves or learn how to be together and relate to each other as a voluntary family unit? (c) The family relationship has been central to deep, long lasting human commitments, and we wondered: Can Second Life families be more than loose, temporary connections?

Literature Review
"'Family' is a way to describe any social relationship that has, or is claimed to have, special characteristics" (Gubrium & Buckholdt, 1982, p.879). Thus, family status can include individuals who are not biologically related, if they perform family tasks or functions. Unrelated persons who intentionally choose to "accept the affection, obligations, and duties of 'real' kin" (Karner, 1998, Introduction, para. 11) are most often referred to in family communication literature as "fictive kin," although Braithwaite et al. (2008) argued for use of the term "voluntary kin" to avoid suggesting these relationships are less worthy than blood or legal kin. We have chosen to adopt the term "voluntary family" over "fictive family," as the latter connotes artificiality and carries too much prescriptive baggage in real life and virtual life alike. This intentional relationship is different from the biological relationship that is normally associated with family. We find intentional relationship in many family units where unrelated people form and bond into a new unit, such as in adoptions or step families. This was the primary type of family that we initially observed in Second Life. Residents chose to assume family roles and accepted the role play of others to form a family unit.

Voluntary kin formation is a "dyadic process of negotiating strangerness into familial" relationships between social actors (Karner, 1998, Becoming Like Family, para. 1). Family ties are intentionally formed via mutual choice to provide voluntary kin with spiritual development, social control, financial support, emotional support, and social support (Ebaugh & Curry, 2000; Muraco, 2006), which is similar to Edwards and Graham's (2009) functional view of family. Chatters, Taylor, and Jayakody (1994) suggest five variables related to voluntary kin formation: (a) expectations, (b) influence, (c) public validation, (d) reciprocity, and (e) social context. When nonrelated people come together to form a voluntary family, they bring expectations of what their obligations are to the group and what outcomes the group will provide to them. This family-style group interaction influences and alters the individual identities of each family member. The public validation and reciprocity is rooted closely in the form of the medium of communication used. In defining their voluntary families, individuals' interpretations of meaning are rooted in the social context within which their voluntary family was formed. Other research on family relationships has explored definitions and investigated functions of voluntary kin (Braithwaite et al., 2008; Chatters, Taylor, & Jayakody,

1994; Ebaugh & Curry, 2000; Gubrium & Buckholdt, 1982; Isben & Klobus, 1972; Karner, 1998; Muraco, 2006). Researchers on identity formation in virtual environments have focused on the importance of social context, which we will return to below when we address Kenneth Gergen's work.

One a family is formed, the constitution of the family takes place in regular patterns of communication that are defined as rituals. According to Fiese et al. (2002), the study of family rituals is important because rituals focus on the family as a unit, interweave family culture and environment, and emphasize how the family and the individual affect each other.

> Rituals are defined as structured sequences of symbolic, communicative acts that pay homage to an object that is
> sacred (Goffman, 1967), such as a relationship, a person, a group, or an institution. Rituals, by their very nature, are
> (re)occurring and (re)created social and relational enactments. (Bruess & Pearson, 2002, p.315)

Attributes and patterns of family rituals are well established in family communication research (e.g., Baxter & Clark, 1996; Bossard & Boll, 1950; Fiese & Kline, 1993; Fiese et al., 2002). Rituals serve multiple functions such as (a) development and maintenance of bonds, (b) formation and continuation of relationships, (c) definition of roles, (d) enactment of significance, and (e) expression of cultural, relational and personal identities (Bruess & Pearson, 2002). Rituals provide families with a mechanism for forming and developing their relationships. Individual and group roles are defined through the prism of personal, relational, and cultural identity construction. Rituals also allow participants to express their family bonds and thereby honor their family unit, and thus providing an outward display of the family's significance.

Sociologist Emile Durkheim suggested that participation in large-scale rituals, like family celebrations of established events in society, connects a group to its larger culture through social cohesion and solidarity. Erving Goffman borrowed Durkheim's ideas and applied them to participation in everyday situations, which has been useful for understanding communication rituals using technologies such as the mobile telephone (Ling, 2008). Family communication scholars (e.g., Baxter & Clark, 1996; Braithwaite, Baxter, & Harper, 1998; Fiese & Kline, 1993; Fiese et al., 2002) typically divide family rituals into three categories identified by Wolin and Bennett (1984): (a) family celebrations, (b) family traditions, and (c) patterned family interactions. Family celebrations are enacted through shared cultural events practiced in similar ways by the majority of a culture's members, such as rites of passage, secular holidays, and religious ceremonies. Participation in family celebrations connects a family to the larger culture in which they are embedded. Family traditions are special occasions practiced in unique ways by individual families, such as birthdays, anniversaries, vacations, and reunions. Participation in family traditions allows the family to assert and display their distinct group identity to the rest of the culture. Patterned interactions are informal, everyday activities with special meaning, such as bedtime routines, dinnertime talk, and greetings or salutations. Participation in everyday interactions connects the individual family members to each other and to the family unit. From Goffman's perspective, rituals are the means by which a social unit constitutes itself (1997).

Kenneth Gergen's (2001) work on the social construction of identity may help to better understand why this is the case. Gergen's central thesis has been that our self identities are constructions that are always based on our relations with others. He has continually returned to the role of technologies, including chat rooms, in exploring the construction of identity. Gergen & Walter (1998), for instance, show how that this relational being is formed through whichever medium or media where people are involved in social interaction. Gergen raises the idea that technologies create multiple realities and each technology comes with its own context, and we learn to cross those realities with our self as we relate to others. In summary, to better understand the self, we need to understand the self in relation to others as people interact within a particular technological platform. Ling (2008) examined strong and weak ties in mobile phone as an example for showing how communication unfolds is patterned differently based on the relationship and context. Steinkuehler and Williams (2006) analyzed the importance of weak ties, which were central to gamers in virtual worlds as they moved from individual approaches to gaming toward joining a group, where they participated in mutual goal achievement. They noted that strong ties in their relationships were "much rarer" (p. 902). The responses from the boy David and the girl Sashi about the bonds they had developed intrigued us because we wondered whether its context, in contrast with gaming, might illuminate something more about voluntary family units and identity within a variation of the virtual world.

The family is a fundamental social unit within Pierre Bourdieu's *Distinctions* (1984), and although he assumes a biological family when he addresses a family's economic or social capital, those concepts can be extended to voluntary kin. Ebaugh and Curry (2000) focus on voluntary kin networks as social capital in their examination of voluntary family systems found among Hispanic, African, and Asian immigrants. Within these cultures, social networks of extended family and voluntary kin provide social, economic, and cultural capital used by immigrants as they learn to navigate life in the United States. We note that the residents of Second Life have a greater leeway in personal transactions in general as they primarily join the virtual world alone. The forming of voluntary families as a means to jumpstart the enculturation process is suggestive for motivations. Tierney & Venegas (2006) suggest that peer-formed networks can function like voluntary kin relationships. They argue that social capital does not automatically imply the possession of economic capital and is developed irrespective to class or income. "What seemed key… was that they were a group that had a physical space where they would go everyday" (Tierney & Venegas, 2006, p. 1700) and they were formed intentionally for a specific purpose. Families in Second Life may also have a location in which to land each time they return to the virtual world, as this is a feature of the program. These studies are suggestive for how voluntary units may provide a way for individual users to acquire social, economic, and cultural capital for use within the SL virtual world.

Method

This study included 31 Second Life avatars participating in 10 conversations. The sample consisted of 20 female and 11 male avatars, of which 15 avatars were adults and 16 were child representations. It should be noted that actual-life children are not allowed to join Second Life, per the terms of service agreement, but adults can and do represent themselves as child avatars. Participants were solicited directly by researchers outside the family's home or in public spaces inside Second Life. Along with individual and group interviews with researchers, five groups of families were observed interacting among themselves. Families in this study included a multigenerational family (with grandparents, parents and children), an extended family (with aunts, uncles, and cousins in addition to parents and siblings), a single dad with one daughter, and a blended family (with a former single mother of four who married and had a baby with her new spouse).

Data was collected inside Second Life using a combination of ethnography and informal interviews with individuals and groups. Ethnographic data was gathered during visual observation of families in public places via avatars on computer screen and during visits to adoption agencies and maternity wards. Individual and group interviews were conducted avatar-to-avatar, using text-based visual chat from the family's front lawn or other Second Life locations, including family-oriented shops, schools, and recreational facilities. Text-based interview chat logs were copied directly from the chat window, pasted into a text file and saved post-interview for analysis. Typographical errors have been retained to provide a window into the participants' communication styles. Of the 10 conversations observed, five involved individuals and five involved groups. Data collected totaled 29 pages and 1147 lines of text. To protect participants' virtual identities, avatar user names were coded with pseudonyms prior to analysis and participants were not asked to reveal their actual-life names.

Conversations within Second Life are not conducted linearly. Instead, using the chat function is similar to speaking aloud in a room full of people, where multiple unrelated discussions occur simultaneously and are interspersed among each other (Friedman, Karniel, & Dinur, 2009). Amid the conversational chatter, the interface also displays descriptions of events, and inanimate objects whisper instructions to avatars. Lengthy thoughts are often typed into multiple short sentences, rather than one long paragraph. During data analysis, text-based chat logs were first reviewed line-by-line to identify micro themes. Individual lines of text were then sliced apart and

reassembled into cohesive topical exchanges to bring clarity to the data. These exchanges were further collapsed into larger themes. In the final stage of analysis, major themes were sorted, results were connected with theories in the literature, and preliminary findings were drafted. The following section discusses these findings.

Observations
Formation of Families in Second Life
Families in Second Life are primarily formed in two ways: first by giving virtual birth to "accessory" babies, and second, by directly recruiting family members. We will focus on the recruitment through an adoption, because it is a popular method that involves social interaction. Accessory babies are an object like a pair of pants that can worn or taken off and so there can be no social interaction between parent and child (Boellstorff, 2008, p. 174). Recruitment of family members seems to be the most popular form of building a family in Second Life. The majority of participants formed their virtual families by adopting other avatars at adoption agencies. Adoption agencies serve as gathering places for families to find each other—adults can adopt toddlers, teens, or adult avatars and children of all ages can adopt adult avatars. At the adoption agencies, SL residents look at pictures and descriptions of other residents' avatars. When the family selects a potential candidate, they meet for a trial period. Initially, they convene in a public space at the agency to chat. If the parties are compatible, they venture out into Second Life for a group outing.

In the example below, one family we spoke with had met a potential new family member two hours prior, and the family was bowling together:

> NATASHA: Well I'm on trial with Darryl and Zena
> NATASHA: means they are thinking about adopting me
> ZENA BOUDREAU: We want to be sure that Lily [Natasha] will be happy with us.

In Second Life, the enculturation process of family formation can begin through rituals like bowling. During this trial period, the family was testing group dynamics to experience the group identity that developed from participation in the ritual. Playing collaborative games provides excitement, increases sociability, and builds community (Ducheneaut, Moore, & Nickel, 2007; Golub, 2010; Lim & Lee, 2009). By playing games together in Second Life, families increase their commitment and attachment to the group, as the shared achievement of goals provides meaning (Golub, 2010). In this way, the group identity takes precedence over individual identities. A virtual world like Second Life affords residents with a wide range of rituals crossing the gamut from weddings or funerals to daily interactions like saying hello and goodbye.

Family Rituals in Second Life
For Goffman, it was the daily patterned interactions that help us to form and maintain our social relationships and which create an ongoing order in society (Ling, 2008). Second Life residents have also learned the conventions of carrying out introductions or departures in this visual and verbal medium that parallel research on telephone introductions (Schegloff & Sacks, 1973) (Schegloff, 2002). Several of the participant observations contained segments where the families gave extended lengthy hello and goodbye salutations to other members as they arrived or departed. What follows is an example of one multigenerational family saying goodbye after shopping in a children's store. The children will sign off from Second Life and the adults remain behind to talk more. The conversation is more than a series of goodbyes and forms an extended farewell.

> SASHI WITCHTOP: ✿ ✿ Bye Bye ! ✿ ✿
> MRS. NINA WITCHTOP: sure i got to finish unpacking :p
> SAKI WITCHTOP: okay she said sure but she wants to watch a gory movie ><
> SASHI WITCHTOP: aww
> SASHI WITCHTOP: I love you grampa
> SASHI WITCHTOP: take care
> SAKI WITCHTOP: Awwwww
> MRS. NINA WITCHTOP: i lvoe you both :3
> SASHI WITCHTOP: bai ._.
> EAGLE LIZARD: hugs to all in the family
> SASHI WITCHTOP: Love you grama too ^_^
> SASHI WITCHTOP: ✿ Hehe ✿
> SASHI WITCHTOP: :D
> SAKI WITCHTOP: i loves everybody ima go get ready to go pick sashi up :o
> SAKI WITCHTOP: bai~~
> SASHI WITCHTOP: wait dude
> EAGLE LIZARD: peace
> SAKI WITCHTOP: Saki Witchtop huggles everyone
> SASHI WITCHTOP: i still gotta tell my mom
> SASHI WITCHTOP: DX
> PIXIE LIZARD: I love you baby girl
> SAKI WITCHTOP: you too :3
> SASHI WITCHTOP: Huggies!

Throughout this extended goodbye, family members establish their roles in the family at the same time as they reciprocate and support the roles of others. The two children, Sashi and Saki, initiate the interaction as they are the ones leaving; they are also the most expressive – their interaction is more emotive, drawn out interjections, such as "Awwwww", and childlike, such as "bai" (bye); and they supply the most lines, which represents their youthful energy. The adults answer back to support the roles of the more energetic children and reciprocate their own feelings. The mother, Mrs. Nina, expresses her love and uses an emoticon ":3". The grandpa, Eagle, initiates verbal hugs. And grandma, Pixie, expresses love for one her grandchildren. In this way, voluntary parents and grandparents bask in the affection communicated by the voluntary children and reciprocate as they lead and take care of the children. The family expresses in words their physical contact, "Huggies." Second Life does have animation software that would allow avatars to hug, but most residents choose to verbalize these actions. The expression of love and the verbalization of actions expressing affection are all illustrative of the daily interactions that carry with them small opportunities to show love and affection for others in the group. What is most characteristic about Second Life interaction like this situation is the intensity in the display of affection.

Once a family is formed in Second Life, members of the family find ways to develop relationships with one another through shared activities and form a group identity. While conducting our research, we found shopping, exploring, playing games, cooking, and building or creating to be a majority of activities SL families take part in to help foster this group identity. Dinnertime is another example of

family tradition, but it is not as widespread in Second Life as shopping. As a family tradition it is still interesting because the ritual is persistent. Dinnertime is a major component in the study of family rituals and family communication (e.g., Fiese & Kline, 1993; Fiese & Marjinsky, 1999; Ochs & Taylor, 2001). Eating meals together in Second Life appears to be a tradition practiced by some families and not a patterned interaction practiced by most. In the excerpt below, David discussed the difficulty of getting together at the same time: "we have [had dinner together] bfor but coz were on diff times we dont much anymore…i knew ther r famlys that do tho". As in real life, family members can have a difficult time matching their Second Life schedules and consistently sharing meals. The way David refers to dinnertime, however, is as if it is an absence that remains present through the need to explain why it does not happen. He still refers to it as important but it does not happen. Dinnertime is another practice that confuses people who learn about Second Life because avatars do not need to eat food and so why would they spend time eating together? Again we found that participants were consuming dinnertime rather than consuming something to eat. The idea of food and being together can evoke comfort. Family members all have different roles at the table and so role play can ensue. Dinnertime is especially important because it gives members a chance to be validated. Ben Burton, who is a single father with a daughter, is able to coordinate his schedule with hers and he cooks pastry with his daughter. Here he describes them in the kitchen:

> BEN BURTON: and the other day we made pastry~:)… obviously not real pastry~:P…but we do have stuff in our house to eat~:)…depends how far you want to take the roleplay…some families love having 'meals' together…pastry night she bought the pastry making kit…we stood at the kitchen making the pastry but she was too short to reach the counter so i made a box for her to stand on

Perhaps it is the virtual nature of Second Life that makes the tangible superfluous, as the pastry making kit is not necessary to role play baking together. In real life, if you do not have the ingredients, you cannot bake. In Second Life, people often can do without the objects or actions but poses, animation and objects can facilitate the suspension of disbelief. So what becomes important is the persistence of the ritual and the way the father and daughter are validated in the process. It is the consumption of baking that can make this role play a heightened situation so that the performance of it can instill the interaction with an intensity that is able support the family relationship.

Extension of the Family through Capital

The formation of families in Second Life aids in the production and the reproduction of social capital for family members. Pierre Bourdieu (1984) described how families of various classes tend to reproduce themselves over generations. As tastes and skills are passed on from parent to child, the child is taught how to manage in the larger social structure. Economic capital is not simply wealth but the ability to make money and to use the power it holds over others. Culture capital is the education and knowledge about the social structures that helps a person maximize the resources in the outside world. Social capital is illustrative of a family's ability to extend itself beyond the family relationships and into society. A family that can reproduce itself in terms of economic and cultural capital is the test of whether we can account for reproduction. Can this happen in Second Life?

It is not surprising that just as voluntary families exist in Second Life so do family businesses. Through social relations with family members, families can successfully develop business ventures and educate members to maintain the practice. Two particular participants were adopted into a family-run business, which trained them to learn how to use business skills to interact with avatars outside the family. Through the family adoption agency, Bettie Miskell entered the family business:

> BETTIE MISKELL: I'm 4, our family is a little unorthodox. . .we do more of a business, but I am a daughter. . .we have an adoption agency. . .we try to help people find a family

It is through their service of helping others find adoptive siblings, parents, or children that they gain wealth. Each member of Miskell's family played a role in sustaining the family business. The adoption agency used its services as a means to encourage other families to form and adopt new members. The family business allows the Miskells to spread the idea of voluntary family to others within Second Life and members serve as a model of possibilities. In this way, they influence others and deploy economic and social capital to legitimate the practice. The family passes on economic capital to children by teaching them skills for how to take care of the family business. This cultural capital is not only necessary for the family's immediate and long-term goals, but by increasing their own capacity to extend themselves through the economy, they reproduce the "creative capitalism" that Boellstorff (2008) described as being the dominant ideology of Second Life.

Conclusion

We set out to find out how voluntary families in Second Life formed, how they constituted themselves through rituals and communicated in their family units and what they said about their own experiences being meaningful. In order to talk about family in the virtual world, many used the real life referent as a form of comparison and to communicate the extent to which their Second Life families were a focal point for their Second Life. What we found in this study that was most important was that voluntary family in Second Life is site within virtual worlds where bonding relationships can be established as opposed to bridging relationships found by (Steinkuehler and Williams p. 903). Bridging relationships would be more instrumental and for the gain of social capital just by virtue of being involved with the group. In this study, we saw all the variables (Chatters et. al.,1994) mentioned earlier -- expectations, influence, public validation, reciprocity, and social context – at work. This suggests that the actions of Second Life families points to its real world referent and the participants' pre-existing social knowledge, as well as the opportunity for deeper bonds. Voluntary families within Second Life also seem to exhibit the affection, nurturance, and support that help create intentional, peer groups Tierney & Venegas (2006), although the SL groups are structured like families.

There are three forms of evidence that we collected that show how the self-identity is strengthened through family in Second Life. First, strangers were able to use rituals to form families, fulfill the needs of individual members, and strengthen family ties in a way that would ensure their own continuity as a social unit (but not necessarily in comparison with real life). Second, families exhibited signs that they were able to reproduce their own values in their interaction with the culture outside of the family. We saw evidence of both economic and cultural capital being used to shape their experience at large. Finally, the participants themselves told us how much their relationships meant to them and they used their real life family relationships as a point of reference to emphasize its meaning.

In Second Life expression and performance tends to be intense. Even the mundane in Second Life can be treated by Second Life residents as a heightened form of experience. We saw that with the routine of saying hellos and goodbyes or in the family traditions, such as dinnertime. What can explain this intensity? We cannot say for sure, but we might speculate for future research. Family members are role playing and they told us that some suspension of disbelief happened when they took on these roles. They were also using social cues as a way of negotiating self-identity and relationships with others. This happened when we observed recruiting or in their hellos and goodbyes and the members created a chain based on the cues at the moment. We could hypothesize that intensity of experience is in some sense related to the increased social presence of others. In our daily life, rituals can be heightened when new but grow routine or taken for granted as time passes. Yet there are times in daily life that we can renew those moments and give them greater intensity. In Second Life, those rituals were typically heightened even when routine as participants were trying to reciprocate and meet expectations within the social context of the virtual environment. This intensity could help families form, strengthen their interactions and bonds, and carry out their mutual commitments.

What is also striking in the data is how the domestication approach of technology works in the Second Life environment. Silverstone & Hirsh, 1992; Haddon, 1992; and Gray, 1992 have all described how a technological artifact is adopted into the home and then it becomes subjected to all of the gendered or class practices of everyday life in the home. This process influences how the artifact is used, who plays which roles in its use, or even how the developed social practices can be translated to other settings outside the home. The present study, however, is a variant on the main thrust of domestication studies and deserves further study as the domestication we observed occurs primarily through performance with the technology in world as opposed to a mediated technology in the home. The observed process, we might hypothesize, could be described as *invasive* in that the technological artifact is the focal point and then social practices spread to other situations or contexts. The social practices are formed through social interaction between avatars as they participate in the culture of Second Life. The domestication of Second Life could additionally be described as *expansive* in that it works not at the level of people directly using a technology but at a meta-level where through culture. This is a similar phenomenon to what Greg Urban (2001) called "metaculture," where the idea of novelty itself circulates across the culture with surprising efficiency.

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SOCIAL FACTORS AFFECTING PERCEPTION OF DEMOCRACY OF UNIVERSITY STUDENTS: RELATIONSHIP BETWEEN TRADITIONAL MEDIA AND NEW MEDIA

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Abstract
This study was performed in Eskişehir Anadolu University in January 2012. 100 men and 100 women participants involved in this study. All of the participants were university students. The participants' perception of democracy and perception level of their relationship about new media and published media were measured.

Improved perception of democracy was applied to lower scale and mixed scale of participants. According to research results, the participants' perception of democracy was highly related to western democracy. The student participants' world of communication was largely shaped by internet. New media tools were found to be positive effects on participants' perceptions of democracy.
Keywords: Traditional Media, New Media, University, Student, Perception of Democracy

Introduction
Democracy in Turkey in recent years has seen many improvements. Especially after the 2002 elections, the Justice and Development Party (AKP) has accelerated this change. Many of the values of democracy in Turkey which remained undisputed started to be discussed. Factors affecting the perception of individuals in Turkey is not only the political variables. For example, the effects of new media technologies to the world of communications is increasing. These changes in communication technologies have made up to 35 million internet users in Turkey. It is known that, the changes in the way of people communication also make changes the social structures. For example, according to Barnet Clive, cultural and communicative structures of today's democracy shaped new media and information technologies (2003). Nowadays with the increasing influence of factors such as new media, social structures effect peoples' perceptions. Democracy can be said to be one face of changes in perceptions of communication technologies. The perceptions of individuals formulate democracy. University is one of the field of discussions take place about democracy. Universities influence students' social and cultural worlds, therefore, the university students are regarded as active media users.

This study was carried out in 3 stages. The theoretical background of the research described in the first stage. Various studies carried out in Turkey and other countries are included into the study. Operational definitions of concepts were also surveyed. In the second part, the method of sample selection and research are included. In the last part of the research, how the data gathered and the conclusions were included according to the processed data. This study was performed in spring semester of 2012 and the information about perception of democracy and social-cultural structure were gathered. The researchers hope that this study would be leaded to other following studies about this subject.

Background
Making a simple definition of democracy is not possible to do. Since ancient democracy periods, democracy has two hidden meanings; these are kratia (management) and demos (public). Democratic practices shaped national history, social structure and political traditions (Beetham 2009). There are important processes in the history of democracy in Turkey. These processes include the specific periods of democracy in Turkey. The most familiar and common way to define systems that identifies itself as democracy is to make them the subject of such research (Saward, 1994). With the effect of structural cultural and economic factors, it seems to be possible to make thousands of definitions of democracy. Some of them are: "Having the right to speak and express yourself, equality in law, freedom of choosing the religion, freedom of association and freedom of movement are described as simple democratic freedoms" (Saward, 1994). It can be suggested that, the dominant values of liberal democracy drew the boundaries of western democracy. Democracy leads to, human development, the protection of fundamental personal interests, prevent violence and fundamental rights, general freedom, political equality, peace and prosperity improvements (Dahl, 2001). There are more than one strategy used to measure democracy. According to Landman (2007) these strategies can be listed as empirical analysis, categorical scales, perception of democracy, and the used democratic practices. In this research the definition of democracy is built on the features of liberal democracy as mentioned in basic features of democracy.

Perception of directing attention to something, gaining information about something through the senses are all of the concepts of the understanding process (Püsküllüoğlu, 1995). The perception of democracy in this study is the process of understanding the relationship between the internal and external democratic factors. Perceptions of democracy and social values can be measured as the area of interest of many researchers in Turkey and the worldwide. Perceptions of democracy in Turkey tends to change in gender, occupational group, educational levels (Keyman & Kemahlıoğlu, 2011). For example; Demir and Yüce's studies on the perception of democracy of police department was published in 2011. According to the survey, police officers' perception of democracy is mostly influenced by media. Today's communication technologies are evolving rapidly. To summarize the synthesis of technology and media history today, we may use the term new media that Manovic (2000) described the term as digitized data. Graphics, sounds, moving images and text are now managed by computers. New media has created new communication applications. According to Rogers (1995) these features are listed as; interactivity, asynchronousity, and demassification. New media are adding new features to social communication, and gave a different impact on its users rather than traditional media. For example, between 1992 and 2002 Best and Wade made a positive effect with their research on the power of internets influencing democracy. Not being in an unconditional relationship, internet and democracy requires regional approach (Best & Wade, 2005).This study used new media tools to define today's digital technologies. In Turkey digital applications of new media such as e-books and iptv are using increasingly among the people especially in new generations.

The structure is thought to be understood within the framework of the definition of new internet media in Turkey. The tools that are defined as traditional published media are the books, magazines and newspapers.

In Turkey, the university education begins after 12 years of compulsory formal education. The universities are largely composed of young students. It is thought that, the universities influence youth's social, political, cultural and communicative worlds in many different ways. University students' perceptions of democracy' is just one of these fields of study. For this reason, this research will try to answer the following questions;
1. What is the level of students' using traditional and new media tools?
2. What is the level of participants' perceptions of democracy?
3. Is there an influence on students' perceptions of democracy by new media and traditional published media tools?

Method
Eskişehir, which the samples are selected, is called the city of universities in Turkey. There are fifty thousand on campus students studying in Anadolu and Osman Gazi universities now (2012). Anadolu University, which was founded in 1958, is one of Turkey's most developed

and well-established universities. Purposive sampling is used in the research conducted in Anadolu University in which a researcher is, at the same time a graduate student of this university. 100 male and 100 female participants has been reached for the study. All of the participants were Anadolu University's students and were selected different interest areas. For this reason equal number of students from science, communication and education faculties has been reached for this study. Aiming to increase participants' interest, coupons for free meals were distributed during the implementation of questionnaires. Detailed interviews were randomly made with 10 students who answered the questionnaires. The size of the university students in Eskişehir makes it impossible to do a parametric study because research budget exceeds the cost of doing a parametric study. Because of the limited time and money, this research was carried out as non-parametric study.

The study consists of 200 questionnaires and 10 semi structured interview. Quantitative data collection method was applied in the first stage. The dependent variable of the perception of democracy were tested during the research with various independent variables. The questionnaire consists of 53 questions. 26 out of 53 questions measure the perception of democracy. When creating the sub-scale of perception of democracy, the scale that was developed by Doğanay, Sarı and Çuhadar in 2004, was used. The scale, that new variables were added, modified to 6 - stage Likert-type scale. Democracy perception scale was evaluated within 5 simple freedoms that Saward suggested in 1994. The participants' perceptions of democracy was measured with the attitudes which include judicial behaviors towards variables. The numeric value of 1 defines the participant who has an anti-democratic view, the number 6 indicates that participants have a high perception of democracy. The scale has many actual examples of democratic debates in Turkey and all around the world. These examples are; democratic participation, freedom of belief and opinion, free thought, the right to fair trial, gender equality, and democratic education.

In the research, the participants' interests of new media and traditional published media tools were also being analyzed. The media tools that participants use to get information were measured with various variables. Among these variables, the most informative media tools and most reliable media tools were being included. Levels of use of media tools were evaluated with the 6- step Likert-type scales. The purpose of the participants' use of media tools is another communicational sub-factor. Various questions were asked to understand the participants' socio-cultural and socio-economic situations also.

The second phase of the research has qualitative structure. With the 10 selected participants semi structured interviews were made. The findings were compared with data obtained from these interviews. The data collection process took place in January 2012. Anadolu University has been the financial supporter of the research. Regulatory approvals have been taken from the university in which this research was conducted. Free food coupons were distributed to participants in order to increase participants' interest in research. It was planned to attract participants' interest with a 53-question questionnaire with promotions. The collected quantitative data were evaluated in SPSS program. Mann-Whitney-U and reliability analysis was applied in analysis of the data.

Findings
The Structure of the Participant Group
Among the students involved in this study %, 51, 3 of them were female, % 48, 7 of them were male. %68 of the participants were born in cities. %8 of the participants were born in villages, and % 7, 8 of the participants' native languages were not Turkish.

%17 of the participants were not working in a part-time job. In order to understand participants financial situation the question '' can you afford your basic needs? ''was asked. %44, 6 of them having trouble affording such kind of needs completely or partially.

Academic success was another variable of the study. % 5 of the students has the average grade of under CC (2 out of 4). On the basis of academic grading system the participants can be accepted as successful students. % 12 of the students know a foreign language, but their ability to use it is under the standards. In order to measure the democratic participation of the students a 3-questioned sub-scale was developed. The level of the sub-scale was found 812. % 12.4 of the participants were members of political parties and % 16, 6 of the participants were members of civil society organizations. In the participation of student movements, this rate reaches % 19, 9. With the non-active members the rate of participating democratic tools of participants range from %25, 4 to % 19, 9.

Sub-Scale Perception of Democracy
26 of the 53 question, asked to 200 participants, were about democracy sub-scale. The reliability of the sub-scale was found 790. 6-grade Likert-type scale has been used for this sub-scale. The mid-scale value is calculated 3, 5 when between 1 and 6 values were given. The mid-scale value of the sub-scale is 4, 3. The mid value of 29 questions vary from 5, 27 to 3, 01. The participants answered the questions under a 3, 5 average.

Table 1: The table of sub-scale of perception of democracy value

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4,305	3,010	5,269	2,259	1,750	,398	26
Item Variances	3,288	1,951	4,532	2,582	2,324	,397	26
Inter-Item Covariances	,415	-,980	1,994	2,975	-2,035	,246	26
Inter-Item Correlations	,131	-,264	,630	,894	-2,384	,024	26

"Participants perceptions of different essence of democracy promotes democracy" there is 4, 36 tendency to participate in. 5, 27 the highest mid- value is related to academic freedoms. "In democracy disadvantaged support should be given" has the highest rate of anti-democratic perception of the participants. The average value much closer to the middle of the scale is 3, 51 and the situation is "a political party should be only closed when it accepts the violence as a tool".

Users' Relation with New Media and Traditional Published Media Means

Table 2: Media Usage Level of Participants
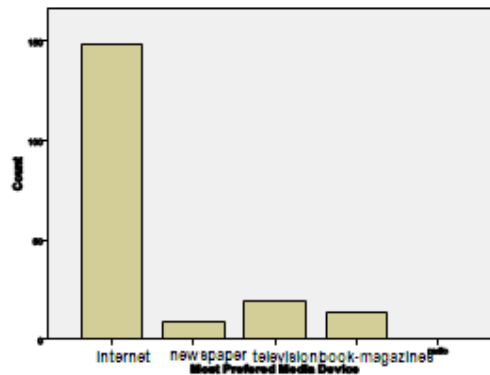
The problem of the study is related to the participants' media usage level. The participants' media usage level, the media means they find reliable, the reasons of media means usage were measured.

77, 1 % of the participants described internet as most information giving media means. %41, 5 of the participants preferred internet as seen in the answer to the question: "what is the media means that you find most reliable?" It is found that students who did not use internet was 2%. 25% of participants spent 5 hour and above in internet in a day. Daily internet usage average was above 2 and a half hour. Getting information was the first reason of internet usage with a 39, 4% average. Communicating was 23% and spending time was 9, 8%. The data from participants during deep audition was in harmony with the numerical data. For example:

"I don't see internet as reliable but we generally benefit from it. Books are expensive but internet access is easier. For this reason even if I don't see it reliable, I prefer it."

(Female University Student)

12% of the participants got informed with published media instead of internet. Participants found published media means more reliable than internet. 48% out of 200 participants described the published media means as the most reliable media.
19, 2% students never read newspaper and 9, 3% never read book. 58% of the participants saw the book and magazines as information means and 34% of them as relaxation.

New Media and Traditional Published Media Comparasions
Mann-Whitney-U was applied between perception of democracy scale dependent variable of the study and media variables. Findings are:

Table 3. Mean-Rank table between democracy perception down scale and internet-newspaper users

What is the media means that you most get information?		N	Mean Rank	Sum of Ranks
In democracies, all the groups in society doesn't have to have the represent.	right to internet	149	81,99	12216,50
	Pb.newspaper	9	38,28	344,50
	Total	158		

Table 4. Mann-Whitney-U between democracy perception down scale and internet& published newspaper users

In democracies, all the groups in society doesn't have to have the right to represent.	
Mann-Whitney U	299,500
Wilcoxon W	344,500
Z	-2,855
Asymp. Sig. (2-tailed)	,004**

a. Grouping Variable: What is the media means that you most get information?

The question "In democracies, all the groups in society doesn't have to have the right to represent" was asked to measure the democracy and the democracy perception related to equal represent right. In the applied mann-whitnet-u variable, in 0.5 level relation is determined between internet and newspaper user variable. The users that most prefer the internet as a means of information answered in a higher average than those who prefer the newspaper. It can be said that those who prefer internet have a more democratic perception in equal represent right.

Table 5. Mean-Rank Table between democracy perception down scale and internet-book & magazine users

What is the media means that you most get information?		N	Mean Rank
İdeas can be defended only if they are in favor of democracy.	internet	149	79,82
	Book & magazine	14	105,25
	Total	163	
The protests of university should be blocked if they are against the laws	internet	149	78,80
	Book & magazine	14	116,07
	Total	163	

Table 6. Mann-Whitney-U between democracy perception down scale and internet-book-magazine users

	İdeas can be defended if they are only in favor of democratic order	The protests of university should be blocked if they are against the laws
Mann-Whitney U	717,500	566,000
Wilcoxon W	11892,500	11741,000
Z	-1,980	-2,907
Asymp. Sig. (2-tailed)	,048*	,004**

The question "the protests of the university students' protests should be blocked if they are against the law" measures the participants' perception on the democratic freedoms like the democratic participation, democratic movement. With the applied test in 2 matters significantly the relation is determined between internet and book-magazine variables. The users that most get the information via book and magazine show more democratic tendency than internet users.

Table 7. Mean-Rank table between democracy perception down scale and users who find the internet & published newspaper more reliable

What is the media means you find most reliable?		N	Mean Rank	Sum of Ranks
Works of ideas that are opposite to democracy should be banned from publiseding	internet	80	60,84	4867,00
	Published newspapers	33	47,70	1574,00
	Total	113		
Ideas can be defended only if they are in favor of democratic order.	internet	80	61,04	4883,50
	newspapers	33	47,20	1557,50
	Total	113		

Table 8. Mann-Whitney-U table between democracy perception down scale and users who find the internet & published newspaper more reliable

	Works of ideas that are opposite to democracy should be banned from publicizing	Ideas can be defended only if they are in favor of democratic order.
Mann-Whitney U	1013,000	996,500
Wilcoxon W	1574,000	1557,500
Z	-2,047	-2,094
Asymp. Sig. (2-tailed)	,041*	,036*

a. Grouping Variable: what is the media means that you find most reliable?

Mann-Witney U test was applied between media means that users find reliable and democracy perception and relations in 0.5 level was determined. Users who find internet and newspaper reliable answered the 2 questions in democratic perception down scale significantly different. The participants who find the internet more reliable in terms of expression freedom answered more democratically than those who find published newspapers reliable.

Table 9. Mean-Rank table between democracy perception down scale who find the internet reliable & who find the book-magazine reliable

What is the media means you find most reliable?		N	Mean Rank	Sum of Ranks
Works of ideas that are opposite to democracy should be banned from publicizing .	internet	80	77,23	6178,00
	Book & mag.	61	62,84	3833,00
	Total	141		
Different democracy perceptions improves democracy itself.	internet	80	77,11	6169,00
	Book @ mag.	61	62,98	3842,00
	Total	141		

Table 10. Mann-Whitney-U table between democracy perception down scale and users who find the internet reliable & book and magazine reliable

	Works of ideas that are opposite to democracy should be banned from publicizing .	Different democracy perceptions improves democracy itself.
Mann-Whitney U	1942,000	1951,000
Wilcoxon W	3833,000	3842,000
Z	-2,177	-2,112
Asymp. Sig. (2-tailed)	,030*	,035*

At democracy perception down scale internet and book-magazine reliability is significant in 0.5 level. Participants who find internet reliable in terms of freedom expression answered more democratic than those who find book and magazine reliable.

Table 11.Mean-Rank Table between democracy perception down scale and internet usage level

	internet	N	Mean Rank	Sum of Ranks
Politics should only be for the parties who believe in democracy.	1	28	38,63	1081,50
	5 and above	37	28,74	1063,50
	Total	65		

Table 12. Mann-Whitney-U Table between democracy perception down scale and internet usage level

	Politics should only be for the parties who believe in democracy.
Mann-Whitney U	360,500
Wilcoxon W	1063,500
Z	-2,151
Asymp. Sig. (2-tailed)	,032*

a. Grouping Variable: internet

It is determined that various media means usage levels effect the variables in democracy perception down scale. It is found in 1 matter that between who use the internet 1 hour in a day and 5 hour and above is in 0.5 level. It is found in the matter "politics should only be for the parties who believe in democracy" the participants who use internet 1 hour in a day have more democratic perception than those who use 5 hour and above.

Table 13. Mean-Rank Table between democracy perception down scale and published newspaper usage levels

	newspaper	N	Mean Rank	Sum of Ranks
In democracies; when government isn't adequate, army can take charge. The	none	37	75,09	2778,50
	1	141	93,28	13152,50
	Total	178		
Democracy is a system; people choose their own leaders with free will.	none	37	103,66	3835,50
	1	141	85,78	12095,50
	Total	178		

Table 14. Mann-Whitney-U Table between democracy perception down scale and published newspaper usage levels

	In democracies; when government isn't adequate, army can take charge.	Democracy is a system; people choose their own leaders with free will.
Mann-Whitney U	2075,500	2084,500
Wilcoxon W	2778,500	12095,500
Z	-2,033	-1,995
Asymp. Sig. (2-tailed)	,042*	,046*

a.Grouping Variable: newspaper.

The relation was determined in 0.5 significant level between participants who don't read newspaper and who read 1 hour. Participants who don't read newspaper answered more democratically for the question "democracy is a system; people choose their own leaders with free will." Participants who read newspaper 1 hour answered more democratically for the question "in democracies when the government is not adequate, the army can take charge."

Mann-Whitney-U test was applied between democracy perceptions and media means usage aims. Internet users answered different in 0.5 significant level for the question "ideas that are found to be dangerous by the government should be banned from academic studies". Those who use internet for the purpose of making connections answered more democratically than those who use for the purpose of getting information. In book-magazine users; participants who prefer book and magazine for relaxation answered in 0.5 level significantly than those who prefer for information. Participants who prefer book and magazine for relaxation have more democratic perception in terms of gender equality in democracies.

Conclusion
The study was carried out about the participants' democracy perception level and their democracy perception related to the new media and published media means. In this study, democracy perception of the students in Turkey was measured with the Western democracy values. Participants were mostly city center born individuals who lived economic deficiency, didn't work and had no additional income besides their families and state loan. The groups' academic achievements were seemed to be high. They knew at least one foreign language, and their native language was mostly Turkish. They prefer new media means than traditional published media means. Participants used internet in a 2 and a half hour average. Participants who preferred internet have trouble in depending on the new media means. University students published media means are reliable than new media.

Participants' democracy perception can be described as democratic according to the western democracy, but in terms of rights and freedoms, it is limited and inaccurate. It is thought that participants cross their own lines in democratic freedoms. For example, the democratic perception level about the academic studies shows a decline in various variables. This finding of this study is in harmony with

the "Türkiye'de demokrasi algısı- democracy perception in Turkey" study which were held in 2011. It is thought that these type of problems are results of Turkish democracy which were identified as inaccurate democracy in different indexes.

It is determined that new media means have a positive effect on the participants for the democracy perception. New media usage level increase cause anti-democratic tendency increase in some variables. The findings are inadequate to say new media or traditional media have positive or different affects in democracy perception. Instead, it can be said that students' communication world was shaped by new media means when the study were being held. Facebook and Twitter are the new media means that almost all of the students who were auditioned deeply use most effectively. Participants tend to use new media means although they trust in traditional means.

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SOCIAL MEDIA: ENGAGEMENT AND THE REVOLUTION OF THE MASSES

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Abstract
We were passive subjects; Nowadays we have decided we also want to participate in the process of content creation. This is how the Internet – particularly since the dawn of Web 2.0 – has become not only a medium created for the masses, but also maintained and fed *by* the masses.

Now, networks of people are grouped together by interest, hobby or professional sector in order to develop their own content and provide feedback to each other, all based on the philosophy of the open world and its four principles, proposed by Don Tapscott (2012): collaboration, transparency, sharing and empowerment.

What is proposed here is a qualitative analysis of different collaborative networks in order to identify the tools they make use of, the advantages they offer, and the degree to which they have represented a revolution in their way of understanding media and their users.

Introduction

Until quite recently (some twenty years ago), the contact that the average citizen had with the outside world was limited, apart from interpersonal relations with peers, to information consumed via classical media, such as radio, newspapers, magazines and television. Of all of these, television was the most popular and attracted the highest volume of mass consumption. For example, in Japan in 1992 the average amount of time spent watching television at home was 8 hours and 17 minutes per day (Castells, 1999). While this statistic is not globally representative, it serves to give an idea of how television was able to become a social-political tool involving the transmission of messages that were willingly absorbed by the TV viewer, who, passive and relaxed, would watch this informational device to be entertained by its one-way content. But with the arrival and subsequent popularization of the Internet, the time and type of device used to consume information would diversify, ceding ground to the worldwide web.

The Internet began as a virtual network consisting of static pages that only allowed for reading, accompanied in the best of cases by graphics or images. The medium gradually evolved to establish a two-way relationship with the user, who was then able to submit a direct response. But the real change came with what we now know as Web 2.0, a multi-directional platform driven in part by the desire of users to be increasingly active in the communication process. Thus, the reader became not merely a receiver but a broadcaster as well, using a platform that was increasingly interactive and participatory.

This evolution of the web was possible thanks to a parallel evolution of technology, which provided the tools necessary to bring about a change founded on seven basic principles (O'Reilly, 2005):

- The web as a platform
- Harnessing Collective Intelligence
- Data is the Next Intel inside
- End of the Software Release Cycle
- Lightweight Programming Models
- Software above the Level of a Single Device
- Rich User Experiences

These seven principles have resulted in an enhanced web where information is not merely disseminated but shared. This new web relies on applications, tools and content that are stored on the web itself, rather than on the user's computer (Cobo Romaní and Pardo Kulinski, 2007), with the quality of being constantly evolving, and in most cases freely available to users who work together to generate collective intelligence. According to Lévy (2004), this intelligence is distributed everywhere, constantly evaluated, and coordinated in real time, resulting in an effective mobilization of skills based on and aiming for the recognition and mutual enrichment of individuals rather than the establishment of fetishistic or hypostatized communities. In this respect, information and the ever greater ability to process that information to make it available to users constitutes an element of collective empowerment. This is in turn supported by Lightweight Programming Models, which, because of their simplicity, facilitate the growth of applications as they allow programming to be reused and products to be combined creatively (thereby increasing productivity), thanks to new tools that permit Web 2.0 applications to offer more enriching experiences for the user, at any time and from anywhere – an essential requirement in an age dominated by the connectivity and mobility fostered by mobile devices.

These principles are especially important for social networks, which constitute the most visible and promising aspect of Web 2.0 (Sánchez Carballido, 2008), an Internet evolution based on interactive relationships, open to web surfers interested in participating in communication processes of production, dissemination, receipt and exchange of all kinds of files (Cebrián Herreros, 2008), resulting in the establishment of a more horizontal and democratic information structure (Balagué and Zayas, 2007). Social networks involve equals working online to further shared interests, something that is most clearly evident in networks of users grouped by affinity, experience or interest. These groups may be related to leisure activities or to more serious matters such as political issues or fighting for human rights, as we saw in 2010 in the Arab Spring, when social networks became an instrument of mobilization and dissemination of information without precedent. Through social networks such as Twitter, protesters were provided with information on how to deal with security forces, maps showing the places to meet for protests and tips on what to do in the event of being attacked with tear gas (De Toma, 2012). This is but one example of unity among peers committed to a common cause and proof that there are no barriers to revolution on social networks. This point can be extrapolated to other spheres, such as education, culture or the field that is the focus of this study: academic research.

Just as general social networks like Twitter and Facebook were used to mobilize the masses to fight for the causes they considered just for the benefit of society during the Arab Spring, scientists and academics from around the world join forces to further research in every field and discipline, which in turn results in social progress. They also use the Internet, connecting on social networks which in this case are dedicated exclusively to this mission, i.e., research-focused knowledge networks where, as in the case of ordinary social networks, all spatial and temporal barriers are shattered to make room for what is truly important: communication, collaboration and sharing (hereinafter referred to as "CCS").

These three functions together allow a research project to be taken up by other researchers or academics so that it can develop exponentially, or so that new avenues of study can be opened up. This has resulted in a constant increase in articles and other publications, a worldwide scientific revolution that has been possible in part thanks to these networks in which researchers leave behind the Cartesian concept of *cogito* (Latin for "I think") to embrace *cogitamus* ("we think"), as suggested by Levy (2004).

This situation has unleashed a knowledge revolution that is precipitating an epistemological paradigm shift. To highlight this we decided to conduct a qualitative study based on the analysis of different knowledge-based social networks where researchers from all over the world come together. Our study has the following objectives:
- To develop an empirically based definition of the academic social networks created on the Internet;
- To list the main features of this type of network;
- To examine the basic principles underpinning these networks;
- To highlight their potential;
- To identify their deficiencies or weak points and the importance of correcting them in the interests of ensuring their successful future development.
The reasons for conducting this study are twofold: firstly, the growing proliferation of this type of network and, secondly, the need to fill a void in the academic literature, as in most cases the existing studies found on the topic focus on one network in particular without offering a broader examination of the phenomenon, which is sorely needed given the dramatic change these networks are having on the knowledge models applied in the world of research.

Methods and procedures
To conduct this study, our first step was to select the knowledge networks to be analyzed. The basic premise was that they needed to be networks whose mission is to bring the academic community together, and that have a marked social character. In addition to this, it was important to distinguish between two types of networks of this kind: general networks on one hand and, on the other, networks focused on a specific field.

Specialized networks, also called vertical networks, are quite varied in number and cover a wide range of disciplines, from medicine to film studies. But in this case, we did not want to focus on researchers in a particular field, but on the common ground shared by all kinds of researchers. It was for this reason that we decided to limit our study to general knowledge networks, which also allow for the intersection of disciplines on a single platform, thereby fostering the transversality of knowledge.

Having taken this decision, we proceeded to select the most important networks, which we determined mainly on the basis of the number of registered users and the quantity of documents stored, and considering Metcalfe's Law, according to which, the value of a network increases proportionally with the square of the number of system users (n^2), which Flogia (2009) shows using the following graph:
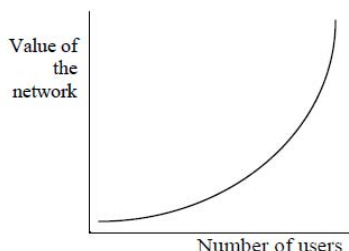
Graph 1: Graph showing Metcalf's Law according to Flogia

We therefore chose three significant networks: ResearchGate (2.2 million users and 35 million documents), Academia.edu (2,201,270 users and 1,661,926 documents as of February 6, 2013) and Mendeley (2,153,818 users and 351,357,178 documents as of February 8, 2013). The supremacy of these networks is further supported by their media exposure and the interest that investors have taken in them, as well as awards received. An example of this is the space dedicated to Mendeley on the blogs of the *Wall Street Journal, Tech Europe*, or *The Guardian,* which rated it at number 6 in the "Top 100 Tech Media Companies", or awards such as "European Start-up of the Year 2009" (Plugg.eu) or "Best Social Innovation Which Benefits Society 2009" (TechCrunch Europas).

The interest that these kinds of networks arouse outside the academic community can be seen clearly in the case of ResearchGate, which benefits from powerful investors such as Founders Fund, and from collaborations with Benchmark Capital, Accel Partners and others such as Michael Birch and David O. Sacks. These investors believe strongly in the network's potential, as clearly expressed by Luke Nosek, a founding partner and coordinator of Founder's Fund:

"We have a genuine appreciation for the considerable success that the team at ResearchGate has demonstrated since the company was founded. We truly believe that the network has the potential to disrupt a much-outdated system, while leading the way in changing scientific discovery and the way research is disseminated." (2012)

Once the networks to be studied were determined, we established a series of variables, grouped into five categories that would allow us to make a qualitative analysis of them:
1. General parameters: This section includes fourteen items to offer a general idea of the network, both with regard to its size and its basic defining characteristics, such as the type of users targeted, the geographical regions covered and the network's objectives.
2. User data: This section contains twenty-two items consisting of the fields to be filled in every time a new registration is completed. This would allow us to see the type of information that these kinds of networks consider relevant for the creation of user profiles.
3. Services and resources: This is a list of actions and resources that determine the possibilities that network users have, ranging from conducting searches to the option to contribute files or create work groups. Many of these features are taken from conventional social networks, such as the existence of a wall or chat function, but there are also others that are highly useful to academics, such as repositories for storing users' documents and consulting the documents of other users, bookmarking, and the possibility of creating references or links to scientific or academic databases. This section also determines the level of involvement of the network and its tools and resources in the achievement of CCS (communication, collaboration and sharing), which are the three founding pillars of these kinds of networks. For this reason, each item is in turn categorized under one of these three functions.
4. Content: This section allowed the analysis of the kinds of files stored on the network and how they are organized or accessed (i.e., whether you need to be a registered user to view them, whether they can be downloaded or whether all or only a part of the information stored is accessible).
5. Miscellaneous: Here we included other types of data that did not fit into previous sections but that are relevant to the network.
In total, we developed a list of seventy-five items that allowed us to study each network individually and then to compare it with the others; from this analysis we have extracted the results presented below.

Results

In general terms, these three networks have the same goals: to promote academic research, to allow users to find researchers with similar ideas working on similar projects, to foster exchanges of projects and dialogue between them, and, in so doing (as stated on Academia.edu), to "accelerate the world's research".

All this is possible thanks to the environment provided by the Internet, which, according to Goodfellow, fosters and supports communities and networks (2008), in this case, free networks that cover diverse fields of knowledge, fed by the involvement and work of academics who interact chiefly in English. The three networks also share the quality of being conceived for the global academic community, without geographical, political or cultural barriers that would limit their sphere of action. What they do require, although they are free of charge, is registration and the subsequent creation of a user profile. Some data, such as name or e-mail, are provided at the moment of registration, while others may be added over time, such as the user's CV, interests and field of research, addresses and contact via websites, blogs or social networks. This facilitates greater transparency and visibility in relations and dialogues between users.

Of the resources they offer, one that enjoys the highest level of interest are the repositories, which contain files where users can make their papers available to others and also from which they can download articles. ResearchGate offers access to more than 35 million articles from scientific journals, often complete, thanks to its semantic search engine which allows users to browse through the main university repositories and databases (including PubMed, IEEE, CiteSeer, arXiv, RePEc, Biblioteca NASA and OAI – Open Archives Initiative). It also offers users the possibility of contributing their own documents, which can thereby increase their impact, considering that this network calculates scientific reputation on the basis of a series of variables that operate to a large extent according to how researchers interact with the content of others. In this attempt to measure the impact of users and their papers, Academia.edu launched a new tool called Academia.edu Analytics, announced on August 15, 2012, which monitors the impact of what is published and the use made of it. To this end the data are organized into four sections (Overview, Documents, Keywords and Countries) each of which shows us the information in real time:
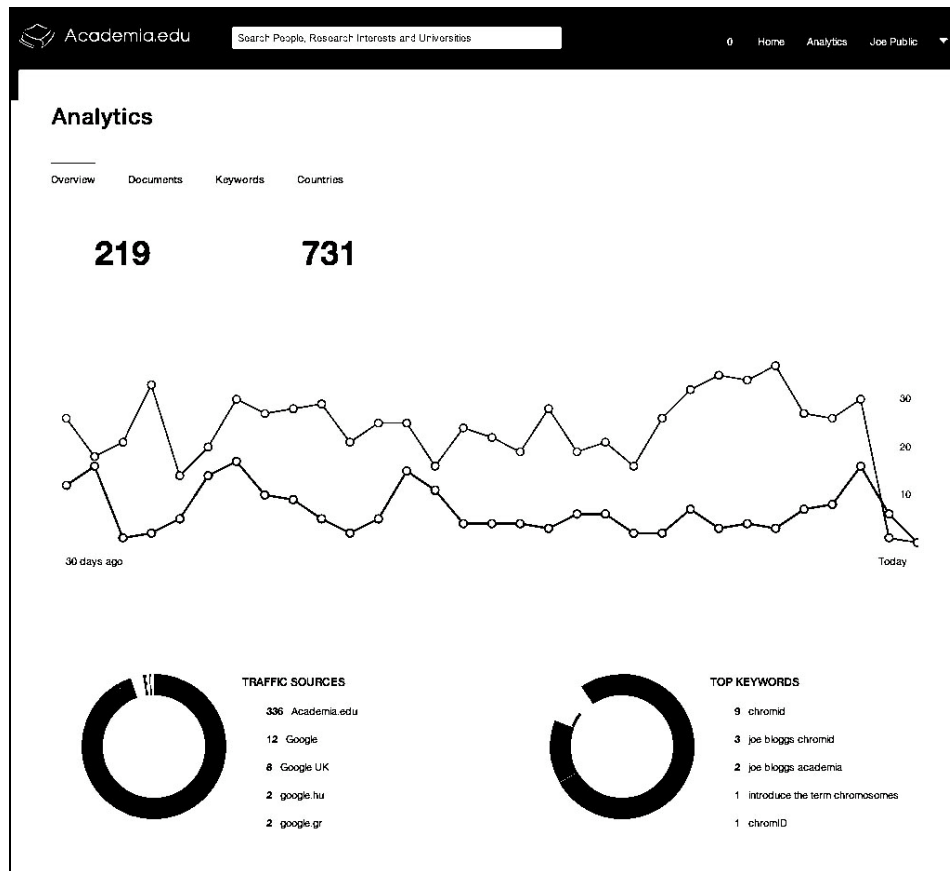
Graph 2: Representation of data using the Academia.edu Analytics tool

As can be seen, while in the classical research model this reputation was measured on the basis of other criteria (such as publication in prominent journals indexed in prestigious databases), today this is also changing thanks to these kinds of knowledge networks, leading to the emergence of new criteria, as the procedures for research and its publication are taking new directions, to which we need to adapt.

In terms of other aspects analyzed and the results derived from them, it is worth noting that, on the one hand, the type of content that feeds these networks is mainly text-based. Although these networks are designed to integrate still images and videos, their academic character means that most of what they store is text detailing the results of research projects and studies conducted by users. On the other hand, another feature common to all three networks is the heavily marked influence of conventional social networks, as although they are work spaces, these networks are also still social networks (it is thus not surprising that *Tech Europe* describes Mendeley "as a cross between Twitter and Facebook for scientists"). They therefore permit actions such as following and being followed, group creation (in this case, usually work groups or groups for pooling information on topics of interest to a specific community of researchers), user searches, subscriptions to topics of interest (in the same way that a Facebook user can become a fan of a group, person or subject to track their updates) or microblogging (following the example of Twitter).

There can thus be no doubt that conventional social networks are visible in these kinds of networks from an internal perspective (adopting their principles, modes of operation, tools and options), but also from an external perspective, i.e., through direct participation in conventional networks such as Facebook or Twitter in order to achieve greater exposure and presence on such networks. Thus (according

to data collected on March 13, 2013), ResearchGate has 6,573 followers on Facebook and 5,426 on Twitter. In the case of Academia.edu, the figures are 10,690 on Facebook and 2,693 on Twitter. Mendeley has 13,468 Facebook followers, while on Twitter it has various accounts, such as @MendeleyTips (2,083), @mendeley_com (6,361) and @MendeleySupport (3,226).

While the three networks share many elements in common, each one also has its own identity and distinguishing features. Mendeley, for example, compared to ResearchGate and Academia.edu, is unique in complementing its on-line version with software that helps users to manage references, read, make annotations, and add, create and organize documents. The Mendeley interface is shown below:
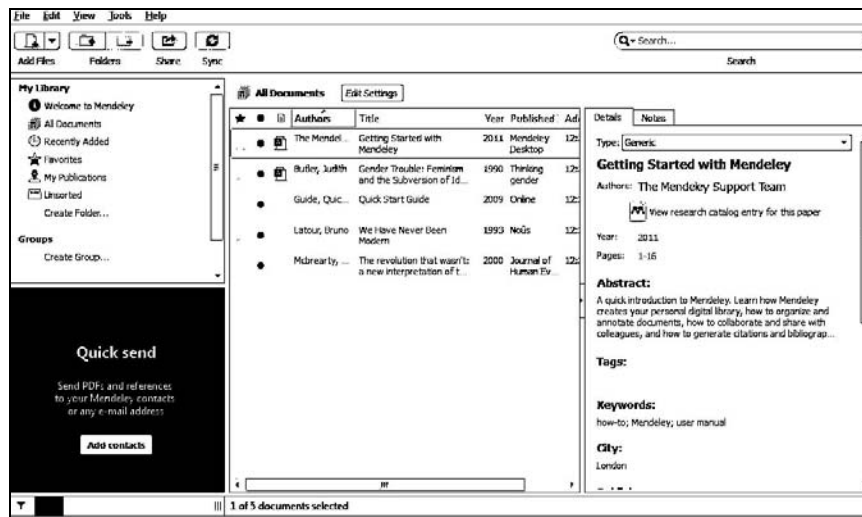
Graph 3: Mendeley interface

This is a tool that allows users to create backups of their work and offers them 1 gigabyte of space in the cloud where they can store it permanently so as not to lose it and to be able to synchronize it with other devices. And all of this, as with access to the network, is openly available, an increasingly predominant standard in research, which responds to the four principles proposed by Tapscott (2012): collaboration, transparency, sharing and empowerment.

Open access has become a viable option endorsed in international declarations aimed at defining this concept, such as the Budapest Open Access Initiative signed in 2002, the Bethesda Statement on Open Access Publishing in June 2003, or the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities in October 2003. According to these declarations, if we are capable of making the best use of information technologies, we will be able to expand distribution capacity while reducing costs in order to provide wider and easier access to research results thanks to the advantages they offer (Alonso, Subirats and Martínez Conde, 2008): on the one hand, the cost is low and the results can have a large impact in a short period of time, facilitated to a large extent by the viral nature of the Internet, as well as the reduction of the time needed for the evaluation and publication process compared to the time needed to produce a printed publication; and, on the other, it enables the comparison of results with other previously published results, or the reuse of data for further research without the need for a new investment, a vital benefit for small research groups with limited resources.

Added to this is the fact that all scholars in a discipline have equal access to the information (provided they have Internet access without censorship or government restrictions), thereby liberating research from the constraints of intellectual inbreeding to open it up to the world in the interests of collective development by the academic community, which is becoming increasingly committed to these types of initiatives. The result is a revolution fostered by *intercreativity*, a concept coined by Berner-Lee by combining two terms closely associated with the Internet era ("interactivity" and "creativity"), which according to the author refers to the "process of making things or solving problems together" (1999).

In this way, the academic world is making its own contribution to change and innovation, where researchers are not merely participants but also agents, building a new paradigm in which they are simultaneously apprentices and masters, contributing their own experience and making use of the experience of others, so that the traditional hierarchical structures may give way to collaborative work, shared leadership, participation and coordination (Gairín, 2006) through such knowledge networks, thanks to a series of tools and services which they all tend to share in common:

Subscription: It is important for users to form part of a database in which they can be found, associated and located, but also to contribute to the creation of a community, and the cohesion of that community through a sense of belonging.

Search Engines: to locate the contact details of a specific author or his/her work. Search engines will depend on the network concerned, but the usual search criteria are article title, subject or author. After this there are others that also offer the possibility of searching by language, country or institution, among other options.

Follow/be followed: this is a phenomenon fostered by social networks like Twitter and Facebook which allows users to follow specific individuals in order to be updated on their comments, projects or other activities. On the other hand, being followed entails a certain degree of notoriety as it suggests that people are interested in the individual concerned.

Subscription to topics of interest: Just as people can be followed, topics can be followed by subscribing to them, something which, while not offered by most networks, is a particular feature taken from social networks that is becoming increasingly popular.

Creation of work groups: as in the case of research groups in universities, there is a certain tendency to work more closely with a group of peers to tackle a specific issue within a subject area, something that has been picked up by these kinds of platforms, which allow the creation of groups that may be open to all interested users or closed with an acceptance requirement in order to join them.

Contact with users: This contact may be of two types. The first is contact established by the platform itself with each user and vice versa through newsletters, e-mails or traditional methods such as fax or phone, although these traditional methods are the least used because of the virtual nature of the web. This type of contact tends to occur when the platform is administrated by an institution with a physical office such as a university, but does not occur on platforms created by researchers solely and exclusively from, by and for the network. The second type of contact is communication established between the users themselves, for which various methods are also offered in most cases, the most common being e-mail, walls, forums and chats in real time.

Presence on social networks: In addition to offering resources derived from social networks, these platforms are conscious of the importance of such networks if what they are seeking is visibility; as a result, as noted above, they also participate in the most popular

social networks, such as Facebook and Twitter. This means that users do not have to search the knowledge network, as the network can reach users through status updates on their personal network if they so decide.

News: Updates may be sent directly to the user's e-mail provided upon registration with the service or included in a section created specifically for this purpose on the knowledge network (depending on the network in question). These two options may be mutually compatible.

Repositories: as mentioned above, repositories are virtual warehouses where documents are stored. Their appeal depends on the degree to which they grow through the contributions of the network's users.

Apart from these more generic elements, each network has its own idiosyncrasies, its mode of functioning and particular features and sections. But in general, to paraphrase Gairin (2006) in his dissertation on learning networks (which, while not exactly the same, share many elements in common with the knowledge networks examined here), these tools as a whole should nevertheless constitute a complete set of interrelated features that help increase individual options and create useful synergies.

However, such synergies are based on an ideal conception of these networks, in which the information exchanged is checked and analyzed in depth, in a serious and thorough manner. This is something that does not always occur, as knowledge networks often allow users to post their projects without having passed any kind of quality filter, such as a peer review. If feasible solutions are not established, this may over time prove detrimental to these networks and the work they store in terms of accuracy and reliability unless a control protocol is followed, because although the collectivization of knowledge is important, it is equally important for that knowledge to be checked for workability and subsequent development of the research.

Conclusion

Social networks have become a powerful tool for the masses, who can use them today to make their voices heard and reach numbers of people that would have been unthinkable only a few years ago. Innovations like this in the world of communications, or others such as devices that allow users to be connected from anywhere at any time, are increasingly fostering the development of what Rheingold calls "smart mobs", referring to groups of people who initiate a collective mobilization – in political, social or economic spheres – through the use of a new medium that offers new modes of organization at an unprecedented scale, for people who previously would have been unable to coordinate such movements (Rheingold, 2002). This is in turn facilitated by the viral nature of the Internet and the democratization fostered by these new media, which, as noted above, has allowed collective mobilizations such as the aforementioned Arab Spring or the 15-M movement in Spain, both in 2011.

Following these mobilization models, different groups have identified an opportunity to unite and launch their own revolution in a particular area with the support of specialized social networks, such as those created for and by the academic world. These networks, beyond uniting researchers from all over the world, are focal points for constant creation and the shared development of knowledge, and, as such, for progress. These are what we refer to as social knowledge networks, which other authors have called research networks. Their essential priority is to communicate and disseminate scientific information, seeking to reach a large number of readers, and to do so they make use of the web, so that through a message or a link or an attached file, information can be shared with all their members (Arriaga Méndez, Minor Jiménez and Pérez Cervantes, 2012).

García-Aretio (2007) attributes to these networks the objectives of sharing, co-creating and building knowledge through their relations and communication exchanges, while for Salinas, Pérez and De Benito (2008), the basic principles are information exchange and an adequate flow of information which, according to these authors, depend on accessibility, the culture of participation, collaboration, diversity and sharing that condition the quality of life of the community, the communication skills available among members and the relevant content. For Sañudo (2012), their activities basically involve knowledge production, resource management and achieving results geared towards innovation, among others.

With regard to the networks analyzed, ResearchGate defines its functions in a simple diagram:
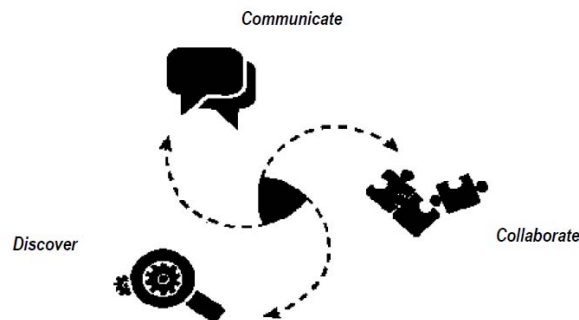
Graph 4: Graph showing the functions offered by ResearchGate

These are different ways of referring to the same concepts that we have identified as CCS, the essential principles underpinning these networks, which we would define as academic social knowledge networks, which offer a meeting point for researchers from all over the world who unite their efforts in an attempt to advance their studies on the basis of three basic principles: communication, collaboration and sharing their knowledge in a democratic virtual environment that is optimal for dissemination provided there is a commitment to participation and a faithfulness to academic rigour.

This definition is based on an ideal conception of these kinds of networks, because, as noted above, there is still a long way to go, particularly with regard to quality control of the content stored, which in many cases is not adequately cross-checked. Moreover, another of the fundamental problems is that these networks have registered users in the thousands or even the millions, but of these only a portion participates actively and regularly in the achievement of CCS. Yet for these networks to function properly such participation is essential, because to truly build knowledge in virtual environments, as noted by Nó Sánchez (2008), users need to fulfil the conditions of active commitment and participation and frequent interaction and connection with the real world. This is a point also underlined by Arriaga Méndez et al. (2012), who argue that the direction and objectives of a network will only be made a reality through the work of the participants.

In light of the above, although these networks, which are transforming the way of producing, sharing and disseminating knowledge, need to continue to mature, they have already proven that working together we can be the agents of real change. Such change is necessary because society changes, organizations change, and people, their relationships, actions and results need to change as well (Gairin, 2001). As we have shown, in the academic world or in any other field where the opportunity arises, social networks have placed a new power into the hands of the masses, who are conscious of the importance of acting together, because, according to Surowieck (2004), in the group there is more intelligence than in the most intelligent members of that group.

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SOCIAL NETWORK SITES AS A TOOL FOR OBTAINING THE NEWS

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Abstract
At the outset of the 21st millennium, throughout the world, the emergence and widespread use of the Social Network Sites (SNS), particularly Facebook, has been observed. The popularity of Facebook attracted the interest of the researchers and almost all aspects of Facebook have been the focus of research. In addition to its use for social purposes and commerce, the widespread use of Facebook has led to the use of it for obtaining the news. However, the use of Facebook to obtain the news is new area for research. With this respect, the present study seeks to explore the extent to which Facebook has been used for obtaining the news in Famagusta, North Cyprus in May, 2012. A questionnaire comprising three sections was prepared and given to 300 research participants. The results of the study indicate that the Social Network Sites have been used for obtaining the news.

Literature Review
Despite their recent emergence Social Network Sites (SNS) have attracted considerable attention from the social science researchers. Among the SNS, particularly Facebook has been widely used throughout the world. In addition to its uses like finding school friends, communicating with distant friends and relatives, people started to take the benefit of its widespread use and among other uses, it has been used as a tool for obtaining news. In other words, people started to use Facebook in order to gratify their needs for obtaining the news.

Despite the fact that Facebook has attracted the attention of researchers all over the world, there is dearth of articles of research nature in relation to its use as a means of news provider. In 2012, in a research article ' All the News That's Fit to Post: A Profile of News Use on Social Networking Sites', Glynn, Huge and Hoffman (2012) put forth that there is little research 'on emerging role of news in the social network environment' (p.113). They explain that 'news use is still a minor component of overall social network site activity' (p.113).

Marchi (2012) on the other hand, focused on the teenagers' use of Facebook. 'With Facebook, Blogs, and Fake News, Teens Reject Journalistic "Objectivity", Marchi, considering the teenagers as 'understudied' group, interviews 61 high school students, looks at how this group uses Facebook to obtain the news.

Methodology
The data for the present study have been collected through a questionnaire written in Turkish, the mother tongue of the respondents. Using Social Network Sites is popular among young people mostly. Therefore, the respondents were asked whether they had an SNS account before they were given the questionnaire. Including the respondents who do not have even a single account on Social Network Sites would be meaningless. Therefore, purposive sampling strategy was employed for the study.

The questionnaire comprised three sections. The first part of the questionnaire comprises 8 questions and seeks to collect demographic information. The second part of the questionnaire contains 5 questions which seek to gather data in relation to the use of Social Network Sites in general. The third part of the questionnaire includes 15 questions that set out to collect information on the use of Facebook as a toll for obtaining the news. The 8 questions posed in the third part have been prepared according to the 5point Likert Scale.(1= Stongly Agree; 2= Agree; 3= Undecided; 4= Disagree; 5= Strongly Disagree). The Cronbach's Alpha value computed for the 5point Likert Scale questions was found to be .805 which indicates that the instrument can be considered good (George and Mallery, 2001).The cut points for the 5point Likert Scale questions are taken from Balcı (2004).Balcı suggests that 1-1.79 could be considered as Strongly Agree;2.59-1.80 could be considered as Agree; 3.39-2.60 could be considered as Undecided 3.39-2.60 could be considered as Undecided ;; 4.19-3.40 could be considered as Disagree; and 4.20-5 could be considered as Strongly Disagree.

After collecting the data, firstly descriptive statistics are computed and the findings of the first two sections of the questionnaire are presented in frequencies and percentages. After this, the means and corresponding attitudes of the five-point Likert scale questions are given. This is followed by more detailed analysis of the cross-tabulations of the independent variables with attitude scale questions.

Findings
From the 300 respondents163 are male and 137 female. The age distribution of the respondents is presented in the Table 1 below:

Table 1 Age distribution of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**15-21**	51	17.0	17.0	17.0
	22-25	138	46.0	46.0	63.0
	26-30	58	19.3	19.3	82.3
	31-45	30	10.0	10.0	92.3
	45+	23	7.7	7.7	100.0
	Total	300	100.0	100.0	

As it has been mentioned above, it was maintained that the respondents had at least one Social Network Site account. Following this, the research participants were also asked if they used Social Network Sites. 68% said they did. 32% said they didn't. In other words, these respondents have an account but they never or very rarely use it. 40% said they have been using the Social Network Sites 1-3 years. 28% said they have been using the Social Network Sites 4-5 years. 19% point out that they have been using Social Network Sites 6-7 years. The 13% marked the other. Another question asked was related to the duration of time they spend on Social Network Sites daily. 28% said they never used it. 33% said they used it 1-2 hours. 24% mentioned they used it 3-4 hours. 13% point out that they used it for 5-6 hours. 2% marked the other suggesting that they used the Social Network Sites for more than 6 hours a day. Among the research participants 60% use Facebook most. This is followed by the Twitter (22%). 1% use MySpace. 17% did not use any Social Network Sites. Among the Social Network Messages, they prefer Blogs (30%), Facebook messages (20%), the news and daily events (22%), Tweets (8%).

When the participants were given the statement:'I use Social Network Sites for obtaining the news'; 39 (%13) said they Strongly Agreed; 144 (48%) Agreed; 19 (6.3%) Undecided; 55 (18.3%) Disagreed; and 43 (14.3%) pointed out that they Strongly Disagreed. The means and corresponding attitudes of the 5-point Likert scale questions are presented below.

Table 2 5-point Likert scale questions, means and corresponding attitudes

Questionnaire question	Mean	Attitude
1.I use the SNS for obtaining the news.	3.2700	Undecided
2. I find communication through SNS safe.	2.9933	Undecided
3. I find the news on the SNS true.	2.3933	Undecided
4.I hold that the communication established on the SNS reduce face to face communication.	3.3833	Undecided
5. I follow the political news on the SNS.	3.0800	Undecided
6. I follow the universal news on the SNS.	2.8100	Undecided
7. I follow the magazine news on SNS.	2.9567	Undecided
8. On the SNS, I only follow the news related to the people I am interested in.	3.4367	Disagree

The results of the survey indicate that all 5point Likert scale questions fall in the category of Undecided apart from the last one, 'On the SNS, I only follow the news related to the people I am interested in'. The participants 'Disagreed' with this statement. This finding reveals that they do not merely follow the news related to the people they are interested in but also follow the news in general.

Table 3 presented below presents the cross-tabulation of 'sex' and 'I use SNS for obtaining the news'. The findings suggest that there are similarities between the responses of male and female participants for using the SNS for obtaining the news.

Table 3Cross-tabulation results for sex and 'I use SNS for obtaining the news'

		I use SNS for obtaining the news.					
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Sex	Male	23	27	15	78	20	163
	Female	20	28	4	66	19	137
Total		43	55	19	144	39	300

As it can be observed in Table 3, cross tabulations of the male and female participants with respect to using the SNS for obtaining the news show similarities. Indeed, the mean of male responses to the statement 'I use SNS for obtaining the news' is 3.2761 and female respondents' mean is 3.2628.

Table 4 Cross-tabulation results for sex and 'I follow the political news on SNS'

		I follow the political news on SNS					
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Sex	Male	15	34	32	71	11	163
	Female	20	33	24	52	8	137
Total		35	67	56	123	19	300

The reaction of male participants towards following the political news on SNS (82) is slightly higher than of female participants (60). The mean of male participants responses to this issue is 3.17 and female participants' responses' mean is 2.96.

Table 5 Cross-tabulation results for sex and 'I follow the universal news on the SNS'

		I follow the universal news on the SNS					
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Sex	Male	39	25	20	65	14	163
	Female	35	33	18	46	5	137
Total		74	58	38	111	19	300

In relation to following the universal news on the SNS, male participants show a little higher agreement (79) than female participants (51).

Table 6 Cross-tabulation results between sex and 'I follow the magazine news on the SNS'

		I follow the magazine news on the SNS'					
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Sex	Male	27	57	15	54	10	163
	Female	31	10	7	82	7	137
Total		58	67	22	136	17	300

Table 6 indicates that female research participants (89) show agreement with following magazine news a little more than the male participants (64).

Table 7 One-way ANOVA results among age and 5point Likert scale questions
ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
1.I use the SNS for obtaining the news.	Between Groups	35.792	4	8.948	5.624	.000
	Within Groups	469.338	295	1.591		
	Total	505.130	299			
2. I find communication through SNS safe.	Between Groups	10.702	4	2.676	2.673	.032
	Within Groups	295.284	295	1.001		
	Total	305.987	299			
3. I find the news on the SNS true.	Between Groups	52.841	4	13.210	9.872	.000
	Within Groups	394.746	295	1.338		
	Total	447.587	299			
4.I hold that the communication established on the SNS reduce face to face communication.	Between Groups	69.807	4	17.452	9.444	.000
	Within Groups	545.110	295	1.848		
	Total	614.917	299			
5. I follow the political news on the SNS.	Between Groups	18.346	4	4.586	3.508	.008
7. I follow the magazine news on SNS.	Within Groups	385.734	295	1.308		

8. On the SNS, I only follow the news related to the people I am interested in.	Total	404.080	299			
6. I follow the universal news on the SNS.	Between Groups	83.366	4	20.842	13.761	.000
	Within Groups	446.804	295	1.515		
	Total	530.170	299			
7. I follow the magazine news on the SNS.	Between Groups	92.142	4	23.036	16.562	.000
	Within Groups	410.294	295	1.391		
	Total	502.437	299			
8. On the SNS, I only follow the news related to the people I am interested in.	Between Groups	59.057	4	14.764	12.934	.000
	Within Groups	336.740	295	1.141		
	Total	395.797	299			

One-way ANOVA test conducted to check whether there is any statistically significant difference among age groups and all 5point Likert scale questions, it was found that there is statistically significant difference in all propositions at p≤0.05 level.

Table 8 One-way ANOVA results between marital status and 5point Likert scale questions
ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
1.I use the SNS for obtaining the news.	Between Groups	31.187	4	7.797	4.928	.001
	Within Groups	463.569	293	1.582		
	Total	494.755	297			
2. I find communication through SNS safe.	Between Groups	13.137	4	3.284	3.308	.011
	Within Groups	290.863	293	.993		
	Total	304.000	297			
3. I find the news on the SNS true.	Between Groups	63.395	4	15.849	12.097	.000
	Within Groups	383.880	293	1.310		
	Total	447.275	297			
4.I hold that the communication established on the SNS reduce face to face communication.	Between Groups	35.922	4	8.981	4.636	.001
	Within Groups	567.558	293	1.937		
	Total	603.480	297			
5. I follow the political news on the SNS.	Between Groups	8.818	4	2.205	1.634	.166
	Within Groups	395.249	293	1.349		
	Total	404.067	297			
6. I follow the universal news on the SNS.	Between Groups	74.769	4	18.692	12.203	.000
	Within Groups	448.805	293	1.532		
	Total	523.574	297			
7. I follow the magazine news on the SNS.	Between Groups	27.786	4	6.946	4.359	.002
	Within Groups	466.943	293	1.594		
	Total	494.728	297			
8. On the SNS, I only follow the news related to the people I am interested in.	Between Groups	25.097	4	6.274	5.015	.001
	Within Groups	366.544	293	1.251		
	Total	391.641	297			

In the one-way ANOVA test conducted with respect to marital status and all 5point Likert scale questions, there is statistically significant difference at p≤0.05 level apart from the question '5. I follow the political news on the SNS.'.

Table 9 One-way ANOVA results among education and 5point Likert scale questions
ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
1.I use the SNS for obtaining the news.	Between Groups	47.598	4	11.899	7.672	.000
	Within Groups	457.532	295	1.551		
	Total	505.130	299			
2. I find communication through SNS safe.	Between Groups	4.162	4	1.040	1.017	.399
	Within Groups	301.825	295	1.023		
	Total	305.987	299			
3. I find the news on the SNS true.	Between Groups	75.905	4	18.976	15.061	.000
	Within Groups	371.682	295	1.260		
	Total	447.587	299			
4.I hold that the communication established on the SNS reduce face to face communication.	Between Groups	74.994	4	18.748	10.244	.000
	Within Groups	539.923	295	1.830		
	Total	614.917	299			
5. I follow the political news on the SNS.	Between Groups	10.077	4	2.519	1.886	.113
	Within Groups	394.003	295	1.336		
	Total	404.080	299			
6. I follow the universal news on the SNS.	Between Groups	93.576	4	23.394	15.807	.000
	Within Groups	436.594	295	1.480		
	Total	530.170	299			
7. I follow the magazine news on the SNS.	Between Groups	51.897	4	12.974	8.495	.000
	Within Groups	450.540	295	1.527		
	Total	502.437	299			
8. On the SNS, I only follow the news related to the	Between Groups	49.265	4	12.316	10.485	.000

| people I am interested in. | Within Groups | 346.531 | 295 | 1.175 | | |
| | Total | 395.797 | 299 | | | |

The table above presents one-way ANOVA test results among education and 5point Likert scale questions. Apart from two questions ('5. I follow the political news on the SNS; and, '2. I find communication through SNS safe.')in all others, there is statistically significant difference at p≤0.05 level.

Table 10 One-way ANOVA results among occupation and 5 point Likert scale questions
ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
1.I use the SNS for obtaining the news.	Between Groups	32.726	4	8.182	5.109	.001
	Within Groups	472.404	295	1.601		
	Total	505.130	299			
2. I find communication through SNS safe.	Between Groups	14.010	4	3.503	3.539	.008
	Within Groups	291.976	295	.990		
	Total	305.987	299			
3. I find the news on the SNS true.	Between Groups	197.086	4	49.272	58.024	.000
	Within Groups	250.500	295	.849		
	Total	447.587	299			
4.I hold that the communication established on the SNS reduce face to face communication.	Between Groups	74.884	4	18.721	10.227	.000
	Within Groups	540.032	295	1.831		
	Total	614.917	299			
5. I follow the political news on the SNS.	Between Groups	25.686	4	6.421	5.006	.001
	Within Groups	378.394	295	1.283		
	Total	404.080	299			
6. I follow the universal news on the SNS.	Between Groups	195.510	4	48.878	43.085	.000
	Within Groups	334.660	295	1.134		
	Total	530.170	299			
7. I follow the magazine news on the SNS.	Between Groups	19.543	4	4.886	2.985	.019
	Within Groups	482.894	295	1.637		
	Total	502.437	299			
8. On the SNS, I only follow the news related to the people I am interested in.	Between Groups	23.684	4	5.921	4.694	.001
	Within Groups	372.113	295	1.261		
	Total	395.797	299			

Table 10 presented above lays down the one-way ANOVA results for occupation and 5point Likert scale questions. With respect to all questions, there is statistically significant difference at p≤0.05 level.

Also, ANOVA test was conducted among the independent variables (sex, marital status and occupation) and Likert scale question: 'I use SNS for obtaining the news'. According to the result of the multiple comparison test there is no statistically significant difference with respect to sex and marital status (sex sd=.250; marital status sd=0.06). With respect to occupation, there is a statistically significant difference (occupation sd=0.001).

Conclusion
SNS have become immensely popular today. People use the SNS to gratify their needs. The present study sought to explore the SNS have been used in order to obtain news. The results of the study indicate that with respect to age, education, marital status and occupation, there are statistically significant differences among the research participants' responses. The present study employed purposive sampling strategy in order to explore the views of SNS account holders towards receiving the news. Further research can be conducted with random sampling strategy.

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SOCIAL PERCEPTION OF CYPRIAN FACEBOOK USERS IN NORTHERN CYPRUS: RECONSIDERATION OF SOCIAL STRUCTURE AND PARTICULARLY RESIDENTS OF NORTHERN CYPRUS

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Abstract
Sense of belonging and identification of self, especially social identity construction, is one of those human-related issues that need re-conceptualization due to the rise of social networking systems and virtualization of "real" circumstances. As a result, the necessity of redefining particular psychological and social-related issues has acquired currency. The purpose of the present study is to understand Cyprian Facebook users' perception of "real world" and "real society" in which they are involved, and their notion of citizens of Northern Cyprus who are from Turkey. Accordingly, a questionnaire including 22 close-ended questions was administered to 100 volunteer "Cyprian Turk" Facebook users. The respondents' self-identifications, whether nation-based identifications are widespread or not, the way in which they identify others, and whether family, society, and social structure are effective in their lives or not, were examined. In other words, the present study explored how the Cyprian Facebook users who live in Northern Cyprus consider social structure that exists in real world – particularly, citizens of Northern Cyprus who are from Turkey.
Keywords: Self-identification, other, sense of belonging, place identity

Introduction
As it is known, "identity" is one of the broadly used terms in social sciences. For this reason, its meaning may differ in accordance with different people. It is "sometimes used to refer to a sense of integration of the self, in which different aspects come together in a unified whole" (Deaux, 2001:1)[i].

Apart from this, the term "identity" is handled by various fields such as politics, international relations, and psychology. For the purpose of the present study, this problematic term will be considered within psychological context. Thus, identity or social identity, which is the core of the research, can be explained as an individual's knowledge that he/she belongs to a social category or group, which is a set of individuals who hold common social identifications and view themselves as a part of the same social category (Stets & Burke, 2000)[ii].

Fearon (1999)[iii] categorized identity into three groups: as a social category defined by membership regulations and distinguishing characteristics or expected actions, as socially distinctive characteristics for which an individual takes a special self-respect, and as the combination of two, unalterable but socially important.

Due to the rapid development of communication technologies, new spaces for socialization and thus need for new identities have also surfaced. As it is known, virtual environments are currently expanding in importance, especially through providing an opportunity to a new aspect of media, namely, social media, which has also created virtual worlds that play increasingly important role in peoples' lives. One of the most significant distinctions between real and virtual spaces is the fact that they are social spaces for shared environments of interaction, not set of "places" where one might geometrically move around. These new spheres enable people to maintain local identities as discussion participants over the spectacular individuals populating in any interactive electronic relation. In every single virtual world, members have at least one digital identity, more or less strongly linked to their core identity (Bostrom & Sandberg, 2011)[iv].

As noted by Slater (2004)[v]

> in contrast to the typically panicked reception of older new media technologies (telephone, television), fearful of their ill effects on social relationships and identities, the Internet has posed the possibility of entirely new relationships and identities, constituted within new media, and in competition with ostensibly non-mediated, older forms of relationships (p. 596)

These spaces also enable its users to be isolated from the restrictions of their embodied real lives. Hardley (2002:570)[vi] clarified this by stating "when the bodies of users are left behind they are able to choose and construct their virtual form(s) and identity(ies)." An individual may find possibility to be at different physical appearances. This enables people to see how changed physical characteristics may also change your interfaces with other individuals.

Thus, for the purpose of the present study, Facebook as an environment and its "Cyprian Turk" users as a sample group have been employed, representing a form of social media and citizens of virtual world, respectively. During the present study disembodiment, the factors of not to be identified physically and being isolated from the restrictions of being a member of a small society are assumed as supportive with a tendency of expressing ideas directly and openly.

Research Question
In the present study, *how do Cyprian Facebook users, who live in Northern Cyprus, consider social structure that exist in real world and particularly citizens of Northern Cyprus who are from Turkey* is explored.

Unpacking questions
For the purpose of the present study and to figure out how Cyprian Facebook users in Northern Cyprus perceive "real world's real society," which do exist and in which they are involved, as well as to determine their perception of citizens of Northern Cyprus who are from Turkey, the following unpacking questions have also been examined:

- How do they identify themselves?
- How do they define their political view?
- How do they identify people who have moved to Northern Cyprus by the 1974 operation?
- How do they identify people who have moved to Northern Cyprus in general?
- Is there any correlation between their political view and identifying themselves?
- Is there any correlation between their political view and identifying people from Turkey?
- Whether how to be perceived by society is important for them or not?
- Whether they would act differently if they were living in different country or not?
- Whether society is an influential factor regarding their sexual orientation or not?
- Is there any correlation between power of sanction at sexual orientation and living in a different country?

Theoretical Framework
Identification of self and othering
Conceptualization of self or definitions of self-concept varies among different authors or theorists.

The concept is defined as "an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the `I' or the `me,' together with values attached to these concepts" (Rogers, 1951:498)[vii], while Sullivan[viii] explained concept as "an organization of educative experience, called into being by the necessity to avoid or to minimize incidents of anxiety" (2001: 165).

As the traditional symbolic interactionist perspective, known as the situational approach, it is necessary to keep in mind that there is a reciprocal relationship between self and society, and thus social circumstances and context that an individual is involved.

Identity, which is closely related to self, can be described as the idiosyncratic nature belonging to any given individual or shared by all members of a precise social group (Rummens, 2001)[ix].

As noted by Rummens (2001:3), the term "identity" comes from

...the French word *identité* which finds its linguistic roots in the Latin noun *identitas, -tatis*, itself a derivation of the Latin adjective *idem* meaning "the same." The term is thus essentially comparative in nature, as it emphasizes the sharing of a degree of sameness or oneness with others in a particular area or on a given point....

The author also added that the term "identity" may be differentiated from the term "identification"; as identity is interpreted as being relational, appropriated, and contextual, the act of identification is best viewed as intrinsically relating to a process.

Apart from this, Rimmens (2001) clarified distinction between identification of self or self-identification as "personal identity" and "social identity." Regarding the author's definitions, while "personal identity" refers to the result of an identification of self, by self, with respect to others, "social identity" can be defined as an outcome of an identification of self by others.

This subject matter, which caused an argument during this research, needs to be re-negotiated – "identifying the self, by self."

Significance of social structure at sense of belonging

Sense of belonging, which is one of the basic needs of human beings as food, is an ongoing process which develops during the socialization process. Owing to being an endless process as well as the complex structure of social systems, it is possible to talk about various factors that have influence on "sense of belonging." The Social Issues Research Centre (SIRC, 2007) [x] identified six influential keys regarding the sense of belonging: family, friendship, lifestyle choices, nationality, professional identity, and team spirit with shared interests. Nationality, which is one of these keys, is directly related to nation, and thus state and, most of the time, landscape as well. An SIRC (2007) investigation reported that

....being human is not about being an individual at all — it is about belonging to a particular group of individuals. At a very basic level, who we are is defined by the social networks and communities to which we belong. (2007:7)

While describing ourselves, we tend to do it by talking about our relationships to people and places. Via membership within the groups, which we are involved in, making statements about people, beliefs and values that we want to be associated with and, ultimately, the kinds of people we are would be possible.

However, over time, the ways in which we satisfy the need to belong and the shape of belonging have changed. In particular, the development of industrialization and subsequent modernization has brought the necessity of re-conceptualization of "morsels" of social structure with itself.

According to the reports of SIRC (2007:8), "we are increasingly obliged to choose the groups, values and beliefs with which we want to identify ourselves. As our social interactions become more complex and intertwined, we develop new ways of solving old problems." Dietz (2011)[xi] also drew attention to the relationship between the sense of belonging, as a form of belonging, and a sense of place, which may also refer to a particular locality which, although, can be developed afterwards. This sort of sense, belonging to a place, is articulated with place identity, which refers to an identity that is attributed to a place than to the role of a place as a source of identification.

Breakwell, as stated by Twigger-Ross and Uzzell (1996)[xii], considered that place sometimes can be taken into account as a social category and can be subject to the same rules as a social identification. Thus, individuals may express their identification with a place. The authors claimed that as "place identification would express membership of a group of people who are defined by location" (1996:206), it can be considered as a sort of social identification.

Twigger-Ross and Uzzell (1996), apart from Breakwell's framework of place identity theory, dealt with Proshansky et al.'s (1983, 1987) conceptualization of place identity. Regarding the place identity concept of Proshansky et al., it is not just about individual's socialization with the physical world as explained in social psychology, but the processes operating between place and identity.

Due to the inadequate rationalization by Proshansky et al., Twigger-Ross and Uzzell (1996) gave preference to base their argument on Breakwell's framework which suggests four principles of identity: *self-esteem*, *self-efficacy*, *distinctiveness,* and *continuity*. According to Breakwell's framework of identity, it should be "conceptualized in terms of a biological organism moving through time which develops through the accommodation, assimilation and evaluation of the social world" (1996:206).

As it is known, while *self-esteem* is about how we perceive our value to the world and how valuable we think we are to others, *self-efficacy* is about how we feel, think, behave, and motivate ourselves. Twigger-Ross and Uzzell (1996) maintained that some studies interested in "settlement" and "community" identity point out that *distinctiveness* is connected to being a "city" or "country" person, and thus launches the relationship between an individual and his/her home environment. Apart from this, as cited by Speller, Lyons, and Twigger-Ross (2002)[xiii], Korpela (1989:251) highlighted the role of continuity by stating that

...the continuity of self-experience is also maintained by fixing aids for memory in the environment. The place itself or the objects in the place can remind one of one's past and offers a concrete background against which one is able to compare oneself at different times. This creates coherence and continuity in one's self conceptions.

The concept of identity, which was used by Erikson for the first time at the mid-1960s in the USA, became central of almost all social sciences, from psychology to political science. However, unfortunately, the ongoing debate on "identity" politics is not yet over.

Identity can be handled both as category of practice and analysis. Identity, as a category of practice, is used by "lay" performers in some daily surroundings "to make sense of themselves, of their activities, of what they share with and how they differ from others" (Brubaker and Cooper, 2000:4)[xiv]. Besides, it is used by political enterprisers to convince public to be aware of themselves, such as their interests and plights in a particular way, to influence certain masses about thinking as if they are "identical" with one another and different from others and to systematize and legitimate corporate action on certain issues. Thus, the term is associated both in daily lives and "politics of identity" in its numerous forms. Brubaker and Cooper (2000) drew attention to the fact that identity as a category of practice does not necessitate its use as "category of analysis" while taking similarity into consideration.

Williamson (2005)[xv] claimed that a decisive factor of identity for a spatiotemporal form is required to "give the condition for a member of the kind at one place and time to be identical with a member of a kind at another place and time."

In considering the relationship between behavior and the physical environment, there are two main widespread views: one conceives human behavior as the "result" of the physical environment, while the other considers human behavior as a "cause" of it (Bonnes and Bonaiuto, 2002)[xvi]. Irrespective of whether it is conceived as a "result" or "reason," it is possible to talk about a consensus on reciprocal mutual effect between "identity" and "physical environment."

As physical environment has influences on the construction process of identity, it is influential at every single aspect with respect to *identity*, such as reflecting or projecting the "self" as well as identifying or defining the "Other."

Within this context, in the present study, social media, namely, Facebook social network, as a virtual communication environment has been handled as a test field, and Turkish speaking Cyprian Facebook users (living in Northern Cyprus) have been employed as an experimental group.

1.1. Conceptualization of "Cypriotizm": "Cypriot," "Cyprian," or "Turkish Cypriot"

It is known that the Cyprus Island, as an issue in the sense of political, social, identical, or economic aspects, has been negotiated for a long time by various nations. Because of its socio-political and strategic position, as can be traced from the historical background, in the past years, the Cyprus Island had played a part in the joint line of various nations.

Since the establishment of the Republic of Cyprus, Hittites, Phoenicians, Assyrians, Ancient Egyptians, Persian, Macedonians, Romans, Byzantines, Muslim Arabs, British (Lionhearted Richard), Lusignan, Genoese, Venetians, and Ottomans have been leading a life in the Cyprus Island[xvii]. The Cyprus Island owes its cultural richness to its historical background and the civilizations that played a role.

However, such richness, while bringing mostly positive consequences, also led to some negations with itself, especially for the people who live in this Island and have *tendency* to "identify" themselves. This trouble spot poses a problem particularly to the people who live in the Cyprus Island since the establishment of the Republic of Cyprus.

The identifications that were aroused by the establishment of the republic are a sort of struggle for the existence as well as an indicator of political and ideological meanings within the discursive context. As a result, different identifications, such as "Cyprian," "Cypriot," "Turkish/Greek Cypriot," and "Greek/Turk," could be noticed. However, for the purpose of the present study, only citizens of Northern Cyprus and their self-identifications both in "real world" and "virtual world" that has the advantage of interacting with disembodied selves has been explored. Hence, the study has not dealt with identifications such as "Greek" and "Greek Cypriot."

To figure out the development and rise of "Cypriotizm," it might be helpful to clarify the distinction especially between "Cyprian" and "Cypriot." For the purpose of the present study, the words' earliest recorded occurrence in the language of the place where it is found and its development were traced, thus, dealing with the etymology of the word as the starting point.

"Cyprian" refers to "of Cyprus" as a concept, which comes from the 1620s Latin word "Cyprianus," and was subsequently turned into "Cyprius," based on the Greek word "Kyprios"[xviii]. On the other hand, no recorded occurrence in language has been traced regarding the word "Cypriot." Thus, it is possible to assume that "Cypriot" as a concept is a nascent word.

According to Loizides (2007)[xix], island partisans or nationalists, unlike motherland nationalists (Greece and Turkey), have consensus on that Cypriots should consider their Cypriot identity as their main and primary identity. They have focused on reinforcing the connection of the inhabitants (irrespective of their ethnicity) to Cyprus, and to its familiar practices and characters. They have also supported reunion between "Turkish Cypriots" and "Greek Cypriots" on account of non-ethnic segmentations.

By 1974, New Cyprus Association, as a new formation, was established with the purpose of promoting trustworthiness for Cyprus and support comprehension between these communities, while securing democracy in the island. Although the associates of this formation never renounced ethnic origins and cultural links, they recounted the Cypriot populace to be concerned about themselves as Cypriots first and not as "Greeks," "Turks," or others (Loizides, 2007).

As cited by Chatzipanagiotidou (2012)[xx], Papadakis (1998) stated that arguments on Cypriotness and Cypriotizm were a symbolic resource for the state's official agenda to seek re-unification that emerged after 1974. The author also characterized Cypriotizm as a type of civic nationalism from where discourse stalks and gives rise to actual "*loci of power,*" which constructs internal spaces of sanction and oppression.

According to Sharp's theory of power (1980), political power as a type of social power can be defined as the whole of methods, inspirations, and forces, which comprises sanctions, recompenses, and injunctions. He decelerates that political power is for accomplishing the goals of the power-holders, particularly the governmental institutions, the State, and groups contradicting either of them. His analysis highlights the widespread idea, which indicates that power is a sort of massive body existing in an individual or position of a dominating body. He also maintains that power is pluralistic, occupying with a form of groups and in a variety of locations, which he calls "loci of power." The loci of power provide a counterbalancing drive versus ruler's power, particularly when the loci are legion and extensively spread out in the society (Martin, B. 1989)[xxi].

Cypriotizm is also accomplished by various means to strengthen and legitimate already-established comprehensions of "Cypriotness," giving rise to particular identities around this notion (Chatzipanagiotidou, 2012).

Social media as a new form of public sphere

To understand the logic of handling social media as a new form of public sphere, it is essential to probe its notion. According to some sources, such as CommGap[xxii], it is explained as the ground where inhabitants come together, exchange opinions concerning public issues, talk about, consider, and in the long run form public opinion. In addition to gathering together, public sphere can be some sort of communication infrastructure through which people can send and receive their knowledge.

Public sphere can also be defined as "network for communicating information and points of view [...] the streams of communication are, in the process, filtered and synthesized in such a way that they coalesce into bundles of topically specified public opinions" (cited by Fossum & Schlesinger[xxiii], 2007, p. 3; Habermas, 1996[xxiv], p.360).

However, in the past, the notion of "public sphere" had been interpreted in various ways and meanings. As it is known, there are a large number of factors and conditions which influence the realm of the public sphere. In addition, it is also influenced by various variables during its social and political processes. As a result, there are several factors that should cope such as laws, political institutions, and principles of communication, including countless types and complexity of human interactions, understandings, perceptions, interpretations, opinions, and attitudes. Apart from this, it is also essential to cope with the context, wording, and peripheral factors that directly influence complexity of human interaction.

Development of communication technologies is known to be one of the most influential factors for re-conceptualization and necessitating revision of the notion of public sphere. In particular, social media "...have become a fact of life for civil society worldwide, involving many actors—regular citizens, activists, nongovernmental organizations, telecommunications firms, software providers, governments" (Shirky, Jan/Feb. 2011: 1)[xxv], and its influences on formation of public sphere have brought new fields of study with it.

Furthermore, the authors also drew attention to the fact that "as the communications landscape gets denser, more complex, and more participatory, the networked population is gaining greater access to information, more opportunities to engage in public speech, and an enhanced ability to undertake collective action" (Shirky, Jan/Feb. 2011:2).

Schulz (2011)[xxvi] suggested that social media, which is the new face of social interaction and means of communication, has created new types of public spheres. Ubayasiri (2006)[xxvii] highlighted this new public sphere by claiming that

> The internet is heralded as arguably the singularly most important development in contemporary communication, which has produced a global 'public sphere' where, in theory each individual has direct access to a global forum where they are able to express their arguments without mediation, selection or censorship

This new sphere has also added a new dimension to socialization, namely cyber socialization, whose major advantage is allowing individuals to connect or re-connect via the Internet.

Methodology

Research Design

For the purpose of this study, an online close-ended questionnaire was posted in randomly selected Facebook users' profile and given approximately a month to be filled out by volunteer Facebook users whose families are in Cyprus before the 1974 operation.

At the end of the month, 100 "Cyprian" Facebook users responded to the questionnaire in total. All the findings were exported from online data server and converted to SPSS format to be analyzed.

The validity of the questionnaire and questions was tested earlier in one of the previous researches.

Sampling

As mentioned earlier, the targeted population for this study comprised the citizens of Northern Cyprus who have a Facebook account and whose families moved to Cyprus before 1974. As it is impossibility to reach all the "Cyprian" Facebook users in Northern Cyprus, online questionnaire was posted to profile pages of several Facebook users. Basically, on account of the fact that the research was based on cyber voluntarism, only 100 filled questionnaires could be obtained.

Limitations

The present study investigated Facebook users' social perception; only Facebook as a virtual environment and people whose families had moved before 1974 operation were considered. Furthermore, as the study was based on cyber voluntarism, the sample group had to be limited with 100 Facebook users.

Findings and evaluation

Basic Ranges of respondents' identifications and definitions

		How you identify yourself?				Total
		Other	Cypr-ian	"Cypr(us)-ian Turk)	Turk	
Gender	Male	1	12	12	2	27
	Female	2	37	32	2	73
Total		3	49	44	4	100

n=100

Table 1. *Self-identification of respondents*

Out of the 100 respondents, 73 were female and 27 were male. Besides, 49% of the respondents were postgraduates, 37% of them had Masters or PhD degrees, 8% were high-school graduates, and 6% were secondary-school graduates. According to the distribution of participants by age, it was noted that 61% were aged 27 years or older, 19% were aged 24–26 years of age, 12% were noted to be 20 years old or younger, and 8% of respondents were aged 21–23 years.

Regarding the way in which the participants identify themselves, it was noted that 51% of the female respondents identified themselves as "Cyprian," 44% identified as "Cypr(us)-ian Turk," 2% described themselves as "Turk," and 3% identified themselves as "other." Furthermore, 46% of the male respondents identified themselves as "Cypr(us)-ian Turk," 46% as "Cypr-ian," 4% as "Turk," and 4% identified themselves as "other."

According to the correlation between ages and self-identifications, it was noted that 67% of the participants who were 20 years or younger, 50% who were in 21–23 years of age range, 47% in 24–26 years of age range, and 49% who were 27 years or older identified themselves as "Cypr-ian." These findings were consistent with the correlation between education levels and self-identifications, which showed that 67% of secondary school graduate respondents, 62% of high-school graduates, and 55% of postgraduate respondents identified themselves as "Cypr-ian," while 59 and 35% of Masters or PhD graduate participants identified themselves as "Cypr(us)-ian Turk" and "Cypr-ian," respectively.

		How you identify people in general that moved from Turkey to Northern Cyprus				Total
		Other	Turk	Turk-ian	Turk-ian Turk	
Gender	Male	3	4	19	1	27
	Female	6	5	52	10	73
Total		9	9	71	11	100

n=100

Table 2. *Identifying people in general who moved from Turkey to Northern Cyprus*

Furthermore, how the respondents identified people who moved from Turkey to Northern Cyprus in the 1974s was observed. A total of 89% of male and 81% of female respondents identified those people as "Turk-ian Turk" and "Turk." Similarly, the respondents were assessed regarding how they identified people who moved to Northern Cyprus in general. It was noted that 70% of male and 71% of female respondents identified those people as "Turk-ian" typically. It is necessary to highlight the fact that these results did not differ in correlation with education level or range of age as well. In other words, a majority of respondents from all the education levels identified the people who moved to Northern Cyprus as "Turk-ian."

Due to the frequencies, self-identification of the respondents was not based upon "nation," but more on "geographic location" or "place" as identifier. However, it was noted that while identifying people who moved to Northern Cyprus from Turkey in the 1974s, the respondents had a tendency of identifying through "nation."

Because of the fact that the way of identifying self and other people could be a sort of indicator of political view, this factor was also examined.

Define your political view		Democratic right	Democratic left	Rightist	Leftist	Total
Self-identification	Other	1	0	0	2	3
	Cypr-ian	0	19	1	29	49
	Cypr-ian Turk	8	21	3	12	44
	Turk	1	2	1	0	4
Total		10	42	5	43	100

n=100

Table 3. *Political definitions*

According to the findings, a majority of the respondents defined their political views as "*Democratic left*" (42%) and "*Leftist*" (43%). In addition, correlation between self-definitions and defining political view also supported the idea that geographic location based identifications in Cyprus refers mostly to the leftist behavior and the focus on reinforcing the connection of the occupants in Cyprus as well as to its familiar practices and characters. It must be noted that these findings did not differ in correlation with education level, age, or gender.

According to the results, the correlations between the demographic variables and self-identifications and definitions of others, as well as the tendency throughout the geographic location and place were noted.

Views of participants about society
For the purpose of this study, influences of social structure on participants were investigated. Within this context, the significance of social perception, role that social oppression played during the respondents' childhood or adolescent period, as well as whether the way they are would be "different" if they were a part of some other social structure were examined.

According to the findings, 51% (39% "*agree*" and 12% "*strongly agree*") of the participants claimed that they agree on the significance of social perception, 32% (23% "*disagree*" and 9% "*strongly disagree*") of them denied the significance of it, and 17% of the respondents were "undecided" about the issue.

Correlation between gender and accepting significance of social perception indicated that 56% of male (41% "*agree*" and 15% "*strongly agree*") and 53% of female respondents (41% "*agree*" and 12% "*strongly agree*") do not deny social influence.

Education level	Percentages		
	Total of Agreement	"Agree"	"Strongly agree"
Secondary school g.	66%	33%	33%
High school graduate	62%	37%	25%
Postgraduate	45%	39%	6%
MA/PhD	49%	37%	12%

Table 4. *Correlation between education level and social perception*

The results of the correlation between education level and accepting significance of social perception also indicated that respondents agree about and are aware of the impact of the way being perceived by the society. This clarifies that none of the demographic structures are independent variables acting as influential factors in accepting significance of social perception.

In addition, while investigating social oppression during their childhood or adolescent period and their awareness about social oppression; it was noted that 62% (43% "*agree*" and 19% "*strongly agree*") of the participants accepted social oppression, while 26% (19% "*disagree*" and 7% "*strongly agree*") of them denied social oppression during their childhood or adolescent period.

The relationship between gender and social oppression during their childhood or adolescent period indicated that 60% of male (41% "*agree*" and 19% "*strongly agree*") and 63% of female respondents (44% "*agree*" and 19% "*strongly agree*") do not deny social oppression.

The results of the correlation between education level and oppression during their childhood or adolescent period also indicated that the respondents have consensus about the impact of social oppression during those periods. Again, these findings clarify that none of the demographic structures are independent variables acting as influential factors in accepting social oppression during the respondents' childhood or adolescent period.

The way I am would differ if I were part of some other society		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	18	18,0	18,0	18,0
	Agree	29	29,0	29,0	47,0
	Disagree	27	27,0	27,0	74,0
	Strongly Agree	20	20,0	20,0	94,0
	Strongly Disagree	6	6,0	6,0	100,0
	Total	100	100,0	100,0	

n=100
Table 5. *The way I am would differ if I were part of some other society*

Besides, with regard to the question of whether the way they are would differ if they were living in some other society or not, it was noted that 49% of the participants (29% "*agree*" and 20% "*strongly agree*") stated that they would act differently and 33% of them (27% "*agree*" and 6% "*strongly agree*") claimed that nothing would change if they were living in some other society. Furthermore, 18% of the respondents claimed that they are "undecided" regarding whether the way they are would differ or not if they were part of another society.

The correlation between gender and whether the way they are would differ if they were living in some other society or not indicated that 63% of male [33% "*agree*"& 30% "*strongly agree*"] and 43% of female respondents [27% "*agree*"& 16% "*strongly agree*"] do not deny that they are would differ if they were living in some other society.

Furthermore, for the purpose of this study, it was examined whether or not there is some correlation between age and tendency of being different in case of being part of another society. The results indicated that only participants aged between 21 and 23 years predominantly (62%) claimed that they would not be "different" in case of being part of another social system, while respondents up to 20 years of age stated that *the way that they are* would differ (83%) in case of being involved in a different society. Thus, it is clear that for individuals who are still in the adolescent period, their society has more impact on the way they are.

Education level	Percentages		
	Total of agreement	Strongly agree	Agree
Secondary school graduate	83%	50%	33%
High school graduate	86%	72%	14%
Postgraduate	49%	18%	31%
MA/PhD	38%	11%	27%

Table 6. *The way I am would differ if I were part of some other society*

The correlation between education level and tendency of being different in case of being part of another society shows the impact of social structure, implying that none of the demographic structures are independent variables acting as influential factors in accepting the impact of social system in which the respondents are involved.

Views of participants about social environment

For the purpose of this study, the participants' views about social environment and its impact on their lives were explored. Accordingly, whether or not social environment influences their political views, friendship choice, and sexual preferences was investigated, along with whether it has an impact on "living their life." In addition, the significance of the way being perceived by social environment was questioned. According to the findings, 69% (43% "disagree" and 26% "strongly disagree") of the respondents claimed that their social environment does not have any impact on their political views or decisions, and only 24% (21% "agree" and 4% "strongly agree") of them handled it as leading.

Furthermore, 51% (29% "disagree" and 23% "strongly disagree") claimed that their social environment is not effective in their friendship choice and 75% (40% "disagree" and 35% "strongly disagree") claimed that their social environment has no impact on their sexual preferences. In addition, 43% (34% "disagree" and 9% "strongly disagree") disagreed about influence of social environment on living their lives. These findings indicate that social environment is neither an influential factor affecting friendships or sexual preferences of "*Cypr(us)-ian Turk*" Facebook users, nor living their lives.

However, anomalously, while investigating whether or not what social environment think about them has an impact on the way they are, it was noted that 49% of the respondents (45% "Agree" and 4 "strongly agree") gave a positive response to the issue. This verity points to the fact that the respondents are not aware in which context the social environment affects their lives.

Views of participants about families

As claimed by Perrino[xxviii], families play a major role in the socialization process, which guides our lives. Hence, the role and impact of participants' families and their assessments on this issue were explored.

The findings indicated that 74% (47% "agree" and 27% "strongly agree") of the participants' families mind the way in which their children (respondents) are perceived by their social environment and 80% (60% "agree" and 20% "strongly agree ") of the respondents' families mind about the social structure.

On the other hand, while exploring families' effects on respondents, it was noted that 57% of the participants claimed that their families are neither influential on their sexual preferences nor political views. Furthermore, 64% of the respondents stated that their families are not influential on their religious preferences and 66% claimed that their families have no role in their friendship choices.

These findings clarify that the respondents are not oppressed by their families.

Conclusion and Further Suggestions

Conclusion

The present study tried to figure out the identifications, definitions, perceptions, and awareness of Facebook users who are from and who live in Northern Cyprus.

The main argument of the research is based on the investigation of the way in which Cyprian Facebook users who live in Northern Cyprus consider social structure that exists in real world and particularly citizens of Northern Cyprus who are from Turkey.

While exploring self-identifications, and identifying "others," it was noted that nation-based identifications are secondary for "Cypr(us)ian Facebook users." This shows that geographic location or "place"-based identifications are primary for them.

Apart from this, the roles that their families, social environment, and society play in their lives were explored. According to the findings, in general, the respondents did not deny that these factors can be influential in their lives.

More importantly, these findings imply that the respondents were not oppressed by their families. Furthermore, the respondents did not deny "others'" potential power of sanction by claiming that the way they are would differ in case of being part of some other society; however, they struggled against this fact.

Further Suggestions

As mentioned earlier, the present research basically investigated Facebook users' social perception. However, only Facebook as a virtual environment and only people whose families migrated to Cyprus before the 1974 operation were considered. Because of being based on cyber voluntarism and limited time period, the sample group was limited to 100 Facebook users.

In future research, the population of the sample group can be increased. As this study was conducted to have a rough idea about identifications, definitions, perceptions, and awareness of Facebook users, the applied questionnaires were not well focused. Hence, in future studies, problem statement should be narrowed down further and the questions need to be more focused.

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STRATEGIES OF CREATION OF MEANING IN DIGITAL ART[1]

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Abstract
This paper investigates the influence of semiotic organization of the digital message on creation of meanings and highlights their impact on the poetics of artistic text. Atomization, kinetization and modulation – as universal characteristics of the semantics of digital art – are described through the examples taken from hypertext fiction, cyberpoetry and narrative video games. These freshly established genres illustrate new signification processes in the electronic environment (atomization relates to spatial phenomena, kinetization refers to temporal flow of the work and modulation point towards its programmable nature). The discussed strategies of meaning creation are a result of important modifications on the material level of sign production in virtual space, which in turn changes the semiotics of verbal and visual signs. The article shows how programming, numbering, remixing and linking can modify the understanding of artistic creation. It concludes that digital technologies significantly redefine the discourse of art.

Impact of the Digital on the Poetics of the Text and Its Meaning

Creation of meaning in the digital communication is widely conditioned by specificity and structure of digital sign: a basic unit of any signification, regardless of a perceived expression (iconic messages, words, sound, mixed media) or an area to which a message belongs. The new structure of the digital sign determines the message that is being conveyed, its function and content. This way, the materiality of signs, common to every screen phenomena (electromagnetic waves), and the uniform numerical organization of signs on the level of programming, causes every visible manifestation on the computer screen to have the same ontology. As a result, every digital massage can be subjected to similar processes of fragmentation, multiplication and recombination of elements in accordance to its semiotic form.

These properties are particularly important within the discourse of art, where aesthetic and signification processes are crucial in the creation of artistic works. Of particular importance is a homogeneous semiotic organization of iconic, verbal, audial, kinetic and navigational elements within the digital space. Similar semiotic status of links, cursors and other elements of the interface makes them equally valid as creative tools employed in new strategies of signification. In hypertext literature and video games, all available tools for text manipulation and enhancement of reading, like transferring the user from one page to another, become fully-fledged elements of the work, on the same rights as words and images.

Our findings indicate that aesthetics based on the digital materiality tends to blur boundaries between text and tools of its creation and manipulation. On the one hand, programmable tools are textualized (links in hypertext fiction, by being utilized for building higher order, metaphorical structures, become part of narrative discourse). On the other hand, traditional textual components are often employed as tools for interaction and navigation. This leads to the emergence of a new rhetorical figure, which we call accumulation, built upon a homonymic assignment of different functions to a single verbal or iconic element. For example a highlighted text, if it functions as a hyperlink, is usually both a semantic entity and a navigational device.

Within the domain of digital art user activity is equally challenged. Although operations on text are pre-programmed and inscribed into the ontological status of the discourse, they are designed also as a creative activity. It means that the digital environment brings a possibility of intentional involvement of user as a form of their creative agency. Even if user's role is limited and she can only determine the order in which a work appears on the screen, the process of autonomous signification is in the works. Participation on part of the user is an active element of artistic strategies and a source for both new trans-semiotical rhetorical figures they employ and narratives they create.

User's empowerment in the creation of meaning starts not on the level of interpretation, like in traditional art, but already on the level of text presentation and display. Thus, the viewer/user/reader participation becomes a representation of any creative agency, which favors even stronger commitment on part of users and – as such – has a strong persuasive quality.

The numeric nature of digital signs allows for combination of various semiotic forms: static and kinetic images, sound, words recorded in graphical or audial forms. The dissolution of borders between semiotic systems and media discourses in combination with interplay between achievements of post-modern thought and the digital technology, prompted scholars to characterize new media by three main properties: remediation [Bolter, Grusin, 2000], re–discoursivation and resemiotization. In order to immerse users in a work that has a changed status and becomes an event and active participation [Ryan, 2001] the creative strategies rely on former semiospheres, medias and discourses.

The emergence of transsemiotical figures and transmedial narratives or making use of trans-semiotic rhyme and rhythm [Simanowski, 2011: 6] are not product of digital age (these strategies were present in analog culture, in film, advertising, poster). Similarly, the novelty of new media does not rely on interpenetration of various sign systems, on the introduction of metatextual tactics (which were in common use in the postmodern art), or even on combining physical attributes with virtual ones [Bolter, Gromala, 2003: 98]. The newness of new media, in our assessment, is about the ease with which these processes can be made and their universality that allows them to shift from the realm of experiment to the realm of norm. The formula for the digital text [Ryan, 2001] is based to the same extent on active participation and on reinterpretation of previous media and design strategies

"Virtual reality can thus be seen to remediate all previous point-of-view technologies" [Bolter, Grusin, 2000: 162];

"(…) in interactive art, the dialog between the audience and the artwork can occur on two levels, interpreting the rules of operation and interpreting the content" [Simanowski, 2011: 214].

Our findings suggest that the one of the most important contribution of digital art towards existing strategies of signification is its ability to atomize the process of communication. Moreover, the kinetic and programmable aspects of digital media allow for animation, reshaping and modulation of artistic components (letters and shapes along with their basic qualities, like color, scale, resolution can be manipulated at will). Although previously they have served an ancillary role, today they gain a status of semantically independent entities ready to be taken out from one context and linked with each other in another context. In print, a word or letter has a definite shape, size and color and is given a settled position on a page. In the digital domain each of these attributes becomes an autonomous property exposed for manipulation that

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changes the meaning of a word or letter. Atomization of attributes is accompanied by modulation and kinetization. Every element of representation, in its many variable states, can be modeled separately by the same set of values and then linked with other elements according to the principles of montage [Manovich, 2007: 47], because from the point of view of digital technologies both semiospheres (graphics, music) and their qualities are ontically the same.

Thus, if we could narrow down all known characteristics of digital media, we would chose a triad composed of atomization, kinetization and modulation. Atomization allows for treating each element of the work as a discrete entity of representation. Working with movement, color or light allows for production of additional meanings even on the level of a single character. Finally, modulation allows for attributing different functions to different elements and for control of the dynamic flow between all layers and phases of artistic communication.

Strategies of Signification in the Digital Domain: Examples

The most common starting point of a digital art object is relies on clicking on an item that sets the work into motion. This motion, however, is not the classical kinetic phenomena known from film, but rather a remediated one, where the movement is bound to the layer of representation and its atomized structure. Therefore, while a classical moving picture is recorded and played back as a closed kinetic entity with its individual components not subjected to modification, the kinetics of digital objects, with its discrete units opened for manipulation and assignment of variable functions, is dynamic and open for user's participation. In computer games, net literature and many interactive works users' input (a single mouse click or a touch gesture) can alter various elements of the work or – if programmed as potentially kinetic – can activate them and set into motion.

Kinetization animates (and sometimes also anthropomorphizes) the layer of representation. The fact that it is the user who initiates the movement further enhances the effect of an immediate, almost physical intervention into the very fabric of the work of art. The layer of representation is thus not limited to a perceptual, passive reception of the content, as is the case with analog media, but is subjectified through the means of user's involvement, inscribed onto his discursive identity as a qusi-authorial agent, responsible for an outcome of textual events. Seamless, animated change of color, brightness or size of one element on the screen may serve as a semantic device by means of which one can emphasize a given item, put a specific value into it or shift a focus on. These strategies allow to extract new meanings from the same verbal or iconic units and show multiplicity of potential meanings of each sign. For example in Zenon Fajfer's "Ars Poetica" or Katarzyna Giełżyńska's "C () NDU It" new meanings are often uncovered as a result of constant recontextualization within a limited resource of graphical (alphabetical and iconic) or audial elements of representation.

Atomization, combined with the movement, calls for changes in our understanding of traditional relationship between basic semantic elements of representation and attributes of representation responsible for the modulation of meaning. If in a traditional poem the order of words is fixed and the appearance of words, lines and stanzas should be considered a secondary feature to its semantics, in digital poetry it might be often quite opposite.

Digital art introduces important ontological and axiological inversions to our notion of primary or secondary components of meaning in the process of signification. Semiotic atomization in conjunction with kinetic effects assign values to elements traditionally considered as secondary. As a result, it becomes possible to create poetic figures (metaphors, repetitions) that arise at the intersection of the semiotic layer and the narrative layer. Semiotic elements are no longer transparent (their role is not only content delivery), but become part of the represented world. For example, in Susan Gibb's hypertext "Blueberries" all linked words are highlighted in purple. They borrow their look from titular berries. Within the story, the image of ripe berries is linked to the memory of the main character being sexually harassed by her grandfather as a child, and on the screen the purple words relate to segments of texts in which traumatic memories appear. Clicking on purple words turns them first to red, then to light gray. Such an effect represents a multilayered transsemiotic metaphor.

Words and links are saturated with meanings contained in the story and become representations of inner processes in the mind of the protagonist. The purple font of linked words is an analogy to obsessively returning memories of berries and marks they left on her dress after walks to a forest with her grandfather. The motif of berries returns constantly and reappears in the paintings the female protagonist makes in her adult life. In this way, the memories of berries on the level of story, the purple words and a background image of ripe berries in a basket on the level of interface form a kind of intersemiotic repetition and a multi-level metaphor that utilizes both elements of the story and the figural and verbal body of text. The red words (red as a color of blood, suffering an violence) play similar role and depict experience of pain, injury, loss of virginity, and the state of protagonist's psyche. Accordingly, words in light grey (which turn into purple once clicked) echo the story's final event: when the female painter – just before an important exhibition – decides to paint her works over with white. This turns out to be a failed attempt as the blueberries from the original layer pierce through the white paint and, just as the traumatic experiences from childhood, cannot be erased completely.

Digital art enables the formal and the thematic layer to exchange their vehicles of meaning. Elements of narrative – contents of story and plot – can be mirrored or evoked on the basis of metaphorical relation both on the level of operation (interface) and on the level of kinetic, iconic and audial occurrences. The empathy effect, or user's identification with the protagonist' thoughts and feelings is happening not only in the realm of interpretation, but also in the sphere of perception. The sense of touch is of particular importance in this hypertext fiction. Its presence reverberates throughout the whole work as it is being read. User's touch of a mouse button (or touch of the link on the surface of a tablet or a smartphone), made in order to proceed into the next stages of the text, turns into touching the purple words (analogons to blueberries) which evokes traumatic memories of the "bad touch" from the protagonist's childhood. Semiotic and narrative metaphors and repetitions are thus literally experienced through the sense of touch.

It is by touch that both the artistic creation and the life of the protagonist become user's own experiences, made active and present by the click of the mouse or tap of the finger. As a result, the desired empathy on the part of the user is amplified, hyperbolized and intensified by physical stimuli, which takes the processes of identification – with the act of creation of art and with the depicted world – to a higher level, adding complexity to the already complex whole. As it turns out, even simple literary projects in digital domain, those that employ only words, images and simple behaviors, fell into the same category of works as installation projects which engage the whole body into the virtual space of the work [Vesna, 2007: 5-13; Bolter, Gromala, 2003: 98].

The emergence of new strategies of the creation of meaning in the digital art does not change the very nature of art. Digital art has the same aesthetic, ludic or reflective functions as art in general. It sets for itself the same goals: searching for hidden meanings and reaching out beyond the literal by referring to the metaphorical thinking and the use of fiction. At the same time, it seems to take advantage of existing structures of text and transforms them in new ways to expand the repertoire of already existing forms and their established. With its roots in preceding inter-media art forms and movements such as happenings, concrete poetry, Fluxus, visual novels, sound poetry and performance, digital art can take all of these forms freely merge them with one another in a new context (Funkhouser, 2012: 30). This constant oscillation between cultural continuity and novelty justifies the use of already existing tools of digital text analyses, while at the same time allows for their modernization and re-interpretation. As noted by Roberto Simanowski:

„(…)a theoretical discussion of digital arts is best grounded in combination of new and old criteria. Genre theory, for example, is still a valid analytical tool, along with well-established concepts such as story, plot, and character, which apply in computer games, interactive drama, and hyperfiction. Other concepts – allegory, isotopy, rhyme – as deployed in classical rhetoric need to be adapted to describe the stylistic devices of digital literature and art. For example, if in conventional literature allegory is understood as a narrative representation of ideas and principles by characters and events, in digital literature, this representation may be provided by the animation of words. Similarly, in the context of digital literature, the notion of rhyme may be extended beyond the repetition of identical or similar sounds

in words to the repetition of identical or similar sounds in words to the repetition of identical or similar animation as a new way of creating paradigmatic relationships between the elements of a kinetic text" [Simanowski, 2011: 5–6].

Kinetization in Theory and Practice

Atomization, kinetization and modulation, as universal characteristics of the semantics of digital art aim to describe general rules of new signification processes in the electronic environment. While situating an art object in multi-modal, virtual space, they target three distinct dimensions: atomization relates to spatial phenomena, kinetization refers to temporal flow of the work and modulation point towards its programmable nature. While hypertext fiction, as interconnected network of segmented text, is best described in terms of spatial attributes, the temporal side of digital semantics can be better understood on the ground of digital poetry. The movement, the flow and the process, as the most frequent descriptive categories applied to a broad category of works under the umbrella of digital poetry, encourage to think of an e-poem not as an object, but as an event. In this case, temporal aspects come before spatial, the time of reading is supplemented by the time of work and the rhythm of interaction. How does this change our notion of semantics? What is the basic unit of meaning in this temporally oriented perspective? Before looking into some examples, let us propose several modifications for traditional models of the creation of meaning in order to apply them to digital domain.

If a single meaningful unit of reading implies not only interpretation but also action, for example link activation followed by traversing from text segment A to segment B, the meaning is build firstly upon the interpretation of A and B and, secondly, in the process of movement between them. In other words, the meaning (C) is the sum of A, B and user's movement between them. Thus, the classical semiotic triad consisting of a sender, a massage and a receiver asks for expansion that would encompass the presence of receiver's interventions (layer of interface) and the movement of the work (layer of a scripted kinetics). Several scholars have done such supplementation, with most notable example coming from Espen Aarseth's "Cybertext. Perspectives on Ergodic Literature". Aarseth proposes his modification in form of a triad operator-medium-verbal sign that would best represent the "text-machine", or cybertext model [Aarseth, 1997: 21]. At the same time, it serves as one of the first frameworks for the digital semantics that includes performative aspects of the work. What is significant, after discussing and rejecting Peter Bøgh Andersen's typology of computer signs as not sufficient to encompass unstable, transient and flickering ontology of digital objects, Aarseth concludes that semiotic approach is not able to describe the "dual nature" of the cybernetic sign (its on screen expression and hidden code that governs their behavior) and digital phenomena in their changeable states and phases:

what goes on external level can be fully understood only in light of internal. [...] two different code objects might produce virtually the same expression object, and two different expression objects might result from the same code object under virtually identical circumstances. The possibilities of a unique or unintentional sign behavior are endless, which must be bad news for the typologies [Aarseth, 1997: 40].

For Aarseth, transformations of computer signs, a situation when during the interaction image becomes button which in turn becomes an actor, amounts for the impossible semiotic apprehension of digital arts and communication. Nevertheless, other researches who situate themselves within the general framework of Aarseth's own typologies and models of a cybernetic sign, believe that a textual unit of meaning in digital works, especially if combined in relationship to other multi-modal elements, can generate a new, meaningful poetics or "harmonics" in art [Mammot, 2006: 315].

Our approach, based on analyzing digital art from the point of view of atomization, modulation and kinetization, situates itself along those approaches that take the transitional nature of signs on the computer screen as a given and try to work within the field influenced by phenomena that re-shape the text and made it less an object and more an event.

Jim Rosenberg, taking as a starting point Algirdas Julien Greimas's distinctions (sem as a basic unit of discourse), introduces the concept of acteme – a basic unit of reading a hypertext or any digital object [Rosenberg, 1996: 22–30]. Acteme points to activity involved in the perception of the digital work of art and makes a good starting point in discussing the semantics of digital art. To prepare the ground even further, let us introduce yet another supplementation of the classical findings of semiology: the sign model and influential distinction between the form and a substance (and respectively their content and expression), made by Trolle Louis Hjelmslev in his "Prolegomena to the Theory of Language". [Hjelmslev, 1979: 44-147]. What happens if the distinction on plane of content and plane of expression, which Hjelmslev is referring to narrative practice, is extended by additional plane of activity? The substance of expression is a range of material vehicles of narrative: words, images or sounds. The form of expression is narrative discourse comprised of elements common to every act of storytelling, regardless of the medium. Accordingly, the substance of content is the general pool of available experiences, objects and events that could be a subject of a story, and the "form of content" is a particular content of a narrative in question. Extending Hjelmslev's model requires establishing two new categories: substance and form of activity plane. The first one would be a single unit of work's progression (a change, a movement or a jump activated by users or triggered by an underlying algorithm). The second one, form of activity, would be comprised of narrative and semantic patterns and regularities that are derived from the substance of activity. If the scope of these new activity planes is equal to the scope of a single acteme, a specific poetic effect takes place, in form of a hyperlink effect, cinematic effect, or – in general – interaction effect. If the scope reaches beyond a single acteme and extends to a group of interface activities, a pattern takes place [Bernstein 1998].

Table 1. Hjelmslev's model in the digital environment

	expression	Content	activity
substance	medium	„world"	progress from interface element A to B
form	narrative discourse	narrative content	pattern, effect

A proposed semantics of digital work is formed by the particular "grammar" of actemes: if the progression of work (its activity performed by human or non-human agents) forms some meaningful sequences, with repeatable and recognizable units, or – in other words – if a sequence of actemes forms a sentence (a larger portion of some higher order meaning), parts of the work can be summarized, can resolve in a closure and prepare for interpretation. Some other parts of the same work, in a temporal flow of its phases, might stay unresolved. Espen Aarseth, referring to the temporal aspect of programmable works, introduces the concept of "event space" that is traversed by users in a consequent but somehow uneven rhythm of aporias and epiphanies. They are – respectively – moments of dead ends and sudden solutions that let users progress to a next phase (level) of the work (Aarseth, 1999: 31-40). Markuu Eskelinen further clarifies that the aim of user's activity within this event-space is a process of "proceeding from the beginning to the winning or some other situation" (Eskelinen 2004, 38). Although these two authors speak mainly about computer games, their strengthening of the opposition between narrative and non-narrative forms of digital art, might encompass not only to games but also lyrical forms, like electronic, born-digital poetry, especially if one considers the notion of "some other solution", which might stand for any meaningful sequence of actemes. To set this theory into practice, let us look at "rozstrzelam krew" by Łukasz Podgórni, one of the members of Perfokarta group from Poland. The notion of work of art as a participatory process and multi-phase event is applied at every stage of the poem.

In comparison to non-interactive digital poetry, like the already mentioned "Ars Poetica" by Zenon Fajfer which designates users, not unlike cinema goers, to the role of passive viewers, "rozstrzelam krew" by demands some non-trivial efforts in order to reveal its content. The initial screen, after showing poem's download progress indicator, presents us with the short author's note, where Podgórni gives a significant hint:

The probability of discovering hidden levels is extremely difficult. To access them users had to undertake actions strictly determined by the author.

With no explanation how is this poem different from its conventional cousins, author assumes that his readers take the role of explorers eager to discover new levels and asserts that it will not be an easy task. Next comes the screen with a vertical stave and a block of five buttons that appear with accompanying sounds of voice synthesizers declaiming some barely understandable Polish words. From now on readers must take a role of active participants and various alternative sequences of actemes are possible. Clicking on buttons will trigger a dynamic graphic at the bottom of the screen, with some flickering, illegible words over-imposed on each other, and cause several letters to appear at the bottom of the stave and start their movement upwards and back down. All moving letters pretend to function as active buttons, hovering on them will cause some noise to be heard (reminiscent of sounds from a vintage Atari game), but only "S" will take readers to another screen. The second line of action – hovering on the dynamic graphic – will activate yet another sound loop with some voice synthesizer mumblings in a deliberately slowed tempo. At some point, still within the same screen, a rotating caption appears: "gather points"; hovering the mouse on the caption reveals yet another text: "you have", as if the program wanted to say how many of those "points" a reader gathered, to which there is no indication at all. Even at this early stage of the work there is lots of things happening that involve text, graphic, sound and movement. The order of actems can be arranged differently by different users, and finalize with success of failure, with aporia or epiphany. Nevertheless the seemingly loose network of actems on the single level is being channeled into a single bottleneck: only by pressing the moving letter "S" readers are allowed to progress to the next phase. Loyal to his introductory statement, Podgórni retains his role as a master of dramaturgy, granting permissions to next stages of work on specified conditions (pressing button "S"). In the next level of this kinetic work, readers are allowed for more configurable outcomes. On the screen that appears after pressing "S" the stave remains in its former position and is accompanied by a new, vertical block of five buttons that trigger four lines of poem that become visible on the right side of the stave. The text is written with clear indication that its lines were generated by a Dada or surrealist like method of *cut-up* or *cadavre exquis*. Translated it sounds as follows:

You repeat kings to pearls
When you own to ore
Made from bending If from here
was set no one into a whole

If users decide to press one of the four buttons again, a new line is generated that consists of few new words: the rest of them is re-used from the previous pool.

you turn the dogma to silk
when you are keen to ore
If you had been a harpishord for us
was set no one into a whole

Some of the phrases (here in bold) can be dragged and put in different lines at reader's will. This way, users can not only generate new lines by repeatedly activating buttons, but can decide on the content of a single line. Although at this moment of the time-based work spatial aspects come to play (arranging the words and generating lines), they are quickly counter-balanced by temporal effects. The fifth of vertical buttons does not trigger another line of poetry, but a musical sequence in which a synthesized voice speaks out some of the poem's phrases, which by being repeated over a rhytmic sound-clip, while balancing the spatial with the temporal, function as a sober predication of things to come and as an important auto-commentary. The robotic voice repeats*: clicking on the scrap of meaning, memory - so far/thoughts and moments will flow into long before,* as to describe user's own situation, when the entropy of meaning does not allow for any stable discursive validation. The only set of semantic patterns that build itself around users' improvised activity might be the need for meaning, which at some moments of the work seems to be appearing, but then again slips into a half-meaning and points readers into a dead end or back to beginning.

"Rozstrzelam krew" will continue to several other screens with new sounds, moving object, words, buttons and puzzles. But regarding the poem's semantic level, none of the actions that were possible so far and will be possible in the next phases, will amount to anything more than the last message delivered by the program. Neither a stable meaning emerges, no finite closure arrives: nothing that could be summarized in a simple logical statement: "this work is about that". If we like it or not, there is no hidden level with a stash of secret meaning! All actemes end up as mere actions, with no real discursive power behind them, apart from the semi-logical scraps of meaning, memories of the previous steps and a delicate thrill of what regularity or pattern of this specific "active" meaning comes next. This does not make the digital work meaningless of unadventurous. Quite the opposite, but rewards seem to come more often to users who feel relaxed and at home within the digital environment: at stake would especially be those activities that are unexpected, some undetermined steps and secret "hacks" that let users experience the work in a way not planned by the author or computer code, this way yet another level of "poetry" or "art" could be discovered.

If we go back to Hielmslev's model and its expanded version accommodated for digital textuality, a strong shift of balance towards activity and away from substance becomes apparent: users, viewers and interactors first are confronted with moving objects and other forms of activity of various on-screen elements. Then they start to differentiate their expressions, their semiotic ontologies. It is mostly at the end that the semantic level, the actual narrative or lyrical content of the work is comprehend.

Lastly, one need to account for the problem of semantic instability in kinetically oriented works, the peculiar condition under which a word turns into button turns into image: the very reason Aarseth rejected semiotics as insufficient to describe the complex phenomena within the digital domain. In "rozstrzelam krew" the character "S", as a moving letter-object, is initially inactive, but simulates an active button, then becomes active and reveals next parts of the cyber-poem, at the same time functioning as a note on the stave and semantically active initial ("S" stands both for "start", "shooting" and "stop"). Does this mean we cannot apprehend the semiotics of such semantically reach object? Janez Strehovec claims that a digital word-object, thanks to is numeric nature and readiness for modulation, becomes a "soft" signifier that can take numerous meanings:

it is an independent entity with as many perceptual as well as quantifiable features as possible. It is not defined only by its semantic, and signifying qualities; nor is a sentence, word combination, or a message its immediately superior syntactic unit. It is an entity with visual, tactile, energetic, and kinetic qualities: an independent and complex signifier. [Strehovec, 2003: 40]

Any study of digital art, in order to understand its specificity to broaden the existing cognitive categories, need to embrace this complexity.

Semantics of digital art, especially temporal one that makes use of kinetization, consists of series of activities, possible chains of actemes, that do not necessarily have to mean anything apart from what they are: pre-programmed actions that are played out by the reader in order to be experienced in a – paradoxically – less mediated manner. Actemes, as opposed to sems, resist the double logic of signification, with the signified/signifie structure of sign. As a result they manage to trespass the borders of logocentrism and pave the way for activity as a basis of artistic communication.

Video Games: Strategies of Immersion

Video games bring forward a good example of semantization of the textual tool and those signification strategies where the border between text and apparatus gets blurry. One of the most frequent strategies happens when the graphic interface is being textualized and when an additional space for the emergence of meaning is created on the level of interaction between the interface and a game world. Of particular importance are textual procedures on the semiotic level of the interface that aim at increasing the effect of immersion.

By digital interface we understand a set of semiotic occurrences with their main role to provide players with additional information not directly available by observation or interaction with the game world.

Some types of interfaces are solely of character mode (as in a game "Doom", where the main role of the interface toolbar is to inform players about, for example, a percentage of their characters' health status), but it is quite often that an interface employs both character and tool type elements, for example as a graphically presented panel with shortcuts for users' possible actions. It is also on the interface level that the effect of accumulation takes place: the process of homonymous assignment of several different functions to a single element: in this case the element serves both a semantic purpose and – by being a shortcut responsible for in-game actions – a functional one.

The effect of accumulation exposes not only the textual character of the interface, but also its modular aspect. It means that graphical interfaces, by inscribing the functional layer to a signifier, which allows players to perform desired actions, are able – in a mediated way – to shape and modify meanings also inside a virtual game world.

As we have noted in the previous parts, one of the most important characteristics of digital communication is its distinctive tendency towards user's engagement: by encouraging readers to use the text and not only read it, the whole message – by implying user's empowerment — becomes personalized which in turn leads to more immersive experience on receiver's end. A heightened engagement of the user, a kind of absorption in her/his actions within a game world as if it was an actual situation, game scholars refer to as "immersion". Although the effect of immersion is desired by game designers, who consider user's excitement and full concentration on the game world as a clear indication of their production's success, the very presence of interface, with its verbal, iconic and graphical sub-systems of meaning seems to work against these immersive goals. Interface, by definition, is an on-screen mediator between the user and the virtual world. A similar mediating aspect was brought up by Slavoj Žižek who claims that interface is yet another "frame" which facilitates our entering into "fantasmatic space". As noteded in "The Abbyss of Freedom":

"[…] is not this dispositif—the frame through which one can glimpse the Other Scene—the elementary dispositif of fantasmatic space from the prehistoric Lascaux paintings to computer-generated Virtual Reality? Is not the interface of the computer the last materialization of this frame? What defines the properly "human dimension" is the presence of a screen, a frame, through which we communicate with the "suprasensible" virtual universe to be found nowherein reality". [Žižek 1999a: 98]

The presence – and visibility – of the interface is predominantly narrowing the immersive scope of a digital work because it emphasizes the mediated character of our encounters with virtual universe, which happens trough the frame of computer screen. To prevent this to happen, and to sustain immersive effects, game designers apply several techniques of interface design, which effectively become creative practices of on-screen art and communication.

a) **Minimalization**: a tendency towards transparency of elements visible on the screen by limiting their numbers or size.
b) **Stylization**: interface elements are not being hidden or limited, but instead merge with aesthetics – a "look and feel" – of a world depicted in a game in order to create an illusion that components of the interface (for example text that uses a stylized font) are part of the game world.
c) **Thematization:** rather than hiding the on-screen components, this strategy relies on emphasizing the interface presence by making it the fundamental element of the gameplay.
d) **Transposition**: information usually present on the level of the interface is transposed onto elements of the gameworld. Because, as a result, the interface visibility is reduced, this strategy can be considered a particular occurrence of minimalization.

This last strategy underlines modular aspect of digital texts: transferring one signifying unit from the interface level to the in game world does not change the meaning of the message, but in significant way influences the use of the message and the effects such utilization creates. In this particular situation, a deeper sense of immersion is observed, which – on the one hand – is the result of the empowerment techniques on the representation level in digital texts and – on the other hand – a phenomena that is a key to understand video games in general.

Conclusion

Digital technologies reinterpret the rendition and functioning of texture (semiotic layer of text). Atomization, kinetization and modulation make every component of texture (a single, graphical sign, color, tool-tip) semantically autonomous: being able to become a separate text. Any element of both the interface and the semiotic layer, thanks to possible modulations triggered by the programming level is able to evolve into a discrete chunk of narrative and become a distinct semantic unit, while at the same time constitute a component of a higher order signification. The strategies of meaning creation in the digital art demonstrated in this paper point to a significant remodeling of text ontology. The analog culture made texture a static and stable fundament for repeatable interpretations and re-readings. In the digital culture the texture becomes a matrix capable of generating various parallel textures (fundaments) which are not mutually exclusive. Interpretative, open character of the digital texture makes interpretation processes od the reader more complex and more variable.

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SYMBOL INTERPRETATION IN VISUAL COMMUNICATION:
ANALYZING A SUPREMATIST PAINTING *THE BLACK SQUARE* IN TERMS OF INTENTIONALITY

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Abstract
Symbols are often used in visual communication; in particular they prevail in the abstract visual arts. Their interpretation is not always a simple task. Some cases of symbols cannot be interpreted using the traditional approaches. The purpose of this paper is to present an intentionality based idea of the symbol, and to describe the way of its interpretation. The symbol is proposed to be grounded on the term of the tangential intentionality. The latter implies that the thought of the perceiver of the sign is directed toward "not the signified object". As a case of such a symbol, a painting *The Black Square* by K. Malevich is analyzed and an attempt of its interpretation proposed. Arguments supporting the proposed way of interpretation, including analysis of the statements of Malevich, are described. This painting marked the beginning of the non-representational art and made a great influence on the modern design. Now it costs more than one million dollars, however, discussions on its meaning and real value still continues.
Keywords: symbol, semiotics, visual communication, intentionality, interpretation, abstract art, *The Black Square*.

Introduction
Various types of signs are used in visual communication. Visual icons—resemblances of the signified objects—are the best means to communicate information about the concrete things. The highest and most abstract level of human communication, however, inevitably involves using of the symbols. Symbol is one of the basic types of sign. Sometimes it is even treated as its synonym. Aristotle used the word symbol in a similar way in his essay *On Interpretation* (Aristotle, 1941):

> Spoken words are the symbols of mental experience and written words are the symbols of spoken words. Just as all men have not the same writing, so all men have not the same speech sounds, but the mental experiences, which these directly symbolize, are the same for all, as also are those things of which our experiences are the images. (I, 1)

Peirce's conception of symbol is most common in contemporary semiotics. He defined it as "... a general sign which has become associated with its meanings by usage." (Peirce, 1998, para. 3). Peirce insisted that convention or habit is essential for the definition of symbol:

> The word symbol has so many meanings that it would be an injury to the language to add a new one. I do not think that the signification I attach to it, that of a conventional sign, or one depending upon habit (acquired or inborn), is so much a new meaning as a return to the original meaning. (Ibid, para. 6)

Unfortunately, convention or habit cannot be applied for all cases of symbols. Many symbols encountered in the abstract arts cannot be treated in terms of convention or habit. I argue that convention should be taken into account only as a secondary term in defining the symbol. Primarily it should be grounded on the idea of intentionality. The latter is viewed in cognitive science as one of the basic ideas describing the activity of our mind.

The purpose of this paper is to present the idea of symbol treated in terms of intentionality and to describe the way of its interpretation. The meaning of the Suprematist painting *The Black Square* by K. Malevich will be analyzed as a case of such a symbol.
This paper presents a further development of the ideas described in a recently published book *Sign and form. Models of sign as homomorphism based on semiotic insights into Aristotle's and Aquinas' theory of Being and cognition* (Budrevicius, 2012) and a paper *The tangential sign-symbol in communication* (in press).

Intentionality As Basis For Symbol Definition
Intentionality in cognitive science is defined as a "feature of beliefs, desires and other mental states, by virtue of which they are of or about something" (Caston, 2007/2003). Sometimes it is briefly termed *aboutness*. In case of sign, intentionality implements its feature to be about the signified object. In phenomenology, intentionality is viewed in terms of the directedness of consciousness of the subject toward its object (Brentano, 1874/1995). In this paper, intentionality is viewed as directedness of thought of the subject toward a perceived object (see Figure 1).
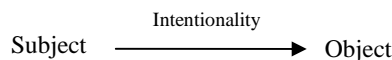
Figure 1. Intentionality as directedness of thought of the subject (perceiver of the sign) toward the object of his thought.
In this paper I argue that a thought generally can be split into its two basic components, each making a separate component of intentionality. One of them is aimed directly toward the object, and the other one is aimed toward *not the object*. The latter also might be termed as peripheral or lateral. It might be noted that the idea to split the direction of thought into two its components is not common for cognitive science and phenomenology.

The two components of the thought might be presented in terms of two perpendicular vectors (see Figure 2). The vectors might be viewed as *normal* and *tangential*, following the tradition in sciences when similar situations are considered. The corresponding graphical presentation of intentionality of the thought might be called an intentionality diagram. It structurally presents the model of thought in terms of intentionality.
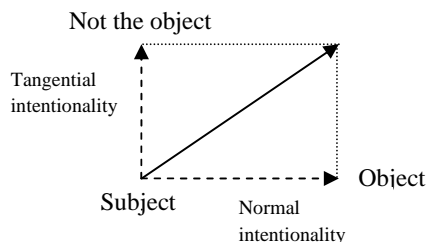
Figure 2. Decomposition of thought—presented in terms of vectors—into *normal* and *tangential* components of intentionality.

There are two marginal cases in this situation. In one case, the tangential component is absent, and there remains only the normal one. The thought then is purely direct, literal (see Figure 3). If the object is visual, the subject "thinks, what he sees". It might be noted that traditional idea of intentionality as directedness of thought toward its object (see Figure 1) corresponds namely to this case. In other marginal case, there remains only the tangential component of thought—the one directed toward *not the object* (see Figure 4). From the point of view of semiotics it might be viewed as a sign-symbol of the signified object.

The phrase *Not the object* in the intentionality diagram generally might be treated in three different ways: a) narrowly, as negation of a concrete object—*not this object*, b) more generally, as negation of some class of objects, c) most generally, as negation of the very idea of object—when object is dispersed or distributed over some space or area.
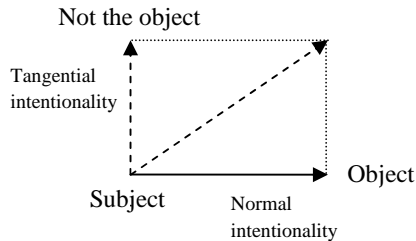
Figure 3. First marginal case of the thought: only the *normal* component of thought is present. The subject *thinks* directly, literally about the object.
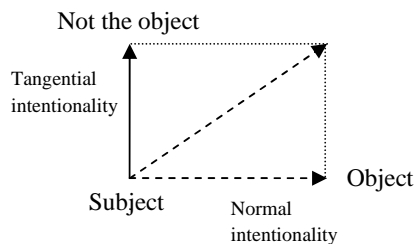
Figure 4. Second marginal case of the thought: only its tangential component is present; the subject *thinks* only *nominally* or *symbolically* about the object.

Intentionality Based Interpretation of *the Black Square* by K. Malevich

The painting *Black Square* marked the beginning of the non-representational art and made a great influence on the modern design. Now it costs more than one million dollars, however, discussions on its meaning and real value still continues. Here it will be considered as a visual symbol. Its interpretation will be analyzed in terms of intentionality.

Kasimir Malevich (1878-1935) was a Polish and Russian painter, the founder of *Suprematism*. He experimented with various styles. By 1913 he had so transformed his material that recognizable imagery had disappeared. Later he carried abstraction to its ultimate limit: he painted *The Black Square* (see Figure 5)—a black rectangle on a white ground. (Encyclopedia of World Biography, 2004).
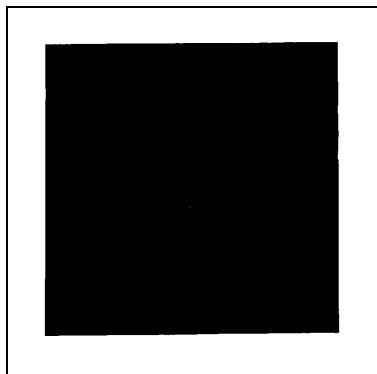
Figure 5. *The Black Square* by K. Malevich (1915).

The Black Square was presented in the *Last Futurist Exhibition 0,10* (Zero, ten) in 1915 together with a *Manifesto* of Suprematism entitled *From Cubism and Futurism to Suprematism: The new realism in painting*. K. Malevich claimed in the Manifesto:

All past and recent painting before Suprematism (as sculpture, verbal art, music) has been subjugated by the shapes of nature, waiting to be liberated, to speak its own language, independent of reason, common sense, logic, philosophy, psychology, laws of causality, and technological changes. (Malevich, 1915, p. 7; Mueller, 2007, p.2)

Suprematism (implying supremacy, domination; Lat. supremus, *highest*) was the first systematic school of abstract painting. The Suprematist paintings used only a few colors and a few basic geometric shapes, such as the square, the circle, the cross, and the triangle. Malevich described his approach as follows:

I have transformed myself in the zero of form and dragged myself out of the rubbish- filled pool of Academic art. I have destroyed the ring of the horizon and escaped from the circle of things, from the horizon-ring which confines the artist and the forms of nature. (Malevich, 1915, p. 1)

Treatment of the Realistic and Symbolic Paintings in Terms of Intentionality

The heritage of K. Malevich includes traditional (representational) and abstract (non-representational) paintings. The self-portrait of K. Malevich might be considered as an example of the representational painting (see Figure 6); *The Black Square* is the best known Malevich's symbolic (non-representational) painting.

Division of the visual art into representational and non-representational might be considered in terms of the previously described model of intentionality: the representational art might be related to the normal component of the thought, and the non-representational one—to the tangential component of thought (see Figure 7).

Figure 6. An example of the traditional—representational—painting by K. Malevich. Self-portrait (1908).
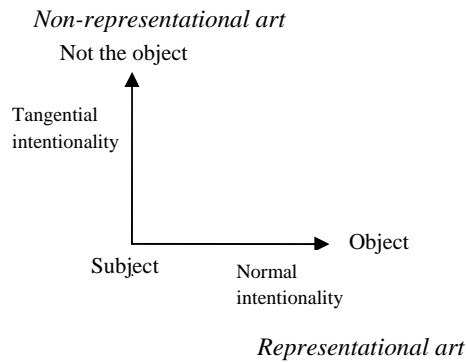
Figure 7. Division of the visual art into representational and non-representational according to the components of intentionality.

Interpretation of *The Black Square*

I suggest grounding interpretation of *The Black Square* on the following considerations. The painting might be decomposed into two its components: the black square and the white background. The first component should be viewed as its most important part, and the second component should be considered only as a means to strengthen the importance of the first one.

What is the meaning of the square? First of all, this question asks: what does the black square signify, that is, what is the object signified by it? The square might be viewed as one of the basic types of signs described by Peirce—the icon, index or symbol. As a visual sign, the square is an icon, the likeness of the corresponding geometrical shape. This interpretation, however, gives next to nothing for understanding the painting. Viewing the square as an index also does not contribute to understanding the painting. There remains only a symbol, which is intuitively most relevant for the interpretation of the painting. According to Peirce, symbol is a conventional sign. This conception of symbol, however, is hardly applicable here, because no explicit or implicit convention could be related to the idea of the square presented in the painting. Thus, it might be concluded that analysis of the painting in terms of Peirce's classification of signs does not allow revealing its deep meaning.

The painting might be treated in terms of intentionality. Various its perceivers might think (and really does) differently about the meaning of the *Black Square*. This situation might be represented graphically as a set of vectors of intentionality, ranging from the one representing the *normal* direction—what literally means that the *Black Square* is simply a *geometrical shape*—to the tangential one—what implies that the *Black Square* signifies *not a black square, but something else* (see Figure 8). The painting does not have any deep meaning and value for the *normally* thinking subject, that is, for the one who treats it in terms of the normal component of intentionality. Many subjects treat the painting in this way. Malevich's idea was—in my opinion—to divert the thought of perceiver from its *natural* way, and to induce a *tangential* thought in his/her mind; the painting, hence, should be treated in terms of the *tangential* component of intentionality.
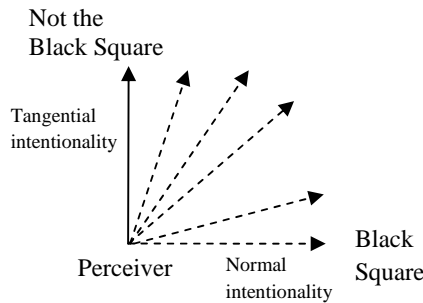
Figure 8. Intentionality diagram for interpretation of *The Black Square*. The direction of thought toward *not the black square* gives the deep meaning of the painting as a symbol. Dashed lines represent a range of other possible interpretations.

The painting thus signifies *not the black square* (i.e., not the geometrical shape), but *something else*. This interpretation might seem trivial; however, it reveals the fundamental idea of the painting: each perceiver of the painting fills in *the something else* with his or her universe of everything what is *not the black square*. The latter might be a house, love, hate, sympathy, car, horse, etc.—virtually *everything what is not the black square*. Hence, the idea of the tangential, symbolic thought allows capturing the universality of the painting; the painting embraces all what is *not the black square*.

Relation to Malevich's Ideas

Malevich presented his Suprematist Manifesto together with his painting trying to influence—to change—the direction of thought of the perceivers. He introduced *The Black Square* as follows: "It is the face of the new art. The square is a living, royal infant. It is the first step of pure creation in art. Before it, there were naive deformities and copies of nature." (Malevich, 1915, p. 8). The painter, hence, implicitly claimed that it is *not a square* (as a geometrical shape) what he has represented; he represented the most general and primary idea (form). Malevich explained his *Black Square* using a term of the "non-objectivity" (Rus. bezpredmetnost):

> When, in the year 1913, in my desperate attempt to free art from the ballast of objectivity, I took refuge in the square form and exhibited a picture which consisted of nothing more than a black square on a white field... This was no empty square which I had exhibited but rather the feeling of non-objectivity.... (Black Square, 2007, p.1)

The term "non-objectivity" is clearly related with the term "Not the object" used in this paper for the explanation of *The Black Square*. It should be noted, however, that Malevich treated the painting in terms of *feeling*; in this paper, the picture is treated in terms of *thought* what implies the rational approach to its interpretation.

Interpretation of *The Black Square* proposed in this paper is based on the idea that a cardinal change of the direction of perceiver's thought should take place to grasp the real meaning of the painting. Such an idea might be compared to the one expressed by Malevich in his essay *On the new systems of art*: he has noted that people usually expect the art to be understandable for them but they do not want to adapt their minds for the understanding (Malevich, 1919). This idea of Malevich might be articulated as follows: people usually treat a piece of art directly—in terms of the normal component of the thought. Instead, they should fully—perpendicularly—change the direction of theirs thoughts to understand the meaning of the *Black Square*. Instead of thinking about *the square,* they should start thinking about *not the square*—implying *everything else what is not the square*.

Alternative: A Black Square Treated In Terms of the Normal Component of Intentionality

The hidden meaning of *The Black Square* by K. Malevich, hence, is obtained by viewing it in terms of the tangential intentionality of the thought. Interestingly, there was an alternative for the Malevich's painting: Paul Bilhaud presented a similar picture in 1882. The ideas of the normal and tangential intentionality presented in this paper allow describing the essential difference between the two paintings.

In 1882, Jules Lévy in Paris established a *Salon of Incoherents* and opened an exhibition with the title *Les Arts Incohérents*. The pictures exhibited at the Salon were not pictures in the traditional sense. Among them was a painting by a poet Paul Bilhaud, who called it *Negroes fighting in a cellar at night* (see Figure 9). This was a black rectangle. There were no statements about any conceptual meanings behind the painting. It was just a comic picture. And the joke is not even in the picture; rather it is in its title: when black people fight in a basement at night, one can't see anything. (Squares of Malevich, 2012).

Figure 9. A painting *Negroes fighting in a cellar at night* by Paul Bilhaud (1882). The painting should be interpreted in terms of the *normal* component of intentionality. The meaning of this painting is in what we actually see—the black rectangle.

The intentionality diagram to explain the meaning of the painting by Bilhaud in terms of intentionality is presented in the Figure 10.
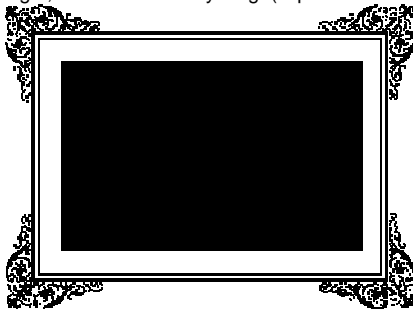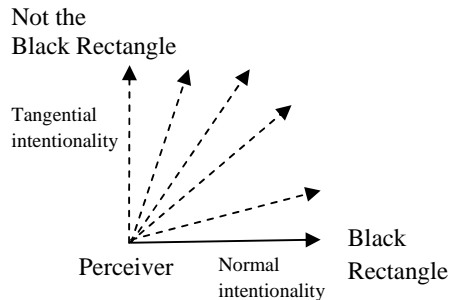
Figure 10. Intentionality diagram for interpretation of the *Black Rectangle* by Paul Bilhaud. The direction of thought toward the object—the Black Rectangle—indicates the interpretation of the painting as an immediate representation of the rectangle. Dashed lines indicate other possible interpretations.

Summary And Conclusions

Some cases of visual symbols cannot be accounted for in terms of traditional Peirce's classification of signs. Symbols of the geometrical Suprematism, and *The Black Square* by K. Malevich, in particular, make a special interest. An attempt to ground interpretation of such symbols on the idea of intentionality is made in this paper. It might be summarized as follows.

The intentionality—traditionally viewed as directedness of the consciousness of a subject (perceiver) toward its object—is proposed to be decomposed into its two components; the one aimed directly toward the signified object, and another one aimed toward *not the immediate signified object*. The two components are treated in terms of the *normal* and *tangential* directions of intentionality. The symbol should be accounted for in terms of the tangential intentionality.

The model of sign is proposed to be treated graphically in terms of the intentionality diagram. The symbol then is presented by means of the intentionality diagram having only one—the tangential—component; the normal (direct) component is absent in the diagram.

Proposed model of the symbol is applied for interpretation of *The Black Square*. The following conclusion then is obtained: the painting should be perceived *tangentially*—as *not the black square*. The square is a kind of the basic form; its denial—not the black square—then similarly implies the highest degree of generality. The painting, therefore, signifies *everything what is not the black square*. In the widest sense—even all the objects of reality represented by all painters before him. Malevich presented his Manifesto of Suprematism together with his painting trying to suggest the adequate interpretation of the Black Square as a supreme generality.

Some Malevich's statements might be used to support the proposed way of interpretation of *The Black Square*. Malevich treated it in terms of the *non-objectivity* what is similar to the *not the object* described in this paper. Also, he claimed that we should adapt our minds to understand the art. A similar idea is proposed in this paper: a perceiver should divert his/her thought from its *normal* way (the square as a shape)—to the *tangential* one (not the square).

Meaning of a similar painting by Paul Bilhaud representing a Black Rectangle is considered as an argument to support the proposed explanation of the *Black Square*. The painting should be explained in a *normal way*—in terms of the normal component of intentionality; the Black Rectangle then means no more than a corresponding geometrical shape.

Proposed opinion concerning the meaning of *The Black Square* is not new; a similar opinion, in particular, has expressed Shatskikh (2012). The novelty of this paper is not in revealing the meaning of the painting; the novelty is in the proposed way—to ground its interpretation on the idea of intentionality, the basic idea in cognitive science and philosophy of the mind.

Described interpretation of *The Black Square* should be viewed only as a first step toward explanation of its meaning. A more elaborated account should be proposed taking into account the statements of Malevich in more details. He interpreted *The Black Square* in terms of the *feeling of non-objectivity* (Rus. bezpredmetnost) what implied more than a logical negation of the object. The *feeling of non-objectivity* might be more adequately treated in terms of the *absence of the object*. The non-representational art similarly implies absence of representations. Art should not represent reality, insisted Malevich. In his Manifesto of Suprematism he even questioned the very ideas of the subject and object (Malevich, 1915); a similar statement might be treated in terms of phenomenology. A more detailed interpretation of the *Black Square*, therefore, might be based on the approach of phenomenology.

Despite the described limitations, the proposed account of symbol gives the basic and logically grounded understanding of *The Black Square*.

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THE ALIGNMENT BETWEEN A PARADIGM AND AN APPROACH IN STUDYING THE MEDIA DISCOURSE OF GUERRILLAS IN THE MIDDLE EAST: A CASE OF SOCIAL CONSTRUCTIONISM AND CRITICAL DISCOURSE ANALYSIS

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Abstract
This paper is an endeavour to show social constructionism as a paradigm aligns with critical discourse analysis methodology when the researcher aims to study how media discourse of a guerrilla in the Middle East frames and represents its identity, or when the researcher aims to identify the codes of media discourse and interpret the meaning.

The paper traces the history and meaning of social constructionism, paradigms, discourse, discourse analysis and critical discourse analysis. It argues that social constructionist should utilise the axiology of critical theory in order to be aligned with critical discourse analysis.

Meanwhile, the paper outlines the historical and contemporary contributions to the studies in discourse analysis discipline and distinguishes among three approaches of critical discourse analysis to conclude the most suitable version to study guerrillas' media discourse.

Keywords: Social Constructionism, Discourse, Discourse Analysis, Critical Discourse Analysis, Guerrillas

Introduction
The media represents a vital mainstream for guerrillas whether they were classified terrorists or not. In this regard, the former British Prime Minister Margaret Thatcher warned media from giving a space to the Irish Republican Army arguing, "Publicity is the oxygen of terrorism" (Qureshi 2009, 237). Similarly, some guerrillas in the Middle East consider using the media effectively is crucial in winning the war (Hollander, 2006; Qureshi, 2009).

However, the progress of the operated Arab satellites in the Middle East led to a boom of television channels in the last decade. It has been estimated that the number of television channels broadcasted by the three satellites: Arabsat, Nilesat and Noorsat in 2010 was 733 TVs (Najm, 2010). This technology allows some guerrillas in the region such as Hamas (The Islamic Resistance Movement) and Hezbollah to have their own satellite televisions, in order to transmit their discourses (Fandy, 2008; Zanotti, 2011).

On the other hand, the research about guerrillas' media discourse, as any academic research, stipulates a paradigm and a methodology. The research question or questions and the paradigmatic assumption are crucial for the researcher to choose a certain approach (Mertens, 1998). In this vein, the study of guerrillas' media might be qualitative if the researcher intends to the study the discourse as a representation of identity, for example. Also, the research might be quantitative if the researcher focuses on measurement, frequency and analysis between variables in the discourse (Denzin & Lincoln, 2005).

The Characteristics of the Basic Paradigms
In conducting a research, it is crucial that the researchers are knowledgeable about the ontological and epistemological assumptions concerning their chosen of research (Bettis & Gregson, 2001). Ontology and epistemology can be described as belief systems or paradigms (Guba and Lincoln, 1994).

According to Guba and Lincoln (1994) the paradigm is "a set of basic beliefs (or metaphysics) that deals with ultimates or first principles. It represents a worldview that defines, for its holder, the nature of the "world," the individual's place in it, and the range of possible relationships to that world and its parts" (p. 107). Similarly, Bryman (1988) defines paradigm as "a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, how results should be interpreted and so on" (p. 4). Both definitions imply that paradigm guides the entire process and provides the researcher with directions regarding the approach, methods and techniques of carrying out research within its philosophical premise.

There are many paradigms. As noted previously, every paradigm has its own ontological and epistemological assumptions, and it is traditionally associated with a certain research methodology. The term 'ontology' is concerned with the nature of reality (Holden & Lynch, 2004), while 'epistemology' is concerned with the knowledge itself in terms of its origin (Hofer, 2002). So, the researcher views the world in an ontological framework which postulates specified epistemological questions, and these questions need to be examined in a methodological way (Denzin & Lincoln, 2005).

Guba and Lincoln (1994) distinguish between four basic paradigms (positivism, post-positivism, critical theory and constructivism) as shown in Table 1.

Table 1. The basic paradigms (Guba & Lincoln, 1994, p. 109)

Paradigm	Ontology	Epistemology	Methodology
Positivism	Naïve realism-"real" reality but apprehendable	Dualist/ objectivist; findings true	Experimental/ manipulative; verification of hypotheses; chiefly quantitative methods
Post-positivism	Critical realism-"real" reality but only imperfectly and probabilistically apprehendable	Modified dualist/ objectivist; critical tradition/ community; findings probably true	Modified experimental/ manipulative; critical multiplism; falsification of hypotheses; may include qualitative methods
Critical Theory et al.	Historical realism-virtual reality shaped by social, political, cultural, economic, ethnic, and gender values; crystallized overtime	Transactional/ subjectivist; value mediated findings	Dialogic/ dialectical
Constructivism	Relativism-local and specific constructed realities	Transactional/ subjectivist; created findings	Hermeneutical/ dialectical

Positivism
The history of positivism can be traced in Western culture more than 2000 in Pythagoras' mathematics and David Hume's assumptions about reasoning. However, the term positivism created by Auguste Comte in 19th century (Grant & Giddings, 2002).

The ontology of positivism assumes there is an existed, real and independent reality, based on a scientific law. However, the epistemology of this paradigm requires from the researcher to be objectivist, because any bias has a negative impact on the validity of the truth. In this vein, the methodology is primarily quantitative and experimental to test the proposed hypotheses (Guba & Lincoln, 1994).

Between 1920s and 1960s, the term logical positivism has emerged when positivists started depending widely on mathematics and statistics to test the hypotheses and to ensure extreme objectivity (Grant & Giddings, 2002).

Post-positivism

As the result of extreme objectivity of logical positivism, Thomas Kuhn and Karl Popper modified positivism in the late 1960s when they postulated post-positivism as a new paradigmatic assumption, acknowledging that the reality may be affected by the researcher's views (Grant & Giddings, 2002).

The ontology of post-positivism called critical realism, because the reality requires more examination to be verified. However, the epistemology of this paradigm allows researchers' subjectivity, because they are affected by their social and political context. In this sense, the findings can be falsified (Guba & Lincoln, 1994).

The methodology of this paradigm allows using qualitative and mixed methods such as triangulation to obtain improved findings (Grant & Giddings, 2002).

Critical Theory

The ontology of critical theory suggests that different factors such as historical, social, economic and political factors shape the reality. However, the epistemology of this paradigm is subjectivist and methodology requires from the researcher to use appropriate techniques and tools uncover all the elements which shape the reality (Guba & Lincoln, 1994).

Critical theory can be named a radical paradigm, because it is related to two stages. The first stage was after the world wars which accompanied by critical research theory. The second stage was after the emergence of feminist theories by the mid of last century. These two stages shape the assumption of critical theory as a paradigm aims to change the social reality (Grant & Giddings, 2002).

Constructivism

The roots of constructivism go back to the theories of Jean Piaget, Lev Vygotsky and John Dewey. However, the influence of constructivism has increased in the early eighties of the last century as a trend against objectivist epistemology (Kanselaar, 2002).

The ontology of constructivism assumes that there are multiple and dependent realities. However, the epistemology of this paradigm is subjectivist, where the researcher is visible and the findings are linked to his or her understanding. In this vein, the researcher focuses on the methods which allow producing the understanding hermeneutically (Guba & Lincoln, 1994).

Social Constructionism

Social constructionism emerged in sociology in the mid-sixties of the last century when postmodernism has been prevailed in qualitative researches (Andrews, 2012). Alvesson & Skoldberg (2009) point out that there are two waves of social constructionism. The first wave was introduced by Peter Berger and Thomas Luckmann. The two researchers were inspired by the philosophers Karl Marx, Friedrich Nietzsche, Max Scheler and Karl Mannheim who argued that knowledge is a process linked to ideology and power as well as by Max Weber's subjective view to social actions and Emile Durkheim's objective view to social facts. However, the second wave was introduced by Kenneth Gergen and Bruno Latour, who affected by the ideas of the French scientist Louis Pasteur assert the influence of social micro level processes in constructing the knowledge.

Due to multidisciplinary sources and roots of social constructionism as well as due to the fact that some authors use constructionism and constructivism interchangeably, the term is ill defined (Haar, 2002). However, De Koster et al. (2004) argue it is widely accepted that despite both paradigms "hold the notion that people create a construct of reality in common, their theoretical background and focus are different. Whereas constructivism has its roots in the biological and physiological characteristics of individual perception and consequently has a very individual focus, social constructionism is a community-philosophy in which the group and the interaction between the group members is the sole focus" (p.75).

Similarly, Young and Collin (2004) point out the differences between constructivism and social constructionism stating that, "Constructivism is distinguished by its focus on how the individual cognitively engages in the construction of knowledge from social construction which claims that knowledge and meaning are historically and culturally constructed through social processes and action" (p. 373). Hence, unlike constructivism, social constructionism takes into consideration the influence of cultural and social contexts on the meaning-making.

In this context, Crotty (1998) argues that "it is useful then to reserve Constructivism for epistemological considerations focusing exclusively with 'the meaning-making activity of the individual mind', and to use Constructionism where the focus includes 'the collective generation [and transmission] of meaning'" (p. 58). Moreover, Niekerk (2005) notes that social constructionists share constructivists' belief about the existence of multiple realities, but they are not concerned to validate all of them. This means that the social constructionist focuses on the processes to construct knowledge not the reality itself (Shadish, 1995). Furthermore, Andrews (2012) argues that social constructionism is not concerned with the nature of reality but rather with the nature of knowledge and how it is constructed. Despite the differences, both paradigms consider deconstruction as an analytical tool (Patton, 2002).

The lack of a precise definition about social constructionism does not impede some scholars from making an attempt to outline the characteristics of this paradigm. The main premise of this paradigm is the rejection of an absolute knowledge. Jørgensen & Phillips (2002) argue that social constructionists assert "reality is what we say it is. If we say it is different, then it is different… it is through ascribing meanings to ourselves and the surrounding world that we can understand and act in the world, and in that sense both ourselves and our world are the meanings we ascribe to them" (p.178). Moreover, they maintain that because researchers cannot see "things as they really are, and [their knowledge construction] is productive- it creates reality at the same time as representing it" (ibid, p.175). Thus, "there is no possibility of achieving absolute or universal knowledge since there is no context-free, neutral base for truth-claims" (ibid, p. 175).

Furthermore, Crotty (1998) argues that "social constructionism emphasizes the hold our culture has on us: it shapes the way in which we see things (even in the way in which we feel thing!) and gives us a quite definite view of the world" (p. 58). According to Burr (1995), the social constructionists' philosophical assumptions entail "a critical stance toward taken-for-granted knowledge…, historical and cultural specificity [as well as that] knowledge is sustained by social processes [and] knowledge and social action go together" (p. 2-4). Thus, the ideology underpinning social constructionism perceives knowledge as socially constructed through peoples' daily interactions with each other. In this vein, "Knowledge exists in the interactions that take place among individuals… [and] meanings are generated by communication between persons"(De Koster et al.,2004, p.79).

As noted by Jørgensen & Phillips (2002) social constructionism has been developed around the notion "that there is nothing natural or given about the taken-for-granted world" (p.190). Moreover, they point out that the taken-for-granted worldview "delimits the field of possibilities for thinking and acting" (ibid, p.186). Thus, social constructionism is "often concerned with the unmasking of the taken-for-granted and, as such, it has the ambition of 'getting behind' people's everyday understandings" (ibid, p.210). Explaining further the paradigmatic stance of social constructionism, Jørgensen & Phillips (2002) maintain that the "premise of the cultural and historical specificity of knowledge entails that people who are positioned differently in time and space also view the world differently and have varying taken for-granted understandings" (p.190).

As illustrated above, social constructionists maintain that all knowledge results from the interactions among individuals. In their interactions, language plays a critical role as enable people "to share knowledge or develop shared constructs [and] describe 'what is out

there', as opposed to what is 'in here'. From the moment we try to describe 'what is', we enter the world of discourse, of 'talking about'" (De Koster et al., 2004, p.75). As noted by Spicer & Fleming (2001), the reality for social constructionists is constructed through language. In similar vein, Patton (2002) argues that, "The purpose of language is to communicate the social construction of the dominant members of the group using the language" (p. 101).

The social constructionist cannot ignore also the notions of hegemony and power in the discourse. The former notion goes back to the Italian theorist Antonio Gramsci and was amended by Ernesto Laclau and Chantal Mouffe who argue that the ultimate struggle of discourses is to achieve hegemony through asserting a certain meaning in the language (Jørgensen & Phillips, 2002). The latter notion goes back to the French Philosopher Michel Foucault who argues that power produces discourse and knowledge (ibid).

Social constructionism, as any paradigm, has its proponents who associate their worldviews about reality and knowledge construction with philosophical assumptions of this paradigm. However, it has its opponents who criticize the philosophical stance of social constructionism. Indeed, Ratner (2005) criticizes social constructionism for its extreme subjectivity and its opposition to the reform in the society.

Ratner's criticism faced by Dey (2008) who points out that Ratner himself validates his account of reality and uses social constructionism to criticize this paradigmatic stance.

Jørgensen & Phillips (2002) also outline some critics of social constructionism. They point out that the critiques claim that social constructionism is unusable scientifically and politically. Scientifically, because it does not argue what is true or false and politically, because it does not argue what is bad or what is wrong.

Jørgensen & Phillips (2002) argue that these critiques are too pessimistic, because to social constructionism the "truth is seen as intertwined with power and the truths which are produced (including those of the researcher) are seen as historically and socially contingent" (p. 179 & 180).

Paradigm choice

If the aim of the research is to categorise, identify and interpret the codes of guerrillas' media discourse, or to explore how media discourse of a certain guerrilla frames and represents its identity, this means that the research will be interpretative in nature.

Such interpretation and exploration will pay attention to the used language and the notion of power in the discourse, taking into consideration historical, social, cultural and political processes and the context in which all work together to shape the meaning of guerrillas' media discourse.

Positivism and post-positivism do not align with the nature of such research which will be interpretive to explore the meaning, not to propose and test hypotheses. Also, the critical theory aims to change and challenge the status-quo and this paradigm does not align with such research.

Moreover, constructivism does not align with such research, because it disregards the political elements which play a role in understanding and constructing the meaning. However, social constructionist paradigm, which has emerged as an extension of constructivism, might fit such research guerrillas' media discourse. Social constructionist should use critical theory axiology in order to be aligned with critical discourse analysis. The new axiology of social constructionism allows merging between social and political contexts to understand the power relations and the ideological practices (Merkl-Davies et al., 2011). Such alignment is crucial to interpret in depth guerrillas' media discourse. It allows taking into consideration all the factors that shape the discourse and its meaning. Thus, social constructionism paradigm aligns with a qualitative approach, which is critical discourse analysis.

Qualitative Research

As it has been discussed about the research paradigm, social constructionism is aligned with the qualitative approaches, because its epistemology considers researchers' subjectivity and their roles in validating the reality.

Denzin & Lincoln (2005) point out that, "The word qualitative implies on emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry" (p.10).

Due its various features, Tesch (1990) outlines a list of 46 terms about perspectives, traditions, methods and approaches aligned with qualitative research.

Denzin & Lincoln (2005) indicate that qualitative research "**involves an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspection, life story, interview, observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives**" (pp. 3&4).

Every qualitative approach has characteristics and historical roots. So, the proposed qualitative approach on guerrillas' media discourse, which is critical discourse analysis, should be clarified, because there are different versions of this approach and every founder sets different ways for analysis. However, it is important initially to define discourse, discourse analysis, and outline the contributions to this field.

Discourse

The term discourse does not have a common definition, despite it is old and classified historically in rhetoric as an art of speech for persuasion (Dijk, 1985). However, many scholars define discourse as a term associated with language (Potter & Wetherell, 1987). El-daly (2010) outlines some definitions of discourse related to their different usages, pointing out that some researchers use the terms 'discourse' and 'text' interchangeably and others use the term discourse only for the spoken language. He (ibid) initially defines the term discourse as mass and count nouns,

"**'Discourse', used as a mass noun, means roughly the same as 'language use' or 'language-in-use'. As a count noun (a discourse), it means a relatively discrete subset of a whole language, used for specific social or institutional purposes. More specifically, 'discourse' as a mass noun and its strict linguistic sense, refers to connected speech or writing occurring at suprasentential levels**" (p. 248).

However, the development of sciences and aspects of social life makes every topic has its own language-in-use. This leads to the emergence of different discourses associated with different fields of knowledge and practices, such as media discourse, medical discourse and political discourse (Jørgensen & Phillips, 2002). In this context, Hall (1997a) defines discourses of every field as "ways of referring to or constructing knowledge about a particular topic of practice" (p. 6).

Such construction of knowledge makes discourse at the heart of social practice between people who speak the same language or groups who share the same ideas (Dijk, 2000; Fairclough, 1995).

In this sense, discourse represents all features and shapes of language which can be categorised semantically, or it represents a social status-quo and features which can be viewed from different perspectives and compared to other categories (Fairclough, 2005). This means that discourses go beyond description, because they categorise the social world and shed light on issues and turn them into objects (Gilbert & Mulkay, 1984; Parker, 1992).

The notion that discourse constitutes its object goes back to Michel Foucault who gave discourse a profound meaning. Foucault (1972, 1981) traces the history of discourse, its discursive formations, categories, practices and systems which can falsify it, pointing out that true discourse holds power and contributions to the future.

However, Chouliaraki (2008) in her discussions the meaning of discourse attempts to give a broad definition, "The term discourse refers precisely to the capacity of meaning-making resources to constitute social reality, forms of knowledge and identity within specific social contexts and power relations" (P. 674).

In summary, discourse can be viewed, based on all definitions, as a term refers to several functions and features. It is:

1- Expressing and creating social reality
2- Representing identity
3- Making knowledge
4- Holding power
5- A language or series of statements viewed linguistically (and semantically)

In this vein, the media discourse of any guerrilla in the Middle East might have all these elements or most of them. However, the researcher in this field should outline, initially, the elements which constitute the guerrilla's media discourse.

Discourse Analysis

The discipline of discourse analysis is not contemporary. It was related to study of literature, language and public speech more than 2000 years ago (Dijk, 1985). However, the study of discourse as an interdisciplinary discipline in humanities and social sciences has emerged in the mid-sixties of the last century (Dijk, 2007).

The first scholar who used the term discourse analysis was the American linguist Zelling Harris in early fifties of the last century. Harris (1952) states in an academic paper "Discourse Analysis" his method for speech or text, which goes beyond descriptive linguistics, acknowledging the cooperation of Noam Chomsky, A. F. Brown and earlier investigation of Fred Lukoff (1948) through his master thesis "Preliminary Analyses of the Linguistic Structuring of Extended Discourse".

Harris (1952) postulates what would seem a sociolinguistic method when he takes into account the social context of the discourse to analyse the meanings of their morphemes. He (ibid) points out that his method considers grammar, because it "states the distributional relations among elements [of the discourse]" (p. 5).

As the discourse has become widely used in several patterns in humanities, social sciences and even in medicine, discourse analysis means the analysis of these domains through various approaches (Jørgensen & Phillips, 2002). These approaches are correlated to the historical development of discourse analysis, paradigmatic stances and methodological views of the researchers (Dijk, 1985).

After Harris, there are other scholars who contributed to the development of discourse analysis and critical discourse analysis as well. The basic scholars are: Ferdinand de Saussure, Roland Barthes, Michel Foucault, Norman Fairclough, Teun Van Dijk and Ruth Wodak. The ideas of those scholars, besides to Michael Halliday's systematic functional grammar and Jacques Derrida's notion of deconstruction, may benefit any researcher to utilise some of their techniques in studying guerrillas' media discourse.

De Saussure and Peirce… The Notion of Sign

Ferdinand de Saussure (1959) is the founder of semiology and the structure of sign in the language as a combination between the signifier (sound or image) and the signified (concept). He (ibid) outlines the characteristics of language inside and outside discourse, or in other words between what he called syntagm (syntax is a part of syntagm) and associative relations. He points out that the relations of words inside discourse depend on the language. However, he indicates that the co-ordinations of words "formed outside discourse differ strikingly from those formed inside discourse. Those formed outside discourse are not supported by linearity. Their seat is in the brain; they are a part of the inner storehouse that makes up the language of each speaker" (p. 123).

In parallel to de Saussure's work and what would seem a more development trend in understanding the combination of the sign, there was the American linguist Charles Sanders Pierce, who considered one of the major figures in modern semiotics. Pierce points out that the sign in a triadic relation: the form or perception of the sign (representamen), what does that form make sense (interpretant) and the object (referent) of the sign (Nöth, 1990).

In applying de Saussure and Pierce models on guerrillas' media discourse, the analysis of the used words, for example, can reveal the first order of meaning.

Roland Barthes… the Developed Semiotics

The French semiotican Roland Barthes (1964) has widened de Saussure linguistic model of sign, in order to be applied into other fields such as cinema, images and other aspects of social life, culture and entertainment.

However, he (ibid) inverts de Saussure's understanding of linguistics as a part of the general science of signs to argue that semiology "is a part of linguistics: to be precise, it is that part covering the great signifying unities of discourse" (p. 3).

Barthes's semiotic approach, which is contextual, has contributed to discourse analysis, especially in its extension from texts to cover fields such as images and footages. However, this approach depends on the analysts themselves and their ways and abilities of decoding the messages of the discourse. It postulates an assumption that the researchers should go beyond language or scene to discover the core meaning of discourse which has been shaped socially or ideologically.

In de Saussure's linguistic model, the researchers can only discover the first level of meaning of language (written or spoken) of the discourse. However, the researchers in Barthes's model are able to discover more levels of meaning of images, fashions, food and other cultural aspects.

Barthes's approach is crucial in studying guerrillas' media discourse. It can go beyond the language to discover and analyse other aspects which constitute the elements of guerrillas' media discourse.

Foucault… The notion of power/ knowledge

Michel Foucault has contributed widely to discourse analysis and many scholars in this field have referred to his studies and calling his analytical way Foucauldian discourse analysis (Jørgensen & Phillips, 2002). Foucault (1972) defines discourse as a set of statements in a certain discipline, where every statement constitutes its atom.

As Saussure, Foucault (ibid) acknowledges the notion of the sign in the discourse, but he differs from Saussure through focusing more on the production of knowledge as a discursive practice in a discipline, pointing out that the discourse should be analysed historically and contextually, because the context plays a major role in the formation of the meaning.

Graham (2011) alludes that, "The main aim of a Foucauldian approach to discourse analysis is to trace the relationship between words and things: how the words we use to conceptualise and communicate end up producing the very 'things' or objects of which we speak" (p. 668).

However, Whisnant (2012) illustrates that, according to Foucault, there are four functions of the discourse: it creates a world, it says something about the people who speak it, it generates knowledge and truth, and it reveals the network of embedded power.

The last two functions are crucial in Foucauldian discourse analysis where the knowledge and power are linked together as each function assumes the existence of another. Foucault (1972), who affected by his teacher Louis Althusser, utilises Nietzsche's notion of power, but he gives the power a positive sense in the production of the discourse. Jørgensen & Phillips (2002) point out that, according to Foucault, "Power provides the conditions of possibility for the social. It is in power that our social world is produced and objects are separated from one another and thus attain their individual characteristics and relationships to one another" (p. 13).

Foucault (1972) argues that the discourse has constituted by power which reveals what is not said, and the role of the analyst is to uncover the power relations and its impact, or by another word to discover the truth.

Meanwhile, Foucault (1981) has never ignored in the analysis the role of the author, but he focused more on the discourse. In this sense, Foucault was criticized because he paid more attention on the discourse and ignored other factors which have an impact on the power relations (Hall, 1997b).

Apart from this criticism, Foucault approach can be applied on guerrillas' media discourse to discover how such discourses hold and impose power.

Critical discourse analysis

Critical discourse analysis (CDA) has emerged as a new discipline from discourse analysis. It can be traced to the work of Robert Hodge and Gunther Kress who aimed to study the language in a wider context and as an ideology in 1970s (Hodge, 2012). However, some researchers do not distinguish between critical discourse analysis and discourse analysis (Powers, 2007), between critical discourse analysis and critical linguistics (Wodak, 2001), and others called this new discipline a modern discourse analysis (Tesch, 1990).

There are many approaches in critical discourse analysis related to the key scholars in this field, namely Norman Fairclough, Teun Van Dijk, Ruth Wodak, Gunther Kress and Theo Van Leeuwen who established a critical discourse analysis network in 1991 (Wodak, 2001).

The research on discourse to be better than other researches as an explanatory, focusing on social problems and power relations in the structure of the discourse (Dijk, 2003).

However, Dijk (ibid) quotes Norman Fairclough and Ruth Wodak's summary of the main eight premises of critical discourse analysis,

"**1. CDA addresses social problems**
2. Power relations are discursive
3. Discourse constitutes society and culture
4. Discourse does ideological work
5. Discourse is historical
6. The link between text and society is mediated
7. Discourse analysis is interpretative and explanatory
8. Discourse is a form of social action" (p. 353).

These principles do not mean that they should be included in every critical discourse study, because every scholar focuses on some principles align with his/her analytical approach and paradigmatic stance. In this sense, it is important to shed light on the main scholars in critical discourse analysis and their premises, namely Fairclough, Dijk and Wodak, before outlining the main characteristics of the proposed critical discourse analysis approach.

Fairclough… Discourse as a Social Practice

The British scholar in linguistics Norman Fairclough considers one of the key scholars in critical discourse analysis. He (2005) uses the term semiosis to point out that the discourse represents a social practice in a particular way.

Fairclough (2001) argues that the discourse can be a social activity, or a representation, or a way of shaping the identity which called a style such as the styles of political leaders.

He (ibid) points out that, "Critical discourse analysis is analysis of the dialectical relationships between discourse (including language but also other forms of semiosis, e.g. body language or visual images) and other elements of social practices" (p. 1).

Fairclough (1989) illustrates that, "Critical is used in the special, sense of aiming to show up connections which may be hidden from people - such as the connections between language, power and ideology" (p. 5).

Fairclough (ibid) outlines three stages of his approach into discourse: description of the used language, linguistic choices and identity, interpretation of the ideological and semiological features, and explanation of the elements which affect the process of production. He (1995) argues that the critical analysis of media discourse includes the analysis of the communicative events and the order of discourse. Fairclough (ibid) points out that the analysis of the communicative event is the analysis of three elements: text, discourse practice and sociocultural practice, clarifying that, "'Texts' may be written or oral, and oral texts may be just spoken (radio) or spoken and visual (television). By 'discourse practice' I mean the processes of text production and consumption. And by 'sociocultural practice' I mean the social and cultural goings-on which the communicative event part of" (p. 57).

However, Fairclough (2001), who affected by Foucault's notion of power, Gramsci's notion of hegemony and Halliday's systematic functional grammar in analysing media discourse, means by order of discourse the semiotic nature of discursive practices as a "way in which diverse genres and discourses and styles are networked together" (p. 2).

Fairclough (1995) defines a genre as a "use of language associated with and constituting part of some particular social practice" (p. 56).
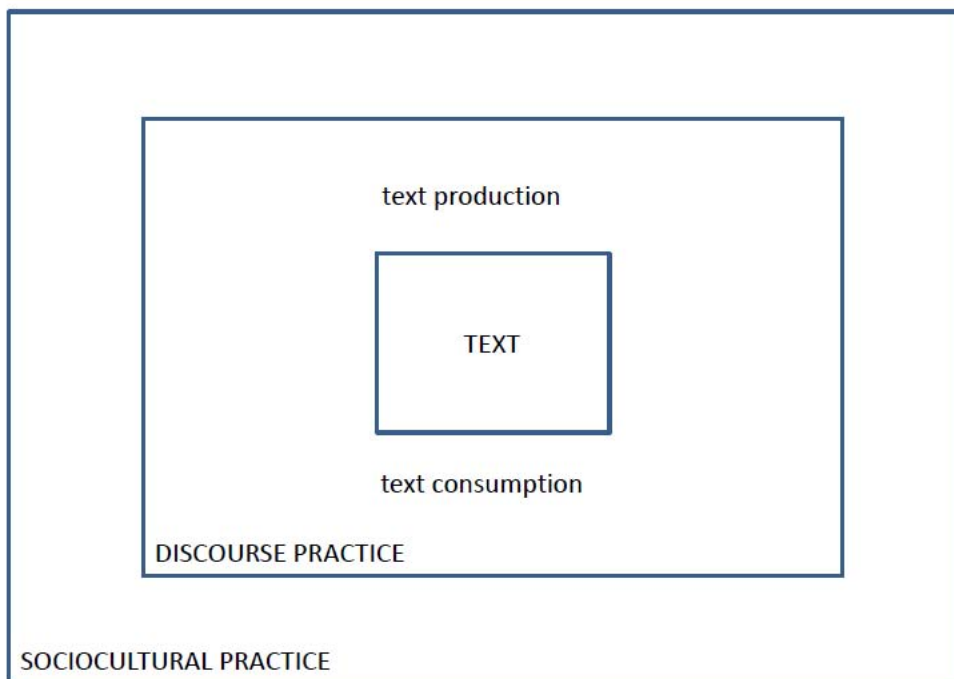
Figure 1: Fairclough's Communicative Event Model (Fairclough, 1995, p. 59)

On the other hand, it is important to shed light on Fairclough's textual analysis and the meaning of his used terms: recontextualization and intertextuality.

Fairclough (2003) argues that textual analysis aims to show the connections between the internal and external relations of a text. The internal relations are the interdiscursive relations such as the relations between vocabulary, grammar and semiotic elements. Meanwhile, the external relations are the relations between the text and the social context or the relations between the text and other texts served in its formation. The external relations between the text and other texts mean the intertextual relations between texts. It is called intertextuality. However, recontextualization means how different voices framed in a text or how elements of a social practice redistributed. Fairclough (1992) points out that there are two axes of intertextuality. The horizontal axis is related to the production dimension of the text such as the relation between the author and audience. Meanwhile, the vertical axis is the context dimension of the text such as historical relations with other texts.

However, Fairclough (ibid) distinguishes between manifest intertextuality when the relation between the text and other texts is clear, and constitutive intertextuality when the focus is on the production of the discourse. He uses sometimes the term interdiscursivity instead of constitutive intertextuality "to underline that the focus is on discourse conventions rather than other texts as constitutive" (p. 104). Fairclough (ibid) outlines that the dimensions of the framework of discourse analysis are "manifest intertextuality, interdiscursivity [or constitutive intertextuality], textual 'transformations' [such as text production and distribution] and how texts constitute social identities" (p. 105).

Dijk's Socio-Cognitive Model
The Dutch scholar Teun Van Dijk has developed a multidisciplinary approach of critical discourse analysis called sometimes 'socio-cognitive' discourse analysis. Dijk (2001) explains the elements of his discourse-cognition-society triangle and gives a broad meaning for every element. He means by 'discourse' the language in use of 'communicative event', by 'cognition' the personal and social beliefs and attitudes, and by 'society' the groups or institutions and their social, political and cultural systems.

Dijk (ibid) points out that critical discourse analysis, "Focuses on social problems and especially on the role of discourse in the production and reproduction of power abuse or domination" (p. 96).

In this sense, Dijk (2000) focuses on the racist discourse and how they represent their and others ideologies. Such groups have developed (mentally) their in-group schema, which focuses on positive self-representation, and out-group schema, which labels the others, generally under the category of enemies, negatively. This polarization (such as Us vs. Them) can be viewed clearly in the discourse of two groups who are in conflict.

Dijk (1988) points out that the analysis of media discourse is textual and contextual. In textual level, structure analysis should take into consideration all the micro elements which form the meaning of the text, where the analysis is not limited to linguistics, grammar, syntax and lexical cohesion. However, the contextual analysis is the analysis of the processes of production and comprehension.

Dijk (2001), who applied this model on news, outlines the steps of his approach which include micro and macro description of the communicative event elements, studying the meaning of the words to find the elements of representation and ideological objectives, relevance to determine the aims of the author, determining the properties of the context, determining the event models, summarizing forms of social cognition, and showing the relation between discourse and society.

Wodak's Discourse-Historical Approach
The Austrian discourse studies scholar Ruth Wodak has developed a discourse-historical approach when she examined with a team of five researchers from three different disciplines in history, psychology and linguistics the discourse of the Austrian presidential campaign of Kurt Waldheim in 1986. The background of the team leads to the emergence of this triangulatory approach (Wodak, 2001).

In her approach, Wodak has affected by Dijk's socio-cognitive approach (Wodak & Busch, 2004). She (ibid) distinguishes between discourse and text, arguing that, "Discourse as a form of knowledge and memory, whereas text illustrates concrete oral utterances or written documents" (p. 109).

Wodak (2001) outlines eleven characteristics of her approach. The approach is interdisciplinary (and interdisciplinary in theories and practices), problem-oriented, theories and methodologies are eclectic, abductive, includes field work and ethnography, applies recontextualization process, integrates the analysis of historical context to allow better interpretation, defines the categories and the analytical tools, uses generally middle range theories and believes that the practice is the aim where the results should be disseminated.

She (ibid) points out the basic procedures of analysis of specific texts such as sampling about the content and context, categorizing the topics, sampling more ethnographic information, exploring related fields for more explanation to answer the précised research questions, turning the questions into linguistic categories, applying these categories to interpret the text or texts, relating the specific text with the fields of actions in the context level, and interpreting in depth to answer the research questions.

Wodak (2002) prefers to call critical discourse analysis a school or a research programme due it interdisciplinary nature, and refuses to call it a methodology.

Characteristic of the Intended CDA Approach

After reviewing the major ideas about critical discourse analysis, it seems that there is congruence in approaches, where Fairclough, Dijk and Wodak use generally the same techniques in analysing the discourse, especially media discourse. They believe in the use of linguistics as a way of analysis and the notion of power in the discourse as they affected by Foucault thoughts about discourse and power. However, they differ in the structure of their approaches, ways of analysis and which elements are dominants the approach. Fairclough' approach is transdisciplinary and he focuses more on analysing dialectically linguistics, semiotics and social relations in the discourse, Dijk's approach is multidisciplinary and he focuses more on analysing ideology in the discourse and Wadak's approach is interdisciplinary and she focuses more on analysing the historical context of the discourse.

On the other hand, the researchers should develop their approaches which depend on the nature of their studies and factors which shape the discourse; because there is no unique approach gives a road map of critical discourse analysis (Dijk, 2001).

The intended critical discourse analysis approach about the media discourse of guerrillas is interdisciplinary. It may utilise various techniques from different disciplines, such as history, sociology, linguistics, semiotics, ideology. Also, it allows using different theories may relevant in the analysis.

Critical discourse analysis aligns with social constructionist paradigm where the focus is on the role of language in shaping the reality and the importance of context in analysing the discourse (Merkl-Davies, Brennan, & Vourvachis, 2011). The language gains the power from the people who use it (Wodak & Busch, 2004). The power can be verified through exploring the language used to describe the self and the other.

The intended interdisciplinary approach, which may utilise, as well, some theories to obtain good findings, can take from Fairclough his description of the communicative events and the order of discourse, and his explanation of intertexuality and recontextualization, from Dijk his way of analysis of the communicative events and from Wodak her focusing on the historical context in interpreting the discourse.

In the following table 2, there will be a brief outline of the difference between four approaches: Grounded Theory, Content Analysis, Discourse Analysis and Critical Discourse Analysis.

Table 2: Major Differences among Grounded Theory, Content Analysis, DA & CDA

Grounded Theory	Content Analysis	Discourse Analysis	Critical DA
Either Quantitative or Qualitative	Primarily Quantitative	Either Quantitative or Qualitative	Primarily Qualitative
De-contextualisation of meaning	Discounting the context and focusing on Frequencies	Uncritical and may not discover the hidden meanings	Contextualisation and discovering the hidden meanings

However, the following table 3 may clarify the link between CDA and social constructionism, the system of coding, results and quality criteria. This table is based on "Figure 3: Comparison of methodological principles and evaluation criteria" in (Merkl-Davies et al., 2011, p. 29).

Table 3: Approach, Paradigm, Coding and Quality Criteria of the intended Research

Approach or Methodology	Critical Discourse Analysis
Research Paradigm: Ontology; Epistemology	Social Constructionism; Subjectivist
Sampling	Sample selected to provide insights rather than generalisations
Context	Social and political context
Coding categories	Primarily inductive
Pre-test coding	Not required: Sensitising, exploratory reading in advance may take place before the analysis
Coding	Researcher is measurement instrument: **Dependability** by transparent and in-depth description of method of analysis
Results	Should demonstrate plausible case that patterns in the meaning of texts are constitutive of reality in some way **(Credibility)**
Quality criteria	**Trustworthiness** and may be **Transformation**

Validity

As it has been discussed previously about the intended paradigm, social constructionists do not validate all the realities and they create one reality and represent it. Subjectivity aligns with this paradigm and the researcher should justify the choices and the reason of choosing such kind of research at the beginning. However, subjectivity does not prevent the researcher from looking after related elements of validity which help in revealing the truth (Jørgensen & Phillips, 2002).

In discourse analysis studies, there are questions about the elements which affect validity. These questions are basically about translation and the nature of the collected data (Nikander, 2008).

On the other hands, the background of the researcher plays a role in the findings of observations. The results of these observations require explanation from the researcher in order to be validated, because it is the role of the researcher, who adopts social constructionism paradigm and critical discourse analysis approach, to argue what is true.

Conclusion

This paper has shown that there is an alignment between social constructionism and critical discourse analysis, in order to study guerrillas' media discourse in the Middle East and reveal how a guerrilla's media discourse frames and represents its identity. It traced the meaning of social constructionism, difference among paradigms, the meaning and elements of discourse, discourse analysis and critical discourse analysis. Also, it outlined the key contributors to critical discourse analysis, their ideas and different ways of analysis.

The social constructionists take into consideration the social and political context of the discourse. They are subjectivists, but they do not validate all accounts of reality.

The paper argued that an interdisciplinary approach of critical discourse analysis allows the researcher to use different techniques and relevant theories to analyse guerrillas' media discourse. However, the researcher should explain the elements of the analysed discourse and the used techniques in analysis. Such premises are crucial to obtain authentic findings.

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THE APPROACH OF TURKISH PRESS TO PATRIOT BATTERIES DEPLOYED ON SYRIA BORDERS OF TURKEY

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Abstract
There have been bloody clashes among opponents and Syria government for two years in Syria. Insurgents in Syria continue persistently their struggles which aim to overthrown Basher Al-Assad's government and establish Independent and Democratic Syria State. Although these struggles and clashes are accepted as internal problem of the country, sometimes they can affect neighbor countries of Syria negatively. The most affected country from these internal problems is Turkey. The most well-known event proving this proposition is that 5 citizens of Turkey were killed in Akçakale in Urfa because of shell fired from Syria. Consequently, Turkey started to implement some precautions in order to prevent these kinds of unwanted situations and events. Beside diplomatic precautions, Turkey applied to North Atlantic Treaty Organization (NATO) to make a more secure its Syria borders by deploying patriot missile batteries on that region. First news about deploying patriot batteries on Syria borders of Turkey was presented in American and European presses. Initially, Turkey rejected this news but after a while it accepted truthfulness of the information. Patriot demand of Turkey from NATO was confirmed by some groups but it has become an international topic criticized by national and international political actors. Why Patriots are criticized persistently in Turkish and world public opinion is that they are most effective antiaircraft and missile defense system. Another topic criticized comprehensively in public opinions that for which purpose Turkey will use patriots. According to some point of view Patriots will be used for a military intervention to Iran.

In this study it is aimed that how Turkish press reflected the topic of Patriot missile systems which were demanded from NATO by Turkey in order to deploy its Syria border. Properly with purpose of the study, newspapers from different political and ideological perspectives were selected in order to analyze. Purpose of the study focusing on how different newspapers from different point of views reflected this important event makes it so important. The study also focuses on time period in which public opinion criticized the situation intensively. That is why, time period among 20 November- 20 December 2012 were analyzed because of so many news published in Turkish press about the event. In order to analyze these news, discourse analyze method of Teun v. Dijk was used in content of the study. Discourse Analyze Method is so suitable and beneficial method for analyzing the meaning and discourse of news produced in different political and ideological contexts.
Keywords: Turkey, Syria, Patriot Missile Systems, Discourse Analyze.

Introduction
Although the philosophers Francis Bacon and Thomas Hobbes are the first ones who put forward the term 'ideology' that has been heard so many times nowadays, Antoine Destutt de Tracey is the first one to use it literally in 1797 (Mclellan, 2009: 4 – 6). However, the ones who make the term ' ideology' come to the fore and make it popular are Karl Marx and his followers (Cakmak Kilicaslan, 2008: 94). Ideology, ranging from a wide definition of social determination to a narrow definition that will raise doubts about that wrong ideologies are for the benefit of the ruling class in terms of historical meanings and values, is a way of contributing to the reproduction of social power. However, it also can tell about a meaningful conjuncture between political benefits and expressions (Eagleton, 2005: 305).

The association of ideology and expression come into being mostly in the stage of political expressions. Nowadays, media is the channel that these two terms come together; that is, political expression and media work together. Therefore, media is the only means that can be used effectively by the institutions, organizations and groups those want to mold public opinion (Anik, 1994: 99). The media takes an active part in the process of constructing facts, and it functions as the illustrator of the society and the primary mediator who produces supremacy relations for the benefits of sovereign classes (Dursun, 2001: 79). The media becomes integrated with the ideological things, and it builds the sovereign ideology again and again.

The aim of this study is to define the reflections of the patriot rockets requested from NATO by Turkey to deploy to the Syrian border for security precautions to the Turkish media with reference to the following vision:
" The knowledge acquisition and the occurrence of opinion about the events mostly depend on the news shared on the TV and media by millions of people" (Van Dijk, 1999: 371). The newspapers that have different ideologies as right-center-left are examined suitably according to the aims of the study. Accordingly, the newspapers Cumhuriyet represents leftist, Milliyet represents centrist and Yeni Safak represents rightist side. This study is important because it will observe the reflections of this critical event on the newspapers that have different political ideologies. The issues of these newspapers are studied according to the periods that most of the news pressed about the events from the moment of claiming that these rockets are requested from NATO. The period is restricted between November 20, 2012 and December 20, 2012. Choosing different newspapers in terms of ideology and expressions necessitates using discourse analysis method in the study.

The Relations between Turkey and Syria in the Recent Period
Turkey and Syria are located in the Middle East region that is one of the most problematic places in the world in terms of political instability. Both of the countries have a strategic position both geographically and culturally in the Middle East region in which there is a conflict of interest (Sirin Ayranci, 2006: 148). The relation between Turkey and Syria go back a long way since they border. Although the relation was about to be destroyed from time to time because of the foreign policy, it did not go on like this all the time. The relation of Turkey and Syria has been under the influence of the cold war until 1990s (Maden, 2012: 691). In Syria the government of Hafiz Esad gave particular importance on Arab nationalism and this politics prevented the countries from having peace (Demir, 2011: 691). Therefore, Turkey and Syria were on the verge of war between the years 1957-58 and 1998.

Turkish foreign policy's changing after 2002 and heading toward Middle East, the USA's felt effect on Syria after the invasion of Iraq in 2003, safety concerns of Syria and feeling of being isolated and the concern of safety that created by the possibility of disintegration of Iraq made these two countries get close (Oytun, 2009: 42). The relations between two countries have started to develop with peaceful attitudes during the government of Besar Esad (Erdem, 2004: 53). The High-Level Strategic Cooperation Council Agreement signed on September 16, 2009 and giving the chance of 90 days visa-free travel to the citizens of both countries is an important and historical event both in neighboring countries and in the Middle East region (Ayhan, 2009: 27).

Syria and Turkey sometimes followed the same way or went to the opposite sides in terms of politics. " Although both Ankara and Sam reacted in the same way during the invasion of Iraq, the Syrian government avoided logistic support in comparison with Turkey, and it did not restrict the politic activities of Sunni rooted Baas groups which the government called as resisters. Therefore, the two governments objected to the invasion, disintegration and establishing a separate Kurdish nation on the region, but they followed a different foreign policy during the post invasion period. The thing that made the relations between the two countries go further in a positive way has been the policy of the USA to Syria (Ayhan, 2009: 27). Accordingly, Esad, the president of Syria, paid an official visit to Turkey on January 2004. Sam government recognized the borders of Turkey in official stage during 57 years later visit to it, and thus the problem of Hatay was overcome (Eligur, 2006: 2-3). The Prime Minister Erdogan's and the President Sezer's visit to Syria between the years 2004 and 2005 in spite of the

oppositions of Western countries have affected the relations strategically with Syria. During the Prime Minister Erdogan's visit, free trade agreement was signed between Turkey and Syria. Thus, Turkey clearly showed that it would not support the international pressures on Syrian regime (Ayhan, 2009: 29). The High- Level Strategic Cooperation Treaty was signed during the official visit of Esad to Turkey on September 16, 2009. The Strategic Cooperation Council is an important agreement since it consists of movements that will help improving the relations between Syria and Turkey in every aspect, and it also consists of concrete steps (Ayhan, 2009: 31).

The crisis in Syria which occurred by the conflicts that has been going on from March, 2011 and nearly caused the death 10.000 civilians showed how fragile the regional alliances are in this part of the Middle East region (Ertugrul, 2012: 1). The public riots developing in the Middle East countries from January 2011 have affected the relations between Turkey and Syria in a different way. Turkey offered a route map for rapidly changing conjuncture while the Arab Spring going forward in the North Africa, and it hoped that the government of Esad would accept the difference in the context of the agreements contracted before. On the other hand, the government, the family of Esad, Baas Party, el- Muhaberat, Nusayris and the activeness of the secular elements of the society in Syria paved the way for suppressing the protests or rebellions in a bloody way. Under these circumstances, the hopes of Turkey about the possibility of peace and amendments that would take place in Syria gave its place to disappointment and also to anger due to increase in the number of civil protestors killed by unbalanced force (Cemrek, 2012: 62). "The relations between and Syria that went on cooperatively until the March of 2011 were shaped firstly with the attitude of Turkey that supports the studies of reform in Syria. It was obviously seen that there was a change in the relations between Turkey and Syria on April 2011. Turkey's opening its gates to immigrants, the meetings of opponents that took place in Antalya and Turkey's criticizing Syria in a clear way affected the relations. In November of 2011, the Turkish government officially declared that it would substantiate economic sanctions for Syria, and it would suspend some of its cooperation (Maden, 2012: 93). Turkey's military plane's being crashed by Syria caused the relations become tenser. Turkey deprived Syria of potable water coming from the rivers Fırat and Dicle by closing the gates of the dams, and this situation caused Esad to live days full of pressure in July 2012 (http://euobserver.com). The cannon ball from the Syrian side fell to Akcakale town of Sanliurfa and caused four children and a woman to die, and this terrible event made the relations get worse. As a result, Turkey demanded Patriot rockets from NATO to deploy on the border of Syria. The reason why these rockets are demanded is to prevent the borders from a possible danger from Syria and to provide the security on these borders. It is possible to divide the Turkish policy of Syria between March 2011 and May 2012 into three categories:

a) Pressure to Esad government for constitutional reforms
b) Gathering opponent groups under a single roof and searchings for international sanctions
c) Returning to solution seeking methods of UN (Annan Plan)

Although Turkish government insisted on saying " We cannot keep silence about the human tragedy next to our borders" during this process in terms of humanistic level, the policies followed by the government showed that Erdogan's expressions like " Syria is not a foreign matter for us, it is an internal matter" turned into expressions, such as " The Annan Plan is an opportunity for Syria" (Ertugrul, 2012: 1).

The Attitude of Turkish Media toward The Patriot Rockets Deployed on The Border of Turkey and Syria
In the practice part of the study, it is aimed to confirm the way that the newspapers that have different ideological orientations portray the progressions about the Patriot rockets deployed on the Syrian border. Accordingly, a month's issues of the newspapers that pressed during the most intensive process of the event are studied.

Method
The critical discourse analysis method is used in this study with reference to the claim " It is more understandable to analyze the unsaid things rather than studying on what is exactly said on the text" (Van Dijk, 2007: 170). The discourse analysis is a perspective that results from both methodological and cognitive elements. The effort of showing how ideologies take place in a certain discourse is an advantage created by discourse analysis (Sozen, 1996: 1544). Van Dijk tells about the macro and micro structures of the news in his self-titled model, and he tries to explain the ideological discourse of the news through these macro and micro structures (Akca, 2009: 98). In macro structure analysis there are elements, such as titles, the way of entering the news, the main event, the resources of news, the context and background knowledge and the analysis of the events made by the parties of events (Van Dijk, 1988: 30; Ozer, 2011: 83-84). While macro structural features of the news include the way of presenting the news, micro structural features includes elements, such as word choices, the sentence structures, the relations between the sentences, the way of persuasion of the news, special meanings in the text, connotations and some codes (Akca, 2009: 98).

The study on how the news is presented on Turkish media about the Patriot rockets deployed on the Syrian border is limited between the dates November 20, 2012 and December 20, 2012. The newspapers, such as Cumhuriyet, Milliyet and Yeni Safak are chosen as examples with the perception that different ideological approaches may be active while reflecting the news. Only the news not the other materials in them is examined. Mostly, the elements, such as word choices, sentence structures, and the way of persuasion, special meanings in the text, connotations and codes are emphasized in the analysis. It is seen at the end of the result that the number of the news presented is as follows Cumhuriyet 45, Milliyet 109, and Yeni Safak 51.

The way of the Cumhuriyet in Presenting the Patriot News
As soon as the claims made about the Patriots going to be deployed on the Syrian border, Cumhuriyet started to press news about it. Besides giving the opinions of both the ruling party and the opponent parties, Cumhuriyet reproduced the aim of bringing Patriot rockets with the discourse of CHP (Republican People's Party).

The things that distract the order of the day are whether there is a demand of patriots or not, the importance of this demand and for which aim the demand serves, and these things are discussed in this way. Firstly, the Turkish government contradicted the claims and declared that they did not demand such a thing, but during the following days, they confirmed the claims and they made the case for it as security against a possible danger. All the press reported these declarations as news, and Cumhuriyet pressed the news with following sentences: " Turkey officially demands Patriot 3 systems from NATO against the chemical weapon threat of Syria" (November 22, 2012). Cumhuriyet that reproduces the reasons of the government about the rockets with the same expressions at the beginning, and in its following news, it strengthened its idea about the insufficiency of the reasons by giving the discourses about the events.

"Patriot demands for Kurecik" (Headline) (Cumhuriyet- November 21, 2012)
"Syria is not the priority of NATO" (Main Heading) (Cumhuriyet- December 15, 2012)
"If the main aim were the public, gas masks would have been distributed" (Main Heading) and "Patriots are for exponents" (Title) (Cumhuriyet- December 15, 2012)

The Cumhuriyet newspaper that has produced discourses against the reasons claimed by the government and carrying these to its headings has followed the same attitude in its news texts. In its news titled as "Patriot demands for Kurecik" Cumhuriyet reproduced the discourse of Faruk Logoglu (The vice president of CHP) telling that the government's aim of demanding Patriots is for Gaza. Cumhuriyet told about the following discourses Logoglu, and by strengthening these discourses it criticized the government ruled by AKP (The Turkish Ruling Party): " The actual reason why the top of the agenda is not the tension between Turkey and Syria, its real reason is the new environment shaped by the Israel's last attack to Gaza. In parallel with the Gaza attack, Iran and Syria increased the rocket threats targeting Israel. The radar of Kurecik functions as an important part of Israel's air defense system". The newspaper gave place to the news later on, and it used the news with the main heading as

" Syria is not the priority of NATO" and with the title as " Patriots are for exponents" (December 15, 2012). In the text of the news, it mentioned about the comments of Naci Koru (The Deputy Foreign Minister), and Rasmussen (the General Secretary of NATO). Cumhuriyet transmitted these following expressions: " While Koru told that the aim of deploying Patriots is not to protect the public but to protect certain facilities". Cumhuriyet mentioned about the same news in a detailed way in its interior pages, and it used the main heading of "If the main aim were protecting the public, gas masks would have been distributed", and it used the title of "Patriots for exponents" o December 15, 2012. In the text of the news it mentioned about the following expressions: "Yusuf Buluc, who is the one of the former undersecretaries of the Turkish Foreign Ministry and is a retired ambassador, told that the aim of deploying Patriots is not to protect the public but to protect the certain facilities, and he also told that if the main aim were protecting the public, gas masks would have been distributed. The newspaper carried the most important part of Buluc's discourse into its title, and it meant that they agreed with the idea of him.

Cumhuriyet also published the news that ment,ons about the possible dangers that would happen by deploying the rockets. To support this discourse of itself Cumhuriyet carried the reactions of the countries Russia and Iran to its title as in the following sentences: "Patriots destabilizes" (November 23, 2012), "Patriots are provocateurs" (November 24, 2012), "Germany: Do not exaggerate the numbers of Patriots"(November 28, 2012), "Patriots are secret threats" (November 29, 2012) and "Patriots may cause a world war" (December 16, 2012). It is observed that the details of the titles are studied in the news texts. It gave a detailed place to the ideas of Russia in the news titled by the main heading "Russia reacts against Turkey" and the title "Patriots destabilize" on November 23, 2012. It is also mentioned in the text that the Prime Minister Erdogan declared that patriots were just for defense, and the decision about the places that they would be deployed would be deployed would be made by Turkish Armed Forces. In the next parts of the news, the following expressions of Huseyin Celik (The Vice president of AKP and the Government Spokesman): "The proprietor of patriots is NATO, but the trigger will be pulled by our soldiers".

On the issue pressed on November 29, Cumhuriyet carried the reactions of Russia to its pages, and it used the main heading "Russian Foreign Ministry Undersecretary Denisov demanded the real reason why Patriots were deployed" together with the title "Patriots are Secret Threats". Firstly, Cumhuriyet emphasized that patriots are secret threats, and it used the following discourse of Denisov to mean that Patriots will not save problems, but they will cause more problems: " We dislike the idea of deploying Patriots on Turkish borders, and we can see a secret threat under this idea". " It made a threatening news from the discourse of Putin (The Head of the Russian state) during his visit to Turkey and used the following titles: "Erdogan and Putin kept their positions about Patriots" and "Warning with Chekhov" (December 04, 2012).

Turkey's demand for Patriots disturbed not only Russia but also Syria and Iran, and two of the countries made the declarations about the events. Cumhuriyet announced the news by the following main headings and headline on November 24, 2012: "An official from Syrian Foreign Ministry tells that Turkey's demand for Patriots is a new provocation" and "Patriots are provocateurs". The declaration of Syria about the unsuitability of Patriots decision is reproduced by Syria with the following with the following lines: "There is no reason to panic. Syria is respectful to sovereignty and holiness of Turkish lands and to the benefits of Turkish public". It announced the reaction of Iran by carrying the most striking sentence of Iran Chief of Defense into its headline: "Patriots may cause a world war"(December 16, 2012). It tried to take attention to the greatness of the danger. Although Germany was one of the countries that supported Turkey about Patriots, Cumhuriyet claim in a newspaper in Europe to the order of the day. It tried to mean that Germany does not support Turkey by using the title " Germany: Do not exaggerate the number Patriots (November 28, 2012). It gave place to the following words of Grabor Kitarovic (The Assistant General Secretary of NATO): "We will shoot from Turkey (December 17, 2012), and it mentioned about the process of approving Patriots by NATO with following titles: " NATO visa for Patriots (December 05, 2012), "German government approves Patriots (December 07, 2012) and "Soldiers to Turkey from Obama" (December 15, 2012). Cumhuriyet produces a discourse defining the situation in these titles and news texts, and it is contented with giving the latest news.

Presentation of Newspaper Milliyet about Patriot News
Milliyet, which usually makes situation definitions about the subject in its news consistently, makes the reasons of Turkey's attempts order of the day. The newspaper has emphasized that the reason of such an attempt is exactly collateralizing the security of Turkish society. The newspaper that always informs about the flow of the process has developed a new discourse by ranking opinions of both government and opposition sides.

Milliyet, with its headline "NATO is waiting Turkey for Patriot ", right by reproducing the discourse "Deploying rockets on the border reinforces capacity of air defense which used on the purpose of protecting Turkish people and its lands. We believe that rockets will attribute to defuse on the border of southeast part of NATO". Newspaper that often includes news about the purpose of rockets reproduced the discourse of Prime Minister "Patriot is defensive" by giving it as headline. Milliyet produced the discourse about the accuracy of the decision by transferring Volkan Bozkır's (The President of Foreign Affairs Commission of Parliament) discourse as follows: "Unfortunately, we face with an assassin President who assassinated more than 40 thousand of people, who is completely in a bad situation in terms of psychology and coherence and who behaves unpredictable because he is stalemated. Everyone is anxious about that this man may rocket over Turkey for revenge at the last moment while he is leaving his country. Thanks to this Patriot system, it will be possible that Turkish people and domain will not be damaged. If God lets, that will not happen, but we will say, "fortunately Turkey took measures and benefited from NATO" when there is such an attack" (November 22, 2012). Milliyet reported opposing view about this matter as follows; Russia: "The main target of Patriot rockets which will be deployed in Turkey is Iran not Syria" (December 14, 2012), "Patriots for another war" (December 15, 2012), Iran: "Patriot will cause a world war" (December 16, 2012), Iran: "Patriot rockets will raise regional war" (November 25, 2012), Vural for MHP: "Whom will these patriots be brought to protect?" (November 22, 2012), Russia: "We see a secret threat in Patriots" (November 28, 2012), Bahceli: "Who dares to protect us?" (December 1, 2012) "Patriot warning from Russia to Turkey"(November 22, 2012) and "Do not make a show of forece" (November 23, 2012). Milliyet using these headlines mentioned the view of Iran about this matter as " We warned Turkey" (November 26, 2012). The newspaper stated the owners of the discourses in headlines. This sets the newspaper only in transferring situation, and shows that newspaper does not lay claims to discourse.

The newspaper which used the headline "Provocative message from Iran to Turkey" (December 15, 2012) in its another news, mentioned the discourse of Ali Ekber Salihi (The Minister of Foreign Relation of Iran) about the Patriots that will be deployed in Turkey as follows; " A provocative action that will result in unexpected situation". In this news, Iran's threat to Turkey was stressed and created a meaning that did not approve this discourse. The members of NATO showed that they are allied with Turkey by developing a discourse supporting Turkey opposed to those views. The newspaper mentioned the views of Rasmussen with the headline "Harsh Turkey reaction from Rasmussen with silly thoughts" (December 17, 2012). Under this headline, the newspaper stressed that Turkey is not alone with those words of General Secretary of NATO, Rasmussen: "I censure these claims. We are there to protect our ally, Turkey. We do not have any aim to attack". In another news, Milliyet using the headline, "If there is attack, NATO will not be late"(November 30, 2012) reproduced the discourse of NATO commander, Hodges that says, " the border of Turkey is border of NATO", and used this discourse as a warning to Syria. Milliyet which used NATO's statement, "Russia should not be surprised for our protection over Turkey" (December 4, 2012) emphasized the importance of Turkey for NATO. Milliyet announced the explanation of Ahmet Davutoglu (The Minister of Turkish Foreign Affairs) against a foresaid worries; "Russia's worries are unnecessary" (November 24, 2012). The newspaper put forward the discourse of Davutoglu, "Patriots will go back when the risk of security ends"(November 25, 2012) for Turkey's demand with the headline of " Patriot approval from NATO" (December 9, 2012). It replied the discussions about the authority of Turkish Army Forces in the demand of Patriots by the speeches of authorities as follows: "Erdogan: Turkish Army Force will decide the location of Patriots (November 22, 2012), "We will

deploy the Patriots together with NATO (November 25, 2012), and it produced the meaning that Turkish Army Force's importance about this decision by the following title " The decision is made together with General Staff about the Patriots" (November 25, 2012).

How Yeni Safak Represents the News

The newspaper Yeni Safak that has an Islamic ideology mentioned about the news of Patriot rockets deployed on Turkey. It always used the discourse of "The ally of NATO" for Turkey. It reproduced the discourses of the ruling party during the process of discussing whether these rockets were necessary or not, and it developed a discourse that approved the need of these rockets. It did not mention about the discourses of the opponent parties; thus, it chose the way of ignoring them.

It announced the demand of Turkey for Patriot as follows: " Turkey demands Patriots officially (November 21, 2012) and "Turkey demands Patriots" (November 21, 2012), and it gave the reasons for demanding by mentioning about the discourses of both Turkish officers and members of NATO. It announced the reasons for demanding Patriots by the speech made by Turkish Army Forces as follows: " For possible threats" (November 26, 2012), and it also announced it with a title as follows in another news: "Patriot rockets will also protect the citizens in Syria"(December 5, 2012). In the text of the news it used the National Security Expert Alexandra Toma's discourses as follows: "Patriots will also protect the public who rebels against Syria and be supported by America. The rockets will strengthen the border security, and it will make Turkey and Syrian rebels relax for the possible air attacks coming from Syria". IT emphasized with this discourse that Turkey's demanding of rockets was not only to provide the security of Turkish republic but also to protect the Syrian public. Yeni Safak also mentioned about the speeches of foreign countries to justify the Turkey's demanding of rockets. It carried the following expressions Schröder (The Former Prime Minister of Germany) to its title as " Turkey's demands for Patriot should be met" (November 23, 2012), and it reproduced the discourses of him in the text of the news as follows: "Turkey is one of the countries we ally in NATO, and NATO members have to support the country. We have to take part with our ally Turkey as Germany". It tried to justify the reasons defended by the ruling party, and it emphasized that Turkey is one of the allies of NATO by using this discourse.

In the news titled as " Patriot Expressing of Germany" (November 20, 2012), Yeni Safak tried to accept the following discourses of Meizere (The Defense Ministry of Germany) as a reason for justifying Turkey's demands of rockets: "Although Turkey encountered provocations of Syria due to the civil war, it always stayed calm. It always pleased us, but we understand the anxieties of Turkey. It is a naturel thing to demand Patriots, and we would react in the same way if something like that happened in our country. That's why, we will support Turkey".

In another news, it mentioned about the USA's supporting of Turkey. In the text of the news titled as " the USA: We are positive for demand of Turkey", the newspaper mentioned about the discourses of Mark Toner (The Spokesman of the USA's Foreign Ministry) as follows: " We take the security of Turkey, which is one of allies of NATO, seriously, and we are positive to demand of it. Of course, we want to do everything for the security of our close ally." With this discourse, Turkey's alliance of NATO is emphasized, and it tried to show that Turkey is not alone and without defense.

The newspaper emphasized that NATO considers Turkey's demand important in the news titled as " NATO interviews about the demand of Turkey urgently" (November 26, 2012). In the text of the news titled as " NATO approves Patriots" (December 5, 2012), it remarked the threat to Syria in the following expressions of Rasmussen (The General Secretary of NATO): "Do not even think about attacking Turkey". After NATO accepted the demand of Turkey, it carried the events into its title as follows: "NATO approves the demand of Turkey" (December 04, 2012). It mentioned about the latest news as follows: "400 soldiers and 2 Patriots from the USA"(December 14, 2012), "Germany soldiers arrive at Kahramanmaras" (December 18, 2012), "Germany approves Patriots" (December 6, 2012), "NATO committee in Turkey" (November 7, 2012), "NATO committee explores Patriots" (November 28, 2012) and "NATO committee explores the locality of Patriots tomorrow (November 26, 2012). It is observed that in both headlines and the texts of the news, the newspaper defines the situation.

NATO's meeting the demand in a positive way satisfied Turkey. Yeni Safak mentioned about this satisfaction with the headline " Turkey is satisfied with NATI's decision" (December 4, 2012). In the spot of the news, it used the following expressions: "With the purpose of defending Turkish public and its lands and calming down the crisis in the border of alliance, the North Atlantic Council agreed on the reinforcement of Turkish air defense. As it is clearly seen in the spot of the news, the newspaper produced an expression that showed its approval of the agreement.

The positive decision of NATO accordingly drew attention of some of the countries like Russia and Iran. To the attention of these countries, Yeni Safak makes the representations that came from NATO countries as news. Towards the Russian Ministry of Foreign Affairs "From NATO to Lavros: Missiles are for security" (November 23, 2012) title is used by newspaper, about the representation of chief of defense as "Patriots can cause a world war", a meaning was produced as " Harsh reaction from NATO" (December 17, 2012). The newspaper reflected the needlessness of these reactions towards these attentions are reflected as they were said from Turkish officials, also newspaper placed the statement of the Minister of Turkish Foreign Affairs Davut Guloglu " When threats are eliminated, we will send Patriots" on its page. Yeni Safak produced statements as responsive about the reactions of the Patriots that were deployed in Turkey. The newspaper placed in the news which was titled as " TAF will decide the location of Patriots, the vice chairman and the spokesman of the ruling party Huseyin Celik; "The possession of the Patriots belongs to the NATO. There will be soldiers and experts from abroad, but if you ask who will have the cock, it will be us. Cock will be at our soldiers" statements and placed in the title of " Who will remote Patriots?" (November 24, 2012), and the Minister of Defense Ismet Yılmaz's statements as " The remote of Patriot missiles will be propelled with European ally power commandership in which TAF has authority. Yeni Safak gave information and produced meaning as Turkish soldiers are not out of the situation, and it has the authority, and tried to eliminate anxieties.

Conclusion

The extension of the Arab Spring the riots in Syria has negative results for Turkey at times. The issue that Turkey's deploying the Patriot rockets on the Syrian border is analyzed in this study with its presentations on Turkish media and on the three different ideological newspapers as Cumhuriyet, Milliyet and Yeni Safak. The facts showed that newspaper's ideologies affected declaration of statements. The newspaper Cumhuriyet mentioned about its anxieties of Patriots deployed on the Syrian border both using the speeches of authorities and producing negative meanings about the events. Although it produces a discourse criticizing the decisions of the ruling party, it approves the reactions of Russia, Iran and Syria, and justifies the rights of them.

Milliyet announced the developments an-bout the matter from the beginning of the event and adopted a discourse that affirms deployment of the rockets. The newspaper, which usually does situation identification in its news, gave place to opposite ideas on its pages, but produced a discourse for the necessity of approval of the deployments of rockets. The newspaper created this meaning in accordance with statements on the behalf of Turkey by NATO officers.

Yeni Safak ignored the opinions of the opponents and discourses of allies' parties in Turkey because it is a newspaper that belongs to the rightist ideology, and it showed an approach that reproduces the government's discourse about the deployment of Patriots. Even it tried to remove concerns about Patriots inside and outside the country, so it reproduced the discourses of NATO officers for that purpose. The newspaper emphasized the alliance of Turkey and NATO against threats from Russia, Iran and Syria and created a meaning that Turkey is not alone.

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Yeni Şafak, 20 Kasım- 20 Aralık 2012

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THE APPROACHES OF TURKISH NEWSPAPERS TO NEGOTIATIONS OF TURKISH GOVERNMENT WITH ABDULLAH ÖCALAN

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Abstract
In the last decades terrorism has began an international problem and its negative impacts has been experienced almost all over the world seriously by civil and official organizations. Similarly, turkey has had terrorism problem since 1980's in its east and south-east parts. Initially it is a local problem and it declared to prevent Kurdish identity and get its international rights. But in a short time this problem has tuned into a national problem and with its international supporters, PKK which is the name of terrorist organization became an effective terrorist organization in these regions. Terrorists attacked military and civil forces so many times and killed thousands people in Turkey. Turkish governments have started a national struggle to stop it with using military forces but it has not been successful to stop completely terrorist groups. After 2009, Turkish government declared that beside military combat, it can start negotiations with PKK to stop attacks and killings. This process was called "Kurdish Opening" and according to government; terrorism problem can be solved by developing democracy and human rights all parts of Turkey. From the beginning to today, so many developments has done for democratic developments and now government started negotiations with directly Abdullah Öcalan leader of PKK. In this study, presentation of the negotiations with PKK and Abdullah Öcalan by Turkish Press will be analyzed. In order to analyze news about the negotiations with Abdullah Öcalan, discourse analyze method of Teun van Dijk will be used. According to content of the study, news published in January month of 2013 will be analyzed. Five different newspapers from different ideological perspectives will be used for analysis.
Keywords: Democratic Opening, Discourse, Terrorism, Negotiation.

Introduction

The relation between Turkey and Kurdish terrorist movement, which has been one of the most important problems of Turkey Republic, has gained a new direction because of different and new approaches of AKP Government for 10 years. In the past different militaristic methods were tried to terrorists and armed forces but it was not be successful. This reality and demands of society about solving terrorism problem have resulted in starting AKP Government with hidden and apparent negotiations with PKK the name of Kurdish terrorist organization. The government has produced a comprehensive discourse against Kurdish electors some of them consist of an important part of AKP's electoral body. In this context, some of the cultural and political demands of Kurdish citizens have been realized such as Kurdish television broadcasting, speaking native language freely, learning Kurdish in school selectively and changing location names to original Kurdish names. But the most important change is that Kurdish problem has been started to argue in a new and democratic platform in which different approaches can take place.

The changing of power controlling Turkey has also caused to change official ideology of Turkey. Kurdish minority has been ignored and they have been deprived from so many their basic rights for a long time and after taking control of Turkey by Islamist thought Kurdish minority has become to demand their rights and get them. But in this process, the results of attacks and clashes for 30 years and Turkish and Kurdish discrimination in society consists of an important problem. AKP Government has been supported not only Turkish electors but also Kurdish electors beside this, traditional nationalist electors give vote to AKP Government. This process called "Kurdish Opening" interrupts both opponent nationalist and Kemalist and also some part of AKP's bases.

At this point, it is essential that producing hegemony and consent about "Kurdish Opening" in the minds of electors and citizens. Prime Minister Erdoğan and officials from AKP produce news materials systematically as first definers of the news in order to prepare Turkish public opinion to "Kurdish Opening". These materials are retaken in hand, argued, supported and criticized by media which is secondary definers of news. That is why, critics about "Kurdish Opening" have become agenda of media and it has also become a subject argued by politics, public opinions, minorities and all citizens.

People who control power and alternative powers to governments use media to transfer their thesis and ideas with public opinions for production of hegemony and consent on society or to make weak opponents' ideas. Some part of the media support ideologically to government and some part of media are so close to different opponent groups. Consequently, the new process about "Kurdish Opening" was taken in hand by media supporting Turkish Government with producing discourse supporting consent production of the government. On the other hand in opponent media tried to produce negative discourses which weaken the government's production of consent about the process. As for newspapers supporting Kurdish movements prepared public opinion to negotiations and they represented the results of negotiations in a new discourse structure according to their ideological perspectives.

In this study, the new process, starting with meetings of independent deputy Ahmet Türk and Ayla Akat from BDP with Abdullah Öcalan leader of PKK, was taken in hand by taking into account approaches of Cultural Studies School to news as discourse and analyze it according to this perception. In the content of study first news was taken in hand about the meeting because of sensitivity of Turkish public opinion taking Abdullah Öcalan as respondent. Explanations of the Government about the process and explanations and critics of opponents were analyzed by using discourse analyze method in terms of how these explanations were turned into news. Öcalan did another meeting on the date of 23 February and letters prepared for Kurdish sides of process distracted public opinion for a long time. On the days of finishing the study, third meting is discussed. The process is still going on and because of this study was limited only analyze of the meeting on 3 January 2013 which reactions were so intensive.

Sampling includes five different newspapers which are Hürriyet representing central media, Sabah supporting Turkish Government, Yeni Çağ representing nationalist right, Sözcü representing Kemalist left, Özgür Gündem supporting PKK. News published on the first pages of these newspapers formed the content of the study. Because of conducting the study by using Critical Discourse Analyze Method, the study was limited with the news providing valuable material for discourse analyze instead of analyzing all news published first pages of five newspapers. Basic hypothesis of the study is to show how newspapers from different ideological perspectives reproduce meeting with Abdullah Öcalan on different discourse structures to legitimize and support hegemonies of different political powers.

News published between the date of 4 January-10 January 2013 by Sabah, Yeni Çağ, Sözcü, Hürriyet and Özgür Gündem was analyzed by using Critical Discourse Analyze Method of Teun van Dijk. van Dijk (1988: 19-38; 2007: 170) proposes to take macro and micro structures of news. When analyzing macro structure, initially titles, sub-titles, spots, news entrances are analyzed in the content of thematic analyze. Especially titles have an importance for analyze. Because information in title determine that how other parts of new will be read by readers. In second stage of macro structure analyze news is analyzed schematically. Schematic analyze of news is depend on analyzing situation part of event about background information and analyzing comment part of the event in which different actors' opinions are taken in hand. Whether information about the event is given correctly or not, whether background of the event is taken in hand or not and how explanations of sides in event are transferred provide valuable data for coming pictures of discourse in the news. Length, complexity, activity and passivity of sentences and also relations of sequential sentences are taken in hand in this part of discourse analyze. After that, structure of sentences is analyzed. Ideological and cultural meanings of sentences are the most important data about news discourse. At the third stage rhetoric of news is taken in hand. Expression features of news such as rhyme, allusion, association, exaggeration,

emphasizing contrast affect ideological emphasizes and discourse profoundly. Citations and allusion are important analyze parts of macro structure.

News Discourse and Production of Hegemony

Hegemony is a concept theorized by Italian Marxist theorist Antonio Gramsci. Gramsci defined this concept as an ability used by government to arrange faiths and ideas in civil society. Gramsci claimed that Organic intellectuals such as priests and journalists form a hegemonic block transferring complex political and philosophical problems to society's language and he also says this block transfers an hegemonic ideology to cover and hide existent classes' positions. He wanted to draw attentions to magnetism of ideology and also he defended perception of flexible and effective ideology instead of monolithic dominant ideology (Smith, 2007: 61). According to Gramsci to mention a monolithic power block like in Orthodox Marxism is wrong. There are different ideological groups some of which try to weaken power and some of them have power. The structure of power is so complex and groups who want to continue their power or change power are always in a hegemony struggle.

Gramsci (1997) called into question why revolution had not been realized in Italia although circumstances were suitable and he revealed the effectiveness of state, intellectuals, ideas, church and unions in this process. Gramsci also specified that state is a power controlling and directing ideas. This resistance averts sustainability of hegemony. That is why, it is compulsory to reproduce hegemony. People producing hegemony try to hide ideological relations and sanctify demands of the ruling class as mutual sense (Stevenson, 2008: 37; Fiske, 1996: 225). Gramsci with his detections, such as dominant ideology is not static and monolithic and it is compulsory to produce hegemonic consent, affected Cultural Studies seriously.

On the basis of hegemony conceptualization of Gramsci, The School of Cultural Studies defends that ideology of dominant class is not monolithic and it is not coming into picture automatically. Media has a specific autonomy. Dominant class struggles against opponents by using media in order to continue its own situation, eliminate others threatening dominants' positions. The relative autonomy of media increases the level of reliability of media messages and legitimization (Shoemaker and Reese, 1997: 117).

With his ideological approach of state, Althusser forms secondary theoretical basis of Cultural Studies. Ideological State Apparatus consist of armed forces like police, soldier or prison. These apparatus use force when it is necessary. On the other hand, Ideological State Apparatus such as media, church, schools produce ideology defined as "imaginary relationship of persons with realistic situation of their existence". According to Althusser, ideological apparatus like media, family, education system fulfill the function of ideological subjugation. A huge number of ideological apparatus like schools, church, family, mass communication vehicles, political system, law system, unions, fine arts are in private space. Because of this Ideological State Apparatus differ from Repressive State Apparatus. On the other hand, main difference is that Ideological State Apparatus use ideology but Repressive State Apparatus use force to function (Althusser, 1994: 33-36; Stevenson, 2008: 248; Smith, 2007: 77). None of ruling classes control state power permanently without producing its hegemony on Ideological State Apparatus. According to Gramsci, ideology is a vehicle of hegemony but Althusser accepted ideology as indispensable part of material practice (Kazancı, 2002: 67, Kazancı, 2003: 43).

Beside Gramsci and Althusser; Stuart Hall one of the most important names of Cultural Studies conducted some studies accepting news as discourse because he was affected by structural language studies. Hall et all (1981: 57-66) came up with the theories of primary definers, secondary definers and (central value system) turning into people experience. According to these conceptualizations, media is not a structure controlled and directed by only power or governments. But news materials defined primarily by power owners are processed by media secondarily and they are turned into people experience. In other words, information framed by power owners is reproduced according to professional necessities, needs of readers and economical interests by media. Under any circumstances, news outlet has effects of primary definers' power on its news frame. The process of turning into people experience is realized by producing a new discourse or reproducing existence discourses with using news. According to Cultural Studies approaches, discourses of political, economical, militarist and symbolic elites are reflected to news discourse. Beside dependency of journalists to news sources because of occupational practices, journalists are dependent to news sources ideological structures. Especially mainstream newspapers reproduce official ideology. Hackett (1998: 62) claimed that this is based on structural bias tendency of newspapers and journalists. Discourse in media is formed according to which sources will be used, which actors will be presented to public opinion, which title will be used for news, what will be said and especially how it will be said when discourse of social power is reproduced. Journalists forming news discourse are a part of social power structure beyond being spokesman of elites in social structure. Main question is that how journalists reproduce or defy these ideologies. Relations with news sources, news style, presentation of news, what kinds of citations are made, what dominant titles are, what kinds of connotations are done, meaning in news are parts of discourse forming ideology (van Dijk, 1999: 367-375).

If words used for news include glory or diatribe, this can change news discourse directly. For example, words such as terrorist, militant, guerilla, freedom fighter, brigand used for defining same people reveal different ideological approaches in news discourse. It is an important analyze subject that who is made as responsible in news discourse. In so many studies, it is seen that sentence structures are passive in the event which ruling class is responsible but when negative belongs to powerless groups or minorities, sentence structures are active (İnal, 1996: 116-132; İnal, 1997: 154-157).

The Analysis of News about First Imrali Negotiations

After the news about meetings conducted by Hakan Fidan Director of Turkish National Intelligence Service (MIT) in December 2012 in Imralı and news about forming a compromise to solve this problem; the committee including independent deputy Ahmet Turk, Ayla Akat from BDP and some lawyers went to Imralı and had a face to face conference with Abdullah Öcalan. This meeting was taken in hand by Turkish newspapers comprehensively. Hurriyet released its first news about the meeting over its catch line and its' used titles of "Ahmet Turk and Ayla Akat went to Island" and "Two hours in Imralı" for its news. News includes photos of Ocalan, Ahmet Türk and Ayla Akat, visit to Imralı was defined in subtitle as surprising while negotiations are still going on with Government and Abdullah Öcalan. In news spot, Ocalan's sentences about starting negotiations on lay down of arms and his demand from everybody to be so sensitive were taken in hand. News has a general behavior and approach supporting negotiations with Öcalan. However, newspaper used an unbiased language for its news.

Event was published on catch line with bigger title on Sabah at the same day. News title is "Three visitors to Imralı" and information of meetings by Ahmet Turk, Ayla Akat and a lawyer with Öcalan for 5 hours was given in subtitle of the news. In spot part of the news almost similar information was given like Hürriyet and Öcalan's demand about being careful on this process was emphasized. However, in the same news structure explanations Director of National Intelligence Organization Hakan Fidan were given and he said although negotiations were started, struggle against terrorism will go on. In order to allay suspicions of Turkish public opinion, Sabah gave place to title of "Minister Ergin: If it is exploited, everything is over" under the same news.

Yeni Çağ one of the opponent newspapers was published its first news about the subject on 4 January with using the title of "negotiation traffic has gained speed in Imralı". Information about the event was given in subtitle and spot of the news and words used for the news draw attentions in terms of discourse in the news. Differing from other newspapers, Yeni Çağ used statements such as "baby killer", "terrorist" to define Abdullah Öcalan. Beside this, newspaper added different news from The New York Times and Berliner Zeitung in its same news structure. The title of news from The New York Times "Turkey is consulting with it enemy number one to solve Kurdish problem. In the news of Berliner Zeitung, there is a statement that "Turkey wants Öcalan to help for solving its problem with PKK". Newspaper used these foreign newspapers and their news for strengthening its news discourse and it also tried to emphasize that the negotiations have been perceived by foreign countries similarly.

On 4th January, opponent leftist newspaper Sözcü did not publish any news about meeting with Öcalan. On 5th January, Sözcü claimed that Murat Karayılan defined by newspaper as "Protagonist of PKK" released a message that "weapons will not be silenced and Apo must be free". On the same page of Sözcü, criticizing explanations of Oktay Vural Deputy Chairman of MHP about negotiations were published as news. In the same news daughter of retired general Ergin Saygun who was arrested because of Balyoz Court explained that "Apo became hero but my father became terrorist" and newspaper give a huge place these criticizing explanations. Newspaper has continued its adversary publishing policy to government and critical explanations have been turned into news about the negotiations. At the same time, background information of Imralı negotiations has been deliberately ignored.

Özgür Gündem supporting PKK published its news about negotiations above catch line with using "Kurdish politicians met with Öcalan" on 4th January. News denoted that Ahmet Türk and Ayla Akat went to Imralı Island surprisingly. Newspaper declared that details about the meeting will be explained next days. Newspaper defined Öcalan as leader of PKK.

Newspapers analyzed in the content of the study published different news about meeting with Öcalan on 3rd January on next days. Hürriyet tried to take an objective position in its news about the meeting and it did not embrace a way that directly support or criticize the government. On 6th Jonuary newspaper published news about CHP's support the process of problem solution and it highlighted explanations of Kemal Kılıçdaroğlu, Spokesman of AK Party Hüseyin Çelik, Minister Bülent Arınç and Bekir Bozdağ. On 7th January newspaper released different news on the bottom of first page and news used title of "no amnesty law, no house arrest". In news spot, reaction of Erdoğan to Kemal Kılıçdaroğlu who said that "we will give you political credit to solution was transferred by using statement of "You depends on credit". Newspaper did not give news about the meeting for every day. Finally, "lay down guns, conveys away Turkey" which is statement of Prime Minister Recep Tayyip Erdoğan said in Nigeria was issued on first page on 10th January.

Sabah published news supporting governments and highlighting explanations of officials from government about the situation. On 5th January, newspaper used the sentence of "Government has a joker its hand" as news title. Word "Joker" was pun into quotation marks in news structure and this shows news discourse specifically. In spots and subtitles, newspapers formed a discourse about government's successful and weakening struggle against PKK and KCK before negotiations and according to this discourse, PKK is forced to start negotiations. Information used in news discourse was given as detection of National Security Committee (MGK) and this looks like a discourse produced in advance. Catch line on 6th January was again about the same subject. "Code DDR" is a mysterious title and it has a metaphoric structure referring spy movies. Background information of news was formed with using explanations of Hakan Fidan who is Director of National Intelligence Organization (MIT). Fidan explained that their strategy's code is DDR which consists of first letters of demobilization, disarmament and reintegration. Newspaper translated these sentences to Turkish as "dağdan indirme", "silahsızlandırma" and "topluma kazandırma". There no news information in news structure and news presented in a cinematic manner by using DDR abbreviation and also news produced the discourse about negotiations in terms they are conducted in a planned and controlled. Newspaper used title of "House arrest to Imralı: Never" for its news on 7th January. Sentence used in quotation marks is explanation of Prime Minister Erdoğan about impossibility of house arrest or forgiving to Abdullah Öcalan. However, poetic discourse formed in news title aims to increase effects of explanations done by Prime Minister. Newspaper continued to publish supportive news about the subject on 8th January. News, concerning that negotiation is supported by martyrs' families, was published by using title of full support form martyrs' mothers". Title has general and inclusive meaning and it is understood from news spot that President of Adana Martyr Families Association gave support to the process. On 9th January, Sabah continued to give place in its news to explanations of sources form AK Party. News source is specified as officials from AK party and its title is "3200 terrorists to civil life and 300 terrorists to abroad". In the news spot, it was specified that according to security reports there are 3500 terrorists on mountains and 3200 of them have no criminal reports because of this they can return to Turkey but it was specified that 300 terrorists can not enter to Turkey. It is clearly seen that news discourse tries to reduce reactions of Turkish public opinion about the process. Newspaper gave explanations of Prime Minister Erdoğan in Nigeria on its catch line as "Laying down guns and abandon Turkey. In news spots, calls of Prime Minister were given.

Opponent nationalist newspaper Yeni Çağ continued its critical publishing policy after meeting in Imralı. It used a metaphoric title which is "Kandil's Imralı rest enlightened the table". News emphasized that evaluation of Murat Karayılan about negotiations showed secret details in process. According to news spots, Karayılan said that he and his groups should be included in the process and laying down the guns is not a priority. Moreover, critics and explanations of Oktay Vural Deputy Chairman of MHP about the process and praises of Sırrı Sakık from BDP to Hakan Fidan Director of Turkish National Intelligence Service (MIT) were turned into news. Newspaper primarily emphasized satisfaction of BDP members about the process and that is why newspaper tried to produce a discourse which focuses on this kind of attempts to terrorism is not realistic and good.

Yeni Çağ published explanation of CHP about giving credit to solution process in its catch line on 6 January and it produced a critical discourse with using sentences of " Leader of CHP joined Imralı meetings. He gave unpaid credit to Government. In news discourse it can be also seen explanations form MHP. News title published on 7th January about Prime Minister Erdoğan is "I can not share the demands of Imralı with you". In fact this sentence belongs to newspaper but it was framed and transferred to public such as belonging to Prime Minister Erdoğan. It is understood from news spots that Prime Minister can not explain the content of negotiations. Newspaper turned this sentence into "Prime Minister did not explain the demands of Imralı" and by doing this newspaper emphasized that Prime Minister hides something from public opinion. In spot titles, there are judgmental statements and the question of what did you hide from citizens" is asked. Beside this newspaper used judgmental titles such as "Erdoğan made fun of supporter", "Erdoğan blamed non-supporters". Newspaper gave place critics of Manisa Deputy Selçuk Özdağ from AK Party about negotiations with using title of "At first you should settle up and then you should close up". Newspaper specified that negotiations caused problem in AK Party and in news frame was formed according to explanations of Selçuk Özdağ. Yeni Çağ targeted CHP on this time with its news published on 8th January and the statement of "How CHP can settle up to citizens" was used in catch line. CHP, giving unpaid credit to Government and its negotiations with Öcalan, was defined as "partner of betrayal" and this statement was used by martyr families to define CHP according to newspaper claim. Photo used for news shows two little girls kissing and smelling their martyr father's photo. News title is "mother we should smell our father's clothes". In news spot mother's statement which is "my girls are growing with their father's smell and "mom we should smell our father's clothes" were used to define situation of her daughters. Yeni Çağ, opposing generally to meetings with terrorist organization PKK in terms of emotional reasons, highlights reactions from nationalist groups and gives personalizing examples about the process. On 9th January newspaper published explanations of Selehattin Demirtaş leader of BDP with using title of "He is making fun". In news spot, Demirtaş's sentence highlighted that "If you win this battle why you try to start negotiations" and news emphasized that Demirtaş enjoys with compromise. Newspaper reproduced the discourse of BDP's satisfaction because of negotiation. At the same day, newspaper used title of "Martyr families were infuriated" under a photo consisting martyrs' graves. At first glace, title is understood as reaction to negotiations. However, reaction is canalized to President of Adana Martyr Family Association who supported the government in this process. Newspaper claimed that Martyr families from all over Turkey questioned that this explanation was done in return for what. Consequently, newspaper commented that martyr families do not support the government's policies about negotiation and President of Adana Martyr Family Association has a personal benefit or interest.

Opponent leftist and Kemalist newspaper Sözcü highlighted reactions to negotiation on next days and even it published its own reaction on catch lines. On 6th January, newspaper used a catch line for criticizing CHP which is generally supported by Sözcü. After giving unpaid credit to AK Party, newspaper defined CHP in its news title as "After AKP, CHP boarded Apo's boat". Subtitle of news is "CHP gave support to government starting negotiations with bloody hand terrorist in Imralı. Spoilt AKP now compromises smoothly to Apo". Publishing policy of Sözcü generally depends on evaluation and political comments of editorial office not explanations of news sources about event. Similar approach was embraced in news structure and news was framed in accordance with production of ideological perception of

newspaper's editorial board. In the same page, newspaper released supportive messages of Ministers from AK Party with using title of "AKP lives holiday mood these days". In news structure, Öcalan was defined as "Imralı butcher" and negotiations was defined as "bargain" and also with choosing these kinds of words including negativity newspaper produced a critical discourse about the process. In same day newspaper published news based on Hakan Fidan with using title of "6500 PKK terrorist forced 75 million Turkey to seat negotiation table". News aims to show negotiations as weakness of the Turkish Government. On 7th January a page design consisting martyr photos was made and title of "Call Apo to account for having killed these innocent martyrs" was used for news. On subtitle, newspaper gave detailed information about the numbers of martyrs for struggling PKK since 1984 and it warned government ironically with using sentence of "Concessions will be given according to this reality". Moreover, reactions of martyr families such as "why the people became martyr as government will reach an agreement with Öcalan" was published as news title. Similarly Yeni Çağ, Sözcü tried to produce an emotional reaction with using subject of martyrs and their families instead of using rational critics.

Furthermore, being old soldiers in jail was criticized by newspaper in discourse of negotiation news repeatedly. Newspaper gave place in its news to explanations of arrested old soldier Ergun Saygun's daughter in accordance with "Apo was declared as hero and this confounds us". Although news includes information about health situation of Ergin Saygun, negotiation process was highlighted to news title. In the same page, it was specified that members of BDP are waiting to be postpone cancelation of their immunity of prosecution digest. News photo shows members of BDP while hugging with PKK terrorists. Sözcü published news on 9th January with using title of "Now tell Mehmet about bargain with Apo" because of operation conducted Turkish Soldier "Mehmetçik" and 14 terrorists were killed. Subtitles of news have similar meanings such as "Government did not learn to make bargain with terrorism", "110 Faithless attacked soldier station and one soldier became martyr". Newspaper published news on 10th January with using special words in order to create an effective discourse and title of this news is "Killers of Baby, police and soldier will enter Grand National Assembly of Turkey. The statement of "If government will reach an agreement with APO, the permanent staff of PKK go to Europe and others start their political career in Ankara. Secret plan is this" was given in news structure.

The last newspaper is Özgür Gündem which has a biased publishing policy behalf of PKK. Newspaper used its news about negotiation process in order to reproduce a different discourse for continuing its forming hegemony struggle for obtaining political power. For example, explanations of Murat Karayılan generally were given by using with negative manners and frames but contrary to other newspapers, Özgür Gündem published Karayılan's explanation in normal news discourse. Catch line published on 5th January is "First step is conditions of Öcalan". In news spot so many detailed information was given such as "glowing explanations of Murat Karayılan about start of meeting with Öcalan", "armed forces' going out of Turkey borders" and "their demand to contact with Öcalan directly". Discourse produced in news structure aims to be pleased with supporters of Kurdish movement for negotiations. Newspaper used some specific words and adjectives usually used by media supporting PKK and these sentence structure were preferred to support and legitimize newspaper's ideological approaches to the process. On 6th January, Özgür Gündem continued to produce specific discourse to relax its readers and public opinions with its news. The news has title of "Solution is inside protocols" and according to news frame subjects taken in hand in negotiations had been prepared and presented to Turkish Government by Öcalan in 2011. In news spots, it was specified that Öcalan met officials from state 17 times in 3 years and he presented some kind of protocols to government. That is why, newspaper tried to produce a discourse showing Öcalan as determining actor in negotiations. Same news includes sentence of "AKP must know that this process is not a game" which is explanation of Gülten Kışanak from BDP. Moreover Kışanak said that Öcalan must meet and talk with everybody in this process. Özgür Gündem issued news on 7th January on catch line for its own public opinion. News has title of "Kurds are in bloc and they are behind Öcalan" and news collected explanations of Zübeyir Baydar who is member of KCK with Karayılan to deny a rumor claiming that PKK has no unity in its own structure. News produced the discourse emphasizing supports of PKK members from Kandil, Europe and Turkey to Öcalan and news also defend the idea of there is no separation or division in PKK. Newspaper released a news on 8th January with using title of "Öcalan is hopes of people" and news produced supports of all Kurdish groups to Öcalan with using different explanations. Newspaper published explanations of Selehattin Demiştaş who is one of the co-president of BDP on its catch line. Title of "Equal conditions for negotiations" was used for news and news discourse emphasized that conditions of Öcalan must be urgently changed and operations must be stopped and arrested persons must be released from prisons. Catch line of Özgür Gündem on 10th January is "everybody gives supports from different social groups". News transferred information about Öcalan who is supported in solution process from different Kurdish groups and news frame strengthens this discourse by highlighting sentence of "All Kurds are behind Öcalan".

Conclusion and Discussion
In this study, it was analyzed that how newspapers from different ideological perspectives reproduce and transfer the event which is so important and historical in terms of Turkey. Historical step for solving the most important problem of Turkey is to start direct meeting and negotiations with terrorist leader Abdullah Öcalan. Government tried to emphasize positive results of these negotiations in order to tell and relax its public opinion which showed reactions. As other side of negotiations, PKK/BDP members tried to present this process as a success to their own public opinions. On the other hand, bargaining with PKK, meeting directly with Öcalan caused nationalist groups to censure the government and the process. CHP on Kemalist-Leftist line declared to support the process unexpectedly.

Sampling, selected from supporting these structures and ideas, was analyzed by using discourse analyze method. Hürriyet has a detachment relation with government and it did not criticize negotiations and it used a neutral language for transferring its news. At the same time, it also abstained from transferring news about the process as a success of government.

Sabah supporting government always gave place to explanations of government about negotiation process and metaphoric statements, comparison which is liked by public opinion were always used in discourse produced in news structure. On the other hand, critical ideas and approaches about negotiation process could not find place for themselves.

Yeni Çağ has nationalist point of view and it censured the negotiation process. Newspaper selected words and sentence in order to produce an opponent discourse and sometimes it overstepped the lines in terms of journalism ethic and professional codes. However, it is clearly seen that discourse of newspaper produced in its news structures generally depends on emotional critics from martyr families instead of rationalist critics.

Sözcü is an opponent newspaper tried to produce a discourse depending on personal evaluation, subjective comments and some times manipulations. Also newspaper criticized the decision of CHP about supporting government in this process. Newspaper formed hardest discourse of the process in terms of critics. But its general arguments are not realistic and general news discourse was formed on emotional and reactive arguments.

Contraray to Sabah, Özgür Gündem supporting PKK tried to form hegemony to legitimize and generalize explanations from PKK/BDP. Newspaper reproduced its news in accordance with expectations of its own public opinion and its own ideology. It is clearly understood that it embraced a suitable publishing policy with its ideology when sentence, words, news frame, news sources are analyzed.

To sum up, the hypothesis of newspapers from different ideologies and powers reproduce an event in different new discourse was corrected. Moreover, this result is suitable with news studies conducted in the content of Cultural Studies approach and its literature.

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THE EFFECT OF CULTURAL CHANGES TO WOMAN IMAGE IN ADVERTISEMENTS IN TURKISH TELEVISIONS

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In the study; 100 advertisements broadcasted in Turkish televisions between 2000 and 2013 were examined through content analysis and woman image in these advertisements were investigated. The data were gathered using content analysis form. In the study, it was found out that woman images were shown mostly in the advertisements of food products (30.0%), house appliances (27.0%) and woman images were mainly used as housewives (80.0%). Women were beautiful and attractive (70.0%) in most of the advertisements. In a quarter of the advertisements; they were shown in sexy costumes. In this regard, it may be suggested that advertisements included too many gendered-discourses and presented depictions in which women were described in domestic area/life, ascribed motherhood role and isolated from business life.
Keywords: Cultural Changes to Woman Image, Advertisement, Television

Introduction and Aim

Advertisements are defined as activities designed to transmit a message –verbal or visual- of products or services to markets (Kocabaş-Elden, 2002:15). Advertisements are not only economical images that enable communication while marketing products or services but are also considered as cultural texts because advertisements are in constant contact with cultural patterns of the society in which they are broadcasted. Thus, advertisements offer significant conclusions about the transfer of the cultural values and norms. Therefore; woman image in advertisements help understand the roles of and stereotypes of men and women and place of women in the society from a gender-based perspective. Gender is defined as an organized practice as a result of the reproduction-based separation of humans as masculine and feminine or is described in relation with this separation (Connell, 1998: 190). Gender is based not on biological differences between men and women but on evaluations as a cultural fact. When advertisements are examined in relation with this definition, good woman is depicted as home-loving, good-natured, sensitive, obedient, non-competitive, humble and nice while bad woman as independent, selfish, rebellious, competitive and ill-tempered. These messages transmitted in advertisements are generally in line with gender perspectives. The relevant studies report that woman images in the advertisements during 1970s and 1980s have not changed much and there are many advertisements that show woman body as a sexual object. On the other hand; different categories of advertisements have emerged as a result of acceleration in women movements since 1980s. These categories contain woman images presented as housewives, decorative objects, woman dependent on men, woman with career, sexual objects and erotic objects. The use of woman body as sexual object was intensely continued from 1990s to 2000s (Zimmerman and Dahlberg, 2008:72). Considering that information; it may be argued that cultural changes in the social life have directly affected woman image in advertisements. Based on this argument; our study examined the advertisements broadcasted in Turkish televisions and awarded between 2000 and 2013 through content analysis and aimed at drawing conclusions about how woman image in the advertisements changed in line with cultural changes.

Method
Design of the Study

Content analysis method was used in order to investigate woman image in the advertisements broadcasted in Turkish televisions and awarded between 2000 and 2013.

Population and Sample of the Study

The population of the study was composed of 1070 advertisements broadcasted in Turkish channels and awarded between 2000 and 2013. Of this population; the sample was composed of 100 advertisements which were selected with simple random sampling method from random numbers table and included woman images.

Data Collection

In order to collect the data; content analysis form designed by the researcher after literature-screening (Milner & Collins 2000; Arima 2003; Yılmaz 2007) was used. The form had seven categories: category of the products/services advertised, role of the woman in the advertisement, types of costumes, her relation to other characters, setting, part of the woman body shown in the advertisement and gender of the voice-over.

Assessment of the data

The data gathered in the study were assessed using frequency and percentages with statistical software in computer.

Findings

When the distribution of the advertisements in which woman image was used in terms of products/services category; woman images were mostly shown in advertisements of food products (30.0%), house appliances (27.0%) and cleaning products (21.0%); respectively (Table 1). In the advertisements, woman images were mainly associated with family-relations (70.0%) and emotional relations (24.0%). The mostly played roles by women in the advertisements were housewife-role (80.0%) and mother and wife role (75.0%). Besides; women were shown in the advertisements on television as beautiful, attractive (70.0%) and presentable (60.0%) women. Women were portrayed as decorative-objects in two of each five advertisements (Table 2.). Women were mostly shown in casual costumes in advertisements. In one fourth of advertisements, woman images were portrayed in sexy costumes or swim suits like bikinis. In three of five advertisements, women were shown with their entire bodies (60.0%). Also, in one of five advertisements, upper parts of women were shown (20.0%) while in one of ten advertisements, they were shown with a focus on décolleté (%10.0) (Table 3.). When distribution of the women in the TV commercials were analyzed in terms of setting and voice-over; setting was mostly indoor like houses (60.0%) and almost all of the voice-overs were male (92.0%) (Table 4).

Table 1. Distribution of Woman Images used in TV commercials in terms of Product/service category

Product/Service Category	N	%
Food	30	30.0
House appliances	27	27.0
Detergent products	21	21.0
Banking	4	4.0
Cosmetics	4	4.0
Fashion	5	5.0
Automobile	5	5.0
Media and Communication	2	2.0
It	1	1.0
Tourism	2	2.0
TOTAL	**100**	**100.0**

Table 2. Distribution of Woman Images used in TV commercials in terms of her relation to other characters

	N: 100	
Her Relation to Other Characters	**N**	**%**
Family	70	70.0
Emotionally significant others	24	24.0
Friends	3	3.0
Coworkers	2	2.0
Others	1	1.0
Role İn The Advertisement	N: 100*	
Mother, Wife (spouse)	75	75.0
Girl friend	14	14.0
Sexy	20	20.0
Beautiful, attractive,	70	70.0
Presentable	60	60.0
Fashion and shopping addict	10	10.0
Housewife	80	80.0
Employed	20	20.0
Model, artist	10	10.0
Decorative object	40	40.0

* Percentages were calculated according to n because more than one item were marked.

Table 3. Distribution of Woman Images used in TV commercials in terms of part of the woman body shown in the advertisement and the costume types

	N	%
Costume Types		
Casual	55	55.0
Long skirt, trousers	10	10.0
Sexy dress or swim suits	25	25.0
Uniform and official dress	5	5.0
Towel, bathing-gown	3	3.0
Nude	2	2.0
Total	**100**	**100.0**
Part of The Woman Body Shown In The Advertisement		
Face	5	5
Upper parts of the body	20	20
Lower parts, hip / leg focused	5	5
Chest and decollete	10	10
Entire body	60	60
Total	**100**	**100.0**

Table 4. Distribution of Woman Images used in TV commercials in terms of setting and gender of the voice-over.

	N	%
Setting		
Indoors	60	60.0
Outdoors	40	40.0
Gender of the Voice-Over		
Male	92	92.0
Female	8	8.0
Total	**100**	**100.0**

Discussion and Conclusion

Television has been the most used media instrument in sending social messages since its invent. In this sense; television commercials have always contained numerous gendered discourses. Advertisements serve as an instrument that constantly re-produce women identity from male dominant perspectives and is used as a social control. In advertisements; good housewives, happy mothers, well-rounded young women, presentable and beautiful ideal women are seen (Hızal, 2004: 36). In the relevant studies; it is emphasized that roles tailored for women from gender perspectives are continuously reinforced in advertisements. The most important advertisement is perhaps the one in which women images are shown in gendered ways in roles such as "women are mothers" and "Place of women is home" (Gilly, 1988; Oğuz, 2000; Milner & Higgs, 2004; Acevedo et al.2006).

When our findings were investigated in light of that information above; it was understood that the advertisements in which woman images were shown in the category of the products/services were related to food products, house appliances and cleaning products.

Besides, woman images were mostly depicted indoors like houses. In these advertisements, woman was depicted as an image that took an active part in the consumption and use of these products/services but the voice-overs were male; which was very interesting. Woman is fragile, weak and incapable by nature in the gendered discourses. When she is in difficult situation, she needs a savior and that savior is generally a man. The typical example of this discourse is given in the advertisement of a detergent product in which super muscle, a well-built masculine man, represents a man-image and saves the woman who tries to clean the dirty dishes. In the study of Gilly (1988), it was seen that in the advertisements broadcasted in Australia, Mexico and USA women were shown as consumers of the product more but men were depicted as producers and women were generally depicted in houses more as compared with men in terms of setting of the advertisement. Also, it was noted that voice-overs in the advertisements broadcasted in these countries were mainly male. These findings were in agreement with our findings.

The message "To be more beautiful is also your right." is internalized through different mass media that use beautiful and presentable woman images in the advertisements day by day and this message becomes a part of daily needs but women's real rights/freedoms are melted in this pot while superficiality becomes a virtue (Papatya, 2010: 10). Today; woman images that are independent, self-confident and hard-working and seek for adventure, success and excitement are also seen in advertisements, too. But; these new woman images are not isolated from male-dominant perspectives that feature them as an object of desire or they are presented as images that are without identity and masculinized (Hızal, 2004: 36). In our study; it was seen that women were shown as beautiful, attractive and presentable women in most of the advertisements. In a quarter of the advertisements; they were used as decorative objects. When these findings were evaluated; it was seen that the commercials in which women were beautiful, attractive and presentable were cosmetics, banking and automobile commercials. It was noted in our study that in one fourth of advertisements, woman images were portrayed in sexy costumes or swim suits like bikinis. Particularly; automobile advertisements use women as a sex object with their entire bodies. What matters here is not the products/service advertised but the object to which advertisements draw attention. Women are displayed with their sexuality. Some advertisements explicitly use body of women with impunity while others give sexually explicit messages. As in the advertisement of Imarbank at the beginning of 1990s that drew attention with the discourse "Macit, automobilize (to buy/ to supply someone a car) me!"; woman who features in today's advertisements is the one who identifies her individual identity with her body. Beautiful, slim and athletic women are presented as a social ideal while image of young women of all ages created through consumer goods bought to have this body becomes the key to individual success (Timisi, 1997: 40). Similar to the results of our study, in the study of Lin and Yeh (2009) women seen in advertisements were mostly celebrities and it was understood that they sent their personal experiences as a message using their beautiful bodies and nice talks. Also; it was observed that women used in the advertisements were depicted as consumers who gave information about the product. It was seen that sexual expression was least depicted while preserved classic beauty was most depicted.

According to what the study of Zimmerman and Dahlberg (2008:72) reported; the role of women in the advertisements made since 1970s has not been much changed. Women who are shown with revealing dresses have sold every kind of products on television, in magazines and now computer sites since 1980s. Women were extremely depicted in roles as housewives, decorative objects, those dependent upon men, those career-oriented and sexual objects in the advertisements of the early 1980s. Meanwhile; women were more depicted as a sexual object from mid 1960s to mid 1990s. It may be suggested that woman images in the advertisements awarded during 2000s contain numerous gendered discourses and these discourses include pictures that depict women in domestic life, ascribe them motherhood role and isolate them from business life. Although other themes were less treated in the advertisements in which woman images acted than sexuality as compared with other variables; there are too many themes of "beauty, attractiveness and presentableness". Therefore; it may be put forward as a conclusion of our study that woman images used in the advertisements of 80s and 90s did not change a lot during 2000s.

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THE EFFECTS OF FONT TYPE CHOOSING ON VISUAL PERCEPTION AND VISUAL COMMUNICATION

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Abstract
From the primitive cavemen to the modern societies of technology, the signs were given meanings and these signs became the most important elements of visual communication as a symbol of communication. These visual communication symbols that were seen in each period and society in history where human beings were present carried different meanings in different cultures.

Visual communication is now an inseparable piece of our social and individual lives. As a matter of fact, in all areas of activity in our daily lives, visual communication is being applied.

Choosing the suitable one among the font piles that reach to ten thousands as of today requires preliminary information and experience. Although in our day there are different font catalogues prepared, it is pretty difficult to determine and choose which font is more suitable with which message.

The most important characteristic of writing is that it carries the communication message directly to the reader. The reader should be able to read and understand the message carried to him/her as fast and as easily as possible.

This paper examines the effects of font choices in visual perception and visual communication, and furthermore mentions the letter and font specifications that should be act accordingly in written documents for the message that is the essence of the communication to be understood better.

Keywords*: font, typography, visual perception, visual communication

Introduction

"Typography exists to honor content" (Robert Bringhurst)

We can say that the history of mankind began with writing. With writing, it is possible to convey today to tomorrows and the next generations. Everything the human kind brought up until today has been possible through letters and numbers.

Letters and numbers came side by side in order to create meaningful words and sentences. And these were used in every science to preserve knowledge and to convey them for later times.

Technology was an important factor in the development of writing. The invention of photocomposition was an important development in typography. Today with computer technology, countless typefaces are being created.

Being read is accepted as the primary function of typography which is the most common and irreplaceable graphical communication elements. A graphic designer has to know the typographical language very well. Because the most correct, clearest and most rational way of presenter of any information is a good typography. Beauty and aesthetics are of course undeniable truths but the most important thing is to have an understandable dialog.

A typographic message can be verbal, visual and audial. Typographic elements are watched when being read and verbally interpreted, perceived visually, heard and being interpreted audibly. So typography is a very dynamic communication tool with its versatile structure.

Writing, Letter, Character, Font, Typography
Writing
The oldest known communication tool of mankind was the drawings on the cave walls. All pre-writing stages of communication, pictorial approach and the method of constructing messages via similarization are very effective.

Cuneiform script on clay tablets is the oldest form of standardized writing format.

With the spreading of writing, the importance of being literate increased, and with literacy being easier, the need to write down knowledge and spreading it arose. Reproducing writing went through stages in history such as relief printing, intaglio printing, planographic printing, photocomposition, and the latest desktop publishing.

The acceptance and usage of digital writing was made much easier with the spreading of PostScript that was the digital typesetting standard in the late 1980's. This situation is changing today with the spreading of PDF-Portable Document Format (Ambrose & Harris, 2006:35).

Letter
A letter is a symbol used in writing. All of the letters compose the alphabet. Writing may include other symbols such as numbers, punctuations but the letters are the most fundamental elements of writing.

Character
Character is the name given to letters, numbers, punctuations and some signs that symbolize certain special signals.
Characters are the members of the character sets in informatics. These character sets are used in the computers in practice. The known examples are ASCII or Unicode codes.

Font
All composition of a typographic character composing letters, numbers, punctuations and other symbols is called a font. Capital letters, small letters, numbers, punctuations, mathematical symbols are the elements of a font (Shaikh, Chaparro, & Fox 2006:45).

"Writing character" and "font" terms are often used as synonymous, but in reality they have different meanings. The tendency to use these terms in each other's place is very widespread.

A writing character is the name given to the whole of characters, letters, numbers, symbols, punctuations and other signs that have a similar design. Font is more physical compared to that. (Ambrose & Harris, 2006:34)

Typography
On originating from the Greek words of "typos" (form) and "graphia" (writing), typography means to write in accordance with form.
Typography comprising typefaces, type size, line length, spacing and other similar factors is both a visual, functional and artful arrangement of the other elements relevant with the letter and literary-visual communication and a design language, so understanding that was created with these members. Making the message convincing, typography is an essential element of written communication. Crisp (2012:12) frames typography as a system of interrelated concerns.

Today typography is considered to be an art by some and is defined as visual and functional arrangements to make writing legible by others. Martin Solomon (1995) considers typography to be an art and expresses his opinion like this: "Typography is the art of

mechanically producing letters, numbers, symbols, and shapes through an understanding of the basic elements, principles, and attributes of design." Beatrice Warde (1956), too considers typography as an effective tool in both art and communicating.

Visuality, Visual Perception, Visual Communication
Communication is the dealing between all sorts of information among people. When this deals are done via visual elements, visual communication is born. Although visual communication is very limited compared to talking, enables us to communicate with people that we do not share a common language with, and in this aspect it has a more universal dimension.

Before we learn to talk, we learn to look and recognize. We resume most of our vital activities by looking. We remember the information gathered through our seeing sense much clearer compared to the information we gather through our other senses. Therefore we can easily say that seeing comes before talking.

Visual communication aspect that was created and developed under the influence of intense cultural units and regional traditions today plays an active role in regulating the human-environment and human-tool relations, as it did in the past. In this issue, the most significant difference between the past and today is the development of visual communication to universal levels via the development of technological culture (Uçar, 1991:4).

Traffic signs and pictograms that are used in various fields of our lives to inform and direct us, that makes the message easy and quick to understand, are the examples of symbols that can be understood universally.

In general, perception is to recognize actions, objects and beings by the sensorial organs and add meaning to them. In visual communication, seeing comes before perception. Interpretation of the seeing sense in the human brain is the beginning point of visual communication.

"Perception is the process of arranging, interpreting or adding meaning to the sensorial information (the actions and effects taking place all around) gained during the momentary life of human beings by the human brain." (Artut, 2004:150).
But when this issue is examined within the framework of visual communication, it would be a better approach to deal with the elements that affect the perception process from a psychological and social context rather than a physiological one (Özmutlu, 2009:23).

The Language Of Font From A Message And Communication Approach
In printing management, with the development of computer Technologies, almost an infinite number of fonts were created. Each font has a language of its own. Some fonts are usually suitable with all kinds of writing and telling, some are only eligible to give certain messages. Still, some fonts are designed for writing whereas some are only of a decorative nature. (Heller and Ilic, 2012:62).

When the wrong font is used, it is likely to cause some misunderstandings and wrong messages being sent. Ignorantly and insensibly chosen fonts both make the writing harder to read and may give the wrong message. A font chosen only for the beauty of its aesthetic sight may be a deterrent as it is difficult to read.

For example the HOBO font is a simple, humble font. A sign written in this font may be suitable for a sandwich store, but it cannot define a luxurious restaurant.

The crucial thing is to have a font that is suitable by the script and print it will be used for. But it is fairly difficult to make this choice.
Writing should completely express the emotions through the chosen font. For example, writing can be like these (Tiryakioğlu, 2012:39):

Choosing Fonts
Fonts are not symbols that represent voices, they are communication tools with cognitive qualities that aid telling stories. Therefore the designers focus not only on what is being said but also on how it is delivered.

A graphics designer can increase the strength of a delivered message via visual interventions. There is a relevant small example below:
The examples given with the word "poverty" show how font choices differentiate the message:

Writing: A simple word has a known meaning.

Emphasis: Using a bolder font adds more strength to the meaning

Intentional typo: Turning a letter vertical may reference the lack of education due to poverty.

Typographic explanation: Single and mono spaced font usage is referring to lack of resources.

Changing: Here changing the letter "**o**" with a coin tells that poverty is about money (or the lack of it).

poverty

Childishness: This childish font choice shows that poverty hits the children the hardest (Ambrose & Harris, 2006:90).

Typographic Color
Besides visual elements such as pictures and graphics, writing can add color to a page as well. Since each character has different line thicknesses, x-lengths, quotation formats and line spacing, each page can be colored differently.

X $\mathcal{X}$ X X
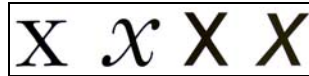
Above, the different x-lengths of letters written in the same type size in Garamond and Helvetica fonts can be seen.
Typogram is to use letters when expressing an idea. Sometimes characters can turn into a simple picture or new meanings can be added to them. For example, like the word "a**ddd**ing" (Ambrose & Harris, 2006:189).

Style-Content Harmony
The presentation style of a script directly affects how the constructed message is perceived in the brain. The characters that make up the writing are powerful communication tools because the cognitive figures contain enables to have meaning in very different dimensions than visual elements.

Cognitive perception comprises all we perceive, learn and think about.
The graphical designer should consider both cognitive and visual values when presenting the data in a written environment.
The empty and non-used area surrounding the graphical and script elements in a design is called the white zone. Defended as a modern design value by the Swiss typographer Jan Tschichold, the white zone provides the space that helps different design elements to breathe and is defined to be "the lungs of good design". In style-content harmony, the white zone balance should be kept well (Wong, 2011).

Legibility and Readability
Another of the writing specifications that should be considered in style-content harmony is the legibility and readability. Although these two terms are usually used synonymously, but readability refers to a letter having the character related qualities to be separated from the others and legibility refers to the understandability of a design.
It is fairly difficult to attack and keep the reader's interest. Because both television and written-printed documents that are presented to be read literally have a bombardment effect for the human brain. For today's reader, the time is very limited. Therefore the news broadcasted in television has a shorter duration and the number of lines in newspaper news has decreased. Above all, writing that have no visual attraction and are written in the same monotone have no chance to be read. (Bradley, 2010:38)
Long scripts should be saved from a boring look. That can be arranged using various methods. For example, keeping the paragraphs short, using subtitles, keeping the space balanced, using bracketing and making style changes in suitable parts.
The researches summarize the relationship between writing and readability like this:
* The reader prefers roman writing instead of gothic writing.
* Writing with roman footing is better than the one without footing and has better readability. Because in the footed writing, the letters have connections.
* Wide writings need wide spacing.
* If the letters used in the script are half black, they will not tire the eyes.
* Large colons make writings with only capital letters difficult to read.
* Frequently used paragraphs may provide easiness in reading.

Dan Friedman (2005) defines legibility as the specification of clear and simple expression, and readability as specialties that raise interest and pleasure when reading.
Generally we can consider legibility as fulfilling the communication function and readability as attracting the reader and guiding them to receive the message. Legibility is relevant with how distinguishable the fonts are, how easy they are read and the visual effects of the environment the letters were presented in (Cullen, 2012:16).
Legibility should not be confused with readability. Readability is relevant to the grammar of the script. The length of the words and sentences, spelling all affect readability. The most important indicators of readability are the duration of the read and ensuring that it is remembered easily. Having a legible script is closely related with the design of the letters. The designs of some writing characters make legibility difficult or easy. For this reason, to ensure legibility, the eye should be able to roam along the lines easily and quickly and without hindrance so the reader can focus only on the provided message. Only having a legible script does not make it into an effective message (Garfield, 2011: 41).
The researches show that in long scripts, traditional serif scripts can be read easier and are more understandable. By the serifs, the connections between letters relax the eyes. As the serifs makes jumping from one character to another easy, reading the script becomes easier as well.
Thickness or thinness of the writing affects legibility as well. Very thin writing tends to get lost on the background and is harder to read. Very thick writing tires out the eyes and makes reading more difficult.
Visually speaking, writing with dark colors on a light background is easier to read. Furthermore, using different characters on titles, subtitles and script types adds dynamism to the reading of the script.
Generally, writing all letters capitalized makes it more difficult to read. But for titles that comprise one word only (horror, shame etc.), capitalizing the letters can add an emphasis effect (Bradley, 2010:47).

Font Family
The font family composes all sizes and styles of a typeface. A font family basically comprises roman, italic (or oblique), bold, bold italic type scripts.
All variations of a designed font with respect to weight or width compose a family. Every font family has a name. These names are sometimes the name of its designer (Bodoni, Garamond etc.); and sometimes it is named after the place it was created (New York, San Francisco etc.).
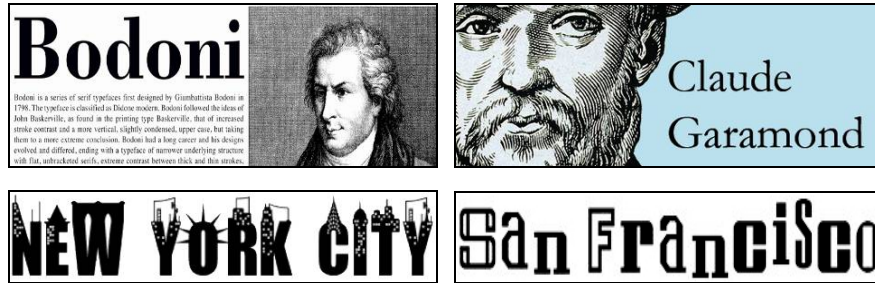
Some fonts are solely created for a single publication and its readers. **Vogue** is a font that is created for the fashion magazine. **Times Roman** is created for **The Times of London** magazine and the name of the magazine was shortened to name the font (Bergsland, 2012).

It is not right to start working before understanding the difference between typefaces. Making a classification is necessary to get to know typefaces and use them in proper places. But unfortunately up until today there had been no uniform classification or unanimity that was created in collaboration or towards the same direction. There is no standard terminology to be used in naming the typographic variety in a font family neither.

Font Types
In order to make ease in specifying the specialties of writing, specialists categorized fonts into defined groups. Still it is difficult to say that there is a complete uniformity. Font types can be reviewed in four main groups: *Serif - Sans-serif - Hand Writing - Decorative*.

Serif
The top and bottom corners of the letters have serif marks like extremities that give these scripts the name of serif or footed. These lines keep the figure of each letter the same and make the transition from one letter to another easier. Writings in this group have subgroups such as roman, classic roman, new roman, square serif, round serif etc. The most significant difference between roman writing is the thickness and thinness of the lines and the shape of the serifs.
        Square serif and round serif scripts, as their names imply, that their serifs are either blunt or round. Square serif scripts have letters that have square shaped serifs in tops and bottoms. Letters start and end with blunt serifs. Some examples for this can be Times and Clarendon fonts:

These types of fonts are chosen in designs with long scripts, generally for the scripts. The best readability in typefaces is in serif scripts.

Sans-Serif
These typefaces do not have serifs; the letter ends have a straight look. The thickness of each letter is the same; that is there are no thin or thick lines. They can be used in every script. This type of writing is divided to subgroups of Gothic and single line sans-serif writing.
The specification of Gothic writing has a thickness difference in lines; especially the curved parts of the letter are thinner.
Single line sans-serif fonts have no thick-thin lines. These types of scripts are preferred for titles and able to be easily read from afar.

Helvetica and **Arial** are examples of these fonts.

Hand Writing
The fonts that fall into this category have four sub groups as well: Script, Cursive, Text and Calligraphic writing. All these groups have the appearance of hand writings. Since all letters are capitalized, they are difficult to read. Usually it should be preferred to have the first letter is capitalized and the rest as regular letters. They are used in special writings such as invitation cards that require a small amount of writing.
Script

It looks as if it is leaning to the right. There are extensions between the letters. So the letters can be connected with each other. This is especially preferred in wedding and meeting invitations. It has a very elegant appearance. It is used to make scripts look fancier. Some examples:

Cursive
It has the appearance of hand writing, but there are no connections between letters. This font looks straight up.
A good example of this type of fonts is Park Avenue:
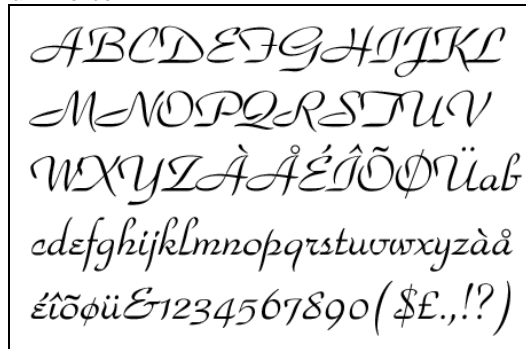
Text
This type of writing can usually be called bold letters as well. This is the first font type found by Gutenberg. It represents traditionalism and are generally used in certificates and diplomas. Font samples: American Text and Blackletter.
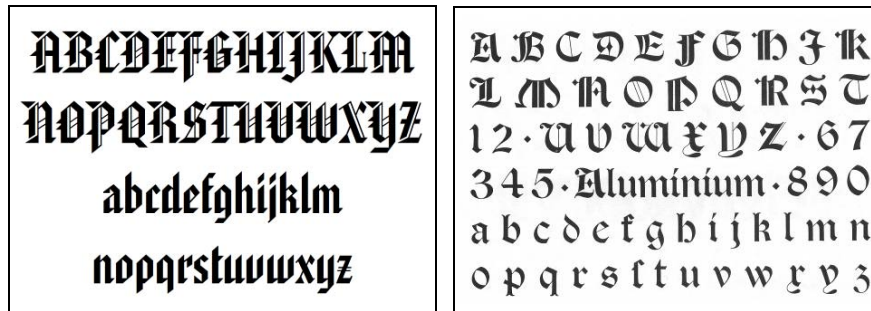
Calligraphic
All letters are designed very elegantly. We can call this the vertical state of Script. The contrast is emphasizing in its lines. They are used in the first letters of posters, invitations. It is a very popular font. It is widely used in advertising and resembles elegance and self-confidence.
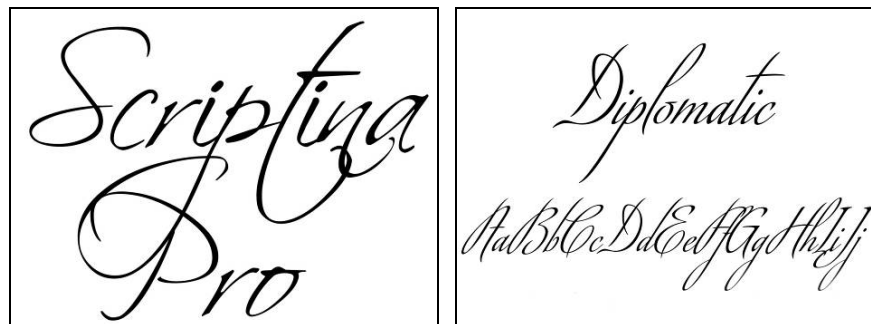
Decorative writing
The scripts that fall into this category are designed to be used in graphical or decorative purposes. It is only limited by the imagination of the humankind. Letters can even be in the shape of flowers or human forms. This cannot be used in scripts. It is rather preferred in artistic works (Fredes, 2009:25-27 and Tiryakioǧlu, 2012:41-46).
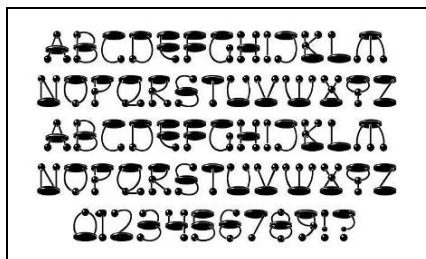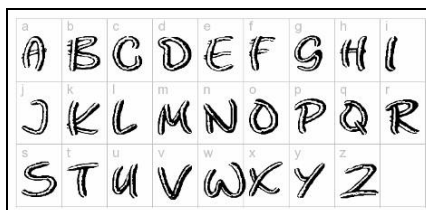
Specifications of Writing

The letter is the foundation of writing, alphabet and typography. Arrangement and structure of each letter is different and the choice in design is very important. The fundamental elements of a letter are the type of lines. The first and most important duty of the designer is to choose the appropriate letter and typeface. When this choice is made correctly, the first design problem is resolved.

Some fonts have equal spacing between letters and some do not have equal spacing depending on the letter's specifications. The designer has to choose the most suitable one among thousands of fonts to ensure that the publication is read in a manner suitable with its specifications and to ensure visual continuity. This correct choice is relevant with the lining of the letters, their roundness and their line thicknesses.

All typographic characters are lined upon an imaginary line. On this line, the distance that determines the height of small letters is called the letter height. Since the letter **X** is clearly measurable, it is also called "x height" as well.

The heights of all the letters in the alphabet are not the same. The reach for certain letters exceed the top line whereas some exceed the bottom line. The offset over the top is called letter top height; the offset below is called the letter bottom height. Serifs are the small curved extensions at the top and bottom ends of letters (Carter, Day & Meggs, 2011:66-67 and Tiryakioğlu, 2012:37).

Spacing

The spacing between typographic elements makes the script easier or harder to read. Excessive spacing makes the message repulsive, too little spacing jam the words and lines and disrupt the appearance of the writing and makes reading problematic as well. These spacing can be listed as:

Space between letters

Just as how sound and silence are the indispensable elements of music, letter shapes and spacing are the indispensable elements of writing. Each letter occupies a different area. And depending on the chosen font, the space occupied by letters change as well. It is difficult to read scripts with very jammed or loose letters.

There are spacing ratios for each letter that will not disturb the eye. The letters of **M** and **I** do not occupy the same space. When there is equal spacing between letters, since the space occupied by **M** and **I** will be different, unbalanced spacing will disturb the eye and will make the writing difficult to read.

Line Space

As the line space spreads the visual density of the script decreases. If the lines are too long, the type sizes too large and the line spacing is too little or the line too long, the type sizes too small and the line spacing is too wide, legibility will be low. In case the line spacing is too little, the reader might start reading the same line again. If this space is too wide, the eye will tire when moving from one line to another and will cause a loss of time.

Space between words

Having too little or too large gaps between words will affect legibility. In both cases, reading becomes more difficult and attention will be lost. Having a balanced spacing also depends on alignment. In a script with justify alignment in narrow columns the words will look too much apart.

Line length or shortage

If the line of the script is too long, legibility will decrease. Because in a long line, it will be difficult for the eye to find the beginning of the next line. If the lines are too short, then the sentences will be difficult to understand.

Color

The reader is used to have black writing on white background. When strongly contrary colors are used, the legibility will not be compromised, but white letters on a dark background will look smaller than black letters on a white ground.

Style

The writing style is very effective in indicating differences and emphasis in the script. Just like how the tone and emphasis of a speaker change with respect to the news he/she reads, it is the same with writing. With writing styles, words can be vocalized. For example, strike out style can be used to tell negative things, bold can be used in emphasis and importance. There are regular (normal), bold, italic, bold italic, underlined, shaded, outlined styles and each style deliver a different message.

regular - **bold** - *italic* - underline - shady - outline

Overuse of bold style will decrease spacing per letter and may tire the reader's eyes. It is best to use the bold style in headlines, titles and subtitles.

Italic writing style is redesigned to resemble handwriting more and it is sloped. It is low in legibility due to its thinness and angle. Sloped writing style is the slightly sloped version of a normal writing. It had better legibility than italic.

Bold italic writing style is difficult to read with sloped and thick lines, but it is prepared by many people. This style should be used in subtitles.

Type Size

In the beginning of 1700s, French publisher Pierre Simon Furnier discovered a measurement unit called "point" for letter measurement and later this system was further developed by Françoise Ambroise Didot.

So type size is the smallest letter measurement unit used by publishers and designers. Letter height is obtained by measuring the top point of a capitalized letter to the bottom of the curve of a regular small letter.

1 point = 0.376 millimeters

12 point = 1 Quadrat = 4.513 millimeters

Quadrats are more commonly used in measuring the line lengths and script depth. In publishing, all measurements are done by points and quadrats. The measurement of the letter, its width on the page, the space between letters and the width of the line spacing are described via type sizes and everything in the publishing industry is evaluated on points and quadrats.

In a widely accepted rule, newspapers, magazines and books use between 9 and 12 points for legible writing. Smaller or larger type sizes create difficulties in reading them. For titles, 14 point and over are preferred. Researches show that the best type size for continuous reading is 11 point.

Along with this, in some cases, using large type sizes may be necessary. If the target audience comprises children or senior citizens, large type sizes should be used (Cousins, 2012, and Tiryakioğlu, 2012:46).

Color and specifications

When light hits an object, the object reflects back its own color that is in the light. White is the color that reflects the most light. Black is the color that absorbs the most light. This is precisely the reason why people prefer white clothes in very hot areas.

Technological development in the field of publishing and the competition between press and television increased the usage of colors worldwide. A lot of researches show that colored photographs are much more realistic compared to black and white ones. Color usage is more effective compared to black and white but the dosage of colors should be adjusted very carefully. Researches in this field show the following findings regarding the relationship between color and reader:

* Colored pages are more attractive compared to black and white pages.

* Color, as feared by many journalists, does not harm the perception of the page. On the contrary, it increases reader interest.

Although the dominant photograph attracts the initial interest, color affects the movement of the eyes significantly. After looking at the photo, the reader is usually attracted by the color on the bottom of the page. If there are no colors, the eye shifts to the title after the picture. Color that is used to enhance the content in the page sometimes creates unwanted outcomes. Therefore, it should be known why and how the colors should be used. Color may show the reader the important sections on a page, and may as well create contradictions when misused.

Color gives meaning to content. It is not difficult to use color, but it is important to use the right color. Proper and balanced usage of color is an indispensable part of a good page design.

Designers should try to compare the specifications of colors with the content of the scripts. The desired effects can easily be obtained by colors that are suitable with the content or the parts to attract the attention (Kidd, 2011).

Conclusion

The fundamental function of writing is to transfer thoughts and knowledge. During this communication, typography is the fundamental element that makes the writing legible and elegant. Even in the books that were written by hand a hundred years ago, the fundamental concern is legibility. No matter how aesthetically perfect the writing is, if it cannot be read, it cannot fulfill its fundamental function of "transferring knowledge to its readers".

Font specifications of writing comprise many elements such as typefaces, sizes and so forth. Fonts, when used properly, make the script attract more attention to the parts it wants to direct the reader's attention and thus makes sure the subject is better understood.

Today, it can be said that there are over 10 thousand fonts. Although the diversity provided by so many fonts can be considered a development, introduction of many fonts that have very little differences is a negative side. The purpose in choosing and using the most suitable among these many typefaces is to create an effective communication. Because every typeface carries a different meaning and message in it.

How we present emotions, thoughts and knowledge is as much important as what we say. In this regard, font choice is a visual expression method. Typography has a unique language and concepts. Font management is not only a tool in communication but also a guide for a good design. Another important function of typography is that it makes reading easier, showing the importance of font choosing once again. In short, we can say that typography is the fundamental component of design, and even an element on its own.

Creating new characters, ensuring legibility suitable with the purpose or just designing aesthetic fonts are the duties of a typographer.

Choosing and using a typeface not only assists legibility, but also support communication. Therefore, the chosen font should be suitable with the message. If the message is shouting, the font should help that. A tough and protesting message should have a tough and protesting font. Elegant and stylish fonts will not be suitable for such a purpose. Likewise, a script with emotional messages should have fragile and aesthetic fonts. Shortly, typography exists to honor and to value the content.

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THE EVALUATION OF COMMUNICATION SKILLS AND EMOTIONAL INTELLIGENCE IN THE CONTEXT OF WORK VALUES

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Abstract
Communication skills and emotional intelligence have been proved to have positive relationships with almost all organizational variables, like job satisfaction, motivation etc. Values are one of most important determinants of beliefs, attitudes and behaviors. Although there have been many separate researches of communication skills and emotional intelligence, including the relationship between them, they have not been investigated under the values perspective. The congruence between the work values of organization and individuals leads to the realization of many positive organizational expectations. This study questioned the roles of communication skills and emotional intelligence on values, linking values, skills and intelligence. In other words, the interactions between work values and emotional intelligence and communication skills were investigated. The study employed a quantitative approach of scientific inquiry which combined descriptive, relational, and comparative models. The sample consisted of a moderate sample size in Turkey. Organizational Culture Profile (OCP; O'Reilly, Chatman and Caldwell, 1991) was used to asses work values. Communication skills were measured by Evaluation of Communication Skills Questionnaire (Korkut, 1996) and emotional intelligence was assessed through adopted Emotional Competence Inventory (ECI, Boyatzis, Goleman & Rhee, 2000). A demographic data sheet also administrated. Data were analyzed by correlation coefficients, analysis of variances and multiple regression techniques. How work values interact with emotional intelligence and communication skills and its implications have been discussed.
Keywords: Work values, communication skills, emotional intelligence, organizational communication, work behavior

Introduction
Values were one of most important determinants of beliefs, attitudes and behaviors. Effective organizational communication, individual and organizational values could be associated with communication skills. Almost all organizational variables had relationships with communication skills (Chiang, 1998; Clampitt & Downs, 1993; Greenbaum, Clampitt, & Willihnganz, 1988; Hopper, 2009) and emotional intelligence (Boyatzis & Van Oosten, 2002; Vakola, Tsaousis, & Nikalaou, 2004). Granting there have been many separate researches of communication skills and emotional intelligence, including the relationship between them, they have not been investigated under the values perspective. The congruence between the work values of organization and individuals leads to the realization of many positive organizational expectations. This study questioned the roles of communication skills and emotional intelligence on values linking values, skills and intelligence. In other words, the interactions between work values and emotional intelligence and communication skills were investigated.

Individual and Organizational Values
Values were the basis of decisions, behaviors, feelings and thoughts of the individual's life. The attitude and behavior interactions within the social environment were explained by the concept of values. While the formation of value was related to the environment as well as individual itself values were categorized as not inherited and could be acquired by learning and habit. The values were the product of the accumulation of feelings, thoughts, attitudes, behaviors and lifetime experiences of a society. Individual-environment interactions were token place through the communication. Culture was often defined as a set of values in society which was indispensible from communication. The scope of this study will focus on organizational values. Organizational culture was defined as "*system of shared values and norms that define appropriate attitudes and behaviors for organizational members (how to feel and behave)*"(0'Reilly & Chatman, 1996). The differences between norms and values were explained by the comparisons of expected behaviors by rules and the logic of the rationales for these normative requirements (Cialdini, Kallgren, & Reno, 1991, cited in 0'Reilly & Chatman, 1996).

The harmony of the individual and the organizational values was explained by the concept of person-organization fit (P-O fit). P-O fit was conceptualized as the congruence between the norms and values of organizations and the values of persons (O'Reilly & Chatman, 1996). The more fit between personal and organizational values; the higher job performance, job satisfaction, the longer tenure, and the higher commitment to the organization (Chatman, 1991; O'Reilly, Chatman, and Caldwell, 1991). P-O fit could be evaluated in two different manners. (1) between the knowledge, skills and ability of the individual and the task demands or critical requirements for the job; and (2) between the overall characteristics of the individual (e.g. needs, interests, and values) and the climate or culture of the organization (Bowen, Ledford & Nathan, 1991).

Communication
O'Reilly & Chatman (1996) saw culture as a social control mechanism which was one of the functions of organizational communication either. Communication experiences played crucial roles in supporting adaptation between individual and the organization, reducing uncertainty and anxiety, acquisition of information about the tasks, values and the norms and developing social identity by internalization of values. Akıncı (1998, p.47) claimed that organizational culture was equal to communication. Culture supported and facilitated with organizational communication by sharing experience, information or values. In addition to that, organizational culture was created, realized, maintained and transferred by organizational communication. Communication skills were thought one of the individual determinants of effective organizational communication during P-O fit process.

Emotional Intelligence
Emotional intelligence was discussed as one of the most important sources of success in the lives of individuals. Although some individuals whose levels of knowledge, skills and intelligence were higher, they cannot manage their personal lives successfully due to their low level of emotional intelligence. "*Emotional Intelligence referred to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships*" (Goleman, 1998). Goleman, Boyatzis, and McKee (2002) clustered emotional intelligence as personal competence (self awareness and self-management) and social competence (social awareness and relationship management). It was proved that emotional intelligence was related to communication skills (Çetinkaya & Alparslan, 2011). It should be also questioned whether emotional intelligence and communication skills were interacted with values. Individuals with higher emotional intelligence were those who were more successful to manage their values and to adjust the organization should be answered. The importance of this study based in the efforts to resolve the operation mechanism of harmony between individual and organization. Explaining the roles of emotional intelligence and communication skills on P-O fit, the adaptation process could be overviewed from skill and intelligence perspectives. Since communication and emotional intelligence were predictors of job related issues, they were thought to

be significantly interacted with work-personal values and P-O fit mechanism. Individuals who experienced more P-O fit could have more likely higher emotional intelligence and communication skills means.

Research Questions

The aim of this study was to investigate the role of emotional intelligence and communication skills on person-organization fit. Specifically this exploratory study intended to: (1) Determine various P-O fit scores, (2) Determine whether emotional intelligence, communication skills and P-O fit scores might change depending on the differences in personal data, (3) Investigate the relationship between emotional intelligence, communication skills and P-O fit scores, (4) Determine the values and P-O fit differences according to communication skills and emotional intelligence categories (5) Determine to what extent communication skills and emotional intelligence explains variance on P-O fit, (6) Determine whether communication skills and emotional intelligence differs according to the categorized P-O fit scores.

Method

A quantitative approach of scientific inquiry which combined descriptive, relational, and comparative models has been used in order to explore the interactions between personal data, communication skills, emotional intelligence and values.

Participants: Data were collected from two different sectors, namely university and services sector. Participants were academics and service employees. The sample of this study consisted of 113 participants. 14 cases were deleted because of missing data. 4 cases were deleted because of being univariate outliers. The data of 98 (37 female and 58 male) participants were analyzed by using SPSS 15.0 pocket program.

Demographic Data Form: This form includes gender, age, job, professional experience in that job and organization, job status, sector, education.

Values: Work values were evaluated by "The Organizational Culture Profile-OCP", an indirect inventory measuring value. OCP was developed by O'Reilly, Chatman and Caldwell (1991). This instrument both measured the organizational values and the personal values either in order to evaluate the P-O fit. OCP had 54 values with 5 point Lykert type style. Reliability coefficients were reported 0.88 (O'Reilly, Chatman and Caldwell, 1991) in USA sample. Cronbach alpha was. 98 for this research. OCA has been translated by Karakurum (2005) in Turkish. As suggested by Kristof (1996), multiple measurement techniques were used (cited in Karakurum,2005). While comparing the values important for the organization and for the individuals, sum of differences (ΣD), sum of absolute value of differences ($\Sigma|D|$), sum of squared differences (ΣD^2) and correlation between organizational values and personal values (Q) were computed to achieve P-O fit results

Communication Skills: Evaluation of Communication Skills Questionnaire (Korkut, 1996, 1997) was implemented to measure communication skills. This 5 point Lykert type questionnaire consisted of 25 items, measuring one higher construct. Test-retest reliability was.76, Cronbach alpha coeffiecient was. 80 (p<.001). Cronbach alpha was found .94 for this study.

Emotional Intelligence Emotional Competence Inventory (ECI)-Version 2" developed by Boyatzis, Goleman and Rhee (2000). ECI was 5 point Lykert Type with 72 items, measuring 4 main factors personal competence (self awareness and self-management) and social competence (social awareness and relationship management) and 18 subfactors. Each subfactor were measured by 4 questions. Tuna (2008) translated the ECI into Turkish and internal reliability found .85 in his pre-study The ECI designed to evaluate another individuals emotional intelligence. Some adaptations to ECI were conducted to enable self-measurement of emotional competencies. Cronbach alpha for this study was .97.

Results

1. The levels of emotional intelligence, communication skills and P-O fit

The means and standart deviations of the main variables; emotional intelligence, communication skills and person-organization fit scores were illustrated at Table 1. These scores were recoded into 0-100 range.

Table 1. Descriptive Statistics

	N.	Min.	Max.	Mean	SD
Communication skills	95	23,99	100,00	81,07	11,07
Emotional intelligence	95	58,98	93,61	75,20	6,96
Organizational values	95	30,00	96,30	51,46	9,34
Individual values	95	27,41	96,67	56,50	8,14
ΣD	95	-22,96	29,26	5,04	9,60
$\Sigma|D|$	95	,00	29,26	7,52	7,80
ΣD^2	95	,00	856,10	116,63	190,95

2. Emotional intelligence, communication skills and P-O fit mean differences depending on personal data.

Participants' communication skills, emotional intelligence and work values were evaluated concerning personal data. A set of variance analyses were conducted. No differences were found in *communication skills* and in *emotional intelligence*, when personal data differentiated. *Work values* significantly different when some personel data changed. Marriage status interacted with work values [$F_{(1, 93)}$ =3.71, p < .05]. Married participants (M= 52.66, SD=9.23) evaluated work values significantly higher than single ones (M= 48.71, SD= 9.14). When public (M= 47.30, SD= 8.49) and private sector (M= 55.52, SD= 8.35) compared, work values of private sector employees were significantly higher [$F_{(1, 93)}$ =22.65, p < .001]. *Individual values* only significantly change, according to sector [$F_{(1, 93)}$ =7.79, p < .01]. Private sector employees (M= 58.72, SD= 6.41) had higher scores on individual values, compared to public sector employees (M= 54.22, SD= 8.14). *Sum of difference between organizational and individual values (ΣD)* were significantly interacted with sector too [$F_{(1, 93)}$ = 3.66, p < .05]. Public employees had less P-O fit (M= 6.91, SD= 12.18) than private employees (M= 3.20, SD= 5.67). *When sum of absolute difference between organizational and individual values ($\Sigma|D|$)* were evaluated, the mean differences between public employees (M= 11.17, SD= 8.35) and private employees (M= 3.94, SD= 5.17) becamed more significant [$F_{(1, 93)}$ = 112.85, p < .001]. Similarly, *Sum of squared difference between organizational and personal values (ΣD^2)* differentiated according to public (M= 193.24, SD= 234.16) and private sector (M= 41.72, SD= 87.57).

3. Relationships between emotional intelligence, communication skills and P-0 fit

The interactions between variables were evaluated by Pearson correlation coefficients. A high and significant relationship was determined between communication skills and emotional intelligence (r=.655, p<.01). Personal values and emotional intelligence were positively and

significantly correlated (r = .173, p< .05). As emotional intelligence increases, higher levels of personal values were observed. The relationship between personal and organizational value was a sign of P-O fit (r=.402, p<.01).

4. The values and P-O fit differences according to communication skill and emotional intelligence categories

Communication skills and emotional intelligence were categorized as high and low in that variable. *Work values* were not significantly different according to the communication skills and emotional intelligence categories. As communication skills change, *personal values* were significantly differed [F (1, 93) =7.53, p < .01]. Personal values of high communication skilled group (M= 58.69, SD= 7.09) were significantly higher than low communication skilled group (M= 54.26, SD= 8.59) . When P-O fit scores were considered, no differences were found between high and low emotional intelligence groups and high and low communication skills groups. However lower ΣD, Σ|D|, ΣD² means of high emotional intelligence and high communication skills groups implied a trend of l*ess* differences between organizational and personal values, meaning more P-O fit.

5. Emotional intelligence and communication skill's means according to categorized P-0 fit (*Σ|D|*) categories

In order to determine whether communication skills and emotional intelligence differs according to the categorized P-O fit scores (*Σ|D|*, variance analyses were conducted. No significant differences were found between the high and low P-O fit groups concerning emotional intelligence and communication skills.

6. Predictors of values and P-O fit

Personal data, communication skills and emotional intelligence were regressed onto personal/organizational values and P-O fit scores. Regression results were shown in Table 2. Emotional intelligence was a significant predictor of organizational values and Σ|D| . When emotional intelligence scores increased, individuals were more likely to have higher organizational values score and more P-O fit scores explaining 3.6 %and 3.5% variance respectively with less Σ|D| scores. Communication skills could only explain %3.5 in Σ|D|. The positive relationship explains as communication skills increased, less P-O fit observed. This could be caused due to the higher personal values of more skilled individuals in terms of communication.

Table 2. Regression results

DV	Predictor(Unique R²)		Beta	t	Sig.
1. Organizational values	x1	Sector (R²= .218)	-,51	-5,7	,000
	x2	Marital status (R²= .076)	,28	3,09	,003
	x3	Emot. Intelligence (R²= .036)	,19	2,12	,037
	R= .575, **R² = .330**, F (3,85) = 13,98, p <.001				
2. Personal values	x1	Sector (R²= .085)	-,29	-2,84	,006
	R= ,292, **R² = .085**, F (1,87) = 8.09, p ≤.01				
3. ΣD	Not significant				
4. Σ|D|	x1	Sector (R²= .238)	,50	5,63	,000
	x2	Emot. Intelligence (R²= .038)	-,37	-3,11	,003
	x3	Comm. skills (R²= .035)	,26	2,23	,028
	x4	Marital status (R²= .035)	-,19	-2,07	,042
	R= ,587, R² = .344, F (4,84) = 11,04 p <.001				
5. ΣD²	x1	Sector (R² = .168)	,41	4,18	,000
	R= ,409, **R² = ,168**, F (1,87) = 17.51 p <.001				

Discussion and Limitations

The purpose of this study was to explore personal data, communication skills and emotional intelligence, under the values perspective. Values were measured as work values and personal values. The congruence between work and personal values were defined as P-O fit. Work values interacted with marriage status and sector, whereas individual values interacted only with sector. The organizational values were higher for employees, working in private sector and being married. Personal values of private sector employees were also significantly higher. The value differences between public and private sector could be explained by Schneider's (1987) Attraction-Selection-Attrition (ASA theory). Individuals preferred the organizations which attract them. Individuals could select and change their organizations according to their interests and values in private sector. Private sectors were generally less burocratic and open to change. Therefore more P-O fit could be observed. Public employees could not easily select or change their organizations compared to private sector employees. Why work values of the married ones were higher could be explained by perceived responsibilities and maturation.

The relationship between communication skills and emotional intelligence (r=.655, p<.01). was very high as cited in literature (Çetinkaya & Alparslan, 2011; Gürşimşek, Vural & Selçioğlu-Demirsöz, 2008). Emotional intelligence and personal values were significantly and positively correlated (r = .173, p< .05). When emotional intelligence and communication skills were grouped according to high and low criteria, higher skilled group in communication had significantly higher personal values. In general, the organizational and personal values were higher for the individuals who were more skilled in communication and more emotionally intelligent.

The causal relationships were investigated by regression analyses. Emotional intelligence was a significant predictor of organizational values and Σ|D|. Communication skills were only the predictor of Σ|D|. As emotional intelligence increased, higher organizational values and higher P-O fit observed as expected. Higher communication skills caused less P-O fit, although expected more P-0 fit. Communication skills were more prominent in personal values compared to organizational values. The reason for less P-O fit of more communication skilled ones could be explained by the significant affect of communication skills on personal values. As personal values increased more by communication skilled ones, the incongruence with organizational values could be increased. To sum up, emotional intelligence has a positive effect on P-O fit, whereas communication skills sometimes could trigger some P-O fit problems, by increased

personal values. The results should be tested in a wider sample, including different organizations and cultures in order to be generalized. Due to the many items of the questionnaires, the sample of the study was not high, which was the most important limitation of this study. Moreover, it should be focused on specific organizations. So that, more significant results could be achieved, considering communication skills, emotional intelligence and P-0 fit interactions.

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THE EXISTANCE OF THEORY ELECTRONICS PROPINQUITY AND ICT COMPETENCY AMONG NURSES STAFF: A MALAYSIAN CASE STUDY

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Abstract
This research has been exploring the existence of the theory electronic propinquity by using the facilities of modern technology such as the computer and internet in the communication process. This research also looking examines the Information Technology competency among the hospital staff such as nurses. Electronic Propinquity theory is one of the theories under the Media and Communications theory developed by Korzenny in 1978. Although this theory has been used extensively, studies concerning the advantages of using information technology in management communication in hospital management are not as common. The results of this study also attempt to update Korzenny's theory to the present generation. This study uses a Qualitative methods approach on 22 respondents. This study was conducted at the four government hospitals in Malaysia: Selayang's Hospital, Sultanah Bahiyah Hospital, Queen Elizabeth Hospital and Putrajaya Hospital. These hospitals are chosen because they are the first four hospitals in Malaysia using full computerised technology in management. Furthermore, they were also recommended by the Ministry of Health in Malaysia. Basically, the questions in the survey form are based on the elements contained in the theory of electronic propinquity. The result of the study found that, the staff is aware of the existence of Electronic theory Propinquity when using communication technology and the level of IT competency is high among staff Nurses.

Introduction
In Malaysia, ICTs are now used as a channel for communication among the staff at government hospitals. As a developing country, Malaysia is trying to achieve maximum development; so, currently there is an increased need to develop technology in management. At this time, technology facilities are considered to be a basic need in the administration of a country. Some countries have been assisted by ICT, including South Korea, USA, Canada, United Kingdom, Netherlands, Norway, Demark, Australia and several other developed countries. Malaysia is trying to place themselves in an active list of the top countries using the application of technology in management. Thus, the existence of the Multimedia Super Corridor (MSC) in Malaysia is considered one of the hallmarks of the sincerity of the government in this regard. However, the quality of the e-services is also important. Despites the existence of the best systems and facilities, it is useless without the high quality of maintenance and services from the providers. To ensure the highest quality of e-services given, it should be maintained and reviewed regularly from time to time.

Thus far, the Malaysian government already applies information technology in public development including in education, accounting, medical, safety, and in almost all sectors under government administration. At this level, implementation only has been achieved; however there is not much research concerning explained about the advantages when the tech administration systems used in serious. This study focuses on the use, and feedback of information systems in hospitals by the hospital nurses. In reality, hospitals are faced with hundreds of patients every day and this number is increasing over time. This scenario, of course, requires nurses to operate an effective information management system in order to assist in expediting patients' treatment or to help expediting nurses in managing the patients' records.

In Malaysia, with a population of 27 million, the government has limited channels to disseminate important information to its citizens. This increase in population also results in a gap in the relations among the communities themselves. This can be seen in organizations; the number of employees has increased. Increase in the number of government workers leading to increase in the number of buildings provided for sufficient workstation. This scenario creates communication gap between workers and staff within the same organization because of the separate workplace and workstation. Thus, telecommunication system is considered to be able to bridge this gap among the staff and workers of an organisation and in this instance, a hospital. An organization will normally be divided into certain departments and units. Some buildings also act as a boundary between departments, thereby increasing the relationship gap. Thus, inter-departmental relationships become increasingly distant and disconnected. The problem in communication between the staff is that information flow becomes slow and less efficient. In other words, as a company increases the number of workforce, so it will increase the number of its buildings, thereby creating a division between departments. This, in turn, increases the communications difficulties between staff, and information transfer becomes slow and less efficient. This occurred in Malaysia when the number of nurses increased in line with the increase in the number of patients over time. Therefore, improvements in the channels of communication and management also have to be made in line with the government's goal to create electronic government.

The Ministry of Health has already taken some steps to achieve the goals of the country using electronic systems in management. One of its efforts is the Malaysian 6th plan where the government suggested that all hospitals in Malaysia fully utilise aspects of information technology management. The results of this are recorded in the 2000 Malaysian Health Ministry Annual Report. Some hospitals have also introduced an electronic based management system, i.e. in 1998, Selayang's Hospital, followed by Putra Jaya Hospital in Selangor, Sultanah Bahiyah Hospital in Kedah and Queen Elizabeth Hospital in Sabah. By 2007, all hospitals in Malaysia were equipped with electronic facilities. As a combination of Malaysia's population increase and the increase in the total expenditure in the government sector, all hospitals in Malaysia have complete communication technology facilities to support the integration of electronic propinquity in hospital.

For the long term, the introduction of information technology systems is necessary, due to the terrain in Malaysia. The structure of land area in Malaysia, comprising of hills and mountains, requires the use of new media to disseminate information to residents who live in rural areas or far from the city centre. Transport or communication costs will be higher if the hospital maintains traditional ways to communicate with those who live remotely. With the creation of new media, dissemination of information related to the development of community health is cheaper and faster. Hence the construction of an infrastructure of information technology in Malaysia can be considered as a positive move toward disseminating information to the population in Malaysia. Based on the scenarios that occur in Malaysia, this study is important because the findings may provide answers to the government with regard to its revenue concerning the introduction of new media as a medium of communication. If there is no effort to use technology to improve the facility level, the level of productivity among the staff in the organisation in terms of receiving information is diminished. Long-term efforts to improve the quality of

management are very difficult to achieve. The findings of this study will also explain the advantages of using information technology as a tool to strengthen the relationship between human beings.

Objectives and Research Questions Limitation of the research
To research the study, the following objectives are developed:
To examines the applicability of the theory of Electronic Propinquity (EP) in the hospital management system in Malaysia.
To examine the level of IT literacy among nurses.

Research Questions
RQ: What is the level of IT competency of nurses in hospital?
Significance Research
In Malaysia, a study on nurses shows the effects of information technology are very limited. The main significant result of this study will determine whether information technology systems weaken the communication gap that exists among the nurses. This study will also be associated with the theory of electronic propinquity to observe how proximity can be seen in terms of distance, physical space and time. The study will, additionally, examine the factors that influence the proximity of the aspects of existence among employees who use information technology facilities in administration. The study results will give a clear picture to the hospitals' staff, other government departments and the government itself in general. Whatever the results obtained through this study, they can be used as input to the government as to whether to maintain existing policies or make changes to improve implementing its use among other sectors in the future. This is because this development certainly requires a substantial cost to implement, manage and maintain it. Furthermore, this study is also considered significant because the research methods used focus on a combination of methods: quantitative and qualitative. This is to ensure that all the research questions and hypotheses can be answered. Therefore, through qualitative method will see the actual situation in the industry through data obtained from the respondents. Finally, this study will also provide a clear picture of the nurses regarding the importance and need for them to accept technological innovation in the management system. Subsequent to this study they will have the opportunity to provide feedback about their needs to receive training to enhance skills and competencies over time.

This research focuses on the study of hospital staff consisting of employees who serve in public hospitals in Malaysia. This study focuses only on the nursing staff. The selection was made as nurses make up the largest number of staff in the hospital compared with other positions. McCannon and O'Neal (2003) explain: Preparing nursing students for practice in the 21st Century must include information technology in the undergraduate nursing curricula." McCannon and O'Neal (2003) added, "in the history of nursing, informatics was a specialized area studied at the graduate level; however the current health care environment demands information technology skills at all levels of nursing practice.

In addition to dealing with patients, nurses also have administrative duties to manage patient records and information systems. Therefore, the nurse can be found in any part of the hospital, whether clinical or management of administrative divisions. Selection of nurses in this research is also supported by hospital administration as a group of employees who made up of the highest number of personnel in health administration. Normally nurse midwives and medical assistant representatives are always present in remote villages far from town centres. This is one of the reasons why many people avoid the choice of a nurse as a career. However, now, the responsibility and image of a nurse is expanded and the role played is higher. Starting as a trainee at the Centre for nursing, the syllabus given to nurses has expanded to include learning about information technology. Thus, the standard, as well as the knowledge, of a nurse is much higher, now, than before.

Essentially the duty of a nurse is to assist customers, whether healthy or sick, in the conduct of activities that lead to the development of health, cure diseases and reduce mortality. However, the use of this information has also enabled a change and quality in nursing to become more efficient. The introduction of an information technology channel has also enabled the working environment to become more comfortable and smooth. The changes in the use of information technology have also improved patient care by shortening the time for system documentation and making patient data retrieval more rapid. In addition, the use of management information systems also simplifies the process for decisions and launch of management systems in hospitals generally. All work currently undertaken manually will be changed and replaced with software that can help facilitate all matters involving health care facilities and medical records without using paper. Apart from the administrative staff, nurses are among the medical staff that will always deliver the orders, and place requests involving patient records. The daily routine of hospital staff includes the need to send messages for laboratory materials needed by a particular unit or requirements between units that entail documents or materials from certain units. Electronic data storage is also required when a nurse needs to store patient data; updating medical records and recommendations must be recorded to help patients learn how to care for themselves or things that need to be done to manage the diseases that they have.

In addition, task demands often put a nurse in a situation where she is managing several tasks simultaneously. For employees who work in the development of health, of course, the latest information related to the health of local residents can be found on the internet. For the information from the health ministry, the nurse should give some guidance to the community on how to get the latest information related to recent disease issues and how to obtain brochures through the internet. The role played by nurses is very important; communication between staff is also considered an important activity in the hospital. In addition to the traditional methods of face to face and telephone communication, processes are influenced by technology by using Chat or email that allows them to send reports, papers and patient records. Now, all the data is stored electronically. Interestingly, there are limited studies on hospital nurses - a group of employees in the hospital who play a big role in supporting the whole system. This is because nurses now have a very large role in the medical world. The nurse is considered as an assistant to the doctor and at the same time works with medical doctor's clinical procedure; even in cases of emergency, in the absence of a doctor, the situation can often be managed by a nurse. Along with that, the increase in the establishment of the number of hospitals, medical centres and medical colleges, both government and private sector, has opened up greater opportunities for nurses to improve their status. Therefore, the study of electronic proximity effects should focus on groups of nurses.

Finding
The Level of IT Competency
The level of nurses' IT competency is assessed by adopting instrument used by Amran Rasli (2003) developed to evaluate clerical workers in using ICT based facilities. This instrument is suitable to be used in this study as it has a few similarities in term of respondents in both of the studies are government workers and they have to use ICT based facilities in their daily work. Furthermore, both of the studies are based in Malaysia where similar influencing factors involved especially in the aspect of culture and working environment.

Aspects of IT competency assessed (Amran Rasli, 2005) are: Overall IT Competency (Overall); database (DB); Graphic (Gr); Word Processing (WP); Spreadsheet (SS); Communication and Internet (C&I); General Computer Operation (GCO) and General Technology Application (GTA). The researcher had used Terrell transformation technique 2000 to convert ordinal data into indices, based on the following formula (Amran Rasli, 2005):

Transformed Score = [(actual raw score-lowest possible raw score)/ possible raw score range] x 100.

For each item, the checklist is rescaled to the higher competence respondent with higher numerical value as follows:

Response choice	Final Value
Have not observed	1
Have observed	2
Perform with supervision	3
Perform without supervision	4
Can do and instruct others	5

In this research, for example, if a respondent responded to the checklist with 'Perform with supervision' to the entire questions in the general technology application (GTA) domain, she would have a raw score of 18, calculated by (3+3+3+3+3+3). Subsequently, if another respondent responded with 'Have observed' to all the questions in the general technology application (GTA), the raw score would be 12 (or 2+2+2+2+2+2).

With the checklist in Appendix 3, for example, respondent X's answers in the aspect of Communication and Internet (C&I) are as follows:

	Have Not Observed	Have Observed	Perform with Supervision	Perform Without Supervision	Can Do and Instruct Others
II. Communication and Internet					
Individuals should be able to use e-mail and the Internet to communicate and locate Information. This would include the ability to:					
A – use e-mail to:					
1. send and receive e-mail Messages			X		
2. enclose and recover documents attached to e-mail messages		X			
B – use the Internet to:					
1. access the Internet with a Browser		X			
2. navigate the Web by use of links and URL addresses		X			
3. use search engines to locate desired information		X			
4. download and print desired items from the Internet		X			
5. access and contribute to chat rooms and newsgroup		X			
6. create World Wide Web pages		X			
7. use a Web Publishing tool		X			
8. organise and moderate a synchronous computer conference using chat tool		X			

Therefore, the calculation of the raw score for Anita in C&I is 3+2+2+2+2+2+2+2+2+2= 21, subsequently, her C&I competency is (21-10)/ 40 * 100 = 27.50 (rounded into two decimal points). For each aspect, the same formula is used and the IT competency is calculated. Detailed results of each respondent are shown in table 5.1.

Based on Table 5.1, it was confirmed that most of the respondents have high levels of competency in Word Processing (98.00), Communication and internet (87.32), and Spreadsheet (81.86). Among the lowest levels of competency are in the aspect of database (72.86), General Technology Application (77.24), and Graphic (78.11). The mean competency for all respondents is 82.00 and this is considered quite high. In the other words, the second proposition is rejected. Respondent with the highest level of competency is respondent L who is working in administrative department and has an experience for 18 years under her belt.

Table 5.1: Nurse Workers' IT Competency

Name	GR	DB	SS	WP	GCO	C&I	GTA	Overall
A	83.33	79.00	100.00	97.00	98.00	90.00	71.00	88.33
B	71.00	86.00	97.00	98.00	90.00	85.00	79.20	86.60
C	83.70	73.00	83.33	98.20	90.00	76.00	79.20	83.34
D	75.00	91.10	88.00	98.00	58.00	95.00	87.50	84.60
E	67.00	53.35	75.00	100.00	70.00	75.00	58.00	71.20
F	75.00	71.42	77.00	98.00	75.00	90.00	63.00	78.50
G	71.00	71.42	90.00	98.00	74.00	85.00	62.00	78.80
H	63.00	66.00	73.00	100.00	79.00	90.00	42.00	73.30
I	83.00	75.00	87.00	96.00	85.00	100.00	79.20	86.50
J	83.33	77.00	83.33	69.00	75.00	100.00	87.00	82.09
K	50.00	95.00	72.00	86.00	74.00	85.00	79.20	56.60
L	100.00	82.14	85.00	92.40	84.00	100.00	100.00	91.93
M	83.33	63.00	73.33	92.40	90.00	100.00	79.20	83.04
N	67.00	71.00	85.00	90.22	90.00	100.00	87.50	84.40
O	83.33	75.00	72.00	91.50	81.25	77.50	87.50	81.20
P	75.50	82.00	82.00	92.40	80.00	85.00	75.00	82.00
Q	92.00	63.00	85.00	94.60	73.00	85.00	79.20	82.00

R	88.00	68.00	77.00	95.00	76.00	82.00	78.00	80.60
S	83.00	55.00	77.00	94.00	69.00	72.00	88.00	76.90
T	86.00	66.07	85.00	91.30	71.25	86.00	79.20	80.69
U	67.00	71.42	77.00	96.00	74.00	85.00	79.20	78.51
V	88.00	68.00	77.00	92.40	73.00	77.50	79.20	79.30
Mean	78.11	72.86	81.86	98.00	78.60	87.32	77.24	82.00

Overall IT Competency (Overall); database (DB); Graphic (Gr); Word Processing (WP); Spreadsheet (SS); Communication and Internet (C&I); General Computer Operation (GCO) and General Technology Application (GTA).

Finding and Discussion
The findings of this study showed that the level of IT competency of the nurses is high. The result of the study is also in agreement with the introduction of MOHCube system on February 1, 2007 by Malaysia Ministry of Health in order to assist in increasing the quality of health services in Malaysia. The use of this system leads to demands for high skill personnel and it is considered as a positive self-development especially from the aspect of communication. Although the system is only applied in hospital management aspect, it will indirectly leads to high quality health services to the public in long term. This fact is supported by Burgelman *et al.* (2004) who stated that the main focus of e-government is to give the best service to the society. Besides, Symonds (2000) explained that implementation of ICT concept by the government can strengthen the bond between the government and the public. Meanwhile, Hazlett and Hill (2003) emphasized the role of government to bring about the fundamental change in the way of IT use.

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THE IMPACT OF SOCIAL MEDIA TO EMPOWER PRIMARY SCHOOL TEACHERS – A CASE STUDY OF THE SANKORÉ [MAURITIUS] PROJECT

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Abstract

The use of social media like Facebook, Twitter and Myspace are becoming more and more popular among an increasing number of people. It has made the world a global community. The Sankoré project has been implemented in Mauritius since January 2011 and it consists of promoting Education in Africa with Digital Education Resources. One major challenge for the project team was to empower teachers to use digitized resources in classroom. Implementers of the project have been using social media, namely Facebook to network teachers since 2012. In this paper, the authors explore the impact of the use of social media, particularly Facebook to provide techno-pedagogical support to primary school teachers in Mauritian schools. The study unfolds the nature and quality of the interactions among the teachers on the Facebook page dedicated to the project. Moreover, it reveals the teacher perceptions of technology and technology usage in Mauritian classrooms. It also concludes that social networking can be used in a positive or negative way in education depending on the teacher's interest in using it as a medium to improve the teaching and learning process in the classroom. The dynamics of the teacher-teacher and teacher-project implementer have been explored under the lenses of online ethnography.

Introduction

The Sankoré Project stems out of the Franco-British Summit of 2008 where both countries made a pledge to promote education through the provision of digital educational resources to African countries [Oojorah, 2011]. The French authorities thereon created the DIENA[1] which spearheads the donation of interactive projectors to African countries together with the techno-pedagogical support for the creation of digital resources. Apart from Mauritius, other African countries involved in the project are Senegal, Mali, Burkina Faso and Madagascar.

Mauritius can be considered to be running ahead of other African counterparts regarding this project. Indeed, the Ministry of Education [MoE] has mandated the Mauritius Institute of Education [MIE] to digitize the primary school curriculum to enable its use on interactive interfaces in classrooms. For this purposes, a Learning Factory was created at the MIE. The mandate of the Learning Factory was to digitize the primary school curriculum, empower teachers to use technology in the classroom, provide techno-pedagogical support to teachers and learners and assist in the conduct of research in the field. As a matter of fact, Mauritius has its own digital resource creation set-up and currently does not need foreign assistance.

This paper focuses on one critical aspect of implementing technology in schools, especially considering the fact that teachers are mostly either digital migrants or near-migrants [trainees born in the 1980s]. In a paper presented at the NADEOSA annual conference in August 2011[2], Oojorah outlined a stakeholder mapping exercise done for the implementation of the project. In fact, the Ruth Murray-Webster & Peter Simon (2006)[3] stakeholder mapping model was used and teachers were identified as *saviours* under this project. As project implementers, the MIE and particularly the Learning Factory had to take good care of its *saviours*. According to Ruth Murray-Webster & Peter Simon (2006), one has to *pander to the needs of the saviours.* Indeed, a comprehensive teacher empowerment programme was devised. The programme consisted of three levels of intervention. The first level was face-to-face training sessions where teachers were inducted into the technology of interactive projectors as well as to pedagogical techniques to be applied while using the technology. The gains of technology in classroom were also discussed. The second level of intervention consists in classroom visits conducted by members of the Learning Factory. These classroom visits enable the Learning Factory to provide on-the-job training for teachers. It also provided for an understanding of teachers' teaching and learners' learning with technology.

This paper deals with the third level of intervention in teacher empowerment: the use of social media to provide techno-pedagogical support. For this purpose, a Facebook page was set-up on February 16 2012. The page has grown steadily in membership since then, with 439 members as at 17 February 2013[4].

The paper is at the confluence of two interesting concepts: social media and community of practice. It is a showcase of how social media can be harnessed for the creation of a community of practice. The Facebook page was used for numerous purposes with varied results. Its main objective however was to provide techno-pedagogical support to teachers.

The critical questions that will be addressed in this research paper are:

- What are the types of interactions that exist among the educators on the social network?
- Do the interactions help the educators in improving their practice?

Community of Practice: A Conceptual Framework

The framework underpinning this research is "community of practice". Two heads are better than one, and a "community of practice" is better yet. Defined by organizational theorist Etienne Wenger (2002) as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis, communities of practice hold great promise for practice improvement (Wenger, 2002).

Communities of practice can help you gain a better understanding of how your practice functions as a complex, interconnected, adaptive system in the delivery of care and develop knowledge, innovations and change strategies more quickly.

According to Etienne Wenger (2006), three elements are crucial in distinguishing a community of practice from other groups and communities:

The domain. A community of practice is something more than a club of friends or a network of connections between people. 'It has an identity defined by a shared domain of interest. Membership therefore implies a commitment to the domain, and therefore a shared competence that distinguishes members from other people' (Wenger 2006).

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[1] Délégation inter-ministérielle à l'éducation numérique en Afrique
[2] National Association of Distance Education and Open Learning in South Africa, Johannesburg, 29-30 August 2011
[3] See appendix 1 for stakeholder mapping table
[4] Mauritius has about 5000 primary school teachers, mostly digital migrants

The community. 'In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other' (Wenger 2006).

The practice. 'Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems—in short a shared practice. This takes time and sustained interaction' (Wenger 2006).

Lave and Wenger (1991) suggested that most of the learning for practitioners occurs in social relationships at the workplace rather than in a classroom setting, a concept known as 'situated learning (Lave & Wenger, 1991). He pointed out that most of the learning happened during informal conversations. The informal interactions eventually became the means for practitioners to improve practice and generate new ways to address recurrent problems (Lave & Wenger, 1991).

In the education sector, learning is not only a means to an end: it is the end product. The perspective of communities of practice is therefore also relevant at this level. In business, focusing on communities of practice adds a layer of complexity to the organization, but it does not fundamentally change what the business is about. In schools, changing the learning theory is a much deeper transformation. This will inevitably take longer. The perspective of communities of practice affects educational practices along three dimensions:

- *Internally*: How to organize educational experiences that ground school learning in practice through participation in communities around subject matters?

- *Externally*: How to connect the experience of students to actual practice through peripheral forms of participation in broader communities beyond the walls of the school?

- *Over the lifetime of students*: How to serve the lifelong learning needs of students by organizing communities of practice focused on topics of continuing interest to students beyond the initial schooling period?

From this perspective, the school is not the privileged locus of learning. It is not a self-contained, closed world in which students acquire knowledge to be applied outside, but a part of a broader learning system. The class is not the primary learning event. It is life itself that is the main learning event. Schools, classrooms, and training sessions still have a role to play in this vision, but they have to be in the service of the learning that happens in the world (Wenger 2006).

The challenges developed in this publication are research to what extent the use of social media serves as different purposes among the educators. The main tenets of the arguments are centered on the three elements put forward by Lave and Wenger (1991) namely: the domain, the community and the practice. The research will not only unveil the interactions among educators on the platform but also the quality and nature of same.

Vygotskian thought has also been put to contribution for understanding communities of practice (Hung & Der Thanq, 2001). Vygotsky's notions of Zone of Proximal Development [ZPD], scaffoldings and situated cognition are all relevant to the communities of practice.

ZPD can be defined as the distance between the actual level of knowledge to a higher level of knowledge that a learner can possibly attain with the guide or help of more expert knowers (Vygotsky, 1978). The interactions on a community of practice might also consist of help from more knowledgeable participants. This help can be describe as a scaffold on which the learner will built up better and higher levels of knowledge. Even through a peripheral participation, learners can gather knowledge on a community of practice (Lave & Wenger, 1996).

Situated cognition implies that knowledge should be acquitted in authentic situations and through interactions with peers or co-practitioners. Learning is naturally tied to context, authentic activity and culture (Brown, Collins and Dugid, 1989). Communities of practice can offer contextual and authentic learning opportunities. In a nutshell, situated cognition attempts to bridge the gap between know-how and know-what. Communities of practice are the ideal platform to fill this breach by providing contextual knowledge. In fact, following this perspective, learning and enculturation is linked. Learners try to make meaning of what they learn and also try to put in practice their learning. They would use a certain jargon, a particular way of interacting and doing this hence creating and being a member of a cultural movement.

This paper argues that it is the task of the users of the social networking to determine the purpose of their interactions. The platform may be termed as "social network" but it can also have other purposes.

As a note of caution, this research was also carried out against the backdrop of many questions being raised about Facebook's usefulness as a platform for teaching and learning. Indeed, Oliver (2010) highlighted concerns put forward by Turkle (1995) a professor at MIT on the nature of online platforms. It has been argued that social media such as Facebook could be more of a control agent rather than a communication one. The key idea here is that of panoptic surveillance as put forward by Foucault. Facebook, according to Oliver and Turkle, enables individuals to watch over others. It is true that identities are shaped or re-shaped by being a member of an online community [of practice]. The direction and nature of this shaping/re-shaping is being questioned by these authors.

Methodology

This research aimed at capturing the types of interactions that the educators share on the platform and also about the level of interactions among them. The hypothesis that was made for this research was that the educators were not "digital natives" as coined by Prensky (2001) but were "digital migrants". The participants are in fact at ease in manipulating the tools on social networking. The social network Facebook Page was chosen for this study.

The platform was set up by members of the Learning Factory in 2011 and invitations were sent to primary school educators in 2012. The number of educators that registered on the platform as to date is more than 400 which explain the willingness of the educators to socialize among themselves. The term 'socialize' is used as the aim of accepting an invitation on a social network is to socialize.

Context of the study- source of data

The primary school educators participating in this study were mainly standard IV educators as they were more conversant with the Sankore project. A sample of 10 educators who interacted on the platform was used. These educators worked in schools from different zones (regions). These profiles of educators were chosen in order to have a broader evaluation of how the interactions can help educators working in different contexts and with different types, levels and needs of learners.

Besides, a sample of sequenced interactions on the platform was analyzed. The designers from the Learning Factory started the discussion by either posting a resource, video or statement and the teachers were welcomed to share ideas on the platform with respect to their practice. The posts made by teachers and the responses [either by other teachers or the MIE] were also analysed.

To summarize, the instruments that have been used to gather data for this study are mainly the Facebook interactions through the authors' online ethnographic experiences on the platform. Polls have also been set up and semi-structures interviews. The correlation of the data from the different sources will try to answer the research questions of the study and hence give an indication of the impact of social media on the educators.

Data Gathering Methods

Questionnaires [online polls] were administrated at the beginning of the study to get information about the demographics and characteristics of the participants with regard to their ease of using the social networking tools. This information allowed us to get rich data on participants' profile for the research

Online ethnography is a method which is being used more and more by researchers to understand the nature of online interactions on social media platforms. Online ethnographic methods enable researchers to move towards a qualitative understanding of online community of practice. With these methods, one is able to grasp to some extent, the nature of human experiences with the context of online interactions. The qualitative aspects of the study focuses on user engagement and the qualities of the conversations they have been having on the Learning Factory page.

According to Kozinets (2002), online ethnography is not very different from traditional ethnography. It is only ethnography adapted to the study of online communities. The main data gathered by this process includes observations and unstructured interviews. What have been observed in the case of this study are technologically recorded events on the platform. Interactions of course, form part of these. The nature of data includes texts, para-texts [such as likes] and visual communications.

In the case of this study, the researchers were immersed in the platform. This provided them with a 'participant observer' experience on the social media space (Walstrom, 2004a ,175). There was hence direct contact between the researchers and the community of practice. It also provided the researcher with the opportunity to have unobtrusive experience to observe the online interactions. In fact, they were lurking into the community to gather data. They could also dialogue with some respondents by in-boxing messages which acted as semi-structured interviews. Interactions with participants on online communities are very rich sources of data for many researchers such as Bell (2001) and Shoham (2004).

As in any ethnographic study, the researchers are required to go through certain processes to maintain the rigour of the study. There are considerations ranging from gaining entry to the set-up to ethical ones. This will be discussed in the table below. The different elements identified in the table come from a study done by Dr. Cecilia Loureiro-Koechlin and Dr. José-Rodrigo Córdoba in 2012 to assess online ethnography as a form of interpretive research method.

Features	Example	The research context
Setting	An online forum, a social network, discussion list and weblog, an intranet	Facebook page https://www.facebook.com/#!/groups/learningfactory/
Degree of involvement	Participation in online activities as observers, participants or combinations of both, synchronous or asynchronous	In the context of the research, the one of the researchers was a participant observer, while the other was visiting the site as an outsider.
Access	Same as other participants whenever possible or adequate according to research questions	Both participants had administrators rights to the platform
Methods	Should be guided by research questions. A combination of methods is important to ensure validation of data through triangulation	Online observations are added to interviews and statistics gathered on the page.
Ethics	Researchers can ask for permission and disclose the nature of the research. A balance of covert and overt observation can be useful.	This is discussed below.

The research paradigm employed for this research is therefore a pragmatic paradigm (Johnson & Onwuegbuzie, 2004) that embraces the mixed method (quantitative and qualitative) approach to seeking answers to the research questions (Wan Ng, 2012). This approach will ensure the validity of the responses as pointed out by Dr. Cecilia Loureiro-Koechlin and Dr. José-Rodrigo Córdoba (2012).

Ethical considerations for the research were obtained prior to the administrations of the research instruments. Participants provided the researchers with an agreement to contribute to the research till the end and also that their responses will remain confidential and reserved solely for research purposes.

Research Findings
The poll set up on the Facebook page hardly received attention from the participants. A mere 5% of the total 478 participants responded to it. 45% of the respondents were males. What was interesting in the breakdown of the respondents is that 45% of all respondents to the poll had more than 15 years of teaching experience. Teachers with 1 to 5 years of working experience only accounted for 9% of the respondents.

Given the low response rate, the polls might at first instance seem to be not a valid measure of participation. However, the non-responses can also be analyzed. The non-responses can be interpreted as an emanation of the peripheral participation of members. Peripheral participation on the page or lurking does not necessarily mean that learning is not happening. Indeed lurkers could also be benefitting from the interaction of others.

The poll was followed up with online interviews of selected participants. This initiative fared much better than the previous. Indeed, 8 out the 15 selected participants responded to interview requests. This enabled the researchers to probe further into the phenomenon of being member of an online community of practice.

Interviewees were asked about how connected they felt with other educators through the platform. Most of the respondents answered 'yes' they felt connected as they shared the same issues and were all mostly new to using technology in classrooms. For them it was an easier way to troubleshooting and getting tips and advice. One respondent who did not feel connected explained that it was due to the fact that only few educators post views and shared resources. She only occasionally checks the platform for updates or advice. The other respondent who did not feel connected invoked lack of interactivity on her own post. She had expected 'lots of replies' to her query which only received two. For those who felt connected, networking among teachers for personal and professional reasons was highlighted. In one case it was indicated that the unavailability of a computer hamper access to the website, which would have been more frequent.

With regards to the benefits of being a member of the Learning Factory page, members mostly cited information about the project. It is relatively new to the Mauritian education landscape as it has been introduced in 2011. They have benefited from the activities of other members as well as peer support regarding troubleshooting and lesson plans. Another respondent seems to be aware of lurkers. She explains that she posts information or links to resources as she know people will log in and mere browse on the page to look for help rather than actually interacting with other members. Participants have also underlined how useful the platform has been in terms of links to resources, tutorials and advice. In many cases, the responses of other members have helped. The page is hence a kind of an interactive FAQ.

As part of the online ethnographic processes, the interactions over more than a month, from 21st January 2013 to 22nd March 2013 were put under the researchers' lenses. The researchers were in fact participant observers on the website. They have, besides observing the interactions, also participated by sharing their thoughts, advice and resources with the other members.

On average there was a post every 3 days on the website. It is very difficult to find benchmarks regarding healthy posting on an online community of practice. 46% of the posts were made by the researcher/project leader. His posts were either informational, that is informing members of the page on project statuses, or related to new developments in the field of education technologies. For example he often shared links on software and applications that can be used in classroom by teachers. However these posts do not seem to be very popular with the members as they barely register likes and comments.

Another large chunk of posts, 39%, were made by educators. Most of them asked for help. The nature of the query normally referred to the functionalities of the interactive whiteboard software. Educators wanted to know, amongst others, how to import/export a document, how to import an image, how to play a video. These were the most current issues regarding the interactive whiteboard software. Access to resources was also a major part of the educators concern as they shared links to repositories among other members. Hardware issues were also shared on the platform even though hardware troubleshooting is not the mandate of the MIE. This did not prevent the project staff to provide support to educators. Educators also provided feedback on the several empowerment sessions carried out. These feedbacks validates to some extent the approach adopted by the Learning Factory. Others wanted to extend the use of technology to different pedagogical initiatives such as remedial classes. Interestingly, there were also cases where teachers conducting research as part of their studies solicited the help of their peers. However it did not meet much accomplishment as there were only 2 replies to the requests made by two educators.

Only 14% of the posts were made by project staff [other than the project leader]. These posts were mainly informational. They related to project statuses and updates and sharing of resources and publications. However, all posts made by educators were promptly attended to by project staffs.

Discussion

The low participation rate of the new educators (1-5 years of experience) compared to better participation of educators of more years of experience (15 years) could explain the perspective of communities of practice differed for the two different segments of the population. The educators with more experience viewed the communities of practice 'internally' that is, they could organize their important and valued educational experiences and contribute largely to the discussion. Their experiences acted as a motivational factor for them to participate on the platform. Their educational practices would be enhanced 'internally'. The educators having more experiences were more confident in collaborating on the platform. The novice educators did not considered them as ready to be a member of the cultural movement.

Concerning the second dimension that communities of practice affect educational practices is 'externally', where the low participation rate of novice educators could be justified. The dimension 'external' is directly proportional to 'actual practice' which might act as a factor influencing the participation of these teachers on the poll. Since those educators are limited to the experiences from actual practice might explain the low participation rate. However, it should also be noted that although the participation rate for new educators was low, they could be actually lurking on the page without contributing. This further confirms that the lack of confidence from the teachers resulting into an unwillingness to interact and share ideas.

With regards to the low response rate on the polls, it seems to confirm the ideas put forward by Turkle (1995). Social media pages can be interpreted as a surveillance tool. Could it be an ideological apparatus to shape the minds of teachers? They did not indicate this in their interactions. They were however very reluctant to express information on themselves, even on trivial matters such as gender, on the page. This can be contrasted with the relatively high response rate of the questions sent in the message box of the participants. Indeed, message boxes can only be viewed by the participants. So it ensures privacy.

There could be various interpretations for poor responses to the project leaders' posts on the page. His posts, as indicated above were mostly on education technology solutions to enhance teaching and learning. This would imply that members of the page follow the link and learn about the solutions. Hence, Facebook is being used as a kind of learning platform. The lack of responses to theses educative posts poses a big question mark to Facebook's capacity to act as a learning platform. It is not because of some human computer interaction issues or that the pages; outline is not adapted to learning. It is more about the nature of Facebook as social media. It helps to connect people and provide information, surface information. Indeed, responses from the interviews showed that members relished being connected to other educators. Informational posts as well received many likes. In-depth matters however it is felt should be dealt with on a dedicated platform.

Even though the appropriateness of Facebook as a learning platform is being questioned, there is no denying that in some instances learning did take place. Questions were asked, for instance about importing documents and pictures to the interactive interface. Educators received replies from project staffs and their peers as well. It was learning naturally tied to the context as Brown, Collins and Dugid (1989) puts it. It also follows that the replies charts down the members' journey through their ZPD. Indeed they started out with a given level of knowledge. At the end of all replies and contributions to their query, they would have reached a higher level of knowledge. The forum type of layout of the page – posts and replies – is hence quite appropriate for a community of practice.

Therefore, the educators and project staffs have been able to build up *practice*, as defined by Wenger (2006). This *practice* can be defined as a repertoire of resources, answers, tips, informational and digital assets provided by members and project staffs on the page. The page can certainly be used for long term learning as an FAQ.

The page is still building up as a community. At the start of the research, there were 439 members on the page. This has increased to 488 in a month. Again there is no benchmark as such to say whether the page, an educational one is doing well or not in terms of popularity. But it must be highlighted that there is no extrinsic factor that motivates educators to join the page expect the idea of getting better at teaching with technologies.

Conclusion

Facebook remains a very popular means of communication today. The temptation of adapting it to other purposes such as education is very much real. It can be said that the Sankoré project staffs in Mauritius have been able to reach teachers through the page in an innovative manner. Indeed it is another efficient delivery option, in the sense that the page provided educators with materials and information.

However, it can be concluded that Facebook, though effective to some extent, will not yield maximum output as a community of practice. The lacks of responses, lurking on posts are some indicators. Indeed on a space where professional and personal identities are blurred, it might be difficult for educators to make real contributions. This does not mean that there are no useful contributions on the page but that they could be limited by other factors such as exposure to others as Facebook users have multiple memberships which can be conflicting. For example some users were members of Unions whose position regarding digitization of curriculum is vague.

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Appendix 1 [5]

Saviour	Powerful, high interest, positive attitude or alternatively influential, active, backer. They need to be paid attention to; you should do whatever necessary to keep them on your side – pander to their needs.
Friend	Low power, high interest, positive attitude or alternatively insignificant active, backer. They should be used as a confidant or sounding board.
Saboteur	Powerful, high interest, negative attitude or alternatively influential, active, blocker. They need to be engaged in order to disengage. You should be prepared to 'clean-up after them'.
Irritant	Low power, high interest, negative attitude or alternatively insignificant, active, blocker. They need to be engaged so that they stop 'eating away' and then be 'put back in their box'
Sleeping Giant	Powerful, low interest, positive attitude or alternatively influential, passive, backer. They need to be engaged in order to awaken them.
Acquaintance	Low power, low interest, positive attitude or alternatively insignificant, passive, backer. They need to be kept informed and communicated with on a 'transmit only' basis.
Time Bomb	Powerful, low interest, negative attitude or alternatively influential, passive, blocker. They need to be understood so they can be 'defused before the bomb goes off'.
Trip Wire	Low power, low interest, negative attitude or alternatively insignificant, passive, blocker. They need to be understood so you can 'watch your step' and avoid 'tripping up'.

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THE PRESENTATION OF DOOMSDAY PROPHECY IN ISLAMIC TURKISH PRESS: THE SAMPLE OF MAYAN CALENDAR, 21ST DECEMBER 2012

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Abstract
It is undoubted that one of the events that have left its mark on 2012 is the claim of Mayan Calendar's Doomsday Prophecy which was thought to happen on 21st December. According to Mayan Calendar, the Doomsday would occur as a result of Earth's collision with a planet called Marduk at 13.11 on 21st December 2012 and two places on earth would not be affected from this collision. One of the places which was proposed not to be affected by the Doomsday was Şirince, a village in İzmir, Turkey and the other one was Bugarash town in France. This prophecy which was believed to happen by a great majority of people all around the world marked 21st December 2012 as an important date. It was claimed that at this date many people would flock into Şirince and Bugarash and it was followed by the world press curiously.

21st December Doomsday Prophecy of Mayan Calendar which was followed by the whole world also became an important agenda topic in Turkey. The reason for this is that Şirince was one of the places which would not be affected by the Doomsday. Although it became an important current issue in Turkey, the number of people who believed in this prophecy was very few in Turkey, a country with % 99 Muslim population. 21st December Doomsday Prophecy of Mayan Calendar became a popular topic in Turkish press. The latest news about this event were announced to public both on TV channels with live broadcasts and on newspapers.

How 21st December Doomsday Prophecy of Mayan Calendar was approached and mentioned in Islamic newspapers of Turkey, where the majority of population is Muslim, became a subject to be analyzed. Therefore, this study aims to analyze how Doomsday Prophecy of Mayan Calendar was presented on Islamic press. To determine how Islamic press took this prophecy seriously and how it was presented are among the objectives of this study. In the study, news and columns which are the basic materials of the newspapers with an Islamic identity in Turkey were analyzed. Any kind of news and columns about this topic in the newspapers were analyzed without considering their page. The event's holding the front page has become another aspect analyzed in this study. The study was only limited to newspapers with an Islamic identity, other kinds of publications were not included. Newspapers which were analyzed are; Zaman, Sabah, Yeni Şafak, Yeni Asya, Milli Gazete, Yeni Akit, Türkiye, Bugün ve Star. The reason for analyzing newspapers with an Islamic identity stems from the fact that this event has made a religious phenomenon a current issue. It is undoubted that this situation has made the topic more appealing. The study was limited to newspapers which were published between 22nd November and 22nd December. The reason for this limitation was that the news about Doomsday Prophecy of Mayan Calendar were mostly on the agenda between these dates. In the study, critical discourse analysis was used in order to analyze how discourse about the prophecy was produced. Critical discourse analysis is an important analysis in terms of revealing the hidden message formed in the news. The fact that analyzing the columns and the topic requires some comment have made it necessary to use critical discourse analysis in this study.
Key Words: 21st December Doomsday Prophecy of Mayan Calendar, Islamic Turkish press, Şirince, Critical Discourse Analysis

Introduction
The era in which we live have the characteristics of an age in which the universe has turned into a global village and people have moved en masse and shared common feelings and thoughts. Therefore, "masses which are used by statistics like a crystal ball are affected by the trends and currents like subject and natural elements. Masses can be magnetizable, because what is called social can hold them together like a static electricity power. Though, these groups are usually perceived as a mass" (Baudrillard, 2006: 11). One of the fields in which these masses act together is the religion. "Mythologies and religions are the products of conscious human discourse activity in order to understand and explain the meaning of life and they are also frames of minds which function as tools used by people to position and shape themselves in the world by using religious field" (Çoban, 2003: 261). Their need for a religion stems from their longing for the existence of an entity which is more powerful than them. Thus, "masses made use of religion by using it in a gorgeous way like magicians" (Baudrillard, 2006: 15). Since what they think and believe is influenced by their opinions (Berger, 2005: 8), masses have always preferred a God image rather than an idea of God. The reason for this is that the idea of God never abandoned the church which was a formal religious institution. Neither sin nor individual salvation has achieved this. There was nothing else left from God except for the masses of martyrs and tales of saints, doomsday and death dance tale, witchcraft, and the demonstrations and ceremonies in churches, because these masses had the immanence of ritual. Rather than bothering them, doomsday led these masses to have superstition and the devil in their lives (Baudrillard, 2006: 14-15).

In terms of providing the common action of masses, mass media has an undeniable effect. "Today, mass communication is carried out by media organs such as television, radio, cinema, newspaper, books, and magazines" (Brown, 2000: 119). Media stands out as the only tool which can be used by institutions, organization, and groups that can mold public opinion (Anık, 1994: 99). Knowledge acquisition and opinion formation concerning most of the events taking place all around the world is largely based on the discourse of press and television news shared by millions of people (vanDijk, 1999: 371). Mass communication tools or media has surrounded the whole life spaces. McLuhan who approaches this situation from a critical point of view about draws a negative profile about media stating that "media has completely captured us. Mass media affect our personal, political, economic, aesthetic, psychological, moral, and ethical life spaces widely that there is nothing left untouched or unchanged about us. Now, media is our creator. No aspect of cultural and social change can be understood without addressing how and in what ways media has affected our present environment (McLuhan, 1996: 26). Hence, "media forms maps for us in order to understand what is going on around us. In other words, as 'political animals' defining who we are, whom we are against to/for, and how to place ourselves on the world is largely shaped within the framework proposed by the media" (Gencel Bek, 2003: 132).

Regarding the agenda setting role of media, one of the most controversial agenda topics in 2012 was the rumor that December 21 would be the doomsday according to the Mayan calendar. Maya was a Middle American civilization which reigned thousands of years ago. Maya's calendar called Haab starts in 3114 B.C. and is divided into periods of 394 years called "Baktun". According to Mayan calendar, 13th Baktun ends on December 21 in 2012. Mayan calendar claimed that a planet called Marduk would collide with the world on December 21, the Doomsday would occur, and only two places on earth-Bugarach village in France and Şirince village in Selçuk district of İzmir- would not be affected by this collision. However, representatives of divine religions did not believe in this rumor and emphasized the complete unreality of it at every opportunity. Opinion leaders of Islam also denied this rumor. "Resurrection is a part of Islamic faith and one of the basic principles of faith. Trials and riots in the Doomsday were depicted in Qur'an. According to Qur'an each person will be judged for his own commitment" (tr.wikipedia.org, 17.02.2013). According to many Islamic scholars who believe that each person's resurrection will start with his own death, each death is indeed a resurrection (Batuk, 2008: 6).

Along with the rumors that on December 21 the Doomsday would occur according to Mayan calendar, "the question when the Doomsday occur or the world will end stands out as an important question for the humanity" (Batuk, 2008: 34) and in this study it was aimed to analyze how the doomsapers with an Islamic ideology in Turkey which has a Muslim population approach December 21, 2012 Mayan calendar Doomsday Prophecy, how much place they allocate for this prophecy, and how they present this issue. Another objective of this study is that determine how much Islamic press takes this issue seriously and what kind of manner it adopts. In this study, news and columns of newspapers in Turkey with an Islamic identity were analyzed. The newspapers analyzed in the study were; Zaman, Sabah, Yeni Şafak, Yeni Asya, Milli Gazete, Yeni Akit, Türkiye, Bugün, and Star. The reason for analyzing newspapers with an Islamic identity is that the issue directly brings up a religious phenomenon. Since most of the news about Mayan calendar Doomsday Prophecy were made between November 22-December 22, 2012, the study was limited to the newspaper published between these dates. In this study, critical discourse analysis was applied.

The Presentation of Doomsday Prophecy in Islamic Turkish Press: The Sample of Mayan Calendar, 21st December 2012

The presses produce the news and columns within the framework of their own broadcasting lines. The reason for this situation is that each has its own ideology and produces a particular discourse depending on this ideology. In this study, Islamic press was addressed as the situation had a religious content. In this respect, how Islamic press approached this issue and how much space they allocated emerge as important factors in determining the result.

Methodology

Critical discourse analysis was applied in this study. Critical discourse analysis is a method which features themes such as power, domination, hegemony, class difference, race, ideology, discrimination, interest, gain, reforming, transformation, tradition, social structure or social order and analyze these subject as research area (vanDijk, 2003/b: 354). Critical discourse analysis has made it possible to identify how and in what ways ideologies are placed in a particular discourse (Sözen, 1996: 1544). vanDijk is considered as the father of critical discourse analysis. vanDijk who tried to explain the ideological determination of a discourse based on macro and micro units (Akca, 2009: 98) proposed that it would be more explanatory to analyze which is untold in the text rather than analyzing what was already said (vanDijk, 2007: 170). Critical discourse analysis establishes links not only between social and cultural structures and processes but also between the texts. "Discourse analysis is interpretative and explanatory; it requires critical reading, systematic methodology, and analyzing the context in a perfect way" (Sözen, 1999: 143). "Critical discourse analysis is concerned with analyzing the social and ideological dimensions of languages and other language-like representation systems" (Mutlu, 2008: 263).

Therefore, the core of critical discourse system is; the information of dominant systems shared by society and the detailed description, explanation, and criticism of attitude and ideology influence path (vanDijk, 1993: 258).

The prophecy that the Doomsday would happen on December 21 according to Mayan Calendar, has become a controversial issue all around the world. The fact that discussions have taken place both in global and national media has increased the importance of issue. Since the issue was related to Doomsday, religious (Islamic) media also included news about this issue. Generally speaking, Turkish Islamic media did not believe in this prophecy, yet handled this topic on their pages. According to this, this topic was addressed both in news texts and columns for 266 times; Milli gazete 25, Bugün 23, Sabah 46, Star 65, Türkiye 14, Yeni Akit 8, Yeni Asya 6, Yeni Şafak 34, and Zaman 45. According to gathered data, Star was the newspaper which addressed the issue most and it was Yeni Asya with the least news.

Presentation of Doomsday Prophecy, 21st December 2012 in Bugün

Bugün which made news in a not believing way that 21st December would be the Doomsday strengthened its approach by basing this approach on the explanations of authorized people both from Turkey and from USA and Vatican. The newspaper made news (December,8 2012) about the statements of Director of Religious Affairs, Mehmet Görmez saying that people should not believe in these void, fake, and superstitious Doomsday prophecies (December,8 2012) under the title of "doomsday explanation from the Mufti" and it was emphasized in the news that the claim could not be real. The newspaper also developed a hypothesis that such claims are false and superstition and a discourse that such rumors should not be believed. Bugün, like all Islamic press, included statements from other divine religions saying that "the Doomsday would not occur". Accordingly, a statement established in the text of a news entitled "Vatican has announced: World will not be destroyed" (December 13, 2012) and saying that "Vatican has announced that the world will not be destroyed after 9 days. Doomsday scenarios are not something even worth discussing...." "aims to refute the claim. The newspaper including these statements of Vatican which is considered as the greatest authority of Christians tried to emphasize that these rumors were not also given credit in Christianity and found support for its view. In order to reduce the impact of rumors, the newspaper also included news like "Doomsday Explanation from NASA" (December,01 2012), "Doomsday Explanation from the USA" (December,05 2012), and "4.5 billion years more for the Doomsday" (December,14 2012). The newspaper not only included these claims in the news texts but also carried this subject to its columns. Bugün writer Bilal Özcan in his article entitled "What will happen on December 21" (December,15 2012) made some statements like "*So many people all around the world have already believed that December 21 would be the Doomsday…This topic is being discussed every day, even on TV… Alas, so many valuable broadcasting hours are wasted for such a ridiculous topic. So many idiots…However, if they read Qur'an and resort to God, they will get rid of all these worries and fears. There is no record of Qur'an about December 21…."*

Assuming that the columnists write according to the ideologies of the newspapers and taking these lines of Özcan into consideration, it is possible to say that Bugün approached these claims in a critical way. Another writer in Bugün, Ali Demirel worded that *"In recent days, the whole world focused on today….It is supposed to be the Doomsday according to this Mayan calendar. There must be so many people who have believed in this nonsense or worried about it that even the Director of Religious Affairs felt a need to clarify this situation. Scientists who researched this issue have announced to whole world that the myth of December 21 Doomsday is just a superstition"* (December, 21 2012). Demirel considered this claim 'nonsense and superstition'. Like other columnists of the newspaper, Demirel also often emphasized that "the exact date of Doomsday' is only known by God. Bugün, in the text of news entitled "The real doomsday is on December 22" (December, 21 2012) included the warnings of Ertuğrul Günay, the Minister of Culture and Tourism to authorized people about hosting visitors coming to Şirince in the best possible way. In this way, the newspaper tried to show that the logic behind this event was to attract tourists.

It was observed that the Doomsday prophecy about December 21, 2012 did not come true. This situation was reflected in some newspapers in a suggestive and sarcastic expression. Bugün declared the result with the news entitled "Maya did not happen" (December

22, 2012) and tried to emphasize that the Mayan prophecy turned out to be false in a mocking way. For the rest of the news, the newspaper tried to state that this outcome was already known and expected from the very beginning saying that "*unsurprisingly*, nothing happened on December 21 which was claimed to be the Doomsday according to Mayan calendar" and developed a discourse stating that it did not believe in these claims from the very beginning. The newspaper also wanted to reflect that this event was credited neither in Turkey nor abroad by stating that French people did not believe in this prophecy with the title of "It was all Greek to them in Bugarash" (a similar idiom in Turkish use French instead of Greek). The newspaper using the headline "Great disappointment in Şirince" (December 22, 2012) worded that shopkeepers in Şirince were disappointed since this Doomsday prophecy failed and it responded to all these events with statements like "the balloon went up" and "the Doomsday fiasco". In another news, Bugün used the title "Great fun in Şirince" (December 22, 2012) and the statements like "Doomsday was the excuse in Şirince, it was the entertainment which was great. Those who gave up their belief in Doomsday rushed into the entertainment venues in no time". Bugün included explanations stating that this topic had been unreal from the very beginning. The newspaper which did not believe in these claims, adopted a sarcastic manner in its statements after seeing that the outcome was in accordance with their own belief. Bugün developed an interpretive discourse in every news.

Presentation of Doomsday Prophecy, 21st December 2012 in Milli Gazete

Milli Gazete included a significant amount of news about this 'December 21 Mayan Doomsday prophecy" for one month. Like Bugün, Milli Gazete also proved that the claims were groundless by reproducing the discourses of authorized people. The newspaper reproducing the explanation by American National Aeronautics and Space Administration (NASA) saying "believing that the world will end on December 21 is just a fantasy produced by human beings" (December 01, 2012) indicated that it agreed with NASA which considered this prophecy as a 'fantasy'. In addition to scientific explanations about this issue, the newspaper also tried to emphasize that this prophecy did not exist in religion by providing the explanations of religious leaders. According to this, statements of Prof. Dr. Ali Rafet Özkan, the dean of the faculty of theology in Kastamonu University saying "There is a Doomsday and an end that all religions wait for, yet it will not happen on a date claimed by Maya people. Thus, our people should not worry about it" (December 8, 2012) and explanations by Burhan İşleyen, Erzincan Provincial Mufti saying "Muslims should not believe in these rumors. The fate is decided by God. Only God knows the future" (December 8, 2012) were included in the newspaper. The newspaper reproduced these statements in order to support its own view.

The newspaper also emphasized that these Doomsday rumors should not be believed by indicating the statements of İhsan Eliaçık-theologian and writer- saying "the news that the world will end on December 21 is nothing more than a sophistry. According to Qur'an, there are three things to be expected; death, disaster, and the Doomsday" (December 18, 2012). In another news, the newspaper used the title of "Swearing Maya" (December 08, 2012), considered this rumor as 'nonsense', and highlighted that this rumor has made 'Muslims swear'. For the rest the news, the newspaper argued that *"Although Allah (c.c.) stated it explicitly in the verses of Qur'an that the Doomsday will be known by nobody, Muslims harm their faith by believing in December 21 Doomsday prophecy according to Mayan calendar. People, who want to maintain their order of exploitation by engaging others' minds, are on the agenda again with a new Doomsday prophecy. The new scenario; December 21 will be the Doomsday according to Mayan calendar".* This discourse illustrates the approach Milli Gazete adopts about this issue in a very clear way. Milli Gazete tried to reflect its astonishment in the face of those who believe in these rumors by using the title of "Doomsday of Ignorance" (December 12, 2012) and the statements "the fact that millions of people believe in these Doomsday prophecies reveals a tragicomic situation" (December 12, 2012).

Regarding the news about this issue, Milli Gazete used the headline "Şirince(!) Scenario" on December 21, 2012 and allocated a significant place on its front page. The newspaper's emphasis for 'so-called Doomsday prophecy' has drawn attention. In the news, it was pointed that the true purpose of these Doomsday rumors were more ideological noting that *"a surprising self-government demand about Şirince which caught the attention of whole world thanks to so-called Mayan prophecy calendar has been revealed. According to this, it was revealed that Roman Church in the name of Vatican demanded self-government from the last Ottoman sultan for Selçuk and the surrounding area including Şirince as the faith center of Christianity claiming that Virgin Mary's house was located there".* This news is exactly a warning in terms of drawing Muslims' attention. It is possible to see this news on following pages under the title of "ugly play in Şirince". For the rest of the news, it was stated that *"according to so-called prophecy the world will end on December 21, so today is supposed to be the Doomsday! It will not affect only two villages in the world. What kind of Doomsday is this…Those who believe in media and the powerful lobbies directing it, are flocking to Şirince".* The newspaper handled this rumor by using the statement of 'so-called prophecy', 'nonsense', and 'what kind of doomsday is this' and showed that it did not credit this rumor. As nothing happened on December 21, Milli Gazete used the title "the prophecy about December 22 turned to be a lie" (December 21, 2012). In the text of the news, Milli Gazete used the statements *"those supporters of Mayan prophecy came up with a certain time just like the certain date of December 21. According to claims, Mayan calendar would end at 13.11 in Turkey and the whole world would be plunged into darkness. The time is up…Scenarists of December 21 messed up"* and asked *"What was supposed to happen?".* It was implied in the question that this rumor was not believed from the very beginning. The newspaper implied by asking the question that "the result was already going to be like this". The newspaper, noted that the dust settled in a mocking way after seeing that nothing happened through using the title "Doomsday silence in Şirince!" (December 22, 2012).

Presentation of Doomsday Prophecy, 21st December 2012 in Sabah

Sabah also frequently included explanations about 'apocalyptic rumors' in order to resolve the anxiety of society about these rumors. Sabah which announced that the fearsome scenario would not happen under the titles of "NASA releases an explanation for December 21" (December 01, 2012) and "There will be no doomsday" (December 02, 2012) and reproduced NASA's explanations saying "Nothing is going to happen. You scare children, and drive those depressed people to suicide". The newspaper created a discourse stating that this subject was just a claim by transferring the explanations of other countries similar to NASA: Russia "No global change will occur in the near future" (December 05, 2012), "the USA also denied" (December 06, 2012) and "Vatican: there will be no Doomsday" (December 14, 2012). Sabah reproduced the statements of Görmez-the Director of Religious Affairs- saying "Do not believe in superstitious, false, and void doomsday scenarios" under the title of "Görmez: December 21 is a superstition" (December 09, 2012) and emphasized "Do not believe in superstitions". In another news, the newspaper used the discourse saying "No Doomsday will happen without these signs" (December 16, 2012) and implied that the intended date would not be the Doomsday.

Sabah discussed this issue not only in the news but also in the columns. In his column entitled "Şirince…December 21, 2012" (November 28, 2012), Sabah writer Ünal Ersözlü depicted the apocalyptic rumor as "prophecies about the end of the world" and "a postmodern Noah's ark legend". Also, another columnist of the newspaper Emre Aköz in his writing entitled "Doomsday prophecies" remarked that "The world will end on December 21 according to ancient Mayan calendar. I just laugh at such kind of things". The columnists of the newspaper made statements in according with the newspaper's ideology and developed a cynical discourse about these rumors. Having seen that nothing happened on so-called doomsday, like other Islamic press Sabah also adopted a cynical approach. The newspaper used the title of "virtual world made great fun of doomsday" (December 22, 2012) and included the jokes made in virtual world.

Presentation of Doomsday Prophecy, 21st December 2012 in Star

Star which reported the biggest amount of news about Doomsday prophecies in Islamic press frequently raised the issue, but did not believe in these Doomsday prophecies. The newspaper which used the title "They spread fear" (November 30, 2012) for those who spread the rumors that December 21 would be the Doomsday, included statements saying "Doomsday scenarist using the Mayan calendar which ends on December 21 have founded the prophecy industry. Some invested in sanctuaries and some put into Noah's ark" and subheadings

noting "Million dollar market of December 21 prophecy" and "money poured into Şirince". Star developed a discourse stating that these December 21 Doomsday scenarios should not be believed. Statements included in the newspaper "Doomsday will not happen on December 21" (December 04, 2012), "Ali Demircan: there is no limit of lunacy" (December 06, 2012), "Doomsday explanation by Görmez: Do not believe" (December 08, 2012), "Vatican: The world will not end after 9 days" (December 12, 2012), "Şeyh Nazım Kıbrısi: Maya people? Doomsday? You've got to be kidding" (December 16, 2012). Similarly, it was emphasized in the statements "Mufti's fatwa about Şirince: going there may tarnish your faith" (December 21, 2012) and "Mufti's warnings to Muslims through verses and hadiths: All these rumors are just superstition" (December 21, 2012) that Doomsday rumors had nothing to do with Islam and were absolutely unreal.

The newspaper devoted an important place to this issue on its pages from the previous day of so-called Doomsday and used the titles "People are waiting with bated breath in Şirince" (December 20, 2012) and "The Doomsday is at 13.11 according to Mayan calendar" (December 21, 2012) for reflecting people's concern with this issue. As Doomsday prophecies failed on December 21, Star newspaper dated December 21 did not address this Doomsday prophecy on its front page. The newspaper addressing the issue on third page used the headline of "Disaster prophecy did not happen" (December 21, 2012). With this expression, the newspaper tried to indicate that the rumors were unreal. The newspaper in its December 22 dated issue used the headlines "Nobody believed in Mayan prophecy, only the reporters were in Şirince" and "Let's focus on forthcoming doomsdays!" (December 22, 2012). This headline refers to a well-known expression used in sports saying 'we'll now focus on the forthcoming matches'. In the text of the news, Star included statements saying "The doomsday which was even described by Maya people as 'we didn't mean this. December 21 is just a new beginning for us' did not happen unsurprisingly". The newspaper used the titles of "Doomsday became the excuse for the great fun in Şirince!" (December 22, 2012), "French did not credit Doomsday scenarios" (December 22, 2012), "Mayan's December 21 Doomsday prophecy turned out to be unreal" (December 22, 2012), "Not the Doomsday, but the Mayan prophecy failed" (December 22, 2012), and "Big disappointment in Şirince!" (December 22, 2012). In many of the titles, the newspaper made use of a cynical manner. This situation is usually reflected as a manner used by those who gain a victory.

Presentation of Doomsday Prophecy, 21st December 2012 in Türkiye

Türkiye newspaper generally used the term "nonsense" while mentioning relevant claims. The newspaper which used subjective comments in the statements of its news and columns indicated that it did not believe in these December 22 Doomsday prophecies of Mayan calendar. It is possible to observe this situation in texts of news. According to this; the newspaper addressing the question "Is it going to be Doomsday on December 22?" (December 5, 2012) included the statements of Memiş Hodja saying "*Nobody should believe in these Mayan calendar nonsense claims. These people want to cheat others and use them for their own interest. We should perceive Maya only as the yeast used for bread and yogurt (Maya is the word used for yeast in Turkish). We should be alert to these kinds of propagandas and traps. Smart people are always prepared for the death and worship according to this fact. Nobody should credit these rumors".* Again, the title "Do not believe in December 21 Doomsday scenarios" (December 9, 2012) supports this belief. The newspaper attributed such a claim to increasing the tourism potential and used the title "Doomsday became the excuse for attracting tourists" (December 16, 2012). In another news entitled "100 people are remanded in custody for touting Doomsday" (December 20, 2012), the newspaper emphasized that these rumors would fail. The same situation can be observed in another news entitled "Doomsday paranoia!" (December 20, 2012). In the text of this news, the statements saying "Those believers of December 21 Doomsday rumors develop interesting methods to survive (!)" were included. In this statement, Doomsday was depicted as nonsense and "believers…to survive (!)" expressions were used. Meanwhile, using the exclamation mark within parenthesis indicates that this issue was approached with suspicion. Türkiye used the headline "Şirince is now quiet!" (December 21, 2012) for December 21. In the text of news, "According to Mayan calendar, today will be the Doomsday and Şirince will not be affected from this situation! The plan of those who want to use this situation for their own interest also tarnished the village's image".

The newspaper used the headline "Over exaggeration: Şirince" and underlined that the issue was exaggerated. This instance can be observed in the news just under the headline dated December 22 and entitled "Mayan fairy tale is over, nothing happened to the world" (December 22, 2012). The newspaper used the expressions "Millions of people were focused on so-called doomsday scenario! December 21 passed by, Mayan prophecy failed, Şirince became the victim!" and included the statements in the subheading of the news saying "*The whole world lived and breathed Mayan prophecy for days! NASA and many other institutions warned about 'not crediting', yet couldn't convince thousands of people! Şirince was one of two places which would not be affected by so-called Doomsday. The rumor that 'there would be stampede on December 21' turned out to be false".* Through these statements, the newspaper highlighted how much this issue was exaggerated and the outcome was in reverse. Türkiye using the headline "Nothing happened to the world" (December 22, 2012) included the statements "Millions of people were focused on so-called doomsday scenario! December 21 passed by, Mayan prophecy failed, Şirince became the victim!". Here it was emphasized that these claims were groundless. Mehmet Soysal in this column entitled "Being able to escape from the Doomsday" (December 22, 2012) remarked that "Yesterday was December 21…Some people announced December 21 which is the longest night of the year and some others declared it as 'the Doomsday' according to Mayan calendar…And many people from different parts of the world believing these superstition scenarios flocked to Şirince-a village in İzmir- and Bugarach-a village in the south of France…Those who spent December 21 with fear, crying or running away are probably laughing at themselves today…In fact, each person's death is his own Doomsday…".In the event of not having any Doomsday, Türkiye approached the issue with a sarcastic manner as it advocated it from the very beginning.

Presentation of Doomsday Prophecy, 21st December 2012 in Yeni Asya

Only with six news, Yeni Asya has become the newspaper which included the least number of news about December 21 doomsday prophecy. This reveals that the newspaper did not believe in this rumor very much. However, it also emphasized that this rumor would not come true by including the statements of authorized institutions/people. In this regard, NASA's announcement that "There will be no Doomsday on December 21" (December 2, 2012) can be regarded as an example. Similarly, the newspaper using the headline "Only God knows the Doomsday" (December 9, 2012) used the statements of Dean Prof. Dr. Ali Rafet Özkan and also of Mehmet Görmez-the Director of Religious Affairs- saying "Do not believe in superstition and false Doomsday prophecies". In the column by Raşit Yücel, it was underlined that 'the claims are just hot air' by including the expressions "These rumors that are recently on the agenda are just a load of hot air" (December 20, 2012). The newspaper including the statements of Cemil Çiçek saying "It is important to be prepared for the Doomsday" (December 22, 2012) and the expressions of Oktay Vural, MHP Deputy Chairman of the Group noting "*This is against our beliefs. I assume that it is not true to direct this society with the discussions of other religions. This is a heresy. Thus, I think that it is meaningless to provide assessment to our society according to Mayan belief since we should give message to the society according to our own religion and cultural values"* solidified its argument.

Presentation of Doomsday Prophecy, 21st December 2012 in Yeni Akit

Yeni Akit did not credit December 21 Doomsday prophecy. Following Yeni Asya, it was the second newspaper in terms of having the least amount of news. It did not even mention this issue on December 21 which was supposed to be the Doomsday. This situation reveals that the newspaper did not heed very much to these rumors. The newspaper using the title "Hüsnü Hodja has warned" and the subheading "December 21, prophecy" announced the news on its front page. In the subheading of the news, Doomsday prophecy was considered as 'Mayan calendar insanity'. In the text, the newspaper included the statements of writer Hüsnü Aktaş who interpreted these Doomsday prophecies as 'futurists' specter' saying that "Muslims do not credit Mayan calendar. It is a must for all Muslims to deny this December 21

Doomsday lie which was asserted in the name of futurology". It was addressed that these rumors should not be believed by emphasizing the statements of authorized people that believing in these rumors would tarnish the faith. Yeni Akit, in the text of the news entitled "Doomsday khutbah in Şirince" (December 22, 2012) used the expression "December 21 Doomsday lie". For rest of the news, Yeni Akit included the statements "In his ktuhbah and preach, Mufti remarking that the exact date of Doomsday was not known announced that the belief about Mayan calendar Doomsday prophecy was totally false and superstition. As no Doomsday happened on the implied day, the approach Yeni Akit adopted was best reflected through the statements of Hasan Karakaya, Yeni Akit writer saying "Doomsday (!) believers started to wriggle like dancer!" (December 22, 2012). For the rest of his writing, Karakaya "You've all seen; no Doomsday happened as they claimed, the world didn't end. What kind of 'ignorance' or insanity is this; the whole world would suffer from the Doomsday, but nothing would happen to a village of France and Şirince in the Agean! There is no such idiocy or foolishness". In these lines, it can be observed that the writer was so angry that he even used slang words. This situation reveals how intolerant the newspaper towards these rumors.

Presentation of Doomsday Prophecy, 21st December 2012 in Yeni Şafak

Yeni Şafak approached Doomsday rumors in a similar way to other newspapers described as Islamic press and developed a discourse implying 'don't believe in rumors'. The newspaper expressed from the beginning that it did not credit this rumor through the statements of authorized people. The newspaper announced the headman's remark on this issue saying "I hope that this fuss finishes as soon as possible so that I can pick my olives" (December 21, 2012) on its front page. It intentionally used the term 'fuss' for the Doomsday rumor. The newspaper which also gave religious warnings included the expression "Mufti; those who are going to Şirince may abandon the religion" (December 21, 2012). In the text of the news, Yeni Şafak approaching this issue from a religious perspective used the statements of "İzmir Provincial Mufti; 'There is no place for doubt in faith. If a person is going somewhere with doubt, Heaven forbid a superstition may tarnish that person's faith. It may even make that person abandon the religion. You cannot go there with some ideas in your mind such as 'What if Doomsday happens? I can survive there'. In this way, Yeni Şafak warned Muslims to be careful about 'faith'. In inner pages, the newspaper used the titles "People of Şirince admitted telling lies for the promotion of their village" and "Everybody was deceived by shopkeepers' Doomsday lie" (December 21, 2012). These statements prove that the rumors stemmed from a commercial concern. Columnist Gökhan Özcan's statements saying "Mayans were a really hoaxer society; they flew a kite centuries ago, left it for the flow of time. After centuries, today so many feeble-minded people fell for this trick" (December 14, 2012) clearly reveals the approach the newspaper adopted about this issue.

Yeni Şafak making news about the failure of December 21 Doomsday prophecy used the title "Another doomsday passed by" (December 22, 20129 and the subheading "we got over another doomsday prophecy safe and sound". In another news about this issue, the newspaper used the title "December 21 disappointment in Şirince" (December 22, 2012). With these expressions, it emphasized that those who were waiting for the Doomsday had a big disappointment. The newspaper used the statements of "Shopkeepers of Şirince commented 'the yeast's gone off' (December 22, 2012). Regarding the Doomsday prophecy, the newspaper acted according to its ideology. In the news entitled "Maya failed, how about Aztec" and dated December 14 (December 14, 2012), it used the expressions "It seems like another Doomsday prophecy saying that December 21 will be the Doomsday according to Mayan calendar is on the way. According to Aztec calendar, date for Doomsday is 2023". Through these statements, the newspaper tried to imply that such kind of Doomsday scenarios arise all the time and will continue to do so.

Presentation of Doomsday Prophecy, 21st December 2012 in Zaman

Zaman placed the prophecy on its front page neither on December 21 nor on December 22. This situation reveals that it did not credit this issue. The newspaper frequently included the explanations by authorized people. The statements such as the USA: "these terrifying claims that the world will end in 2012 are just rumors" (December 04, 2012), "Doomsday explanation from Vatican: The world will not end" (December 12, 2012), "December 21 will be the visiting day for Şirince, not the Doomsday" (December 5, 2012), "Russia has explained: There will be no Doomsday on December 21" (December 3, 2012), "Response from NASA about Doomsday scenarios: the world will not end in 2012" (December 1, 2012) can be regarded as examples for this situation. While reproducing the global explanations in its news, Zaman also made news about the explanations of men of God in Turkey. The newspaper including the statements of Mehmet Görmez-the Director of Religious Affairs- saying that superstition and false Doomsday scenarios should not be believed (December 7, 2012) underlined that this rumor has nothing to do with Islam. Zaman also included the warnings of İzmir Provincial Mufti noting that "going to Şirince even with a little doubt may tarnish the faith" (December 20, 2012). Zaman also handled this issue in its columns. Nuriye Akman, one of the leading writers of Zaman, remarked that "what is called a claim should be limitless and repeated as frequently as possible, or nobody takes it seriously. The fact that Mayan calendar ends on December 21, 2012 was not enough for some people to code that day as Doomsday" in her writing entitled "Is there anybody who demanded the Doomsday?" (December 9, 2012). For the rest of same writing, Akman used the statements that "they started to fly the terror balloons in the sky. We cannot mark those people who provided a consolation that Şirince in Turkey and Bugarach in France would be exempt from this event. We should thank them for showing us two safe places to shelter!" in a sarcastic and suggestive way. Akman showing that she did not believe in Doomsday rumors criticized these rumors. As Doomsday prophecies failed, the newspaper using the title "Another Doomsday prophecy failed" (December 22, 2012) and "The legend did not come true, Mufti described the Doomsday" (December 22, 2012) emphasized that the rumor was nothing more than a 'legend'. On the same day, the newspaper in its news entitled "Şirince lapsed into silence" (December 22, 2012) noted that the village went back to its old days after all these criticisms.

Conclusion

The statements of Hakan Yaman-Chief Editor of Pencere- saying "Articles were written about it; long discussion programs were organized, we got to know researchers, academics, and scientist that we hadn't known before, we learnt how Mayan people divided time into limitless and big pieces patiently in the rainforests of Guatemala" (Yaman, 2013: 1) reveals the processes arose with Mayan Doomsday Prophecy. As a result of this study which analyzed how and in what ways Mayan Doomsday Prophecy, 21st December 2012 was included in Turkish Islamic press, it was observed that Turkish Islamic press included this issue in its news for 266 times. News and columns discussing whether the Doomsday would happen or not were included in the newspapers. It was Star which made the highest amount of news about this issue and Yeni Asya was the newspaper that included the least amount of news concerning this prophecy.

In this study, it was observed that Islamic press did not have contradictory views about this issue in its news and columns and also credit in rumors saying 'December 21 will be the Doomsday". It was indicated that Islamic press generally depicted the Doomsday prophecy of Mayan calendar on December 21, 2012 with some words such as; "nonsense', 'superstition', 'Doomsday fiasco', 'Doomsday hot air', 'touting Doomsday', 'Doomsday paranoia', 'fantasy', 'superstition scenario', 'December 21 superstition', 'Mayan calendar insanity', 'hot air', 'fuss', and 'so-called prophecy'. Islamic press developed a discourse indicating that the rumors were groundless. Regarding the issue, the newspaper not only included scientific explanations by some countries such as the USA and Russia but also included statements of religious leaders from Turkey and Vatican and emphasized that this issue had no place in religion. The press indicated that these rumors led Muslims swear and tarnish their faith. Islamic press interpreted millions of people's believing in these Doomsday scenarios as 'tragicomic' and considered believers as 'feeble-minded'. It was observed that newspapers argued that Doomsday scenarios were made up in order to 'attract tourists'. As Mayan prophecy failed on December 21, 2012, it was observed that Islamic press made news about this issue as a usual and expected result. Islamic press seeing that the outcome was in the direction of their expectations handled this issue in a

sarcastic, implying, and witty way. Regarding these points, it can be concluded that Islamic press included news about December 21 Doomsday Prophecy on its pages as it was on the agenda, yet they did not believe in this prophecy.

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THE ROLE AND INFLUENCE OF MASS MEDIA TOOLS ON WOMEN'S HEALTH PROMOTION

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Abstract
Instruction:
Media is very important for health education. The purpose of this research that women attending in a Centre of Public Education in Çorum who they have used their health and health-related media resources that are planned in order to determine what contributions by.

Methods-materials:
The research will be a descriptive cross-sectional study research model. As a data collection tool was created by scanning in this topic by researchers on literature information consists of 25 questions. Research findings will be evaluated by entering the SPSS 17.0 database. The analysis of the findings, the number of distributions, frequency distributions, and Chi-square statistical method will be used.
Keywords: Mass media tools, women, health promotion.

Introduction

The World Health Organization's health, not just the absence of disease and infirmity, physically, spiritually and socially defined as a state of complete well-being. (Fişek, 1982, p.15) This development falls within the scope of health to be sustainable well-being. Health promotion, in order to be moving in the direction of ensuring their optimal health status, aims to change their way of life. (Yardım and Gögen, 2009, p.29.)

Women's health, family and community from the psycho-social factors, individual health status of women, are affected by many factors such as fertility behavior. Education, employment, gender roles, number of children, the elderly and frequent delivery very early and those that come to mind first. (Women and media policy document, 2008, p.20).

Women and health issues can be grouped into two main headings. First, women's health issues and disease risks, and the other existing services for women and by women, access to health services is related to how much they can be used. Women's health issues, and in particular the risk of diseases affecting public health problem in women's health in general.

The life expectancy of women is longer compared to men, yet women undergo more illnesses and stress than men in most of the societies. It has been acknowledged that women experience problems related to reproduction. These problems might occur both in reproductive and menopause period.(Akın A, Mıhçıokur S. , 2010).

It is a known fact that many women still work under negative conditions in Turkish society. Again, it is reality that women are exposed to violence more than men. In case of married woman's working, she excessively suffers from the stress caused by the working environment and being "the mother of the house" situation. Özbaş, S., Özkan, S. , 2010, p.541). The improvement of health term refers to several sectors concerning collaboration with health. Mass media is one of the most important ones. Mass media are the materials we use often and of certain roles in daily life. Mass media have significant effects on knowledge acquisition and transferring this knowledge into behaviour. Among the mass media, TV is an eye-catching and reachable one among other devices. (Güler Ç. , 2006, p.2). In recent studies, we observe that people lead TV-focused lives. The commercials are highly used since they have a highly convincing power on people. Being another mass media, the newspapers are known to be followed by a specific segment of the Turkish society. The fact that TV serves everything as 'ready-made' cause idleness among people, and consequently people do not read newspapers.(Yıldız, H., 2006, p.96.) In recent conferences held with a view to improve the health, the relationship between the health and mass media is questioned, and this leads to curiosity. (Güler, Ç.., 2006, p.10).

Methods And Procedures

The purpose of this study is to find out how women follow the mass media and the effects of these media upon women's perceptions and to what extent they affect their behaviours about health in our society.

The current study took place between March 1th and 15th in Public Training Centre in Çorum city centre. A written consent was taken prior to this research. There are course related to computers, embroidery, music and marbling art in this centre. The sampling was not done on purpose, the women who already had been attending were included in the sampling. In this vein, 83 women were accessible. Interviews, prepared by benefitting from the literature, were held with the women and they were interviewed through face-to-face method. The reason why the women in the public training centre was assumed to reflect the profile to a great extent. The data were analysed through SPSS 17.0 and numbers, percentage, frequency, frequency distribution and chi-square statistical method were used in the statistical analysis.

Results

Table 3.1. The socio-demographical characteristics of the research group

Sex	Number	%
Female	83	100
Age group		
18-22	73	88
23-27	10	12
Marital status		
single	51	61,4
Married	32	38,6
Educational background		
Primary school	26	31,3
Secondary school	49	59,0
High school	8	9,7
Profession		
Housewife	29	34,9
Officer	2	2,4
Health personnel	23	27,7

Student	29	35,0
Income state		
Income more than outcome	7	8,4
Income and outcome equal	37	44,6
Outcome more than income	39	47,0

The sample comprises of only women. The women joining in the courses at Çorum Public Training Centre were determined to be in the young profile. The 61,4% of them are single women and 59,0 of them are secondary school graduates; 34,9% of them are housewives and 47% of these women's monthly income is lower than their expenses.

Table 3.2. The characteristics of life styles of the research group

Smoking	Number	%
Never smoking	62	74,7
Quitters	9	10,8
Still smoking	12	14,5
Doing exercise		
Once a week	7	8,4
3-4 times a week	14	16,9
Now and then	35	42,2
Never	27	32,5
The frequency of buying newspapers		
Every day	24	28,9
Weekends generally	7	8,4
Once a month	4	4,8
Now and then	36	43,4
Never	12	14,5
The often use of internet to get information at home		
Yes	76	91,6
No	7	7,2
The interest in books, booklets, brochures and public spots about health		
Always	13	15,7
Often	20	24,1
Sometimes	38	45,8
Rarely	8	9,6
Never	4	4,8
Mostly attracted media		
TV	49	59,0
Newspaper	7	8,4
Magazine	1	1,2
Internet	26	31,4

The 74,7% of the participants expressed that they never smoked, 42,2% rarely do exercise, 43,4% sometimes buy newspapers, 91,6 % use internet for getting information about health, 45,8 % are interested in books, booklets, brochures and public spots.

Table 3.3. Awareness of social responsibility projects

Awareness of social responsibility projects	Yes	%	No	%
Number	64	77,1	19	22,9

77,1% of them were reported to be informed about social responsibility projects.

Table 3.4. The responses of the participants about certain active social responsibility projects

Social Responsibility Projects	Yes	%	No	%
To be informed about 'Love your heart, get dressed in red' project	63	75,9	20	24,1
To be informed about Campaign against obesity' social responsibility project	58	69,9	25	30,1
To be informed about 'Smoke-free air zone' social responsibility project	69	83,1	14	16,9
To be informed about Campaign against diabetes social responsibility project	20	24,1	63	75,9
To be informed about 'Breast cancer consciousness raising' social responsibility project	41	49,4	42	50,6
To be informed about 'Quitting smoking social responsibility project	68	81,9	15	18,1
To be informed about ''HIV vaccine against cervical cancer' social responsibility project	17	20,5	66	79,5

83,1 % of the participants heard about 'smoke-free air zone' project before, 'quitting smoking' project followed it with 81,9%. 20,5 % of the women were informed about 'HIV vaccine against cervical cancer' as well.

Table 3.5. The effectiveness state of social responsibility projects

The effectiveness state of social responsibility these projects	Yes	%	No	%
	65	78,3	18	21,7

65% of the participants expressed that social responsibility projects are effective on health behaviours.

Table 3.6. Attractive health issues on media

Attractive health issues on media *	Number	%
Health politics	38	45,8
Illnesses and treatments	61	73,5
Medicines	33	39,8
Nutrition and diet	58	69,9
Health research	47	56,6
Maternal and infant health	28	33,7
Sexuality	17	20,5
Psychology	35	42,2
Mouth and dental health	38	45,8

(* Participants marked more than one options.)

73,5% of the women within the scope of this study followed the media about illnesses and treatments, 69,9% about nutrition and diet, 56,6% about health care professionals, 20,5% about sex-related issues. This might be due to sexuality's still being regarded as a taboo.

Table 3.7. The relationship between marital status and public spots

Married Number	Married %	Single Number	Single %	Significance
50	60,2	33	39,8	p:0,026 x^2:11,01

The relationship between marital status and public spots was examined and the this relationship was found statistically significant. ($p<0,05$).

Table 3.8. The relationship between the educational background of the participants and the decision who decides which channel will be watched home

İlkokul Number	Primary School %	Secondary School Number	Secondary School %	Highschool Number	Highschool %	Significance
26	31,3	49	59,0	8	9,7	p:0,027 x^2:20,302

The relationship between the educational background of the participants and the decision who decides which channel will be watched home was scrutinized and it was found statistically significant. ($p<0,05$).

Table 3.9. The relationship between the professions of the participants and mostly preferred TV shows

Housewife Number	Housewife %	Officer Number	Officer %	Sağlık personeli Number	Health Personnel %	Student Number	Student %	Significance
29	34,9	2	2,4	23	27,7	29	35,0	p:0,002 x^2:39,591

The relationship between the professions of the participants and mostly watched TV shows was examined and the result was found statistically significant. ($p<0,05$).

Conclusion

As a result of this study, it was found that the participants used visual media sufficiently. However, the same situation is not true for printed media.

The relationship between marital status and public spots was examined and the this relationship was found statistically significant. ($p<0,05$).

The relationship between the educational background of the participants and the decision who decides which channel will be watched home was scrutinized and it was found statistically significant. ($p<0,05$).

Similarly, in a study by Koparan he found out the educational background of the participants has an effect on which channel will be watched home and the relationship between them is statistically significant (Koparan, N, 2007). The relationship between the professions of the participants and mostly watched TV shows was examined and the result was found statistically significant. ($p<0,05$).

In line with these findings, improvement in the women's educational level and educative programmes on mass media raising awareness about issues such as health are required.

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THE ROLES OF INTERNET ADDICTION ON PSYCHOLOGICAL CAPITAL

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Abstract
Internet addiction, problematic Internet use, pathological Internet addiction, technological addiction etc. all reflects the excessive or inappropriate use of Internet and other technologies. As a rule of thumb, addictions were strongly related to pleasure demands. Pleasure is a kind of two edged sword. The stronger individuals grasp it, the much damage he/she experiences most probably. Internet addiction has been associated significantly with depression, anxiety, stress, obesity, health problems, loneliness, divorce, child neglect etc. When combining all these factors in one factor, it could be entitled as unhappiness. Internet addiction is proven to create morphological changes in brain. It should be also investigated how Internet addiction affects the happiness of individuals in terms of cognitive and emotional processes. One of the inner resources of the life satisfaction and happiness was defined as PsyCap, under the paradigm of positive psychology. PsyCap consisted of four main subfactors, namely hope, resilience, self-efficacy and optimism.

The aim of this research was to investigate the roles of Internet addiction on PsyCap. It was hypothesed that Internet addictive students' pyschological capital levels were lower than the opposite ones. The study employed a quantitative approach of scientific inquiry which combined descriptive, relational, and comparative models. The sample consisted of 209 university students in Turkey. Internet Addiction Inventory (Young, 1998) and Psyhological Capital Questionnaire (Luthans et.al, 2007) was used as data collection tools. A demographic data sheet also administrated including the reasons and the time using the Internet. In analyzing data, a set of correlation coefficient, analysis of variance, and multiple regression techniques were conducted. The results and its implications were discussed.
Keywords: Internet addiction, PsyCap, positive psychology, happiness, problematic Internet use.

Introduction
The debates on Internet addiction was often shaped within the framework of the traditional psychology and medicine paradigm. Conceptualized first by Young (1996), Internet addiction did not included to the Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition (DSM-IV, American Psychiatric Association, 1995), classifying psychological disorders. The discussions were continuining whether Internet addiction to be classified in DSM V (Pies, 2009). In the context of pathological gambling, Internet addiction was evaluated as an impulse-control disorder, which did not involve an intoxicant unlike drugs Internet addiction could result from actually another existing disorder like depression, stress or anxiety (Young, 1999). This probability created the doubts about the addition of Internet addiction to the DSM V as a seperate disorder. However, the proponents, suggesting Internet addiction to add DSM V, justified their views as Internet addiction itself had negative impacts on the individual's life.

Internet Addiction in the context of positive psychology
At the beginning of the 21.th Century, the paradigms of traditional medicine have been breaked due to unmeet needs of the individuals like happiness and life satisfaction. Positive psychology paradigm claimed that existing paradigms could not support happiness requirements of individuals which should also be the main goal of science. Positive psychology paradigm, in contrast to DSM, focused on the needs to identify and develop the strenghts (Seligman, 2007). Assigning Internet addiction as psychological, behavioral, psychiatric disorders was the view of conventional medicine and psychology paradigm. However, according to the positive psychology approach, Internet addiction could be evaluated as a case which prevented individuals' happiness .The immediate classification of the Internet addicted individuals as a patience according to the DSM template seemed not a realistic and satisfying approach for all cases.

The Internet dependency of a normal individual could stem perhaps from their unhappiness, not from their psychiatric or psychological disorders. Internet addicted ones could be those who prevent the components that make them happy via excessive or undesired Internet use. The reasons of unhappiness generally related to lacking in self-confidence, hope, interests and relationships. They were also easily being associated with internet addiction. Similarly, Durak-Batıgün and Kılıç (2011) found that Internet addiction could be significantly predicted by using the Internet for social interaction, having low life satisfaction levels and low self-control scores besides having a higher neuroticism, anxiety and somatization scores.

Individuals could be happy as much as they could use their stengths and virtues (Seligman, 2007). Instead of experiencing more meaningful activities or flow, individuals spend too much time on the Internet, and satisfy pleasure needs. Eccesive internet usage causes neglecting family and job, reluctance of the flow activities, fatigue, deterioration of interpersonal relationships (Young, 1999). Individual could not reveal his/her true power which was one of the significant predictor of happiness. Internet addiction could lead to decrease positive life experiences. In the short term, addictions provided fulfillment of the requirements such as artificial, temporary feeling of security or calm, self-worth or accomplishment, power and control, intimacy or belonging. Internet addiction was accepted as a way to escape problems in the short term, whereas the issues left drag on largely (Young, 1999). It was not known whether Internet addiction had an affect on activating inner resources, strengths and power.

Psychological Capital (PsyCap)
One of the inner resources of the life satisfaction and happiness was defined as the PsyCap, under the paradigm of positive psychology. PsyCap consisted of four main subfactors, namely hope, resilience, self-efficacy and optimism (Luthans & Youssef, 2004). These concepts were detailed as (1) having confidence (self-efficacy) to take on and put in the effort to succeed at challenging tasks necessary, (2) making a positive attribution (optimism) about succeeding now and in the future, (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed, and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success (Luthans, Youssef & Avolio, 2007,p.3). All of these concepts are related to each other, but psychological resilience covered all these factors more (Çetin & Basım, 2012).

PsyCap argued to be resistant, hopeful, optimistic, self confident opposite to problems. PsyCap strengthening was defined as developing and supporting the positive attributes to cope with the psychological problems, to find new ways for the solution of the problems, not to escape the problems. In the context of escape, Internet addiction as well as all the other addictions, provided a virtual state of well-being and strength wlile escaping real problems. However, in the reality, deterioration of relations, indifference, failure etc. weakens the individual. PsyCap had a developmental structure, requiring time and energy investment (Csikszentmihalyi & Nakamura, 2009). When individual's time and energy expenditure of the Internet increased, he/she consumes the internal mechanisms, needed for

coping with challenges and for being happy. This study intended to analyze the relationship between Internet addiction and mechanisms of individual happiness via PsyCap.

Internet addiction affects the individual's life and Internet addiction could be caused by some life problems. It was thought that individuals with higher PsyCap experienced less negativity, like Internet addiction. Internet addiction had been an increasingly prevalent phenomenon that might negatively affect the lives of individuals. It was not found any study investigating PsyCap-Internet addiction relationships. Such a significant interaction could reveal the potential of PsyCap to affect the individual's life positively and the affects of the Internet addiction on the inner psychological resources.

The aim of this research was to investigate the roles of Internet addiction on PsyCap concerning personal data. The following questions were analysed and discussed to explain demographic data, Internet addiction and psychologizal capital interactions: (1) What are the levels of students' Internet addiction and PsyCap? (2) Are there any significant mean differences in Internet addiction and PsyCap, when personal data and social media membership differentiated? (3) How are the correlations between Internet addiction scores and PsyCap? (4) Are the any significant mean differences in PsyCap when Internet addicted and not addicted were compared (5) How much variance is explained by personal data, social media and Internet addiction in PsyCap?

Method

The study employed a quantitative approach of scientific inquiry which combined descriptive, relational, and comparative models to explore the interactions between personal data, Internet addiction and PsyCap.The sample of this study consisted of 211 university students in Anadolu University Communication Faculty. 2 cases were deleted because of being univariate outliers. 209 (94 female and 115 male) students' data were analysed.The implemented data collection instrumants were as following:

Personal data form: Personal data form included gender, economic status, class, academic success, Internet using time, connection from house/dormitory or cell phone, the aim of Internet use, time spending on social media, havig a blog or not. Moreover the type of the social media used were asked in terms of having an account. Facebook, Twitter, Yonja, Pinterest, Hocam, Youtube, Myspace, Badoo, LinkedIn membership status were determined.

Internet Addiction Inventory (Young, 1998): Internet Addiction Inventory was developed according to the DSM-IV patalogical gambling criteria by Young (1998). It had 20 questions measuring one higher factor. 5 point Likert scale was used. It was translated into Turkish by Bayraktar (2001) with Croanbach alpha, 0,91 Cronbach alpha for this study was .88 for university students sample. Two categories were found more appropriate than four categories namely Internet addicted and not addicted.

Psyhological Capital Questionnaire (Luthans et.al, 2007): PsyCap questionnaire was developed originally for organizations. Çetin and Basım (2012) translated the PsyCap Questionnaire into Turkish with .91 Cronbach alpha value. An adoption was conducted to measure the students PsyCap for this study. PsyCap had four subfactors, hope, resilince, optimism and self-efficacy. 6 questions for each subfactor were asked. PsyCap Questionnaire consisted of totally 24 items with 6 points scale. The results were recoded into 0-100 range. Cronbach alpha was computed as .90 for this study.

Results

Independent variables of this study were personal data, social media membership, Internet addiction, whereas dependent variables were PsyCap and its subfactors (optimism, hope, relience, and self-efficacy). The instruments were filled by the students in Anadoly University communication faculty. The lowest mean was optimism scores (M=63.82,SD= 10.89) and the highest one was self-efficacy scores (M= 74.83, SD= 15.66) of PsyCap. The mean of the Internet addiction (M=44.94, SD=11.47) was evaluated as probably addicted according to Young's (1998) criteria.

The roles of personal data and social media membership

Then, personal data was investigated in terms of Internet addiction and PsyCap scores. The mean differences were tested by a set of variance analyses. Internet addiction means were significantly different, in terms of Internet using time [F(2, 206) = 19.9 p<.001] , aim of Internet use [F(4, 204) = 2.99 p<.05] and social media using time [F(3, 205) = 10,57, p<.001]. As Internet and social media using time increased, Internet addiction scores were also increased. Additionally, students using Internet for communication were more likely to be addicted than those using Internet for entertainment/news. Psycap means differs significantly, when academic success levels [F(2, 206) = 8.6 p<.001], connection from house/dormitory or cell phone [F(1, 207) = 5.7 p<.05] and having a blog or not [F(1, 207) = 4.60, p<.05] criteria compared.

After that, the interactions of social media membership with Internet addiction and PsyCap were tested by a series of variance analyses. The results were interesting. Almost all type of social media membership, in other words having an account, leaded to a trend of higher Internet addiction means and higher PsyCap means. Students, having Twitter, Youtube and Pinterest account had significantly higher Internet addiction scores than those not having these account. In addition to that, PsyCap significantly differed depending on the membership status of Youtube and LinkedIn. Youtube and LinkedIn members' PsyCap were significantly higher. These results explained that Internet addiction and PsyCap increases for those who were social media members.

Categorized Internet addiction

A set of ANOVA were conducted to test whether PsyCap scores might change, when Internet addiction levels differs in accordance with the main aim of this study. Internet addiction scores were grouped into two categories using SPSS categorization criteria, namely not Internet addicted (categorie 1) and Internet addicted (categorie 2). The range of the not Internet addicted students was 23.3-44.2 ,whereas Internet addicted student's range was 44.3-84.2 in terms of 100 points of Internet Addiction scale. Addicted (N= 101) and not addicted (N=108) students' PsyCap mean differences were tested by variance analysis. The variance analysis result was significant [F (1, 207) =3.69, p < .005]. The PsyCap of Internet addicted students (M= 72.79, SD= 11.03) were significantly lower then not Internet addicted ones (M= 69.8, SD= 11.3311.03). In other words Internet addicted students have poorer PsyCap scores.

After that, it was questioned whether the subfactors of PsyCap (hope, resilience, optimism and self-efficacy) could be associated with the differences between Internet addicted and not Internet addicted groups. Of the four PsyCap subcategories, resilience [F (1, 207) =5.73, p< .05] means of Internet addicted (M=72.9, SD=13.3) and not addicted (M=76.71, SD=13.38) students were significanty different. Self-efficacy [F (1, 207) =4.46, p< .05] of Internet addicted (M=72.64, SD=14.26) were lower than not addicted (M=77.18, SD=15.53). Optimism and hope means of Internet addicted ones were lower then not Internet addicted ones, although not significant. If students were Internet addicted, they possesed significantly less resilience and self-efficacy compared to no Internet addicted ones.

Finally, bivariate Pearson correlation coefficients and correlation matrixes were analysed in order to find the relationships between Internet addiction and PsyCap. Only Internet addiction and resilience were found negatively and significantly correlated (r = -.14, p< .01). As Internet addiction scores increased, resilience of the individual decreased.

The predictors of PsyCap

The causality between personal data, social media membership, Internet addiction, and PsyCap were tested by regression analyses. Assigning PsyCap as dependent varible, the significant results of a series of stepwise regression analyses were presented in Table 1.

Table 1. Regression Table (IV's: Personal data, Internet addiction, DV's: PsyCap)

Dependent Variables	Predictor(Uniqe R²)		Beta	t	Sig.
1. PsyCap Total	x1	Academic success(R² = .077)	,26	3,97	,000
	x2	Internet addiction (R² = .020)	-,15	-2,22	,028
	x3	Having a blog (R² = .020)	-,14	-2,15	,032
	x4	Internet connection (R² = .017)	,13	2,01	,045
	R= .364, R² = .133, F (4,204) = 7.80, p <.001				
2. Optimism	x1	Academic success (R² = .058)	,23	3,46	,001
	x2	Gender (R² = .012)	-,14	-2,05	,042
	R= ,276, R² = .076, F (2,206) = 8.53, p ≤.001				
3. Resilience	X1	Internet addiction (R² = .027)	-,18	-2,57	,011
	X2	Having a blog (R² = .020)	-,14	-2,08	,038
	R= ,217, R² = .047, F (2,206) = 5.079 p ≤.01				
4. Hope	X	Academic success (R² = .112)	-,33	5,11	,000
	R= ,334, R² = .112, F (1,207) = 26,06 p <.001				
4. Self-efficacy	X1	Academic success (R² = .062)	,26	3,8	,000
	X2	Internet addiction (R² = .024)	-,16	-2,32	,021
	R= ,293, R² = ,086, F (2,206) = 9.67 p <.001				

Assigning the type of social media as independent variables, another regression analysis was conducted. Youtubewas the only web site predicting significantly PsyCap. The variance explained by Youtube membership on PsyCap was 2.1 % [F (1, 207) =4.54, Beta=-.147, t=-2.13, p< .05]. Among the social media types, LinkedIn members had significantly higher hope scores [F (1, 207) = 7.05, Beta=-.18, t=-2.66, p< .01]. The explained variance by LinkedIn membership on hope was 3.3%. Youtube members were more resilient [F (1, 207) = 4.95, Beta=--.15, t=-2.22, p< .05] and had higher self efficacy [F (1, 207) = 5.33, Beta=-.16, t=--2.31, p< .05]. The explained variances by Youtube on resilience was 2.5% and on self-efficacy was 2.3%.When regression results were summarized, students, who were academically more succeed, had a blog, female and not Internet addicted, had an Youtube or LinkedIn accounts were more likely were richer in PsyCap or its subfactors.

The predictors of Internet addiction
The predictors of Internet addiction was determined by stepwise egression analyses. Internet addiction was assigned as dependent variable as demonstrated in Table 2. Individuals, spending more time on Internet and social media, being male an using Internet for communication reasons were more likely to be higher Internet addiction scores.

Table 2. Regression Table (IV's: Personal data DV: Internet addiction)

DV	Predictor(Uniqe R²)		Beta	t	Sig.
Internet addiction	x1	Time on Internet (R² = .162)	,33	4,54	,000
	x2	Time on Social media (R² = 021)	,18	2,45	,015
	x3	Gender (R² = .025)	,16	2,50	,013
	x4	Aim of Internet use (R² = .016)	-,13	-2,05	,041
	R= .473, R² = .224, F (4,204) = 14.70, p <.001				

Second, the types of social media membership on Internet addiction were tested. Due to sample size limitations between Facebook, Badoo and Yonja members and not members, they did not included to the analysis. Twitter, Youtube, Pinterest, Myspace, LinkedIn, Hocam were independent variables. LinkedIn and Youtube membership predict Internet addiction as well as PsyCap, illustrated in Table 3.

Table 3. Regression Table (IV's: Personal data DV: Internet addiction)

DV	Predictor(Uniqe R²)		Beta	t	Sig.
Internet addiction	x1	LinkedIn (R² = .064)	-,23	-3,47	,001
	x2	Youtube (R² = .027)	-,17	-2,48	,014
	R= .301, R² = .091, F (2,206) = 10.35, p <.001				

Discussion and Limitations
The roles of Internet addiction, personal data and the types of social media membership on PsyCap were investigated. A negative and significant correlation found between Internet addiction and resilience factor of the PsyCap. Internet addiction scores were grouped into two categories, as Internet addicted and not Internet addicted. When these groups were compared, the PsyCap of Internet addicted students (M= 72.79, SD= 11.03) were significantly lower then not Internet addicted ones (M= 69.8, SD= 11.3311.03). This means the students who were Internet addicted were more likely to have lower PsyCap scores.

The subfactors of PsyCap were resilience, hope, optimism and self-efficacy. The resilience and the self-efficacy scores of Internet addicted students were significantly lower than not addicted ones. The optimisim and hope scores of the Internet addicted students were low but not significant compared to not addicted students.

Concerning personal data, as Internet and social media using time increased, the Internet addiction means also significantly increased in parallel with literature. Internet and social media using time was not significantly associated with PsyCap in this study. Individals using Internet for communication were more likely to be Internet addicted than those using Internet for entertaiment/news. Consequently, the reason for Internet addiction could be gratification of some needs like communication needs. Similar to that, Durak-Batugün and Kılıç (2011) reported time spent for internet (duration) and using internet for social interaction, being in higher SES determined the internet addiction differences among university students. Internet using time and the reason for using Internet were signs of Internet addiction.

PsyCap differed according to academic success, connection place to Internet, and having a blog. Students, connecting Internet from cell phones, having higher academic success and having a blog had higher PsyCap scores. Of these variables, connecting Internet from cell phone seemed not meaningful for its association with PsyCap. It could be a sign of another thing, like being higher socioeconomic status, less time on Internet etc. Having a blog was associated with high self disclosure, high self-presentation, low social presence (Kaplan & Haenlein, 2010).

Although social media using time was not interacted with PsyCap, social media membership leaded to both higher PsyCap scores and higher Internet addiction scores. This was a complex result, needed to be discussed deeply. Normally Internet addiction and

PsyCap were negatively interacted. When focused on social media members, they were more addicted. Whereas the PsyCap's of social media members were higher then not users. Especially, PsyCap scores of the students, having a Linkedln and Youtube accounts were significantly higher. Internet addiction scores were significantly higher of the students having a Twitter, Youtube, Pinterest, Linkedln accounts. It could be said that, social media increases the likelihood of Internet addiction, but also increasing PsyCap. Social media gratifies some need like communication, being related, membership of a group etc. Therefore it had both positive and negatice affect on individuals. Song Eeh-eun (nd) stated that individuals had two main motives, using Internet: Motivating virtual identity and escaping from reality. Perhaps, internet addiction was related to escape from reality, whereas social membership could be correlated with motivating virtual identity. Escaping created a feeling of hopelessness, whereas social membership increased hope and fulfillment.

When the causal relationships were overviewed PsyCap could be significantly predicted by academic success, Internet addiction, having a blog and Internet connection from cell phone. Resilience could also be significantly explained by Internet addiction. To sum up, as hypothesed, Internet addiction decreases PsyCap. Although using social media membership was a sign of Internet addiction, it increases PsyCap too. For PsyCap, the type of social media was important due to gratifying different needs. Communication, social support, feeling connected via social media were evaluated to lead higher optimism, resilience, hope and self-efficacy. Gyudong, Jaeeun and Soonjae (2011) proved that social media enabled individuals to disclose their thoughts, feelings, and experiences. The amount of disclosure was important for the subjective weel being, not the time spent on social media

Linkedln and hope were significantly interacted. Individuals with a high level of hope were more goal oriented (Peterson et. al. 2011, p.430).Therefore Linkedln and hope relations could be explained with the achievement concern and finding new ways for achieving the goals (Synder, 2000). Linkedln could have been seen a tool creating positive emotions in terms of objectives of the individuals. Youtube membership was associated with self efficacy and resilience. Self efficacy, conceptualized by Bandura (1997), was defined as individuals belief in his/her own abilities to mobilize. Compared to self efficacy, hope was a wider concept not focusing on certain skills or case (Çetin & Basım, 2011). Self efficacy may have developed by social learning capabilities of Youtube. Resilience was related to take action and adapation in the contex of uncertainty, conflict, failure, or even positive change. Resilience helps to maintain well-being even when the situation was stressful, challenging (Gallagher, 2009). Why Youtube and Linkedln members PsyCap were significantly higher, should be investigated. Whether the user almost high PsyCap levels had or Youtube and Linkedln had an affect to increase PsyCap was a question to be enlighted.

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THE VARIOUS ASPECTS OF PROPAGANDA – FORMERLY AND NOW

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Abstract
Mechanisms and tools of propaganda to influence public opinion have evolved with the development of society and were dependent on technological progress. Institutions such as the U.S. Committee on Public Information, the Soviet Council of Propaganda, the German Ministry of Public Enlightenment and Propaganda, the British Ministry of Information, the Polish Internal Propaganda Bureau, despite the differences which divide these institution ideologically, used the same set of tools and the same media for persuasive communication.

The aim of paper is an attempt to answer the question, which tools, used in the early twentieth century, are being used today? Is in a world where so much developed digital media technology, social media and Web 2.0 is still a chance to use the same media of communication and if so, in what circumstances is this?

At a time when so commonly used are Facebook and Twitter (see conflicts of last two years in North Africa) it turns out that the old and proven methods to reach customers with posters and leaflets constantly check and are used (see the conflicts in Afghanistan and Iraq).

Keywords: institutions of propaganda, new media and propaganda, propaganda techniques, Web 2.0

Introduction

Two looks at the history of the propaganda exist. One from them is working on the assumption that the history of the propaganda is over a few thousand years old (Thomson, 2001, s. 9). This statement is legitimate because the amount of resources that have been preserved from the past makes it possible to derive this conclusion. On the other hand propaganda should be associated with the activities of institutionalized, conducted in as quick a planned, modified according to the current situation. Another important factor, are also carriers that popularized the propaganda. Therefore, the word "formerly", is for me the beginning of the end of the nineteenth and early in the twentieth century. But even in those days newspapers did not have wide circulation, there was no radio or television. Joweet and O"Donnell notice that rumour and gossip continued to be an important means of maintaining communication links between groups and individuals wishing to circulate specific messages (Jowett, O"Donnell, 2006, p. 94). The situation has changed after the emergence of mass society and mass media, especially popular newspapers addressed to the common people.

Beginnings of the systematized propaganda

Institutions which beginnings of systematized propaganda activity created it is among others U.S. Committee he Public Information, the Soviet Council of Propaganda, the Ministry Germanium of Public Enlightenment and Propaganda, the British Ministry of Information, the Polish Office of Internal Propaganda. They usually used the same set of tools, but beside the differences which divide these institution ideologically, there was also different point of view on the intellectual tradition to treat public opinion. Sproule (1991, p. 212) pointed out that "American intellectual tradition to treat public opinion as "enlightened discussion", rather than as the European intellectuals' concern about the "rise of the masses".

One of the most important institution on the field of persuasive communication was U.S. Committee on Public Information. It was created by President Woodrow Wilson through Executive Order 2594 on April 13, 1917. Because of the chairman name George Creel it was also known as Creel Committee and was established to influence American public opinion toward supporting United States participation during First World War (Jackall, Hirota, 1995, p. 137-140; Manning, Romerstein, 2004, p. 65-66). The committee used posters, flags, radio, cable and movies to broadcast and spread its message. How Jowett and O"Donnell (2006, p. 160) noticed:

Nationwide industrial efforts were mounted with great haste and the support of civilians who worked in industry was enlisted. The Committee on Public Information (CPI), a civilian committee under the direction of George Creel, was commissioned to "sell the war to America". (...) Propaganda was developed and used to bring about cooperation between industrialized society and the fighting forces. Posters, designed to look like movie posters, depicting workers and soldiers arm in arm, were plastered over walls in factories throughout America. The 1914 recruitment poster, "Your Country Needs You", (...) turned British Secretary for War, Lord Kitchener, into as instantly recognizable icon.

Essentially the Committee prepared over 1438 pictures, 1 687 408 postcards were issued. With peculiar feature of posters, though of not only them, using similar visual treatments was. They weren't caring also about the copyright and the leading motif was subject to only slight alterations (Jarecka, 2008, p. 73-74).

Lord Kitchener on poster by Alfred Leete "Your Country Needs You" and its later version and American "I Want You" by James Montgomery Flagg.

Solution which paid attention and became a cause of the popularity of the project Leete'a was turning to the recipient in the form which was direct verbal and graphical. The extended hand pointing a finger of the Lord Kitchener directly at the viewer attracted eyes. The form became enough attractive, that even Russians, at least in the firmly modified version used this motive (Jarecka, 2008, pt. 76). He waited until also a Polish version, at least already after the World War II.
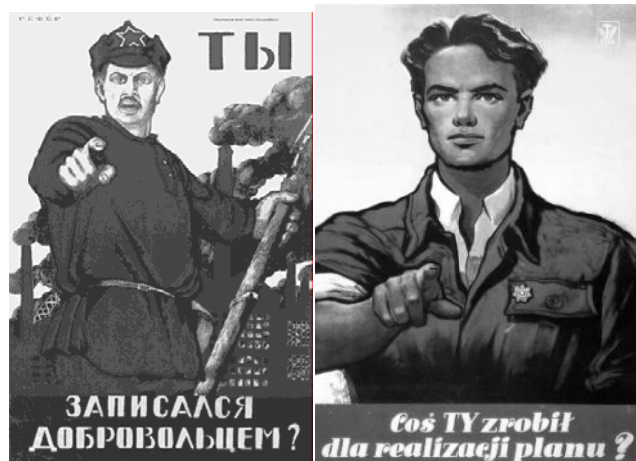
Russian and Polish version of poster based on Lord Kitchener motive

   In Russian version Soviet soldier is saying: Have you enrolled as a volunteer? Or in another version of translation: Did you volunteer?.In Polish version of the poster the pivot is turning to the recipient: What you did for the implementation of a plan?

British Ministry of Information was established after the Department of Propaganda, at the end of World War I (February 1918 – January 1919) and during World War II. Cate Haste noticed that British "government had no need to establish formal propaganda machinery to the home front. No national newspaper opposed the war (...). Government propaganda was necessary, however, to justify the war encourage recruitment. Justification of the war was the corollary of the call for volunteers. The appeal to sacrifice was inseparable from the image of just war – the crusade which, it was claimed, Britain was fighting in the name of civilisation (Haste, 1995, p. 105).

In Poland institution established to influence polish public opinion was Internal Propaganda Bureau along with and Foreign Propaganda Bureau. The decision to create the Internal Propaganda Bureau was connected with the difficult geopolitics of Poland which regained independence in 1918. Territorial disputes with Germany (plebiscites in southern East Prussia and Upper Silesia were provided for) and the issues of other northern, eastern and southern borders remained undetermined, inviting of the military action). The second conflict with Soviet Russia from 1919 to 1921 was also and great problem and Polish government used the Bureau it mobilize people and it create spirit of freedom.

In the short life cycle of the Bureau managed to prepare the row of materials. How he results from archive materials deposited in the Archive of New Acts (AAN, Presidium of the Council of Ministers, 1920, 1921, file 34) in Warsaw Bureau have prepared booklets about social-economic contents (22 titles), about information and political issues (14 titles) and about ethical-civil contents (3 titles). Posters, appeals and magazines were supplementing this activity "Messenger from Warsaw" and "Our Newspaper".

Reich Ministry of Public Enlightenment and Propaganda was founded on March 13, 1933, It was headed by Dr. Joseph Goebbels and was responsible for controlling the press and culture of Nazi Germany. Nazis used to control situation two different tools; preventive censorship and carriers of mass propaganda. Of course posters, leaflets and radio broadcast were very popular but Nazis included into the arsenal of the propaganda influence also number of movies and some of them are as far as until today regarded as classic.

The similar situation took place in the Soviet Union, where the censorship Glavlit (General Directorate for the Protection of State Secrets in the Press under the Council of Ministers of the USSR)and the propaganda were also being used to built the new political system and contradicting the public opinion. A press, a radio, a cinema not to say propaganda trains were carriers of the propaganda. To history however a Soviet propaganda poster underwent.

Propaganda after the World War II

In propaganda actions led after the World War II we have deal with the interesting phenomenon which I would call "the mirror effect ". Authorities of communist countries charged the West and the United States for conducting propaganda imperialist policies, alone simultaneously also practising the propaganda. They were using west textbooks about persuasion, announcing and influencing people, which inspiration are for example noticeable in Polish and Soviet textbooks from seventies and eightieth of XX century. On the other hand in Poland officially was printed only one book of American author to this subject. She was it is "The Mind Managers" by Herbert Irving Schiller, really critical publication towards American system media.

Simultaneously in textbooks published Western Europe and the United States a lot of space the were being devoted to propaganda actions in USSR and People's Republic of China, concentrating largely on the communist ideology. At justifying own action by the information politics I just named perceiving the political opponent, as this one which is practising the propaganda, "the mirror effect".

Propaganda action led in two earlier recalled, geopolitical areas of world, was based on diametrically other principles. Communist authorities thanks to the censorship with the help and of secret services controlled the current political situation and weren't forced to ask their own public opinion for acceptance of their actions. Politicians in Western Europe and in the United States, for the majority of one's action, had to get supporting the public opinion using different tools of the influence on this opinion.

It led it to the situation, in which having a full control over the own society, communists widening the range of carriers, in practice didn't elaborate tools described in the twentieth and thirtieth of XX century (vide IPA classification), apart from the ones which resulted from the technological progress.

Differently a situation was in the United States, where First Amendment to the constitution and free media being based on it, forced politicians into building the latest models of the relation with media.

However in countries about democratic system of the power, manipulating public opinion and the conduct of business propaganda is a certain paradox. From one side political leaders should hold the card for steps taken by oneself and therefore will do a lot so that it is a consent "to produce". On the other whereas sides a deliberate participation of citizens in made decisions is an immanent element of democratic systems, whereas the one is possible only in case of having a necessary resource of information.

In practice we dealt with the evolution of behaviours of uses of the context of their openness to the access of journalists to a front line and it seems that it is possible to single out at least three models of behaviours ruling on that subject matter:

- the first model - full openness to journalists,
- the second model - total control over the flow of information by making impossible the access to the battlefield,
- the third model - mixed - the access to the battlefield is possible, but surrendered to certain restrictions and closely limited.

The first- model full openness to journalists

Conflict in Vietnam was one from first which waited until such a wide media cover. It wasn't certainly a "television war", but the manner of the cooperation with journalists, facilitating the access for them and encouraging by United States Information Agency (USIA) in order to form one's opinion on the spot about Vietnamese conflict constituted the new quality. However they didn't discontinue own information, or rather propaganda activity, in which according to the Senator's of Fulbright about 2800 persons acted (Kunczik, Zipfel, 1998, pt. 277).

It was however a military most recent operation, in which ruling let journalists relate events, without surrendering those transmissions to the more detailed control. It was connected particularly with a criticism of circles of servicemen which media accused about "losing the war". Every next armed conflict, into which involved was states of the liberal democracy, was already related under "discreet" with control of the army which has often constituted sources of information for journalists.

The second model - total control over the flow of information by making impossible the access to the battlefield

The first example is a War about Falklands War in 1982. Conflict started 2 April 1982, when these are Argentine soldiers, committing an act of aggression of aggression, landed on Falkland. The island relatively poorly was defended, because a little contingent of British persons was on it, nevertheless soldiers turned up stiff resistance. After all however the governor of the Rex Hunt island and British soldiers left to Uruguay. On the same day UK authorities made a decision to reflect the island.

21 April 1982 Great Britain took first military action, sending on Falklands Island group of commandos from Special Air Service (Saxon). Conflict lasted in total 72 days and both sides invested in all kinds of military forces, from the infantry through special individuals, on jacket and aviation having finished. Conflict officially was ended 20 June 1982 with victory of Great Britain which recovered the total control on Falkland Islands, widened the protective zone around islands around 150 up to 200 nautical miles, potential of the Argentine jacket and aviations were also very seriously leveled.

The system of cooperation between servicemen and media was organised this way, that on every British ship on which journalists were, also a civil specialist had travelled for by public relations, of which instructing journalists was a task, what principles can relate conflict on. A censorship of all materials which via connections of the navy were supposed to be sent was his second task to Great Britain.

What's interesting he was it is first conflict, from which television transmission didn't occur "live". Both Bernard Ingham, the press spokesman of the British government, as well as alone Prime Minister M. Thatcher stated that much more important cases existed, with which devoted powers of communications satellites, than television transmissions must be. How M. Hudson and J. Stainer are concluding (1998, pt. 104), if conflict about Falkland Islands would be supposed to be in some aspect unique, it was it with respect to the total weakness of media, as regards showing events live - of soldiers in the action.

Second from examples of using the second model in relations army - media, is intervention USA in 1983 on the Caribbean island Grenada, former British colony. Intervention was aimed at overthrowing the Marxist government of Maurice Bishop, which after committing the coup d'état in 1979 he took the close cooperation with Cuba as well as almost automatically was in a sphere of influence of the Soviet Union. The suspicions of the USA associated with the structure were an indirect reason of intervention on an island airports at supporting Cuba. Officially the airport was supposed to streamline tourist movements, but administration of president Ronald Reagan supposed it could be used as the staging post by Russians. What essential on an island over two hundred American students, studying at university were also St Jerzy and 400 Americans staying on an island in other purposes.

Media didn't have chances to relate intervention. Commander-in-chief with operation John William Vessey forbidden media the access to the island. Originally the ban was supposed to be in force but for 24 hours, then however was prolonged and J. Vessey issued the consent of landing of journalists on an island 28 October. On an island later he regarded the decision to delay landing of journalists as his mistake.

Since however amongst the American public opinion a criticism associated with entering reporting restrictions grew, J. Vessey announced establishing the common commission under the chairmanship of the former head clerk public relations of the American army, general Winant Sidley. Into the make-up of the committee 6 officers and 8 representatives of the media which were supposed together to gain the compromise concerning the relation knew the right people army - media. A statement was unusually valid for it, because J. Vessey also announced that conversations would be supposed to concern marking the group of journalists out, which when the opportunity arises of next intervention and armed conflicts they could, retaining the due discretion, to move with linear units of the American army. And so an announcement of creating the latest model of the relation which for the first time was put into practice during the Gulf War turned up at 1991.

The third model - mixed - the access to the battlefield is possible, but surrendered to restrictions and closely limited

First there was intervention from examples of the third application from discussed models in Iraq in 1991. USA stood up before unusually with difficult task, because the Saddam Hussein could still have a USA 1990 the year to the financial assistance and was treated as the stabilizer of situations in the Middle East. In the moment whereas when attacked Kuwait, in front of the propaganda machine USA a task of creating from the monster and showing the public opinion, especially in the USA, stood up that armed intervention in the Persian Gulf was essential. Of course CNN photographs proceeded from bombed Baghdad to the history of media which became a key as a matter of fact for popularizing the brand of this sender. Thanks to such relations the Gulf War was regarded first "television war" - related live.

A system of obtaining information was a novelty, so-called "news pool system". He consisted in forming mobile teams of journalistic different media (MRT - Reporting Teams Media), assigned to different battle individuals operating on the battlefield, that is this answer directly referring to the proposal was J. Vessey and of commission established from his initiative after intervention on Grenada.

Journalists from MRT teams collected audio-visual material later through hands of press officers, later whereas which he passed, thanks to military connections, found his way to London and Washington and to other journalists. He was a plus of the created model photographs "live" from the line of fights and access to most recent information. A fact that 200 of 1500 journalists which went to Saudi Arabia were in these mobile groups was a minus to relate this conflict. They also imposed restrictions, for the ones which would like to relate conflict on one's own initiative. They appointed to stay from the 100 kilometre zone, in which one wasn't allowed and they forbided to use satellite phones. Sanctions and the entire developed system turned out to be quite effective. Just a few journalists got "on one's own initiative" to Iraq in order to relate events. Repeatedly a disclosure of information only happened in news bulletins which could be potentially dangerous. Whereas the overall effect of recipients was so are participating in lasting conflict non-stop, whereas in the theory about media two new concepts appeared; "CNN effect" and "embedded journalism".

With next stage which served the formalization of contacts on the line army - journalists, former intervention in Iraq, wearing the code name "Iraqi Freedom", lasting on 20 March to 15 April 2003. For directed activity propaganda in the Middle East in the federal budget a sum of 750 million dollars was set aside. Apart from developing the information strategy, a sequence of projects which let reach the population of Arab countries was started. They were these are mainly radio broadcasting stations. However before the first attack on Iraq 40 million leaflets were knocked off. CIA started also broadcasting station being engaged in a black propaganda (Tikrit Radio), which the programme line underwent the slow change from pro-Saddam for on pro-American.

As for the cooperation with journalists they enabled for them, the same as 12 years earlier, informing the public opinion practically from the forefront of the warfare. What's interesting it was held at full understanding civil administration of the USA. the Pentagon allowed as far as 600 journalists to relate the warfare by branches American, taking the participation in the operation. Victoria Clarke, being an assistant for public relations of the Defence Secretary, pointed, why it is in the interest of a USA: is in our business so that people see via news media, lies and deceptive tactics which the Saddam Hussein is using.

Whereas media went so far that the part of journalists obtained the equipment allowing for fast bringing up from the richest stations oneself in field conditions. A team of principles prepared by the Department of Defence was a price for luxurious working conditions USA which had to be accepted through with departure for the mission. They constituted the significant novelty in relations on the line army - journalists and were a next stage of formalizing these relations.

Old techniques - new challenges

In the course of seventy last years propaganda techniques evolved. It is effect of technological progress, especially processes connected with the digitization but earlier also with the development of techniques of processing of a television picture and the photograph.

In classical putting together drawn up by Institute of Analysis Propagation of propaganda techniques was seven: name calling, glittering generalities, transfer, testimonial, plain folks, card stacking, band wagon (IPA, Propaganda Analysis, Vol. I, No. 2 (1937). Soviet scientist R. Borecki is exchanging them as many as seventeen. There are elements repeated from classification drawn up by IPA here, but are and new techniques so as "overtaking version", "information-propaganda induction", whether technique "of assembly mystifications. In contemporary publications it is possible to find these techniques already several dozen (Borecki, 1987, p. 127-139).

From perspective for the recipient however something changed. Technological progress is not only propaganda new techniques but also a birth of the Internet which reached recipients to the mass scale in the nineties. Peculiarly the occurrences associated with the new philosophy of the Internet were crucial - with philosophy "2.0 Web". Instead of with passive consumer if it took place so far, every Internet user could become an author of his content. It resulted in the appearance of community media. Linking such institutions as Facebook, Twitter, Youtube, Vimeo and blogophere, became a tremendous tool of the influence on the public opinion. The tool, on which goverments lost the control.

Passive users, according to the concept "2.0 Web" became active participants in the process of announcing, creatively elaborating the ideas of the classical propaganda, concerning for example a poster. Using photomontages and caricatures with classic propaganda motives they are used today to attack and to compromise action of ruling but also global corporations and the Internet serves diffusing them.

Conclusions

Thanks of the technological evolution, conduct of operations from the scope of the internal propaganda, addressed to own citizens, became much more difficult. Recipients gained the new communication channel which are among them popular, are more and more often an alternative to traditional media and are difficult to control.

For the first time and so we are dealing with the process of the communication about more even-tempered character. The decision-makers responsible for the propaganda and the political public relations, irrespective of the latitude, must stand up to this process.

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TOWARDS HUMAN TECHNOLOGY SYMBIOSIS IN THE HAPTIC MODE

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Abstract
Search and rescue operations are often undertaken in dark and noisy environments in which rescue teams must rely on haptic feedback for exploration and safe exit. However, little attention has been paid specifically to haptic sensitivity in such contexts or to the possibility of enhancing communicational proficiency in the haptic mode as a life-preserving measure. Here we discuss the design of a haptic guide robot, inspired by careful study of the communication between blind person and guide dog. In the case of this partnership, the development of a symbiotic relationship between person and dog, based on mutual trust and confidence, is a prerequisite for successful task performance. We argue that a human-technology symbiosis is equally necessary and possibly investigate. in the case of the robot guide. But this is dependent on the robot becoming 'transparent technology' in Andy Clark's sense. We report on initial haptic mode experiments in which a person uses a simple mobile mechanical device (a metal disk fixed with a rigid handle) to explore the immediate environment. These experiments demonstrate the extreme sensitivity and trainability of haptic communication and the speed with which users develop and refine their haptic proficiencies in using the device, permitting reliable and accurate discrimination between objects of different weights. We argue that such trials show the transformation of the mobile device into a transparent information appliance and the beginnings of the development of a symbiotic relationship between device and human user. We discuss how these initial explorations may shed light on the more general question of how a human mind, on being exposed to an unknown environment, may enter into collaboration with an external information source in order to learn about, and navigate, that environment.

Introduction
In this paper we present and discuss some preliminary results from an experimental study of *haptic sensing* which feeds into a larger robotics research project which we call 'REINS'.

The REINS project aims to explore the possibility of designing a robot guide which will aid the user to explore and safely navigate through an unpredictable space without feedback via sight or hearing. The user will therefore be entirely reliant on the *haptic sense* in being guided by the robot and in using it as an exploratory tool.

In the case of the REINS project, the user will make use of the haptic sense in two ways: a) through feeling his or her own bodily movements within the experimental space (commonly known as 'proprioception'), and b) through feeling the robot's movements and behaviour via a stiff hand-held interface – a lead, rein, or handle – connecting the user directly with the robot. In this paper we discuss an initial experimental study relating to b) in which experimental subjects use a simple mobile mechanical device in order to judge the relative weight of objects in the device's path. This experimental study demonstrates the extreme sensitivity and trainability of haptic communication and the speed with which users develop and refine their haptic tool-using proficiencies.

Drawing on insights from integrationist semiology (Harris, 2009), we argue that such trials show the transformation of the mobile device into a 'transparent technology' via an emerging 'cognitive symbiosis' of device and human user in the task context (Clark, 2003). Our experimental study, therefore – though relatively modest in its scope – raises fundamental questions about the nature and dynamic of technologically mediated human cognition – or 'extended cognition' (Clark, 2009, 2011) which we explore below.

The Haptic Sense
Gibson (1962) notes that the term 'haptics' was first proposed by Revesz (1950), following observations of 'the performances of the blind', to denote 'an unrecognized mode of experience ... which goes beyond the classical modalities of touch and kinesthesis'. More specifically, the term is intended to capture 'active touch' as opposed to 'passive touch, or *being touched* (Gibson, 1962). 'Active touch', Gibson emphasises, 'in an exploratory rather than a merely receptive sense' (1962). From this perspective, 'the *hand* is a kind of sense organ as distinguished from the skin of the hand' (1962).

Thus, as Robles-De-La-Torre (2006) notes more recently:
'In experimental psychology and physiology, the word *haptic* refers to the ability to experience the environment through active exploration, typically with our hands, as when palpating an object to gauge its shape and material properties. This is commonly called *active* or *haptic touch*, in which cutaneous and kinaesthetic capabilities have important roles.'

Although relatively under-explored in comparison with sight and hearing, the haptic sense is 'critical for normal human functioning at many different levels, from controlling the body to perceiving the environment, as well as learning about and interacting with it' (Robles-De-La-Torre, 2006). Consequently, there is now intense psychological interest in the cognitive dimensions of haptic sensing generally as well as in the development of haptic proficiency in blind and visually impaired adults and children. Thus, research has highlighted the extraordinary speed and sensitivity of the haptic sense (e.g., Heller & Schiff, 1991) and has also demonstrated, contrary to early assumptions and common prejudice, 'the presence of a comparable set of spatial abilities in people without vision as can be found in those with vision' (Golledge, Klatzky & Loomis, 1996; and see also Ungar, Blades & Spence, 1996; Angeles Espinosa et al, 1998; Ungar, 2000). Understandably, then, there has been growing interest in haptic sensing and its technological applications (for reviews and commentary see, e.g., Hayward & Astley, 1996; Henriques & Soechting, 2005; Robles-De-La-Torre, 2006).
Our own project is inspired by two concrete real-world scenarios which crucially depend on haptic sensing.

The first relates to the challenges faced by fire fighters on entering and exploring a dangerous environment in low or no visibility conditions and often without meaningful auditory feedback. In such cases, firefighters may have to rely solely on their own immediate haptic feedback in order to make their way in and out of burning buildings and to locate survivors. In working in such conditions, firefighters make use of a number of basic haptic feedback strategies, including wall-following – i.e. running their hand along the wall as a means of navigation – and kicking out in front of them as they move in order to feel or remove possible obstructions.

The second scenario is the relationship between visually impaired person and guide dog. Many blind and partially sighted people have developed highly effective navigational and exploratory partnerships with their specially trained guide dogs. In walking along the street to a destination, the visually impaired person is linked directly to the guide dog via a stiff metal interface known as a 'handle', attached to a harness on the dog's back and shoulders. This simple device is the main conduit for the necessary reciprocal haptic feedback between the partners. The handler feel's the dog's movements and direction while the dog monitors the handler's walking as they proceed together.

As person and dog get to know one another and their working relationship develops, they become –via the handle - extraordinarily sensitive to the behaviour and disposition of their companion. N.G, an experienced guide dog handler in Sheffield, told us that she senses all her dog's reactions through the handle. She reads his overall 'body language' and can feel all kinds of attitudinal states in her dog in addition to the behaviours more obviously focussed on navigational functions. At the same time, this ability to sense the moods and disposition of the dog also affords additional information to the experienced handler about both immediate and distant environmental circumstances through the medium of the dog's responses to those circumstances. In return, her dog reads N.G's overall state ('he's picking up whether I'm all right', as she told us), feeling whether she is nervous, upset, anxious etc. In short, the handle allows constant two-way monitoring of behaviour as a result of which the handler and dog constitute a single, purposeful navigational 'system'.

Moreover, this haptic reciprocity between dog and handler begins to emerge very rapidly. In initial work on the project, one of our (sighted) colleagues reflected on his first ever street trial with a guide dog and noted:

'I walked blindfolded with the dog along a busy walkway outside. Pretty soon I began to feel even the slight changes of speed and direction. The trainer who walked with me said that it is important to swing your hands so that the dog also gets some feedback on your active participation of walking'.

The REINS project, then, aims to explore a design which integrates active haptic exploration of the immediate environment with haptically guided locomotion and navigation. In this paper we report and discuss only the first of these topics, that is, our initial exploration of haptic sensing of the environment, concentrating specifically on the ability to perceive and discriminate objects of different weights positioned in the immediate path of the mobile device.

Haptic Discrimination
Haptic sensing of weight and force, as well as other object properties such as size, volume and texture, has been extensively studied since the early 19th century (e.g. the pioneering work of Ernst Weber, see Jones, 1986). In general, haptic discrimination abilities have been shown to be extraordinarily acute and easily trainable. Indeed, in a study of haptic discrimination of textured surfaces, Lamb (1983) concluded that:

'Any incremental change in the period of the dots produced *d'* values greater than zero; in other words, the subjects could detect to some degree any change in the period of the dots, no matter how small. There was no evidence of "threshold" behaviour in this discrimination task'. *d'* represented the discriminative performances of various subjects between two different surfaces using active or passive touch.

In terms of the discrimination of weight more specifically, studies have differentiated between the perception of 'inertial mass' (the feeling of the force needed to move an object) and 'gravitational mass' (the feeling of holding an object in the hand), showing that 'gravitational mass' generally feels heavier (Bergmann Tiest & Kappers, 2010). Studies have also shown the inter-relation between perceptions of weight and perceptions of size, volume, colour and texture (Jones, 1986; Kahrimanovic & Bergmann Tiest, 2011).

Our own study involves asking subjects to make judgements about weight, experienced by using the mobile mechanical device to collide with, and push, objects of various weights. However, the weight discrimination studies referred to above have all involved *direct* touch contact with objects. In contrast, our own study involves *indirect* haptic sensing in that subjects can only 'feel' the weight of objects through the mediating presence and role of the mobile device. In effect, the robot plays the role of a glorified blind person's cane – a 'robot-on-a-stick', as it were. Thus, the robot's own 'body', controlled by the human user by a rigid 'handle' or 'rein', is used as an exploratory tool with which to interact with objects in the vicinity and give feedback on their inertial weight. We were interested in the extent to which users would be able to discriminate in this way between objects in terms of weight and how quickly such mediated haptic powers would develop and improve over a short period of time. Furthermore, our study eliminates the influence of the perception of other object properties (size, volume, texture, etc) on the perception of weight, since no tactile manipulation of objects is possible and subjects are deprived of both visual and auditory feedback (by blindfold and headphones).

Theoretical Perspective
In designing and interpreting our experimental study, we were guided by two main theoretical perspectives: 1) the integrationist perspective on language and communication developed by Roy Harris (see particularly 1996, 2009), and 2) the concept of 'transparent technology' as discussed and developed in the work of Andy Clark (2003, 2011).

Integrationism
The integrationist perspective on communication – or 'integrational semiology' (Harris, 2009) – rejects any hard-and-fast compartmentalization of our communicational experience into 'linguistic' and 'non linguistic', or 'verbal' and 'non-verbal' processes or phenomena. For the integrationist, all communication of whatever kind involves the *creation of signs* whose meaning, or value, lies in the role these signs play in the integration of human activities in context. From this perspective, *feeling* or *sensing* our environment in the course of a task means *making sense of* our environment, and 'making sense' of something is an act of making meaning, hence a semiotic, or semiological act.

In going about our daily business of interacting with other people and the world, then, we are not mere *sign users* but *sign makers*. We actively 'read' our environment as we act on it and there are no restrictions in principle on what aspects of our experience might, in the context of our activity, become relevant cues or signals for us. In acting in and on the world, we can therefore make signs out of anything that is to hand, including, and most basically, our immediate sense experience. While our sensations and perceptions are not signs themselves, one may 'treat them as signs for purposes of some further activity' (Harris, 1996). As Harris explains:

'There are indeed cases where my sensations become signs. Groping my way through a familiar room in the dark (because the lights have fused), what my fingers feel and my feet encounter become signs of chairs, tables, walls, doors, etc. There is no semiological mystery here. These sensations become signs because – and insofar as – they integrate past memories with a current programme of action – i.e. crossing the room in the dark' (1996).

In the effective working partnership between guide dog and handler, then, both partners have become skilled sign makers, able to 'read' – or 'feel' - the behaviour of their partner and the immediate environmental context through the handle. In our own study, our experimental subjects were asked to 'read' the physical environment through the rigid 'rein' attached to the mobile device. But, as we shall detail below, such a task is an extremely complex communicational challenge involving different types of semiological integration.

Transparent technology
As Clark (2011) explains, the concept of 'transparent technology' derives from the Heideggerian notion of 'transparent equipment' – 'equipment ... that is not the focus of attention in use' (Clark, 2011), a 'classic example' being 'the hammer in the hands of the skilled carpenter'. As Clark argues, the user does not 'feel' the equipment in his or her hands:

'Instead, the user "sees through" the equipment to the task in hand. When you sign your name, the pen is not normally your focus (unless it is out of ink etc.). The pen in use is no more the focus of your attention than is the hand that grips it. Both are transparent equipment' (2011).

A 'transparent technology', then, 'is a technology that is so well fitted to, and integrated with, our own lives, biological capacities, and projects as to become (as Mark Weser and Donald Norman have both stressed) almost invisible in use' (2003). In contrast, an 'opaque technology' is 'one that keeps tripping the user up, requires skills and capacities that do not come naturally to the biological organism, and thus remains the focus of attention even during routine problem-solving activity' (2003).

'Transparent' tools are those 'whose use and functioning have become so deeply dovetailed to the biological system that there is a very real sense in which – while they are up and running – the problem-solving system just *is* the composite of the biological system and these nonbiological tools' (2003).

The classic illustration of 'transparent technology' in this sense, and of particular relevance to our own study, was the use of a cane by a blind person (or 'cane traveler') for navigational purposes (Clark, 2003) as described by Bateson (1973):

'But what about "me"? Suppose I am a blind man, and I use a stick. I go tap, tap, tap. Where do *I* start? Is my mental system bounded at the handle of the stick? Is it bounded by my skin? Does it start halfway up the stick? Does it start at the tip of the stick? But these are nonsense questions. The stick is a pathway along which transforms of difference are being transmitted. The way to delineate the system is to draw the limiting line in such a way that you do not cut any of these pathways in ways which leave things inexplicable. If what you are trying to explain is a given piece of behaviour, such as the locomotion of the blind man, then, for this purpose, you will need the street, the stick, the man; the street, the stick and so on, round and round. But when the blind man sits down to eat his lunch, his stick and its messages will no longer be relevant – if it is his eating that you want to understand'.

If I am conscious of the world via a stick, then the stick is not simply a tool that 'I' use, but part of 'me', a limb of my extended body and a sense organ of my extended mind. User and tool thus become 'human-technology symbionts' - 'thinking and reasoning systems whose minds and selves are spread across biological brain and nonbiological circuitry' (Clark, 2003).

Clark offers a remarkable illustration from the work of Berti and Frassinetti (2000) with neurologically impaired human subjects. The subjects in question suffered from 'unilateral neglect' within the visual system with the result that areas within the visual field were inaccessible to them. But when subjects were given a stick to reach objects with, it was found that 'the use of a stick as a tool for reaching actually extends the area of visual neglect to encompass the space now reachable with the tool' (Clark, 2011). He quotes from Berti and Frassinetti:

"the brain makes a distinction between "far space" (the space beyond reaching distance) and "near space" (the space within reaching distance) ... simply holding a stick causes a remapping of far space to near space. In effect the brain, at least for some purposes, treats the stick as though it were part of the body" (2000).

As Clark explains, this human ability to render our technological aids 'transparent' in this way has profound consequences for how we understand not simply our physical and mental abilities but, more fundamentally, how we understand what it is to be human. In broad terms, it means that we need to 'foreground embodiment, active sensing, and temporally coupled unfoldings' in our perspective on human action and cognition (2011). But more specifically, it involves a view according to which tools are not so much 'used' by people but 'incorporated' (Clark, 2011) into novel dynamic systems of embodied activity and interaction to form part of the users themselves.

In our studies of object discrimination using the device-on-a-stick we were interested in witnessing and analysing the emergence of such a human-technology symbiosis or 'synergism that can develop between artifacts and human agents' (Neuman & Bekerman, 2000). More specifically, then, this involved providing a suitable task context in which the mobile device would be transformed in use into 'transparent technology'.

The Haptic Discrimination Study
Overview of experimental task

Five subjects took part in our experimental study of haptic discrimination. Each subject underwent two sets of trials, during which their behaviour was monitored and recorded. The subjects were given the task of pushing the mobile device by means of the fixed rein while blindfolded and wearing headphones. On each push the subjects were asked to report on whether they could feel anything in front of the mobile device and, if so, how heavy it was (see below for exact instructions).

The task as outlined requires the subjects to develop communicational proficiencies which involve a number of different types of semiological integration (Harris, 2009: 72), including:

1. 'environmental integration' – 'The integration of an individual's activities with objects and events in the physical world' (Harris, 2009).
2. 'transmodal integration' – 'The integration of verbal with non-verbal communication', visual with oral communication, etc.' (Harris, 2009). Here, the subjects had to integrate verbal descriptions of weight ('light', 'medium', 'heavy') with haptic feedback from the device. In fact, using such terms represents a complex integrational challenge. It is neither simply to do with 'linguistic' knowledge – in this case, knowledge of 'English' vocabulary - nor with the 'psychological' ability to make perceptual discriminations. As Harris argues:

'Even the use of ordinary grading words, like *heavy, good, unusual*, typically involves a simultaneous assessment of facts and terminological appropriateness, correlated in such a way that when doubts arise it often makes little sense to ask whether they are factual doubts or linguistic doubts. They may in one sense be a mixture of both, but not necessarily a mixture that could even in principle be sorted out into two separate components' (Harris, 1981).

Clearly, then, the same object may be 'light' for the purposes of one task but 'heavy' for the purposes of another. In practice, then, subjects had to create from their own experiences what appeared to them to be an appropriate integration of their own feelings with the words given. Thus, subjects would have to introduce some semantic order into their understanding and use of these terms as an inseparable dimension of developing the haptic discrimination skills themselves. In effect, then, the *words used to describe weight*, no less than the mobile device for 'feeling' weight, would need to be transformed into 'transparent technology' in order for successful task performance.

Description of Experiment
Experimental apparatus

Fig 2 shows a schematic view of the mobile device and its functional components. The mechanical device consists of a fixed handle (henceforth 'rein') attached to a wooden trolley (A). The wooden trolley rolls on four wheels, two at the sides (radius 7cm), one at the back (3cm) and one (3 cm) in the front (B). The trolley is designed to have two degrees of freedom, moving only forward and backward. The trolley is surmounted by a smooth, rigid skirt (C) which envelops the body and wheels of the trolley (A). The skirt is fitted with force sensors, signals from which are received and recorded by computer. This data will be used during the second stage of the REINS project in which a wireless communication device – a wireless 'rein' – will be substituted for the 'fixed rein' used during the present experiments. The goal is to yield the force exerted from objects using it's sensory array and translate into a vibratory feedback for the user.
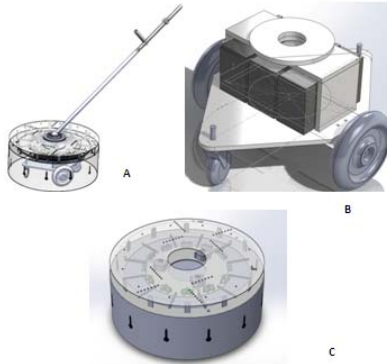
Fig.2. Mobile device consisting of a wooden trolley, a rigid handle and a skirt

Target objects
In our simplified setting for haptic discrimination, a hollow wooden box, measuring 30.48x30.48x29.21 centimeters and weighing 3.2 kilograms empty was used as the basic target object. The weight of the box was altered during the experiment by adding pre-arranged weights, giving the following set of weight values for the target objects:

- 3.2 kg (the empty wooden box)
- 5.2 kg (the box plus 2 kg weight)
- 10.2 kg (the box plus 7kg weight)

Testing Protocol
Each subject was asked to undergo two trial sessions with twelve trials in each session with a short break between sessions. The whole trial period lasted for approximately 20 minutes. At the start of the first session, subjects were instructed on how to perform the task. Subjects were allowed to see the mobile device (but not the box or weights) and to push it several times before blindfold and headphones (playing a sound track less than 70dB) were put on. Subsequent communication with subjects was conducted via pre-arranged haptic signals.

Subjects were asked to grasp the fixed rein and to gently push the mobile device away from them a short distance without stepping forward (Figure 3). On each of the twelve trials in each session, subjects would encounter one of the following four randomly assigned target states:

- a. No object in front.
- b. Wooden box (3.2 kg)
- c. Wooden box plus 2 kg (5.2kg)
- d. Wooden box plus 7 kg (10.2 kg)

For states (b-d), the wooden box was placed in direct contact with the skirt before the trial began (as in Figure 3) in order to eliminate (or at least reduce the chance of) perceptible collision cues. Subjects were asked to report what they could feel on each trial using, as far as possible, the verbal expressions below:
- A. *Nothing*: meaning no object could be felt in front of the device.
- B. *Light*: meaning there was a light object in front of the device.
- C. *Medium*: meaning there was a medium weight object, quite easily movable, in front of the device.
- D. *Heavy*: meaning there was a quite heavy object, possibly not movable, in front of the device.
- E. *Not sure*: meaning the subject was not sure if there was any object in front of the device or not.
- F. *Not sure which*: meaning the subject could feel an object but was not sure of the weight.

Before the commencement of every trial, the fixed rein was gently placed in the subject's hand – this was the pre-arranged haptic signal for the subject to push and report. After each report, the rein was taken back, by the experimenter for a few seconds while the next trial was set up.

Fig. 3 Subject pushes the device with target object in front.

For each trial we recorded the following:
- response time in seconds (from push to report)
- verbal report

Each verbal report ('Nothing', 'light', etc) was noted against the relevant target object state (No object, wooden box, etc) so that we could examine the accuracy of the verbal report.

Experimental Results

Response times

Figures 4-6 show the average response times of every subject for the first and the second trial sessions. The mean response time for the second set is less than the first set in each case, indicating that the subjects have already learnt from the first trials and responded with more confidence in the second session of the trials.

	Trial Set 1	Trial Set 2	Overall
Subject 1	5.93	5.00	5.465
Subject 2	7.72	6.02	6.87
Subject 3	6.13	3.83	4.63
Subject 4	3.93	2.9	3.415
Subject 5	4.34	2.21	3.275

Figure 4 Mean Response Times in Seconds
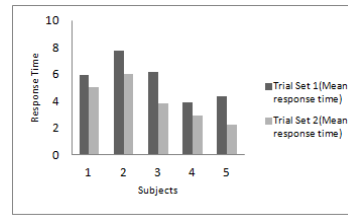
Figure 5 Bar-Graph showing the Mean Response Times for two sessions
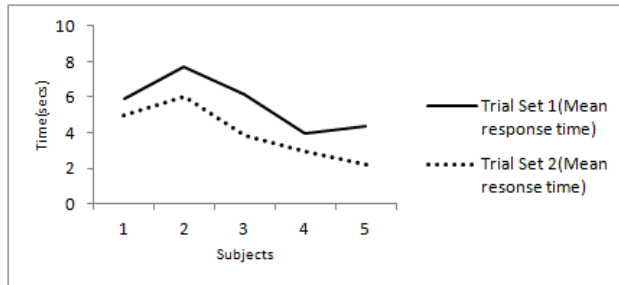
Figure 6 Line-Graphs showing the Mean Response Times of the subjects for two sessions Normal line represents the first session and dotted line represents the second session.

Accuracy of verbal report

We took a verbal report to be accurate if there was a match between target state and verbal expression as follows:

Target state	Verbal expression
a	A
b	B
c	C
d	D

We counted verbal responses E and F as inaccurate for the purposes of calculating the accuracy rate.

The accuracy rate for each subject was calculated on the basis of the number of accurate reports per trial set. Figure 7 shows that the accuracy rate improved from the first trial set to the second trial set for each subject.

Figure 8 shows accuracy rate by each target state (a)–(d) for each trial session. Accuracy increases over the two trial sessions for all target states. However, accuracy rates for states (a) (No object) and (d) (Heavy object) are very high indeed, with rates for states (b) (Light object) and (c) (Medium object) being lower but improving in the second trial. Figure 9 shows mean accuracy rate for each target state over all trials, indicating that the general accuracy for each target state is over 60%.
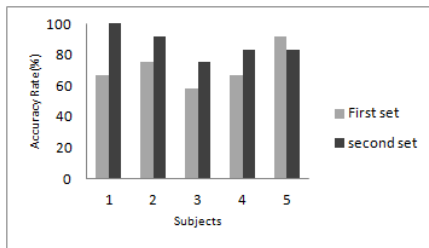
Fig. 7: Percentage accuracy for all subjects
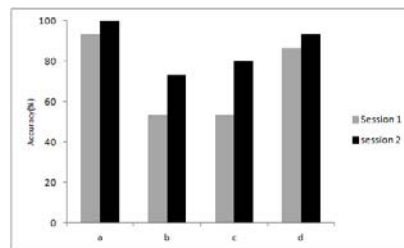
Fig 8: Mean accuracy by target state (a)-(d)
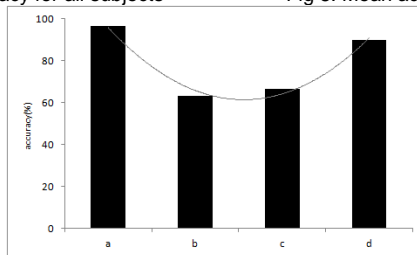
Fig. 9: Mean overall percentage accuracy for each target state.

Discussion

Prior to the experimental trials, we had no idea of the level of difficulty that our task would pose for our volunteer subjects. However, as the results clearly show, the subjects found the task to be manageable and made rapid strides in task competence over the two trial sessions. Subjects were able, by and large, to make use of haptic feedback from the mobile device and to coherently and successfully integrate verbal descriptions with haptic perceptions of different object weights as represented in the four target states. The results overall, then, appear to demonstrate quite unequivocally that haptic proficiency develops very rapidly, even under very unfamiliar and difficult task

condition and, consequently, that skills of haptic discrimination are easily trainable. In other words, our subjects were learning fast in a very unfamiliar environment. They are, as one would ordinarily say, 'familiarizing themselves' with the task and task environment. But what are the ingredients of the learning process that we call 'familiarization' in this case?

In integrationist terms, familiarization of this kind is a communicational (or semiological) process since it has to do with the development of sign-making capacities in the human subject. To familiarize yourself with an environment or set of circumstances means getting better at 'reading' the environment for meaningful cues relevant to your 'current programme of action' (Harris). It means being able to discard or ignore those environmental properties which are currently irrelevant or insignificant. In the case of our subjects, the increases in speed, confidence and accuracy of their verbal reports is only explained, we would argue, by an increasing capacity to 'read' the environment for relevant cues in this way via the fixed rein. We are witnessing here a growing 'integrational proficiency': a capacity for creating contextually meaningful verbal signs through the simultaneous integration of haptic perception via fixed rein ('environmental integration') with verbal labels for weight discrimination ('transmodal integration'), all the while in a communicative relationship with the experimenters ('interpersonal integration').

But the process as described is just the process of development of 'transparent technology' in the sense of Clark (2003, 2011). Improved accuracy in discrimination of target weights, in the absence of any other factor being changed, can only mean that the properties of the mobile device itself are become invisible – literally *intangible* – against those of the target object. The fixed rein becomes haptic *background* as the object environment becomes haptic foreground. In other words, our results show the fixed rein being transformed by active subjects, over a few minutes, into 'transparent technology'.

But as they 'feel' the different target states, where, one may ask, do our subjects end and where does the mobile-device-on-a-stick begin? Since our subjects have no direct physical or perceptual contact with the target objects, then it is only the system *human agent - rein - mobile device - target object* which includes all the 'pathways' (Bateson) necessary to the action of the system, i.e. feeling and discriminating accurately between object weights. In making themselves aware of their environment via the fixed rein, then, the 'partnership' of human subject and technology in this case is an emerging symbiotic system of acting, feeling, and thinking. Tool and tool user are becoming 'human-technology symbionts'. At the same time, the subjects are creating novel semantic values for the weight words via their integration in context with haptic feedback from the rein. The 'verbal technology', as much as the mechanical, must also, then, become 'transparent' to the task.

Conclusion

In this paper we have reported on a small scale experimental study in haptic discrimination using a mobile device with a fixed rein interface. We have demonstrated the sensitivity and trainability of the haptic sense. We have also argued that the development of haptic proficiency involves a process of development of 'transparent technology', a process in which a human-technology symbiosis emerges. We have also argued that the development of transparent technology is understandable, in semiological terms, as a growth in integrational proficiency on the part of the human agent.

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USER PARTICIPATION AND COMMUNICATION IN E–LEARNING — FORMS AND FUNCTIONS[1]

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Abstract
In essence, education in the digital environment enables the use of new tools and learning methods, creates new communication skills, and remodels educational discourse. All this leads to crucial changes in thinking about education and its cultural and social contexts. The article presents manners in which educational content is placed in digital structures and addresses the issue of taking advantage of the communication skills of a generation that was formed by the new media in order to actively engage its members in a learning process that is both attractive and effective. Specific e–learning technologies are discussed with the aim of exemplifying the use of structures and tools of digital communication such as forums and video games. The article also describes in detail the manner in which using the dialogical nature of forums, the mechanisms of gamification, and digital adaptations of textual structures, influence the reinterpretation of the educational humanistic discourse. The presentation also assesses the consequences of using digital structures in contemporary education.

Education in the Age of "Digital Natives"
"Digital natives" and learning
Education in the Information Age faces both new challenges and opportunities. The most apparent example of that are the dilemmas pertaining to the use of e–learning. The vast number of technological innovations, which facilitate the processes of transferring knowledge and developing skills in the era of electronic media [Ropponen, 2009: 81-88], at the same time generates risks associated with i.a. the reformulation of teaching methods and curricula. It is thus imperative that the form of e–learning be reconciled with the habits and communication skills of the younger generation, which has been brought up in the new media environment.

"Digital natives" [Prensky, 2001] are individuals who had not experienced the world as it existed prior to the advent of the new media age. For such individuals, processes pertaining to digitization are so obvious and natural that they often seem transparent and are considered an immanent feature of the surrounding reality. Digital natives are accustomed to the rapid exchange of information, to multitasking, and to consuming content in visual form. If they read at all, they read short passages of text on the Internet instead of reading long academic dissertations and traditional novels. Their acquisition of knowledge is often a mere "by–product" of their search for entertainment. They are unable to keep their attention for long on a given topic, since they quickly lose their interest. They require constant stimulation in order to remain focused on a particular aspect of reality. Moreover, they often perceive the virtual world as more interesting than its surroundings and attempt to transfer communicative behaviors and situations from the virtual world to the outside world [Prensky, 2010].

Mark Prensky is quite enthusiastic about this group, emphasizing such characteristics as its quick reaction time to intellectual stimuli and its ability to multitask. In doing so, Prensky highlights those features in particular which differentiate digital natives from their preceding generations — the "digital immigrants," a group which encompasses the majority of teachers and lecturers. The older generation still regards digital media as being something of a novelty or curiosity and the knowledge imparted through digital media — as inferior to knowledge offered in traditional libraries or lecture halls. This attitude is tied to a number of insecurities resulting from the fact that the middle and the older generations find the use of digital media hard to master, as well as from a mental struggle that both generations contend with in accepting the role reversal in "knowledge transfer" — the situation wherein knowledge flows from the younger to the older generation — and not *vice versa*. In effect, this lack of skills in navigating digital media results in teachers often failing to impart valuable knowledge and skills to their pupils just because both groups fail to reach an understanding on the level of channels of communication.

One cannot help but notice, therefore, that the still–unfolding digital revolution requires that teachers and lecturers adapt (and continue adapting on an ongoing basis) traditional educational tools to the specific manners in which digital natives attain knowledge and perceive reality, as well as refrain from making value judgments when discriminating between "modern" and "traditional" methods of knowledge transfer ("good library" vs. "bad Internet"). Don Tapscott asserts that obtaining knowledge through digital media, when compared to its preceding counterparts, is not a simpler process. On the contrary: it requires a certain number of additional skills — both technical in nature, as well as those connected with a critical approach to obtaining [Dron, 2007: 140-141] and selecting information [Tapscott, 2008: 121–148].

Tapscott references the research of Donald Leu, who points to the necessity of redefining the ability to read and write in the context of electronic media, supplementing it with the competence of searching for essential information in as little time as possible. According to scholars, readers of online content should not only be able to read and understand text, but also to create their own mental paths by means of clicking on links in search of information. The "digital natives" are indeed such readers — or rather, such *users* of text in digital media. Their search for knowledge takes effort as well, albeit this effort is distributed in a different manner than the effort undertaken by their predecessors[2].

E–learning as a form of digital discourse
This brings us to the crucial question of how to adapt educational discourse to technological changes. If educational discourse is to serve its

[2] It should be mentioned that Prensky's concept has been met with criticism pertaining to the issue of the "digital natives" generation in the context of different forms of the digital divide (the criticism addressed the simplified reduction of the entire younger generation to a generation of children of wealthy parents born in the West). Eszter Hargittai [Hargittai, 2010] points to differences in the critical use of digital media, which are primarily tied to such factors as the social standing and the education level of the parents. In her opinion, the younger generation is so diverse in this regard that one cannot treat is as a singular group. However, it would seem that Prensky's theory, though controversial at the time of its formulation, is becoming increasingly more valid as access to digital media is becoming more affordable and technologically simpler, encompassing a growing number of people of different social backgrounds.

purpose, it should be rooted to a smaller or larger degree in the various capabilities offered by the new media. In effect, in the first place we should pose the question of how to modify discourse in such a way, as to both make it attractive to individuals who wish to attain knowledge and, in doing so, nonetheless refrain from crossing the line between necessary simplification and trivialization. The risk of adapting educational discourse to the point of oversimplification has been a constant threat in education, but it seems particularly imminent in modern times.

Discourse itself is defined as text occurring within a communicative situation. In effect, it is first and foremost a specific form of social practice; one which modifies both the form and the content of messages in relation to their social context and the communicative situation. Furthermore, no form of discourse is completely independent from others; discourses influence one another and modify their respective contents. The discourse of education is unique in this regard, as it simplifies and appropriates content by its very definition. It subordinates content to its own needs, such as developing in pupils a particular way of looking at things, constructing specific associations , and developing knowledge capital.

The best example of such a phenomenon is the aforementioned e–learning, in the case of which we are dealing with the mutual interaction of two discourses: educational discourse and digital discourse. The discourse of digital education forms part of the inherently persuasive discourse of education. Its controlling factors are: the selection of the object of knowledge (the facts of knowledge); the selection of teaching methods; the choice of assigning the value of truth and objectivity to some facts and not to others; as well as granting such facts an *a priori* status. The discourse of education is thus a discourse of predetermined answers; a discourse which "knows best." This feature of discourse is reflected in the structure of modern teaching programs, in which special attention is given to evaluating the effects of education (the skills received in the course of education in particular). In this regard, educational discourse is more similar to the discourse of science (which is aimed at discovering phenomena which are theorized to exist) or that of politics (which relies upon implementing a specific model which the inspirators of the discourse recognized in advance as the most efficient, and subordinating the remaining aspects of social life to its principles) rather than to the discourse of arts or philosophy, the essence of which is an open and creative approach; one of curious questioning and exploration.

This highly developed tendency to modify existing content is also a feature of digital discourse. One of its characteristic features is managing other discourses, using them, modifying them and adapting them to its own needs. In the case of digital discourse, we can speak of an overarching remediation.

This modificatory aspect of digital discourse is comprised of several characteristics, which determine its specific character. First of all, it is subject to technological conditions. This means above all that the tools of discourse are defined as specific semiotic forms. Such forms are designed in advance and "placed" at the user's disposal. Despite the illusion of far–reaching freedom, the semiotic forms' restrictions considerably shape the user's actions. In the case of digital discourse, the aspect of the mediatization of forms of social communication is also in play. Digital discourse revokes some rules of "classical" communication, while strengthening others. This aspect is most visible in the case of written forms: there we can observe a tension between the users' customary belief that the "written" message is more official than its "spoken" counterpart and the belief that digital communication should not be as prohibitive in nature (which would indicate that the conventional phrase "Dear Sir or Madam" and emoticons could coexist in one message). This entanglement of discursive orders makes it possible for remediation. In a communicative aspect this results in the possible emergence of completely unexpected hybrid text forms.

The aforementioned reflections indicate that because in the case of e–learning the discourse of digital education is rooted in digital communication, rather than its tools, which transform educational discourse in a permanent fashion and impart it with causative power. In conclusion, despite having different ontological statuses, educational and digital discourses are similar in their disposition toward interpretative action, which transforms other discourses.

The necessity of reforming education to account for the needs of the generation of digital natives results in the growing dependence of educational discourse on digital media, which is tied to the growing independence of education from school and academic infrastructure, as well as the considerable reduction of direct interpersonal encounters within school or academic communities. In consequence, this process results not only in the remodeling of educational discourse itself, but also in the remodeling of the social, spatiotemporal, and communicative conditions of its functioning. The Internet successfully disconnects educational discourse from specialized and custom–built physical infrastructure. It interiorizes time and space, transporting both into the virtual world, wherein they are tied to a much larger degree to particular users and their specific needs. Digital education disconnects physical reality from the imperative of being textual and from the production of objects which serve as storage media for text (i.e. books, magazines). Furthermore, educational discourse in its specific implementations can function on a global scale.

These processes are well exemplified in e–learning conducted within the range of possibilities offered by various digital platforms such as Moodle, where educational discourse and digital discourse operate in tandem, modifying one another. Moreover, they are modifying the content which will be presented to users/students. In the course of this article, such processes will be presented on selected examples associated with the functioning of Internet forums and various aspects of gamification in education platforms.

The structure of an education platform

E–learning platforms such as Moodle (which is used at the Warsaw University) contain, content in various forms — written, iconic, visual, and auditory. It also contain activities connected to knowledge evaluation and skills acquisition. The features of the platform include activities pertaining to course preparation, course presentation, and grading terms (i.e. on the News Forum), or, in other words, metatextual and metadiscursive messages, as well as activities pertaining to technical issues (on the Technical Forum). At the same time, forms of communication available on the Moodle platform, while new to some degree, are in their essence part of the continuum of tools created in the course of development of cultural communication and educational discourse. They also form part of the poetics of Internet communication, anchoring educational content and teaching methods in the virtual world. Their most visible aspect is their focus on encouraging participation among course users.

Digital paratexts mobilize the users of discourse, as they require that users undertake specific actions in a specified time period. Various text–related activities facilitate the process of knowledge assimilation without the need of additional rote learning. This assimilation is made possible due to being able to revisit the object of knowledge time and again, due to the circulation of the same content, which undergoes alterations on the formal level, as well as due to the process of recycling. The transfer of knowledge is made more appealing due to the ease with which users approach multimedial forms. At the same time the assimilation of knowledge is made easier thanks to the possibility of its visualization (the multi–channel character of information, the fact that information is registered via multiple senses at the same time). In effect, the feeling of monotony, of boredom associated with the repetition of study material, which is characteristic of rote learning, is reduced. By coming back repeatedly in various communicative forms and interactive genres of communication, educational materials inscribe themselves in the memories of users without the need of their further deliberate assimilation (i.e. through rote learning).

Traditional educational discourse is adialogic and focused on the transfer of an officially sanctioned body of knowledge, the development of specific skills, and the creation of particular abilities in learners. However, its magisterial character can be reduced through the use of dialogical forms of digital communication. By demanding participation from the learner, forums, quizzes, chat rooms, and other

forms of Internet communication situate the learner in the position of one who seeks knowledge, one who discovers and uncovers it, instead of someone who merely assimilates ready–made, prefabricated knowledge. Activities open to repeated modifications and corrections modify the closed and permanent character of completing the activity enabling numerous attempts, learning from one's mistakes, and of approaching problems which repeatedly open up the mind to independent thinking. The introduction of digital structures of communication into the discourse of education has a rhetorical effect: the transfer of knowledge is enriched with new communicative solutions, in which educational text along with its existing structure undergoes communicative restructuring and recontextualization.

Cultivating one's mind with a focus on new forms of reasoning is also extremely important. The massive amount of information available on the Internet requires that users develop skills associated with searching for knowledge, hierarchization, and being able to decide which information is crucial and which is negligible .

In conclusion, user participation and a focus on communication are fundamental characteristics of educational discourse in the digital environment. There the learner becomes the co–creator of educational content, altering and recycling information in such a fashion as to maximize comprehension, and thereby modifying the discourse of his or her own educational process. The discourse of digital education mirrors and modifies existing forms of interpersonal communication (medial communication in particular), forms of education, as well as methods in which textuality manifests itself in existing culture. In doing so, the discourse of digital education domesticates digital education and anchors it in existing educational and medial discourse, incorporating it into the cultural order.

The Internet Forum as an Educational Tool
The space of an education platform and its forum
According to Neil Postman's accurate observation, taking advantage of new technologies in a wise manner can be a blessing, whereas when used in a negative fashion, new technologies become their own caricature and dismiss all the possibilities that were once associated with them [Postman, 1992]. This observation clearly pertains to e–learning as well. When used properly in the era of convergence, e–learning can make the traditional content and values found in existing media actual and attractive for the "digital natives" generation [Jenkins, 2006: 8]. A fitting example of such a phenomenon being put into practice is the use of various education platforms (usually based on the Moodle platform) in school and academic education for the purposes of holding e–learning courses.

The use of an Internet forum in education is one of the attempts at addressing the needs of the younger generation. For many users, participation in an Internet discussion board is more natural than composing longer written assignments or participating in a classical discussion in the non–virtual world. Digital natives do not associate the term *Internet forum* with attaining knowledge and skills, but with entertainment and a pleasurable pastime. As far as most users are concerned, this lack of *educational* connotations is, of course, an advantage. Furthermore, because schools and universities often refrain from requiring the regular submission of written coursework, the ability of submitting messages on an Internet forum is for many pupils and students one of the few opportunities to practice writing longer texts.

Internet forums are one of the basic and most useful tools designed by the creators of education platforms like Moodle. Forums enable the creation of conversations anchored in the digital world. They are also (in keeping with the Latin root of the term) a democratic space, in which the voices of particular users are, in principle, of equal value, and the moderator does not control, but organizes the discussion. The use of an Internet forum as an educational tool also allows for the partial return to the ancient ideal of exposing the truth (perhaps here equated with knowledge) in the course of a discussion between multiple equals.

In consequence, Internet forums belong to a group of e–learning tools, the use of which enables the acquisition of knowledge, the development of skills associated with the practical use of knowledge, as well as the development of social skills. This aspect of functioning of the Internet forum seems valuable in particular in the context of critical opinions on the modern educational system, which is sometimes described as oriented toward the rote learning and recognition of textbook knowledge. Due to the dialogical structure of an Internet forum, this e–learning tool is not a mere technical novelty or curiosity, but rather, a return to the ancient educational model .

The teacher — the user and the designer
The use of a forum as an e–learning tool is, however, tied to several paradoxes resulting from the mutual interaction between educational and digital discourses. The forum, a space of dialogue and interaction by definition, is at the same time **designed** by individuals performing the role of a teacher/lecturer. By participating in a forum discussion, the teacher is still endowed with certain prerogatives associated with his or her role as a teacher in the non–virtual world.

In keeping with the principles of digital communication, we are much less formal in our Internet discussions than in our official academic interactions; and less self–conscious of our usual social roles [Grzenia, 2006]. However, in the case of e–learning there is a tension between the rules of Internet forum use (which are quite fluid as it is) and the traditional role structure of the lecturer–student or teacher–learner relation. Such a tension results in predictable confusion, which might result in pupils/students focusing on which communicative strategies are the most fitting in a given situation instead of being more creative and flexible than in a traditional communicative situation. As a result students can deprive themselves of actual participation in the educational process.

In other words, it does not suffice to focus on the Internet forum as a technological space, since this aspect falls outside the scope of influence of the individual running an e–learning course. We should instead focus on the double role of the forum in the discussions being held. Forum users will never see the teacher who participates in a forum discussion as a partner even if the teacher expresses the desire to be treated as such. At all times there will be a tension between the social role of an individual in the non–virtual world and attempts at convincing the other discussion members that this social role could be, in a sense, "shelved" for the time being. The teacher's plea itself to treat him or her as an equal accentuates the distinct nature of his or her function, as no other user needs to ask for such special treatment.

At the essence of the educational process lies a more or less defined educational goal: after all, we would like for our students to reach the conclusions that we believe are proper and important; for the discussion to be something more than just a collection of independent statements, but a vehicle for reasoning. Therefore, the teacher is and must be more than just a moderator. She or he should also provides the discussion topic and usually evaluates each statement. It is the teacher's messages that the other discussion members refer to in the first instance, even regardless of their actual substantive value, following the intuition that responding to them will be rewarded. Users also expect the teacher to conclude the discussion with his or her statement. Internet forums in e–learning **cannot be governed according to the rules of digital democracy**; the authority of particular users does not emerge spontaneously in the course of their interactions, but rather, it is given from above in an institutionalized form. In effect, if we were to expand on our *political* metaphor, an Internet forum on an educational forum would be an indication of **managed democracy.**

The learner — the teacher and the experimenter
The Internet forum is also a space in which the double character of social roles applies to the students/pupils themselves. By referring to the main topic, but also to statements made by the other participants, forum users enter both the role of the learner and that of the teacher at one time or another. This phenomenon also ties Internet forums with their ancient counterparts. In turn, the possibility, or rather, the necessity of familiarizing oneself with previous messages on the forum — a necessity inscribed into the poetics of forum discussions — eliminates repetitions, which appear on a regular basis when students make statements on a given topic without having

access to the answers of their predecessors. This necessity also forces subsequent contributors to introduce fresh ideas, search out original examples, and enrich the analytic–interpretative statements referring to the examples posted by the teacher with new insights.

Another paradox regarding the Internet forum as an educational tool is the issue of a different approach to the elaborateness, transformation, and composition of written statements than in the case with most other statements within CMC (*computer–mediated communication*). This difference in approach is, of course, tied to the prospect of being graded by the teacher. The discourse of digital education mirrors and modifies existing forms of interpersonal communication [Celiński, 2010: 10] and the manners in which textuality manifests itself in existing culture; the fundamental resources of a forum include pastiche and paraphrase. For example, the Internet forum is both an imitation and an alteration of discussion. The statements made by subsequent users of a thematic forum are shaped by the medium. The spoken word and direct contact between discussion members are replaced with the written word and virtual contact, thus reducing or even eliminating the spontaneous character of statements. The virtual realm lacks the physical co–presence of discussion members and their reactions to gesticulation, facial expressions, and the vocal manner of shaping utterances (intonation, loudness), which can be the carriers of irony, indignation, irritation, or support in the physical world. For such behaviors to be accented in digital communication, they must be included either in the semantics of the statement or in the graphical arrangement of text (the use a particular font face, emoticons, etc.). Written statements also create a certain distance, raise the level of control over one's statement, and influence the attention to both form and content — which results from the higher awareness (feeling) of the higher mediating role of the written word when compared to the spoken word in communicating thoughts, as well as associating written statements with the permanence of documents.

Digital media tools, including the Internet forum, allow for unlimited experimentation. The construction, deconstruction, and transformation of text result in the reduction of technical work in favor of creative initiatives in the process of learning (the growing importance of ideas). Another effect of such changes is the aforementioned blurring of boundaries between existing discourses, as well as between cognition and creation, since the process of learning is endowed with qualities characteristic of artistic creation. Digitization also introduces new methods of making use of text, which manifest themselves in the possibility of placing each text in the space of an experiment. The option of deconstructing a text, of unrestricted, endless transformation both in terms of content and graphical form, results in texts, which were considered finite within the culture of print, being given the new status of plastic matter which can undergo further transformations.

The dialogical essence of the forum encourages users to reference each other, enter disputes, have an often critical approach to the text encountered online. In consequence, users search for knowledge in other sources and do not just resort to universal knowledge, which is often the case in animated discussions. In effect, users point to specific examples — cite website links and knowingly refrain from just summarizing their content (which is often accompanied by a statement such as: no need to summarize, just click and read) in favor of analyzing their example with regard to the discussion topic and with synthesis in mind. **Metadiscursive statements** perform an important role in the discussion — they integrate individual statements and refer to the communicative event at hand, or the specific forum discussion thread. Metadiscursive statements include greetings, references to posts of specific forum members, reflections on the discussion topic and the discussion flow itself (text–related remarks). Due to such phenomena, users are no longer just incidental course members, but willful members of a discussion group. However, there is the aforementioned risk that this process will focus on the interactions themselves instead of the process of knowledge acquisition.

The most important feature which defines the character of Internet forums is their dynamic and unpredictable nature. Despite the fact that the course manager plans out the educational effect of the discussion beforehand, the forum always remains an experiment with a certain chance of failure tied, above all, to issues pertaining to interpersonal relations. The process of cognition is created differently each time. It is the result of not only the actions of particular users, but also the specific structure of their group as a whole. The specific dynamic of interactions within the group might result in some users and their opinions overwhelming the discussion even if their contributions have little substantive value. The opinions of individuals of high sociometric status, who are more quick–witted in terms of discussion skills, will be met with more interest and agreement. However, it can be said that such phenomena mirrors those existing in the non–virtual academic world, in which the high substantive value of particular statements and opinions does not necessarily make them popular either. In the microverse of an Internet forum, however, such phenomena seem more vivid and easier to examine.

The Internet forum as an educational tool is linked to certain hardships and paradoxes, which we described above. However, it goes without saying that such issues do not deter teachers and learners from using forums in the educational process. To be sure, this is a risk worth taking without question, because the possibility of shaping knowledge dynamically enables pupils/students to be the co–creators of knowledge and provides them with the feeling of agency, as well as the responsibility for the effects of their education.

Video Games in the Service of E–Learning
Gamification — an overview
One of the unique characteristics of digital discourses is their tendency to appropriate mechanisms first found in other discourses and tailor them to their own needs. Mediation, which is characteristic of digital culture [Bolder, Grusin, 2000] does not pertain to new media alone. The medial transformation of prior textual forms is historically universal. A good example of this is the fact that the first printing fonts were designed to resemble handwriting. In the digital culture, however, this process is intensified and tied to remixing and adaptive remodeling. Digital discourse processes and modifies phenomena characteristic of other, often very distant discourses with never–before–seen ease and regularity. A convincing example of such a phenomenon is the fact that digital discourse borrows certain mechanisms from video games, which are associated more with entertainment and pleasure rather than with the serious discourse of higher education. Nevertheless, video games have much to offer in terms of e–learning. Their benefits involve the areas of: forms of communication between participants of the educational process, and new methods of promoting learner participation in the educational process. The latter is directly tied to the phenomenon known in academic scholarship under the term *gamification*.

Like many other phenomena from the scope of digital humanities, the term *gamification* has been given numerous definitions within a short period of time. In Poland, the most well–known popularizer of this term is unquestionably Paweł Tkaczyk, the author of the books *Zakamarki marki* and *Grywalizacja*. According to Tkaczyk, one can speak of gamification when mechanisms found in video games are carried over into the real world [Tkaczyk, 2011: 186; 2012: 10] in terms of interpersonal relations and social behaviors, with the intention of influencing both.

Gamification is a term which has been criticized by game researchers. Ian Bogost believes that gamification is an artificial concept which uses a new term to describe a well–known phenomenon and was introduced for marketing purposes only. As he puts it, gamification was "invented by consultants as a means to capture the wild, coveted beast that is videogames and to domesticate it for use in the grey, hopeless wasteland of big business" [Bogost, 2011]. It goes without saying that despite its controversial name, the phenomenon itself is older than video games themselves. For instance, social discourses appropriate elements characteristic for video games (i.e. adapting scoring systems and "winner–loser" roles). However, it would seem that the development of the network society and the popularization of digital culture have allowed us to take better advantage of the phenomenon in question. Before the widespread appearance of digital environments in general, and before the advent of the Web 2.0 era and the proliferation of social networking websites in particular, the conscious use of gamification as a strategy in activities pertaining to the areas of i.e. marketing or human resources was a

lot more challenging. This is probably why the term gamification surfaced around 2002 [Marczewski, 2012: 3]. It was coined by the game designer Nick Pelling [Pelling, 2012],but gained widespread recognition in academic scholarship around 2010.

Gamification is always goal–focused (it must pursue a specific goal). Researchers of gamification, Gabe Zichermann and Christopher Cunningham, point to this characteristic in an indirect fashion. In their opinion, gamification is "the process of game–thinking and game mechanics to engage users and solve problems" [Zichermann, Cunningham, 2011: XIV]. In effect, one of the main reasons behind using gamification techniques is the willingness to strengthen the involvement of individuals in their respective processes. This is why similar motivational techniques are used in such seemingly remote areas as corporate human resource management and the popularization of ecological behaviors. Regardless of whether we pursue personal or work–related goals (i.e. recycle our garbage at home), higher motivation makes our actions more effective. A similar cause–and–effect relationship exists within learning, which is why gamification is used in the process of education — and e–learning in particular.

Gamification — examples of specific forms and solutions within e–learning

Implementing gamification into e–learning seems the most natural in the context of using an e–learning platform such as Moodle. In such a case, gamification techniques can be used on multiple levels: during a single lesson, in the course of an entire class, within a group of such classes (i.e. held by a single lecturer or focused on similar topics), or even on the level of an entire education platform, which offers users a catalogue of various educational services.

The most simple gamification mechanism used on all the aforementioned levels is the **points system**, which is premised upon competition and encompasses all of the members of a given course. For instance, students are awarded points for i.e. performing a specific task, which are then stored on a personal virtual account on the e–learning platform. The total number of points that a single course user has achieved (or the points of all users of the education platform) is then weighted against the scores of other users on a leaderboard. If all students have public access to such a leaderboard (it is a permanent element of the user interface within the educational platform and is visible each time a user is logged in), than it can become a strong motivating force in the competition with other users for students who wish to excel.

Another gamification mechanism is borrowed from cRPG games (computer role–playing games) and consists of providing each student with their own individual **avatar**, which is used in chat windows, on forums, or on other channels of communication between students on the e–platform. Such a virtual character gains new experience levels after the student acquires a specific number of experience points. Gaining a new level enables i.e. the modification of the avatar's appearance to make it more attractive.

In both cases it is essential to establish the number of points that users should be awarded for their activities. The authors of "Gamification by Design" [Zichermann, Cunningham, 2011] suggest it is beneficial to first create a list of all potential actions that a course member can undertake and then assign a given number of points to each action. For instance, handing in a correct assignment (200 points), helping out another forum user (100 points), flawless completion of a test on the first attempt (500 points), etc. Establishing the scoring system is of particular importance, since it is an act of programming, so to speak, the behaviors of the users. In consequence, those activities which serve to further the goals and educational effects of the course should be graded higher. However, it is debatable whether the scoring system should also award points for accessing optional study materials hosted on the platform. The basic version of the Moodle platform logs whether (and for how long) students opened such material, but it is not able to determine whether students actually read or watched the content of the open file. In effect, awarding points for such an action might result in "point inflation." In such a case, the only form of verification is supplementing the study material with a corresponding assignment or test which will verify the students' knowledge.

One alternative to gamification based on the mechanism of competing for points is, for instance, **the narrativization or the metaphorization of the educational process**. In this case the teacher should design a narrative with the player's avatar as the main protagonist. Of course, it would be best if the plot would focus on a problem revolving around the topic of the specific course in question. For instance, in the case of an e–learning class on the history of Baroque architecture, the body of knowledge attained in the course of the class could be illustrated with the metaphor of constructing a building (preferably one whose architectural style is tied to the class topic) — successive parts of the class or successive tasks performed by the student would be represented by successive stages of construction, culminating in the completion of the building (and the course itself). In such a scenario, visual illustration is unquestionably the best solution, which means that it is necessary to design (even the most basic) an animation showing all of the different stages of construction. However, it is not hard to imagine a metaphor, which does not require such visualization and allows for just a verbal description. For instance, in the case of an e–learning course on preserving endangered species of animals, the "plot" could center around a group of scientists who organize a support initiative for endangered seals. Tasks performed by students would be rewarded with announcements on the success of the subsequent stages of the initiative. For instance, one such message could be worded as follows: "Congratulations! You just managed to obtain financial support from several non–governmental organizations," or: "Congratulations! You managed to collect the equipment needed to chip and count the seal population." Naturally, students who completed the course would be awarded with a message stating that they managed to save their colony of seals.

The mechanism of awarding the user can also take another form. An alternative (in some cases: additional) solution to narrativization could be the mechanism of awarding users badges or achievements. For instance, such achievements could include: "for a flawless score on a test," "for turning in the assignment on the first due date," etc.

However, the practice of handing out points and badges does not have to conclude with a leaderboard "winner" being named and awarded at the end of the semester or academic year. Nevertheless, an actual award might make sense in the case of commercial e–learning platforms — the highest–scoring platform user of the year could perhaps be awarded with free access to an additional course, which is a paid course for the other users. However, offering tangible awards of measurable economic value is tied to a certain risk: in the final phases of the course, a certain number of students might decide that since they no longer have a realistic chance of winning, they might as well not put in the effort. The risk of such a turn of events will be lower when there are several awards at different scoring levels and these awards are tied to further participation in the educational process.

Conclusion

One feature of the discourse of digital education is the easiness with which it appropriates and adjusts digital textual structures to its own needs. This easiness is the result of both the inclination to transform of existing discourses (science, art, craftsmanship), which is an essential feature of educational discourse, as well as the digital matter of e–learning. Digital structures are reinterpreted in the course of adapting them to the needs of e–learning — they are subordinated to the needs expressed by e–learning and, in particular, to the need of promoting student/pupil participation in educational discourse.

This phenomenon has been presented on the examples of adapting the dialogical structure of the Internet forum and gamification–based solutions to the needs of e–learning. Such examples are just a small part — a representation — of all the structural borrowings present in e–learning. Our findings suggest that this area of knowledge warrants further research in regard to the structures and textual forms present in e–learning, as well as their influence on the remodeling of educational discourse in general. The research conducted suggests that the fundamental effect of the adaptation of the structures we analyzed is the change of degree and methods in regard to user participation. The consequences, however, are even greater — they also pertain to the necessity of modifying the

mechanisms of constructing statements, as well as changes on the level of the semiotics, semantics, syntactics, and pragmatics of educational texts. Another effect of such changes is the reassessment of traditional teacher–learner roles, as a result of which both sides co–create the discourse of education (albeit on different levels) and are its active participants. Hence, it is imperative for the process of e–learning that the course lecturer — even when him– or herself not a digital native — be able to make use of the communicative and participatory potential of digital media.

The discourse of digital education is structured through the continuous adaptation of various discourses — not only those originating from the Internet environment, but also those uprooted in the traditions of scientific, social, and medial discourses. The precise identification of structures which comprise the discourse of digital education, as well as their roles in the learning process, is a requisite condition of an informed promotion of e–learning as a new method of learning instead of just a new space for old teaching mechanisms. It is clear that the issues presented in this article point to the necessity of further comprehensive research on the communicative aspects of e–learning.

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VIRTUAL CLASSROOM IN THE CLOUD – TRANSNATIONAL SCANDINAVIAN TEACHING WITH ICT
(5 - Education and Communication Technologies)

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Abstract
In the Scandinavian countries Sweden, Norway and Denmark the project GNU (Grænseoverskridende Nordisk Undervisning i.e. Transnational Nordic Teaching) is experimenting with ways of conducting teaching across the borders in the elementary schools. The cloud classes are organised with one class from each country in the subjects: Language, Science, Math, Sociale science/History. The teachers from the three classes work together to design teaching they conduct together with assignments the students will be able to solve only in collaboration with their fellow students in the three classes. The three year project ends in 2014 but already now there are some interesting findings on how transnational teaching collaboration works for teachers and students.

This paper will focus on the different uses of web based tools of synchronous and asynchronous communication and discuss challenges and benefits in regard to learning and pedagogy with virtual classroom.

The Transnational Nordic Teaching Program
The Transnational Nordic Teaching Program is a three year research and development program funded by the European Regional Development Fund, ERDF, through Interreg for the ÖKS-region.

Figur 1. The ÖKS-Region

The aim of the project is to innovate concepts for cross-border teaching models through practice-based co-design processes between teachers and educational researchers. (Interreg IVA (no year), Spante et.al 2012).

Basically the project will gain knowledge from observing what is going on in 'cloud based classrooms'. The cloud based classrooms or 'virtual classrooms' are the specific 'laboratory' for the study: "Specifically, a series of virtual "Nordic classes", will be established, where Swedish, Norwegian and Danish students are taught simultaneously by a common group of Nordic teachers. The project establishes a cooperation between educational institutions and students from the ÖKS-region and develops exemplary models for a practical cross-border study community that will support integration between the Nordic countries' school systems and inspire other educational institutions and levels to develop cross-border education, which may contribute to Nordic young people feeling that it is natural to study and work in other Nordic countries." (Interreg IVA)

The project develops through iterations of the virtual classrooms. One iteration lasts for a couple of months and after a thorough evaluation a new iteration is executed. The number of participating classes and teachers is expanded during the project period as more experiences with the practice of classrooms in the cloud are generated and the concepts are considered robust enough for other teachers to take over.

The rationale behind the project is that there exists more communality between the classrooms and curricula in Scandinavia than differences and that learning and education will improve from the communal teaching. A side effect will be increased digital competencies. The virtual classrooms are dependent on the use of ICT and the teachers and students alike will benefit from using ICT for learning purposes and thereby obtain a higher degree of digital literacy - or at least improve in digital skills and competencies. (Belshaw 2011a and 2011b)

Background
In the Nordic countries (Norden, literally: the North) there has been a political urge to regard 'Norden' (translate: the North i.e. the Nordic countries) as a unified entity. This urge to see the Nordic countries as one, however, is opposed from two sides. On one hand there is an idea of national specificity and on the other hand there is a sense of a global or European belonging and longing. The strengths of these geo-political stances has changed over time and vary from country to country and the beliefs and their political implications are at times heavily debated. (Østergaard 1997; Vammen 1997)

One very important kind of unity between the Nordic countries stems from their common language and this is in particular true for the three Scandinavian countries Sweden, Norway and Denmark. The national languages in Scandinavia are at least to some extent mutually intelligible. There exists some barriers between the languages and one estimate is that a Swede for instance understand approximately 60 % Danish. (Gooskens 2010) The inter comprehension between the Scandinavians is close enough to consider the Scandinavia a linguistically unity.

This mutually intelligibility is a basic assumption and rationale for the Transnational Nordic Teaching Program.
Furthermore the Scandinavian countries share cultural history and have been part of the same sovereignty in more historical periods of time. And when it comes to the model of the welfare state one would also consider the Scandinavian countries to form a kind of unity at least when compared to other regions be it in Europe or the world at large.

It should, however, not be neglected that there are both very big and a lot of more subtle differences between the Scandinavian countries. There is, therefore, an ongoing political effort to make the region stronger by working out new models for closer collaboration and

a partial upheaval of national differences without any intention to form a communal state. Making Scandinavia a primus motor for economically growth is hight on the Scandinavian political agenda not least in the ÖSK-region.

The Transnational Nordic Teaching Program is to be seen as part of this urge to make the region a leading force in economically growth by investing in education.

Challenges with Cloud Based Classroom

Half way through the project it is now possible to consider some of the findings and share some of the experiences from the project. I've myself been part of the research team that support the teachers in innovating new ways of teaching virtual classrooms. There are six research teams. One for each of the subjects taught in the virtual Nordic classrooms: national language, science, math and history/social science. Then there is a cross-subject research team dealing with pedagogical issues specifically related to the use of digital technologies for educational purposes and finally there is a group connected to the level of school principals; school management. I am part of the national language research team and the cross-subject team.

In this paper I'll try to convey some preliminary findings drawing on experiences from across the subjects taught. I'll focus on issues connected with the use of ICT for teaching in cloud based classrooms. My perspective is basically in line with that of the teachers and in a lesser degree I take in the perspective of students and management.

In an earlier published study from the Transnational Nordic Teaching Program, 'Nordic Innovation Networks in Education: Dealing with Educational Challenges with Cross Border Collaboration and User Driven Design', Maria Spante and her colleagues focus on the general challenges for the participants in the project. The study find three major areas of challenges that potential are jeopardizing the programs overall objectives:

"We have identified three major thresholds to overcome. The first is related to technical difficulties in schools when diverse IT systems are to be synchronized. The second threshold concerns scheduling coordination difficulties in order to allow synchronous cross border collaboration. The third threshold concerns linguistic and communication difficulties rooted in participants communicating in their respective Nordic language." (Spante et.al. 2012 p. 553)

I find the highlighted issues to the point. But my focus will be somewhat different in that I'll concentrate on what learnings can be extracted from the teachers' struggle with the issues mentioned. To succeed teaching a virtual classroom preparation and planning are keys. Teaching cloud based differs in so many respect from ordinary classroom teaching in that there are a lot of new dependencies: schedules across institutions situated in different countries, technologies and communication difficulties.

The rest of this paper will bring forward the key findings for what the teachers have to take into account and what and what they have to pay a special attention to to make the cross border teaching work.

Findings

As described above the basic model for development of innovative teaching concepts for Transnational Nordic Teaching is cloud based collaboration between classes (teachers and students) from the three countries. Swedish, Norwegian and Danish students are simultaneously taught by an inter-scandinavian group of teachers. It is an underlying assumption that this way of teaching ads a Nordic surplus value to the teaching when it comes to learning outcome, inter comprehension and forming a communal Nordic understanding and identity.

This way of organising teaching is build upon a fundamental believe that there exists a common Nordic pedagogy; a pedagogical thinking inherent in the teaching and teaching methods used in the Scandinavian countries. The differences there afterall exist between the students and teachers in the countries are treated as strengths that increase problem solving skills through dialog and negotiation between different perspectives (which in itself often is highlighted as a 'Nordic teaching tradition'). Secondly the differences are not regarded as grounded in the different nations or cultures but as nuances and variations within a particular Nordic tradition with communal roots.

The project has now been through 3-4 iteration and a picture has crystallized suggesting certain returning challenges in the planning, in the execution and in the evaluation of virtual classrooms.

We've seen some successes and some challenges in the virtual classrooms and in the collaboration between teachers. In this paper, however, I'll only describe the teachers' experiences insofar as they are connected with the concrete planning, execution and evaluation of teaching. I'll not go into a discussion of challenges that comes from the organising of the project as such, although there is a lot of learning from that perspective as well.

This paper will try to pave a common ground for understanding some specific concerns that should be dealt with when engaging in transnational teaching in cloud based classrooms. The discussion will fall into the pedagogical categories: before, during and after the class based teaching activities:

1 Teacher collaboration - planning and preparation (before)
2 Teaching activities (during)
3 Student products and assessment (after)

Teacher collaboration - planning and preparation

It is crucial that the *planning of transnational teaching* in virtual classroom begins long time ahead of the actual teaching activities with students. It simply takes longer to plan and prepare transnational teaching than traditional teaching. This may sound very banal and commonsensical but it has been a surprise for a lot of the participating teachers how much longer preparation takes for transnational teaching.

First of all it is important that the involved teachers *establish a common ground for their mutual teaching.* There is a lot of negotiation and discussion on how to understand the common subject and how actually conduct the teaching the best way. Finding appropriate teaching resources that the teachers can agree on will often take longer because the teachers can take nothing for granted in that they have another teacher from a neighbouring country to collaborate with. Although teachers have a firm believe in material they are use to choose for an activity this believe might very well be debated by another teacher - not least when that teacher has another national teaching background.

The teachers has to *familiarize themselves with the tools* they have to use for the transnational collaboration both in the planning phase and later in the planned activities where the students will be using cross border collaboration tools.

And the planning itself has to take place using the ICT tools as Skype, Google HangOut, Adobe Connect or similar services that also will be used for teaching and the students' work. Planning at a distance is different from meeting face-to-face with colleagues that have known each other for years as colleagues at the same school. Some of the challenges the teachers will meet are connected to the ICT involved. *Teachers have to be focused on their own digital competencies* and for a great number of teachers they have to improve on their digital competencies to make transnational planning work. There is a clear difference between knowing a tool on the one side and on the other using a tool to solve the tasks involved with teaching planning, executing and assessing.

Scheduling also becomes much more tiresome. Involved are two different schools with different traditions and the planning has to take these differences into considerations. Seasonal holidays are not coordinated between the countries and this might cause some difficulties planning communal teaching. To change schedules is no longer possible on the fly which it might be for collaboration on the same school being in the same buildings.

Some of the very practical elements in planning comes as a surprise for teachers involved in transnational teaching planning for the first time. In Scandinavia teachers are used to be self managed and it is normally easy for them to reschedule on their own. But in transnational collaboration *the school as an administrative system* becomes evident and scheduling becomes a bigger challenge than normal.

It will be helpful in the planning and preparation phase if the teachers in the involved Scandinavian countries have more meetings to get acquainted and that they also focus on the similarities and not least the differences in curricula in the respective countries. This is important in that the teaching has to be planned so it meets the different national standards and additional also meet the objective of the surplus value coming from the cross-border collaboration between students. There has to be particular attention to secure both of these goals in the planning phase.

In the planning phase there are both technical issues and issues that has to do with the content of teaching - and not least the connection between the two. In the preparation it is the teachers' obligation to find the way best to secure the national and transnational learning objectives are met.

Some of the teachers have taken in the longer timeframe in scheduling and preparation and keep in touch regularly also between the actual experiments with the virtual classroom. We, however, still see experiments that do not work out well partly due to too little focus on timely thorough planning. An explanation for the failing could be that the long standing tradition for teachers to be very autonomous and self reliant. This interpretation is not substantiated in the material and is here only mentioned as a hypothesis.

Teaching
The cross-border activities will fall within different categories as: synchronous communication (between teachers, between students, between teacher(s) and student(s)), asynchronous communication, instruction, collaboration, discussion, assessment etc. Whatever the activities there has to be a certain attention to *the tools used for the activities*. How well do the tools fit the activity? How well do the students, teachers or other people involved master the tools - are the students for instance able to actually do what they want to do or are they only doing what the tool (or the student's understanding of the tool) let them do? How do teachers or other support the activities?

The teachers of course have to be able to help students achieving what the teachers have planned. And in order to supply the assistance needed teachers have to have skills on a certain level - they have to be competent users of the tools themselves for a basic level of the activities. Sometimes students will find other ways - other tools - in order to solve the tasks. Teachers should be very supportive of that and point students in directions for obtain what they want to obtain in their urge to find solutions within the framework of the teaching. The chances for success increases if the teachers thoroughly have tried out the tools themselves and that they challenge the tools and what one is capable of with the tools. The challenging of the tools will often give a deeper understanding of the different tools. Teaching activities can benefit from learning activities that sometime let the students *play with the tools*.

It should not be a preconception of the teachers that students per se are competent users of digital tools. First of all there are many differences within the group of students in their skills and competencies when it comes to usage of digital technologies. The students *are not* digital natives. (Thomas 2011, White et.al 2011, Perensky 2001) Secondly it is important to notice that *the purpose of technology use is part of the skill and competence*. To use digital tools for learning purposes within a given framework and with specific learning objectives differs in great deal from spare time and interest driven activities.

In transnational teaching there has to be a *particular attention to communication on all levels*. There will be linguistically as well as cultural differences which makes communication more difficult and thereby affects the teaching and the teaching outcome. Although the participants in Transnational Scandinavian Teaching are using their mother tongue the understanding of each other lack a great deal. This lacking of understanding is furthermore increased by the dependence on digital communication tools which reduce bandwidth considerably. To succeed in transnational teaching there has to be focus on these communication challenges and it is recommendable to make the challenges themselves a topic in the teaching. In that way the teaching will take advantage of the necessity and by integrating a *meta-communication level* also enrich the teaching making higher order thinking part of basic teaching.

There has been a special attention on how the different means of communication used affect the communication. When students traditionally use communication technology to communicate they communicate with people they know in advance or they establish contact with people on a different level than themselves (call authority person or someone in a different position as they are themselves).

The situation is different in a transnational teaching setting. There are particular challenges with communication between students who haven't voluntarily chosen to communicate with students from another country. The students are 'equals' and yet strangers which is a particular communication situation within traditional teaching. Not surprisingly the students need time to get to know each other and *to build trust in each other*. The communication situation is a special one and it differs from communication situations the students are familiar with. Therefore, it is recommended that the students gradually try out forms of collaboration switching between synchronous and asynchronous activities - and from simple forms of expression (ie. text and image as a presentation of a student) to more complicated forms of communication or collaboration (ie. synchronous writing on a cartoon explaining electricity and the smart grid).

It has been a communal experience that *multimodal communication is better suited in cross-border collaboration*. One of the benefits with multimodal communication is that communication is working on more levels simultaneously: textual, sound, visual. he shThe redundancy of the message is probably the explanation for why multimodal communication is working better in cross-border communication. Remember that the students are communicating in their mother tongue and that even if the languages involved are mutually intelligible they differs to a not small degree (maybe up to 40% of words are not immediately understood by the students from the neighbouring country)

There should be special attention to *what synchronous communication demands of the participating students* since it has been experienced to be a particularly challenging form of collaboration. Synchronous communication involves both general communication barriers as well as technical challenges due to the tools maturity.

Student products and assessment
The results of the teaching benefit from being documented in some kind of *tangible product*. To make the teaching activities in a way that forces the students to create a collaborative product is essential to improve on the cloud based teaching. The products created by students are the best document to establish what has worked with what result in the experiment. The surplus value - the Nordic component - is only 'readable' in student products. The students might use blog tools, wikis or other digital tools documenting at least the product of their communal work. Products where also the process is visible as in Google Docs (you can go back in versions) are preferable from a researcher's point of view but do not be so from the intended learning perspective.

The teaching planning, execution and evaluation must be evaluated in its own right. Didactic reflexion (or pedagogical reflexion) should be part of every teacher's normal practice. (Laurillard 2012) In particular when one is trying out new methods and introducing new ways of doing things it becomes absolutely indispensable to reflect the bits and pieces of the whole process. The teaching team should do this immediately after the teaching and they should do it in a form which is communicable and, hence, sharable with others. In that way the teaching team contribute to a larger collectively shared pole of experience with transnational - cross border - teaching; they become connected teachers. (Nussbaum-Beach et.al 2011)

The process evaluation should also take the students' experience into consideration. It would be very informative if the students could evaluate the process both in the national and in the transnational classroom. The students' voices need to be heard in order to improve on the teaching practices.

It is crucial that the evaluations are focused on the particular aims of the transnational Scandinavian teaching.

Cloud Based Virtual Classroom is the Future
The experiences working with cloud based classrooms show that there are huge potentials for this kind of organizing teaching. The students are forced in a direction of more authentic collaborative problem solving tasks. They have to work in ways that are more inquiry based, more investigative, more network dependent. Knowledge is seen as something that results from working together. (Nowotny 2001, Siemens 2005, Downes 2007, Christensen 2012)

In my mind there is no doubt that the kind of teaching as is experimented with in the Transnational Scandinavian Classroom and similarly the Global Classroom (http://www.global-classroom.org/) will grow in the future. The collaborative network based model of teaching is one way to tackle the educational challenges of 21st century.

At the same time working with these kinds of teaching approaches also show that there is some way to go. The mindset of teachers and teaching institutions are grounded in the upcoming of common education which is part of the industrial revolution. It may be a banality that schools resembles the assembly line - and there will be lot of evidence that a lot have changed since the 19th century. But the thinking that teaching takes place as instruction of truth and skills have not changed that much.

Along with the challenge of mindsets in which education founded there are other challenges to be overcome as the understanding of the teaching profession: what is the objective of teaching. Going into that discussion is another paper.

Finally I'll mention the challenges with the tools. ICT is a big challenge for cloud based classroom teaching. And ICT is a challenge on three different levels. The technical part - are the tools suited the tasks? The political part: are the administration of school policy ready to break down the walls that keep schools as islands isolated from the rest of the world? And finally the competency part: are teachers ready to embrace the digital tools so they can use the tools for teaching and not just teach what tools (or lack of tools) alow for?

A lot of teachers and schools have gone a long way - and experimenting with 'Virtual Classroom in the Cloud - Transnational Scandinavian Teaching with ICT' is one step in that direction.

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YOUR CREDIT CARD WANTS YOU:
PERCEPTION OF COMMUNICATION ASSOCIATED WITH CREDIT CARDS AMONG UNDERGRADUATE STUDENTS

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Abstract
The aim of this study is to understand the perception which is associated with the use of credit cards experience on undergraduate students, who's depending on someone else's income. For this aim, 30 semi-structured interviews are conducted with under-graduate students who are enrolled at Anadolu University. These students were chosen from ones whom stated that they are using credit cards and they have never worked for a living. They were asked about their experiences with their credit cards by a semi-structured interview form. All of these forms are analyzed by descriptive analysis, according to how literature interprets similar experiences. Results of the current study reveal that students use credits cards to keep their substantial conditions/status or to reach the desired status. While students are spending using credit cards, there seems to be an illusion – because it is not a tangible asset as it is by paying in cash - about how expensive was the product, how much has been spent, how much is left and how they are become indebted at the end of spending. So, in order to raise awareness, it is suggested that Personal Financial Management courses be mandatory in our country.

Introduction
The ordinary university student is a young person between age of 18-24 (TÜİK, Mart, 2009) who is regarded neither as an adult to work in the industrial or service sector due to full time education, nor as a kid at the age of legal majority. A university in Turkey is an arena where the student wrestles with both economic and social independence (Yazıcı, 2001; Armağan, 2004). Requirements that are needed to support social status (Baudrillard, 2010) that are filled with apprehension how to afford the lifestyle (Twenge, 2009) may cause anxiety in a young person's life considering the fact that the source of income is someone else; family, scholarship, school credits etc.

According to a research conducted by *Youth Republic and Synovate*, 3 millions of undergraduate students spend 22 billion Turkish Liras in a year. This is the main income of urban economics for many cities as it is for Eskişehir as well (Kuburlu, 2010). For example, students come to Anadolu University in Eskişehir from 81 provinces in Turkey and 45 countries around the world (Taşçı & Gökalp, 2008).

At the end of 2000s, credit-cards were given to 18-year-olds with the development of the sector, and banks competed to count students as their costomers (İlef Görünüm, 2003). Normally, only adults who provide requirements such as regular income, real estate, insurance, permanent residence are given credit cards while students are distributed credit cards indiscriminatingly (Kara, 1994'den akt: Norvilitis vd., 2003).

A university student who reaches majority is fully responsible for legal obligations of the credit card. Considering that banks use slogans which are aimed at university students:

"We are talking about a credit card which belongs only to you, expenses are completely on your own responsibility, and extracts are directly canalized to you without any card dues but with discounted bank rates when needed!" (İş'te Üniversiteli, 2011),
"To whom wants to enjoy life (…)" (Play, 2011),
"(…) a credit card, so showoff with the special transparent design is just for you" (Axess exi26, 2011),
"Announce your economic freedom!" (İş'te Üniversiteli, 2011).

By the idea of ideological analysis of advertisements, Dağtaş (1999) thinks that advertisements create cultural myths; so credit cards can be interpreted as a tool of making these myths purchasable.

Not only credit card campaigns but also shopping centers provoke shopping and geting attention of costomers' interest. Ritzer (2005) emphasizes that shopping centers which have a fantastic, magical atmosphere are a kind of *cathedrals of consumption*. Young people are shopping crazily to raise self-awareness in socialization and none of the other generations had spending capacity as much as this one, so youth means a huge marketing area (Xu, 2007; 2008).

When students were asked about their values on social aspects, the answers ranged from love, freedom, equality, education, science, profession, work, democracy, communication, wealth (money), to family-environments in 1979. But in 1997, in a social surrounding where the most rich person was regarded the most reputed one, the order of what was important for them changed to wealth (money), love, education, communication, democracy, freedom, equality, family (Armağan, 2004).

As seen here, having and spending with credit cards, cause attitudes which ensue from feeling, thinking and taking action. If this is so; thinking of the phenomenon and at the end of the interpretation of this phenomenon, building an experience world is perception (Pickens, 2009). Perceptions can be insubstantial or can be aroused from initial attitudes and these are formed as selective perception (Merleau-Ponty, 2010).

Considering many of the studies about credit cards, it can be assumed that there are lots of points related to the usage of credit card which may completely determine perception such as:

1- *Demographic and socio-economic conditions* (Livingstone & Lunt, 1992; Chien & Devaney, 2001; Selimoğlu, 2006; Keskin & Koparan, 2010; Özbek, 2010),
2- *Student's perception on economic potential of whom s/he is supported by* (Danes, 1994; Palmer, Pinto, & Parente, 2001; Kükrer, 2006; Kuburlu, 2010),
3- *Having knowledge about the usage of credit card and credit card attitude* (Hayhoe, Leach, & Turner, 1999; Warwick & Mansfield, 2000; Gülmez, et al., 2010),
4- *Credit card marketing strategies* (Çubukçu, 1999; Dağtaş, 1999; Magee, 1994; Warwick & Mansfield, 2000;; Durukan, Elibol, & Özhavzalı, 2006; Ayaşlıoğlu, 2007),
5- *Indebtedness* Norvilitis, Szablicki, & Wilson, 2003; West, 2003; Ergur, 2005; Ceylan, 2006; A.A., 2010; Fogel & Schneider, 2011),
6- *Whether the student has ever worked or not in a job for living* (Tang, Kim, & Tang, 2002; Kuburlu, 2010),
7- *Consumerism and shopping centers* (Douglas & Isherwood, 1999; Ritzer, 2005; Xu, 2007; 2008; Acikalin, Gul, & Develioglu, 2009; Arslan, Sezer, & Isigicok, 2010)

The problem of this study is that students are surrounded with social environments enforcing practices based on consumption. They want to live their own life styles but they need to be able to afford to do so. From the perspective of *money is nothing but social relations*, it needs to be questioned how a student perceives his/her own credit card experience considering their source of income is someone else's. It is important to understand a student's perception of credit cards while making policies on economics. So, the aim of this study is to understand the perception of credit card experience among undergraduate students by associating with communication practices though socialization. Hence the research questions are as follows:

▪ How do students obtain their credit cards?
▪ Why is that a credit card needed?

- How does a credit card make a student feel at face value?
- How does the awareness of carrying a credit card around make a student feel?
- How is the thought of having a credit card shaped according to families' and friends' usage of credit cards?
- What do students think about how they are practicing credit cards?
- How are credit cards described by students?

Operationally in the study, *student* means undergraduate student of Anadolu University who stated that have never worked for living and yet are using a credit card. P*erception* signifies individually or socially gained experiences that give the meaning to one's life.

Method

This study is designed as qualitative research to bring out the inner experiences' perception of students. There are 15 faculties that have 4 years-long undergraduate education program in Anadolu University. Four quotas specified such as *sex, usage of credit card, being an undergraduate student in Anadolu University* and *to never worked for living*.

Semi-structured interview form was tested in 5 interviews. Then 3 focus group discussions were made with the help of a professor who is an expert of focus group interviews for reliability and validity of the interview form. The interview form was taken in the last shape and order at the end.

Considering the quotas for judgmental sampling, 30 students were chosen as one male and one female from all faculties. Participants are asked about how they have experienced their own credit cards face to face though a semi-structured interviews form. The data for the current study was collected between April and June of 2011 and analyzed by descriptive analysis associated with how literature interprets similar experiences.

Findings and Results

- *History of obtaining a credit card and the perception:*

Students tend to apply for the credit card that they know their friends are using without having any problem, from stands in the campus, banks or direct marketing presenters. Sometimes they just apply for the credit card because their friends work as credit card marketing presenter or a credit card company gives presents for the applier. During that marketing process, students are only informed about the advantages of the credit card. Due to general presumption about knowing enough about how to use a credit card, students ask nothing more.

Students usually count their family in credit card application only if they are sure that their parents do not prevent them from taking a credit card and they would help in case of indebtedness. If the student has his/her parents' supplementary credit card, it is perceived as extra pocket money.

- *Perception of why credit card is carried/used*

"In case of emergency": According to students, credit card gives confidence to the credit card owner during student life that is far away from family. Credit card is perceived as a way of guaranteeing in case of emergency. Students who think like that, identify credit cards as a friend, a lifeguard, a seatbelt etc.

"My money shall never have an over": Some of the students perceive their cash money as guarantee instead of credit card. They use credit cards in daily life. Spending is not considered as real spending when it is made by credit card until the end of the paying period. Students who think like that identify credit cards as director of consumption, extra cash, spending with impunity etc.

"It is zeitgeist due to shopping from internet": Credit cards are used as electronic money for shopping, buying tickets for travels or events. It is cheaper and easier while time and place obstacles are being removed. Some of students just have credit card for that reason. They describe credit cards as electronic form of exchange, a necessity because of there is no alternative paying system etc.

"For installment": Students tend to buy goods that have higher price than their income, so use credit cards as a tool for installment. It is easier to pay for something that cannot be afforded paying at once. A credit card means a willpower test, passion of shopping, responsibility for following monthly payments etc. to students of whom credit cards are used for installment.

- *Credit card and feeling of indebtedness*

The perception about economic condition of the person who supports the student economically and whether being supported or not in case of going into debt:

All of the students interviewed perceive their economic conditions as middle class. They begin to live the life style they wish for future when they are still students. They think their economic condition is going to be much better, and this thought makes it easier to get in debt (Norvilitis, Szablicki, & Wilson, 2003). Students are sure about by whomever they are supported by financially, does help in case of indebtedness.

The perception of asking to borrow money:

Students are shy and cautious about borrowing money from family or friends. Their friendships usually stand by enjoying life in Eskişehir. Borrowing money from a friend is seen as a bigger problem psychologically than getting into debt though credit card. They do not want to make explanations for their spending.

- *The perception of spending that is made by credit card*

Students declare that when something is bought with cash, it is understood how expensive the product/service is. It makes them worried about their money and they think twice about whether the product/service necessary or not.

Students think that spending with credit card causes an illusion about how expensive was the product, how much has been spent, how much was left and how they were become indebted at the end of spending, because it has not a tangible asset as it is seen by paying in cash. Students stated that sometimes they do not even remember the shopping that they see in credit card bills. So it is easier to spend with a credit card.

To summarize all, rethinking about the process of compulsive buying, a credit card is the tool of obtaining the thing that is seen as necessity, *right now*. In this way, a credit card is the key to keep their substantial conditions/status or to reach the desired status.

As it is seen in this research, students usually do not have enough information about credit cards to manage financial condition well. There is no sexual difference determined about usage of credit cards. Credit card indebtedness loops are perceived much more usual than borrowing money from someone else. But there is an illusion on spending with credit card. So students think that it is important to have a low-limit credit card. Students do not think a life without credit card because there is no other alternative for shopping on internet and it is a good for shopping with differed payment.

Discussions and Suggestions

Culture of consumption is a social issue that is dependent on marketing strategies that creates needs for all socio-economic levels. So it must be handled as a social phenomenon (Fiedman, 2004). Consumption practices are shaped by culture of social environment where individuals live (Douglas & Isherwood, 1999). Rethinking on Eskişehir from participants' perspectives, it is a place that offers lots of products and services to get students' attention, provokes them to buy many goods and services. A credit card is perceived as a tool of payment guarantee just in time.

As students asserted in the study, they are not asked about their credit cards usage capabilities during presentation of credit cards. According to Debit and Credit Cards Law (2006), credit card companies are responsible for giving sufficient information about the credit card. But as it is seen in the study, the concept of "sufficient information" is so ambiguous in a case that presenting advantages of

credit cards is considered as information.

People are regarded as individuals who need to take their own responsibility for their personal decisions. Otherwise they pay a heavy price for what they have done in a capitalist world. But as it is seen in the literature and this study, there are lots of things which affect a credit card usage and we cannot say to them all "it is their personal problem". For example a car driving is a personal decision, but it also has so many social results that we all need to consider. That is why people need to get a driving license. It is the way to show that the person who has driving license has the capability of taking personal responsibility for the traffic with state provision. It is the same for usage of a credit card. So people need to be taught well, before they have been given credit cards. While we are moving to an electronic virtual word, there also needs to be proactive policies about electronic money. To do so, in order to raise awareness, it is suggested that Personal Financial Management courses to be mandatory in our country.

A new research design might be planned considering this one but including non-users of credit cards as well or one to see differences within different student life styles in different cities.

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THE EFFECT OF E-LEARNING SYSTEM ON THE ACHIEVEMENTS OF STUDENTS IN MATHEMATICS

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Abstract
This study aimed to investigate the effect of e-learning learning systems on the achievement of the fourth grade students in mathematics, comparing with the traditional methods. The sample of study consisted of 36 fourth graders (males and females)   in Irbid Primary School of Irbid Directorate of Education, in the second semester of the academic year 2009/2010.The sample was divided into two groups according to their achievement in the previous year. The first group (A) was randomly selected to represent the control group consisted of (18) students, and the second group (B) consisted of (18) students to represent the experimental group (e-learning learning). The results showed that there are no differences at level of significance ($\alpha = 0.05$) related to gender where (F) value was (0.229) with significance (0.540) related to the similarities of male and female in capabilities, willingness, characteristics, and academic level. Also, the instruction environment and teaching services are the same. The content of software were suitable for both male and female. The results indicated that there are no differences at level of significance ($\alpha = 0.05$) related to interaction between the method and gender where (F) value was (0.361) with significance (0.914) and related to interaction among teaching method and gender which indicate that the computerized instructional method affected both males and females at the same level in comparison with traditional instructional approach.
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An excellent style manual for science writers is [7].

Using the Template

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

G.   Authors and Affiliations

The template is designed so that author affiliations are not repeated each time for multiple authors of the same affiliation. Please keep your affiliations as succinct as possible (for example, do not differentiate among departments of the same organization). This template was designed for two affiliations.

1)   For author/s of only one affiliation (Heading 3): To change the default, adjust the template as follows.

a)   Selection (Heading 4): Highlight all author and affiliation lines.

b)   Change number of columns: Select the Columns icon from the MS Word Standard toolbar and then select "1 Column" from the selection palette.

c)   Deletion: Delete the author and affiliation lines for the second affiliation.

d)   For author/s of more than two affiliations: To change the default, adjust the template as follows.

e)   Selection: Highlight all author and affiliation lines.

f)   Change number of columns: Select the "Columns" icon from the MS Word Standard toolbar and then select "1 Column" from the selection palette.

g)   Highlight author and affiliation lines of affiliation 1 and copy this selection.

h)   Formatting: Insert one hard return immediately after the last character of the last affiliation line. Then paste down the copy of affiliation 1. Repeat as necessary for each additional affiliation.

i)   Reassign number of columns: Place your cursor to the right of the last character of the last affiliation line of an even numbered affiliation (e.g., if there are five affiliations, place your cursor at end of fourth affiliation). Drag the cursor up to highlight all of the above author and affiliation lines. Go to Column icon and select "2 Columns". If you have an odd number of affiliations, the final affiliation will be centered on the page; all previous will be in two columns.

H.   Identify the Headings

Headings, or heads, are organizational devices that guide the reader through your paper. There are two types: component heads and text heads.

Component heads identify the different components of your paper and are not topically subordinate to each other. Examples include Acknowledgments and References and, for these, the correct style to use is "Heading 5". Use "figure caption" for your Figure captions, and "table head" for your table title. Run-in heads, such as "Abstract", will require you to apply a style (in this case, italic) in addition to the style provided by the drop down menu to differentiate the head from the text.

Text heads organize the topics on a relational, hierarchical basis. For example, the paper title is the primary text head because all subsequent material relates and elaborates on this one topic. If there are two or more sub-topics, the next level head (uppercase Roman numerals) should be used and, conversely, if there are not at least two sub-topics, then no subheads should be introduced. Styles named "Heading 1", "Heading 2", "Heading 3", and "Heading 4" are prescribed.

I.   Figures and Tables

1)   Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation "Fig. 1", even at the beginning of a sentence.

TABLE I.   TABLE TYPE STYLES

Table Head	Table Column Head		
	Table column subhead	*Subhead*	*Subhead*
copy	More table copy[a]		

a. Sample of a Table footnote. (Table footnote)

We suggest that you use a text box to insert a graphic (which is ideally a 300 dpi TIFF or EPS file, with all fonts embedded) because, in an MSW document, this method is somewhat more stable than directly inserting a picture.

To have non-visible rules on your frame, use the MSWord "Format" pull-down menu, select Text Box > Colors and Lines to choose No Fill and No Line.

Figure 1.   Example of a figure caption. (figure caption)

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity "Magnetization", or "Magnetization, M", not just "M". If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write "Magnetization (A/m)" or "Magnetization {A[m(1)]}", not just "A/m". Do not label axes with a ratio of quantities and units. For example, write "Temperature (K)", not "Temperature/K".

Acknowledgment (Heading 5)

The preferred spelling of the word "acknowledgment" in America is without an "e" after the "g". Avoid the stilted expression, "One of us (R. B. G.) thanks . . ." Instead, try "R. B. G. thanks". Put sponsor acknowledgments in the unnum-bered footnote on the first page.

References

The template will number citations consecutively within brackets [1]. The sentence punctuation follows the bracket [2]. Refer simply to the reference number, as in [3]—do not use "Ref. [3]" or "reference [3]" except at the beginning of a sentence: "Reference [3] was the first . . ."

Number footnotes separately in superscripts. Place the actual footnote at the bottom of the column in which it was cited. Do not put footnotes in the reference list. Use letters for table footnotes.

Unless there are six authors or more give all authors' names; do not use "et al.". Papers that have not been published, even if they have been submitted for publication, should be cited as "unpublished" [4]. Papers that have been accepted for publication should be cited as "in press" [5]. Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [6].

[1]   G. Eason, B. Noble, and I. N. Sneddon, "On certain integrals of Lipschitz-Hankel type involving products of Bessel functions," Phil. Trans. Roy. Soc. London, vol. A247, pp. 529–551, April 1955. (references)

[2]   J. Clerk Maxwell, A Treatise on Electricity and Magnetism, 3rd ed., vol. 2. Oxford: Clarendon, 1892, pp.68–73.

[3]   I. S. Jacobs and C. P. Bean, "Fine particles, thin films and exchange anisotropy," in Magnetism, vol. III, G. T. Rado and H. Suhl, Eds. New York: Academic, 1963, pp. 271–350.

[4]   K. Elissa, "Title of paper if known," unpublished.

[5]   R. Nicole, "Title of paper with only first word capitalized," J. Name Stand. Abbrev., in press.

[6]   Y. Yorozu, M. Hirano, K. Oka, and Y. Tagawa, "Electron spectroscopy studies on magneto-optical media and plastic substrate interface," IEEE Transl. J. Magn. Japan, vol. 2, pp. 740–741, August 1987 [Digests 9th Annual Conf. Magnetics Japan, p. 301, 1982].

[7]   M. Young, The Technical Writer's Handbook. Mill Valley, CA: University Science, 1989.

"OKUL YAŞAM KALİTESİNİN BAZI DEĞİŞKENLERE GÖRE İNCELENMESİ, ŞANLIURFA BİRECİK ÖRNEĞİ"

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Gaziantep Üniversitesi   Birecik F.S.M.Bostan İÖO

Özet

Bu çalışma 2013 Şanlıurfa Birecik ilçesinde ikinci kademe 6. 7. ve 8. sınıf da bulunan öğrencilerin okul yaşam kalitesini bazı değişkenlere göre incelemek amacıyla yapılmıştır.

Araştırmamızın evrenini 2012-2013 yılındaki Şanlıurfa Birecik merkezinde bulunan 6. 7. Ve 8. Sınıf ikinci kademe öğrencileri oluşmaktadır. Örneklemi ise Birecik merkezde bulunan üç farklı okuldaki 469 öğrenci oluşturmaktadır. Araştırmanın verileri, Sarı(2007) tarafından geliştirilen Okul Yaşam Kalitesi Ölçeği (OYKÖ) ve araştırmacı tarafından geliştirilen kişisel bilgi formu ile toplanmıştır. Verilerin analizinde t-testi ile Annova kullanılmıştır. Cinsiyete göre öğretmenlere yönelik duygular anlamlı farklılaşmaktadır. Üç farklı okulda yapılan araştırmada okullar arasında öğretmenlere yönelik duygular anlamlı farklılık oluşturmazken, öğrenciler arası iletişim, okula yönelik duygular, okul yönetimine yönelik duygular ve statüleriyle ilgili üç okul arasında anlamlı farklılaşma bulunmaktadır. Algıladıkları başarılarına göre statüde, okula yönelik duygular ve öğretmenlere yönelik duyguları anlamlı farklılaşmaktadır.

Öğretmen mesleğinin kutsallığı ve öğrencinin okula bağlılığının ülkenin geleceğini belirlemesi konusunda ciddiyet gerektirdiği kadar üzerinde çalışmaların yapılması da ülke geleceğinin bölgesel planlamada önemli ölçüde şekillendirebilecek güçte olması araştırmayı farklı kılmıştır. Sonuç olarak öğrencilerin okul yaşam kalitesi eğitime olan bağlılıklarını, eğitime verilen önemin göstergesidir.

Anahtar Kelimeler: Okul Yaşam Kalitesi (OYK)

Giriş

İnsanoğlunun varoluşuyla birlikte eğitimin önemi vuku bulmuştur. Bununla birlikte her geçen gün eğitimin önemi zirve yapmıştır. Gelişen teknolojiyle birlikte insanlar eğitimin ne kadar önemli olduğunu fark etmişlerdir. Bütün dünya ülkelerinin en önemli yatırımı eğitim olduğunu varsayarsak; bir ülkenin kalkınması gelişmesi modernleşmesi ve dünya ülkeleri içinde kendini prestijli bir konumda bulabilmesi için eğitim seviyelerinin yüksek olması gerekir. Güneydoğu bölgesi için eğitim gelişmenin modernleşmenin garantisi olacaktır. Bu garantiyi elde etmenin yollarından bir tanesi de öğrencilerimizin okullarımıza yönelik beslediği duygulardır.Johnson ve Johnson'un (1993) da belirttiği gibi okul, sınıftaki çalışmalar ve öğretmenler hakkında olumlu düşüncelere sahip olmak, öğrencinin genel ruh sağlığı açısından da önemlidir ve okulla ilişkili diğer davranışları ve öğrenmeyi geliştirebilir. Booker (2004) ise öğrencilerin arkadaşları ve öğretmenleriyle olumlu ve destekleyici etkileşimler yaşadıklarında, okul topluluğuna daha üst düzeyde bağlandıklarını belirtmektedir. Öğrencilerin okulu sevmelerinin en önemli nedeni olarakarkadaşlarını göstermeleri, ergenlik dönemindeki çocuklar için doğal bir durumdur.

İnsanoğlu doyumsuz olması nedeniyle hiçbir zaman eğitimde doyum noktasına ulaşılmamıştır bundan dolayı her geçen gün eğitim ihtiyaçları artmaktadır. Eğitimin temel sermeyeside bizlerin yetiştirdiği öğrencilerdir. Çünkü öğrencilerimiz ülkemizin yaşam standartlarını arttıracak, rahat, modern gelişmiş bir ülkede yaşama fırsatını sağlayacaklardır. Eğitimin temel yapı taşlarından bir tanesi de okullarımızdır, okullarımızı güzelleştirmek eğitim öğretim bakımından fiziki koşullarını en üst düzeye çıkarmak için devlet tarafından uzun vadeli politikalar izlenir. Eğitimin meyvesi güzel ancak uzun zamanlıdır verimi yılları alır. Onun için eğitimdeki değişimler ve yenilikler hemen etkisini göstermez zamanla meyvesini verir.

Okul yaşam kalitesi, öğrencilerin akademik başarası ve eğitimin diğer çıktıları üzerindeki önemli etkileri nedeniyle, eğitimciler tarafından özel bir ilgi görmüş ve çocukların okuldaki iyi olma halleriyle ilgili birçok araştırma yapılmıştır (Akt: Sarı 2012, 344). Okul yaşam kalitesi beş alt boyuttan oluşmaktadır. Bunlar; okula yönelik duygular, öğrencilerin okula karşı beslediği olumlu duygulardır. Okul yönetimi; iyi okulu kötü okulda ayıran etken, örgütün yapısından çok, havasına ve içinde bulunduğu ortama ilişkindir, bu gerçekleştirecek olanda okul yöneticisidir (Bursalıoğlu, 1976). Öğretmenler: bu boyut, okuldaki öğretmen-öğrenci ilişkilerini içermektedir(Akt: Sarı 2012, 345). Öğrenci iletişimi: Sarı(2012) göre; çocuğun ya da gencin toplumsallaşması sürecinde önemli bir işlevi olan akran etkileşimi, birey için önemli bir ilgi kaynağıdır. Çocuk akran grubunda, yetişkin yaşamında öğretilmesinden kaçınan yasak konuların burada rahatça tartışılması ve konuşulması olanağını bulur. Akran guruplarında birey, aileden bağımsız hareket etme, liderlik, otoriteyi tanıma, farklı sosyal sınıflara ait davranış kalıplarını öğrenme, işbirliği yapma gibi yaşantılar kazanır(Tezcan 1997). Statü: bu boyut ise çocuğun okulda kendini ne kadar değerli ve önemli hissettiği ile ilgilidir(Mok ve Flynn 2002). Bilgiç ve Sarı(2010)'a göre bundan dolayı öğrencilerin kendilerini nerede gördükleri akademik başarı için önem arz eder.Öğrencilerin sınıf içerisinde öğretmenleri ve diğer öğrencilerle geçirdiği zaman dilimleri onlar için anlamlı ve eğlenceli yaşantılardan oluşuyorsa, okulun geneline karşı da olumlu tutumlar geliştireceklerdir Bu nedenlerden dolayı yapılması gereği duyulan bu çalışmanın temel amacı, ilköğretim altıncı yedinci ve sekizinci öğrencilerinin okul yaşam kalitesi algılarını bazı değişkenlerine göre incelemektir.

Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:
1. İlköğretim ikinci kademedeki öğrencilerin okul yaşam kalitesine yönelik algıları nasıldır?
2. İlköğretim ikinci kademedeki öğrencilerin okul yaşam kalitesinin cinsiyete, sınıf düzeyine, SED, anne babanın birlikte olma durumuna ve algıladıkları okul başarılarına göre anlamlı bir fark var mıdır? Sorularına cevap bulma amaçlanmıştır.

Yöntem
Model Ve Çalışma Grubu

Genel tarama modeliyle gerçekleştirilen bu çalışmaya 2012-2013 eğitim öğretim yılında, Şanlıurfa ili Birecik merkezde seçkisiz olarak belirlenen üç ortaöğretim okulundan 6. , 7. ve 8. Sınıf öğrencilerinden toplam 469 öğrenci katılmıştır. Öğrencilerin 219(%46,7) erkek ve 250(%53,3) kız öğrencilerden oluşmaktadır. Altıncı sınıf 185(%39,4), yedinci sınıf 139(%29,6) ve sekizinci sınıftan 144(30,7) katılımcı oluşmaktadır.

Veri Toplama Araçları

Sarı(2007) tarafından geliştirilen Okul Yaşam Kalitesi Ölçeği(OYKÖ) ile araştırmacı tarafından oluşturulan kişisel bilgi formu kullanılmıştır. Ölçek beş alt boyuttan oluşmuş olup 35 madde içermektedir. OYKÖ beşli bir derecelendirme (1. Kesinlikle Katılmıyorum – 5. Kesinlikle Katılıyorum) ile yanıtlanmaktadır. Ölçekte 15 olumsuz (bu ifadeler ters çevrilerek puanlanmaktadır), 20 de olumlu madde bulunmaktadır. Bu bağlamda ölçekten alınabilecek en düşük puan 35, en yüksek puan 175'dir. Cronbach alfa iç tutarlılık katsayıları sırasıyla .85, .78, .76, .65, .53, .61 ve ölçeğin tamamı için de .86'dır (Sarı, 2007).

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Verilerin Analizi

Araştırmada toplanan veriler, bilgisayarda SPSS 16.00 istatistik Programı yardımı ile hesaplanmıştır.

Öğrencilerin okul yasam kalitesine ilişkin görüşlerinin belirlenmesinde aritmetik ortalama (X) ve standart sapma (ss) değerleri bulunmuş, bu değerlerin öğrencilerin anne- babaların birlikte olup olmadıklarıyla ve cinsiyetine göre farklılık gösterip göstermediğine iliskisiz t-testi ile, sınıf düzeyin, sosyoekonomik durumlarına ve okul başarılarına göre farklılık gösterip göstermediğine tek yönlü ANOVA (One-way ANOVA) ile bakılmıştır.

Sayıltılar ve Sınırlılıklar

Araştırmamızın örneklemi evreni temsil ettiği, araştırmaya katılanların soruları objektif bir şekilde cevapladıkları, kullanılan ölçeklerin geçerli ve güvenilir olduğu varsayılmıştır.

Bu araştma 2012-2013 yılı ŞANLIURFA Birecik merkezde öğrenim gören 6. ,7. Ve8. Sınıf öğrencileriyle sınırlıdır. Sarı(2007) tarafından geliştirilen okul yaşam kalitesi ölçeği ve araştırmacı tarafından hazırlanan kişisel bilgi formuyla sınırlıdır.

Bulgular ve Yorum

Araştırmanın ana problemi ve buna bağlı olarak oluşturulan alt problemlerine cevap bulmak amacıyla elde edilen veriler üzerinde istatistiksel işlemler yapılmış ve aşağıdaki bulgular elde edilmiştir.

Araştırmanın Birinci Problemine İlişkin Olarak Elde Edilen Bulgular ve Yorum:

"Öğrencilerin cinsiyetlerine göre Okul Yaşam Kalitesi ölçeğinden aldıkları puanlar anlamlı düzeyde farklılaşmakta mıdır?" sorusuna cevap bulmak için t testi analizinden yararlanılmış ve elde edilen bulular Tablo 5.1.'de sunulmuştur.

Tablo 5.1. "Öğrencilerin cinsiyetlerine göre Okul Yaşam Kalitesi ölçeğinden aldıkları puanlar arasındaki farklılaşma düzeyine ilişkin t testi sonuçları.

Okul Yaşam Kalitesi Ölçeğinin Alt Boyutları	Cinsiyet	Aritmetik ortalama	S.s.	t	p
Statü	Kız	10,49	3,09	1,85	,06
	Erkek	11,02	3,00		
Okul Yönetimi	Kız	18,39	5,07	,31	,75
	Erkek	18,55	5,54		
Okula yönelik Duygular	Kız	27,50	6,50	1,48	,13
	Erkek	28,46	7,38		
Öğrenciler Arasındaki İletişim	Kız	25,77	7,86	1,95	,05
	Erkek	24,36	7,76		
Öğretmen Boyutu	Kız	30,36	6,76	2,66	,00
	Erkek	31,93	6,06		
Toplam Puan	Kız	114,33	16,07	1,15	,24
	Erkek	112,53	17,45		

(p< .05)

Tablo 5.1. incelendiğinde; öğrencilerin cinsiyetlerine göre Okul Yaşam Kalitesi Ölçeği'nin "Statü, ve öğretmen boyutu" alt ölçeklerinden elde ettikleri puanlar arasında erkekler lehine, "Öğrenciler arası iletişim" alt ölçeğinden elde edilen puanlar açısından da kızlar lehine anlamlı farklılaşmalar olduğu; "Okul Yönetimi, Okula yönelik Duygular alt ölçekleriyle ölçeğin toplamından elde ettikleri puanlar arasında da cinsiyete göre anlamlı derecede farklılaşma olmadığı görülmüştür.

Durmaz(2008) yaptığı araştırmada Kız öğrencilerde en yüksek ortalamaya sahip boyut "Sosyal Etkinlikler"(X = 3.72) iken, en düşük ortalamaya sahip boyut ise "Öğrenci- Öğrenci iletişimi" boyutu (X = 2.57)dur. Erkek öğrencilerde en yüksek ortalamaya sahip boyut "Statü"(X = 3.69), en düşük ortalamaya sahip boyut ise kız öğrencilerde olduğu gibi "Öğrenci- Öğrenci iletişimi" boyutudur. Kız öğrencilerin Öğretmen – Öğrenci iletişimi, Okul Yönetimi, Sosyal Etkinlikler ve Okula Yönelik Duygular alt boyutlarından daha yüksek puan aldığı; erkek öğrencilerinse Öğrenci- Öğrenci iletişimi ve Statü alt boyutlarından daha yüksek puanlar aldığı görülmüştür. iki grup arasındaki bu farklılıklar, Öğretmen– Öğrenci iletişimi, Okul Yönetimi ve Sosyal Etkinlikler alt boyutlarının tümünde kız öğrenciler lehine olacak şekilde .05 düzeyinde anlamlı bulunmuştur (p<.05). Diğer alt boyutlardan elde edilen puanların ortalamaları arasındaki farklar istatistiksel olarak anlamlı bulunmamıştır (p>.05). Ölçekten alınan toplam puanların ortalamaları incelendiğinde ise kız (X = 3.34) ve erkek (X =3.26)öğrencilerin birbirine yakın ortalamalara sahip oldukları görülmektedir. Nitekim gruplar arasındaki bu fark, istatistiksel olarak da anlamlı (p>.05) bulunmamıştır.

Alanyazında da okul yasam kalitesi algısının kız öğrenciler lehine olduğu belirtilmektedir. Örneğin malin ve Linakyla (2001), Marks (1998), Bourke ve Smith (1989) ve Karatziasv.d.nin (2002) yaptıkları çalışmalarda kız öğrencilerin erkek öğrencilerle karşılaştırıldığında okullarındaki yasam kalitesini daha olumlu algıladıkları ortaya konmuştur. Kız öğrenciler erkek öğrencilere nispeten okul yaşamlarından daha çok memnundurlar. Ayrıca bu çalışmalarda kız öğrenciler özellikle öğretmen- öğrenci iletişimi boyutunda ve ölçeğin tamamında erkek öğrencilerden daha yüksek ortalama puan almışlardır. Mok ve Flynn'in (2002) çalışmasında da kız ve erkek öğrencilerin okul yasam kalitesi ile ilgili algıları arasında kız öğrenciler lehine anlamlı farklılıklar bulunmuştur(Akt: Durmaz, 2008) Olumlu sosyal davranış türleri dikkate alınarak ergenlerle yapılan çalışmalarda, kızların erkeklere kıyasla daha duygusal, itaatkâr, gizli ve özgeci olumlu sosyal davranışları daha fazla sergiledikleri belirtilmiştir

Araştırmanın İkinci Problemine İlişkin Olarak Elde Edilen Bulgular ve Yorum:

"Öğrencilerin öğrenim görmekte oldukları sınıf düzeylerine göre Okul Yaşam Kalitesi ölçeğinden aldıkları puanlar anlamlı düzeyde farklılaşmakta mıdır?" sorusuna cevap bulmak için tek yönlü varyans (ANOVA) analizinden yararlanılmış ve elde edilen bulular Tablo 5.2.'de sunulmuştur.

Tablo 5.2. "Öğrencilerin öğrenim gördükleri sınıf düzeylerine göre göre Okul Yaşam Kalitesi Ölçeğinden aldıkları puanlar arasındaki farklılaşma düzeyine ilişkin ANOVA sonuçları.

Okul Yaşam Kalitesi Ölçeğinin Alt Boyutları	Sınıf Düzeyi	Aritmetik ortalama	S.s.	F	p
Statü	6.sınıf	10,38	3,20	1,90	,12
	7.sınıf	11,12	2,99		
	8.sınıf	10,91	2,87		
Okul Yönetimi	6.sınıf	18,58	5,00	,33	,79
	7.sınıf	18,15	4,94		
	8.sınıf	18,68	6,06		
Okula yönelik Duygular	6.sınıf	28,00	6,39	,15	,92

	7.sınıf	28,30	6,77		
	8.sınıf	27,74	7,94		
Öğrenciler Arasındaki İletişim	6.sınıf	25,25	7,98		
	7.sınıf	25,33	7,52	,69	,55
	8.sınıf	25,48	7,95		
Öğretmen Boyutu	6.sınıf	31,15	6,53		
	7.sınıf	30,88	7,08	,28	,83
	8.sınıf	31,56	5,65		
Toplam Puan	6.sınıf	113,58	15,26		
	7.sınıf	113,80	16,98	,12	,94
	8.sınıf	113,39	18,64		

(p< .05)

Tablo 5.2. incelendiğinde;öğrencilerin öğrenim görmekte oldukları sınıf düzeylerine göre Okul Yaşam Kalitesi Ölçeği'ninalt ölçeklerinden ve ölçeğin toplamından aldıkları puanlar arasında anlamlı derecede farklılaşmalar görülmemektedir.

Bilgiç ve Sarı(2010) yaptıkları bir araştırmada; Okul Yaşam Kalitesi Ölçeği puanlarına ait ortalamalar arasında, altıncı sınıf öğrencilerinin ortalamaları ile yedinci ve seki-zinci sınıf öğrencilerinin ortalamaları arasında, altıncı sınıf öğrencileri lehine anlamlı farklar olduğu belirlenmişken, yedinci ve sekizinci sınıf öğrencilerinin ortalamaları arasındaki farkların anlamlı olmadığı görülmüştür.

Okula Yönelik Duygular boyutunda 9. sınıf öğrencileri ile 11. sınıf öğrencileri arasın da 9.sınıf öğrencileri lehine görülen anlamlı farka ve ölçek toplam puanında 9.sınıf öğrencilerinin en yüksek ortalamayı elde etmelerine gelince aslında bu bulgular daalanyazındaki bulgularla paraleldir. Çünkü sınıf düzeyi arttıkça okul tatmini azalmaktadır. Bunun sebebi de öğretmenler tarafından öğrencilere gösterilen kişisel ilginin sınıf düzeyi arttıkça düşmesi ve yine sınıf düzeyi arttıkça öğrencilerin okulda alınan kararlara katılımının azalması, gelecek endişelerinin artması ve meslek seçimi döneminde olmaları gösterilmektedir (Okun v.d., 1990; Akt: Karatziasv.d., 2002: 35).

Araştırmanın Üçüncü Problemine İlişkin Olarak Elde Edilen Bulgular ve Yorum:
"Öğrencilerin anne-babalarının birlikte olup olmadığına göre Okul Yaşam Kalitesi ölçeğinden aldıkları puanlar anlamlı düzeyde farklılaşmakta mıdır?" sorusuna cevap bulmak için t testi analizinden yararlanılmış ve elde edilen bulular Tablo 5.3.'de sunulmuştur.

Tablo 5.3. "Öğrencilerin anne-babalarının birlikte olup olmadığına göre göre Okul Yaşam Kalitesi Ölçeğinden aldıkları puanlar arasındaki farklılaşma düzeyine ilişkin t testi sonuçları.

Okul Yaşam Kalitesi Ölçeğinin Alt Boyutları	Anne babanın birlikte yaşayıp yaşamadığı	Aritmetik ortalama	S.s.	t	p
Statü	Birlikte	10,75	3,03	,56	,57
	Ayrı	11,05	3,37		
Okul Yönetimi	Birlikte	18,43	5,34	,69	,48
	Ayrı	19,08	5,18		
Okula yönelik Duygular	Birlikte	27,93	7,02	,98	,32
	Ayrı	29,14	6,67		
Öğrenciler Arasındaki İletişim	Birlikte	25,16	7,74	1,44	,14
	Ayrı	23,17	8,89		
Öğretmen Boyutu	Birlikte	31,01	6,43	,94	,02
	Ayrı	33,62	6,10		
Toplam Puan	Birlikte	113,29	16,85	2,38	,34
	Ayrı	115,86	16,87		

(p< .05)

Tablo 5.3. incelendiğinde; öğrencilerin anne-babalarının birlikte veya ayrı yaşıyor olmalarına göre Okul Yaşam Kalitesi Ölçeği'nin "öğretmen boyutu" alt ölçeğinden elde ettikleri puanlar arasında anne-babası ayrı yaşayanlar lehine anlamlı derece farklılaşmalar olduğu, ölçeğin "Okul Yönetimi, Okula yönelik Duygular, Öğrenciler Arasındaki İletişim" alt ölçeklerinden ve toplamından elde ettikleri puanlar arasında da anlamlı farklılaşmalar olmadığı görülmektedir.

Araştırmanın Dördüncü Problemine İlişkin Olarak Elde Edilen Bulgular ve Yorum:
"Öğrencilerin algıladıkları sosyo-ekonomik düzeylerine göre Okul Yaşam Kalitesi ölçeğinden aldıkları puanlar anlamlı düzeyde farklılaşmakta mıdır?" sorusuna cevap bulmak için tek yönlü varyans (ANOVA) analizinden yararlanılmış ve elde edilen bulular Tablo 5.4.'de sunulmuştur.

Tablo5.4. "Öğrencilerin algıladıkları sosyo-ekonomik düzeylerine göre Okul Yaşam Kalitesi Ölçeğinden aldıkları puanlar arasındaki farklılaşma düzeyine ilişkin ANOVA sonuçları.

Okul Yaşam Kalitesi Ölçeğinin Alt Boyutları	Algılanan SED	Aritmetik ortalama	S.s.	F	p
Statü	Zayıf	9,84	3,25	6,44	,00
	Orta	11,05	2,81		
	İyi	11,03	3,26		
Okul Yönetimi	Zayıf	10,66	5,55	6,61	,00
	Orta	18,16	5,27		
	İyi	20,07	4,95		
Okula yönelik Duygular	Zayıf	25,77	6,81	7,13	,00
	Orta	28,56	6,89		
	İyi	28,82	6,96		
Öğrenciler Arasındaki İletişim	Zayıf	25,58	8,50	0,34	,71
	Orta	24,87	7,64		
	İyi	24,86	7,66		
Öğretmen Boyutu	Zayıf	29,81	7,59	3,42	,03
	Orta	31,74	6,23		
	İyi	31,29	6,64		
Toplam Puan	Zayıf	108,67	16,26	6,08	,00

Orta	114,39	16,34			
İyi	116,08	17,79			

(p< .05)

Tablo 5.4. incelendiğinde; öğrencilerin algıladıkları sosyo-ekonomik düzeylerine göre Okul Yaşam Kalitesi Ölçeğinin "Statü, Okul Yönetimi, Okula yönelik Duygular, Öğretmen boyutu" alt ölçeğinden elde ettikleri puanlar ile ölçeğin toplamından aldıkları puanlar arasında sosyo ekonomik düzeylerini orta ve yüksek düzeyde algılayanların lehine anlamlı derece farklılaşmalar olduğu, ölçeğin "Öğrenciler Arasındaki İletişim" alt ölçeğinden aldıkları puanlar arasında da anlamlı farklılaşmalar olmadığı görülmektedir.

Sarı (2012) yaptığı bir araştırmada LİSEYKÖ puanlarına ait ortalamaların 2.90–3.06; ESATÖ puanlarına ait ortalamaların 2.90–3.17; ABÖ puanlarına ait ortalamaların ise 3.67–3.92 arasında olduğu görülmektedir. Öğrencilerin LİSEYKÖ ve ESATÖ puanları arasındaki farklar okulun sosyo-ekonomik düzeyine göre anlamlı bir fark görülmemiştir. (p< .05).

Araştırmanın Beşinci Problemine İlişkin Olarak Elde Edilen Bulgular ve Yorum:
"Öğrencilerin algıladıklarısosyo-ekonomik düzeylerine göre Okul Yaşam Kalitesi ölçeğinden aldıkları puanlar anlamlı düzeyde farklılaşmakta mıdır?" sorusuna cevap bulmak için tek yönlü varyans (ANOVA) analizinden yararlanılmış ve elde edilen bulular Tablo 5.5.'de sunulmuştur.

Tablo 5.5. "Öğrencilerin algıladıkları okul başarı düzeylerine göre Okul Yaşam Kalitesi Ölçeğinden aldıkları puanlar arasındaki farklılaşma düzeyine ilişkin ANOVA sonuçları.

Okul Yaşam Kalitesi Ölçeğinin Alt Boyutları	Algılanan okul başarısı düzeyi	Aritmetik ortalama	S.s.	F	p
	Zayıf	9,84	3,25		
Statü	Orta	11,05	2,81	11,45	,00
	İyi	11,03	3,26		
	Zayıf	17,66	5,55		
Okul Yönetimi	Orta	18,16	5,27	9,98	,00
	İyi	20,07	4,95		
	Zayıf	25,77	6,81		
Okula yönelik Duygular	Orta	28,56	6,89	10,74	,00
	İyi	28,82	6,96		
	Zayıf	25,58	8,50		
Öğrenciler Arasındaki İletişim	Orta	24,87	7,64	11,80	,00
	İyi	24,86	7,66		
	Zayıf	29,81	6,59		
Öğretmen Boyutu	Orta	31,74	6,28	,49	,61
	İyi	31,29	6,64		
	Zayıf	114,12	12,41		
Toplam Puan	Orta	109,94	15,35	13,43	,00
	İyi	116,76	17,27		

(p< .05).

Tablo 5.5. incelendiğinde; öğrencilerin okul başarısı açısından kendilerini algılama düzeylerine Okul Yaşam Kalitesi Ölçeğinin "Statü, Okul Yönetimi, Okula yönelik Duygular" alt ölçeğinden elde ettikleri puanlar arasında kendilerini orta ve zayıf başarı düzeyinde algılayanlar lehine;"Öğrenciler Arasındaki İletişim" alt ölçeğinden aldıkları puanlara göre kendilerini zayıf düzeyde algılayanların lehine; ölçeğin toplamından aldıkları puanlar açısından da kendilerini zayıf ve iyi başarı düzeyinde algılayanlar lehine anlamlı farklılaşmalar olduğu; ölçeğin ""Öğretmen Boyutu" alt ölçeğinden aldıkları puanlar arasında anlamlı derecede farklılaşmalar olmadığı görülmektedir.

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1980 ÖNCESİ TÜRKİYE SİNEMASINDA KADIN TEMSİLLERİ: *ADI VASFİYE* FİLMİ ÜZERİNE BİR İNCELEME

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Özet
Türkiye sinemasının tarihsel gelişim süreci, toplumla ilişkileri açısından incelendiğinde, toplumsal, siyasal ve ekonomik alandaki değişimlerin sinemayı etkilediği görülmektedir. Sinema ile toplumsal yapı arasındaki bu paralellik bir rastlantı değildir. Sinema, içinde bulunduğu toplumun ve kültürün bir yansıması olup, bu yapı içindeki diğer öğelerle etkileşerek gelişmektedir. Toplumsal hayattaki değişimler, bazen doğrudan, bazen de dolaylı yollardan sinemayı etkilemiştir. Çalışmada önce Türkiye'deki kadın hareketinin tarihsel dönüşümü değerlendirilip, kadın hareketleri ve sinema ilişkisi anlaşılır kılınacaktır. Daha sonra 1980 öncesi Türkiye sinemasında kadın temsilleri, *Adı Vasfiye* (1985) filmi üzerinden incelenerek, 1980 öncesi Türkiye sinemasında kadın temsillerinde bir farklılaşmanın olup olmadığı değerlendirilecektir.

Giriş
Temsiller, içinde yer alınan kültürlerden devralınır ve içselleştirilerek benliğin bir parçası haline getirilir. İçselleştirilen bu temsiller benliği, söz konusu kültürel temsillerde için olan değerleri de benimseyecek şekilde yoğrulduğundan dolayı bir kültüre egemen olan temsiller, can alıcı politik önem taşımaktadırlar. Kültürel temsillerin üretiminde söz sahibi olmak, toplumsal iktidarın korunması açısından kritik önem taşıdığı gibi, toplumsal dönüşümleri amaçlayan ilerici hareketler için de vazgeçilmez bir kaynaktır. Sinema, günümüzde bu tür politik mücadelelerin yürütülmesi açısından önem taşıyan bir kültürel temsil oluşturmaktadır. Filmler, sosyal gerçekliğin şu ya da bu şekilde inşa edilmesine zemin hazırlayan psikolojik duruşları, dünyanın ne olduğu ve nasıl olması gerektiğine ilişkin ortak düşünceyi yönlendirerek toplumsal kurumları ayakta tutan geniş bir kültürel temsiller sisteminin parçasıdır (Ryan ve Kellner, 2010: 37-38).

Seksenli yıllardan günümüze toplumsal cinsiyet politikaları, film kuramında önemli bir yere sahiptir. Dünyada feminist hareketin 1960'lı yıllarda kazandığı ivme, feminizm ve sinema ilişkisini geliştirmiştir (Ulusay, 1993: 6). Birçok kaynakta Türkiye'de feminist hareket ve sinema ilişkisi 1980'lerde başladığı iddia edilmektedir. Çalışmada önce Türkiye'deki kadın hareketinin tarihsel dönüşümü incelecek daha sonra da Atıf Yılmaz'ın 1985 yılında yönettiği *Adı Vasfiye* adlı filmi analiz edilecektir. Çalışmanın temel amacı *Adı Vasfiye* filmindeki kadın temsillerinin kendinden önceki dönemdeki temsillerin bir toplamı olduğu varsayımını sınamaktır.

Türkiye'de Kadın Hareketinin Tarihsel Dönüşümü
Kadın hareketi, "bulunduğu toplumsal yapı içinde kadınların kendilerini tanıması, ilişkisiyle, değerleriyle, yaşama biçimiyle yeni bir toplumsal yapı ve bu yapı içinde yeni bir kadın tipi yaratmaya yönelik örgütlü istem ve eylemler"dir (Çakır, 1994: 315). Batı'daki kadın hareketleri, kadınların içinde bulundukları toplumsal yapının onlardan beklentileri, yaşadıkları zorlukları yorumlamaları ve bir çıkış yolu bulmalarıyla başlamıştır. Bu çıkış yolu arayışı değişimi beraberinde getirirken, kadın hareketleri kadınlara, değişimin tüm psikolojik yükünü yalnız, yabancılaşmış ve kafası karışmış halde yüklenmek zorunda olmadıkları fikrinin de yaygınlaşmasını sağlamıştır (Kandiyoti, 2011: 88). Türkiye'de kadın hareketleri, 1980'e kadar modernleşme/batılılaşma hareketleriyle, 1980'lerde Batı'daki ikinci dalga feminizmiyle paralellik göstermektedir. Osmanlı İmparatorluğu döneminden itibaren baktığımızda kökleri 19. yüzyılın ikinci yarısına kadar inen bir kadın hareketi olduğu görülmektedir. Osmanlı döneminde başlayan batılı tarzda yaşam ve bu tarzda üretimi gerçekleştirmeye yönelik modernleşme, Cumhuriyet döneminin de ana ekseni olmuştur. Laik devlet ve toplum düzenine geçişle kamu yaşamında görünür olma, seçme-seçilme hakkı gibi kadınlara yönelik birtakım hakların tanınmasından sonra, bu haklardan yararlanmasının yaygınlaştırılmasında, hakların genişletilmesinde ve derinleştirilmesinde kadın hareketleri etkili olmuştur (Işık, 2009: 43).

Geç Osmanlı ve erken Türk modernleşmesinin bir "kadın devrimi" yarattığı genel kabul gören bir iddiadır. Bu iddianın nedeni Modern Türkiye'nin kentli, orta sınıf dünyasında yaşamaya başlamış modernleşmenin yarattığı eğitim, kentli yaşama katılma, az sayıda çocuk doğurma gibi fırsatlarına ulaşabilmiş kadınların yaşamlarındaki dönüşümdür. Bu topraklarda yaşanan modernleşmenin diğer İslam ülkelerinden daha önce ve daha kapsamlı bir kadın hakları reformu içermiş olması, kadınların okutulması, çalışma hayatında yer almaları, evlilik, boşanma ve miras gibi konularda dini hukukun esas alınmaması, örtünme zorunluluğunun kaldırılması ve 20. yüzyılın ilk çeyreğinde yaşanan kadın haklarındaki gelişmeler, bir kadın devriminin yaşadığının göstergesi olarak kabul edilmektedir. Oysaki kadın devrimi olarak kabul edilen gelişmelerden 100 yıl geçmiş olmasına rağmen Türkiye'de sistemli ve dirençli bir erkek egemenliği halen devam etmektedir (Sancar, 2012: 13).

1980 Öncesi Türkiye Sinemasında Kadın Temsilleri
Türkiye sinemasının ilk konulu filmi *Pençe'dir* (1917) . Daha sonra *Casus* (1917), *Mürebbiye* (1919), *Binnaz* (1919) ve *Bican Efendi Vekilharç* (1921) isimli filmler çekilmiştir. *Pençe'nin* (1917) konusu evlilik dışı aşkın çatışmasıdır (Esen, 2000: 25). Filmdeki iki ana kadın karakter de kötü olarak yaratılmıştır. Filmin sonunda kötü kadınlar cezalandırılır (Öngören, 1982: 42-43). *Mürebbiye* ve *Binnaz* filminde birden fazla erkeğin bir kadın için verdikleri mücadele anlatılmakta, bu filmlerin hikayesinin odak noktası kadındır (Özön, 1970: 27). Bu dönemde çekilen filmlerdeki kadın karakterlerle ile ilgili yazılara baktığımızda karakterlerin çoğunun, dişiliğini kullanarak erkekleri baştan çıkaran *femme fatale* kadınlardan oluştuğu görülmektedir. Mahmut T. Öngören, 1922 yılından başlayarak, Türkiye sinemasında çeşitli kadın tiplerinin ortaya çıktığını iddia etmektedir. Bu tipler fahişeler, vamplar ve *femme fatale*'lerdir. Karakterler çapkınlık, çıplaklık, cinsellik ve erotizmle süslenmiştir (1982: 65). Semra Özdamar'a göre 1949 yılına kadar sinemadaki kadın karakterler, "ayakları havada, yaşanılan dönemin gerçekleriyle hiçbir ilintisi olmayan komedi ve melodramların oradan oraya koşuşturulan zavallı unsurlarıydı" (aktaran Öngören, 1982: 63).

Türkiye sineması, ilk adımlarını tiyatrocuların önderliğinde atmış ve bu ilk dönemi izleyen on yedi yıllık sürede de sinema tiyatrocuların tekeli altında kalmıştır (Özön: 2010: 75). Türkiye sinema tarihinde Tiyatrocular dönemi olarak tanımlanan 1923-1938 yıllarında sinema, tek bir kişinin, Muhsin Ertuğrul'un tekelindeydi. Ertuğrul'un Türkiye'de Kemal Film adına çektiği ilk film, *İstanbul'da Bir Facia-i Aşk* (1922) ya da öteki ismiyle *Şişli Güzeli Mediha Hanım'ın Facia-i Katili* filmidir. Film, ağır bir melodram havası içindedir. Filmde görülen *femme fatale* kadınlar, tutku yüzünden mahvolan küçük kentsoyluları, cinayet, haksız yere suçlananlar ve her şeye rağmen ulaşılan mutlu son, ilerleyen yıllarda Türkiye sinemasında bir gelenek haline gelecek olan anlatının başlangıcı niteliğindedir. Filmdeki kadın karakterler, iyi anne/eş ve dişiliğini kullanan kötü kadınlar olmak üzere ikiye ayrılmıştır. Filmde kötü kadın öldürülmüş, iyi kadınlar ise mutlu şekilde yaşamaya devam etmişlerdir. İyi ve kötü kadın temsiline başlangıcından günümüze Türkiye sinemasında sıkça rastlamaktayız.

Geçiş Dönemi olarak adlandırılan 1939-1950 yılları arasında Türkiye sinemasında tiyatrocuların etkisinin sürdüğü görülse de Muhsin Ertuğrul dışında yeni yönetmenler kendi yapım şirketlerini kurarak, film çekmeye başlamıştır. Bu dönemde çekilen filmlerin konularına baktığımızda kendinden önceki dönemde çekilen filmlerden farklı olduğu görülür. Fetay Soykan'a göre bu dönem, melodram kalıplarının ortaya çıktığı, köy gelenek ve adetleri ile zenginleştirilmeye çalışılan dekor olarak köy peyzajına dayanan filmlerin çekildiği bir dönemdir. Yazar, bu dönemde çekilen filmleri gerçekliğe erişemeyen, zaman zaman folklorik öğelerin kullanıldığı köy dramları olarak değerlendirmektedir. Filmlere tipoloji olarak yaklaşıldığında köy delikanlısı/erkeği; mert, gözü kara, mücadeleci, dürüst, yağız ve yiğit iken köy kadını; çileli, masum ve eziktir, babasından, ağasından, kayın pederi-kayınvalidesi tarafından kötü davranılan kişidir (Soykan, 1993: 34). Bu dönemde çekilen savaş filmlerindeki kadın temsillerinin cesur ve idealist oldukları görülür. Örneğin, 1949 yılında Ömer Lütfi Akad tarafından çekilen *Vurun Kahpeye* isimli filmdeki Aliye öğretmen, idealist, eğitimli Cumhuriyet kadını temsili olarak değerlendirilebilir.

1950'lerle birlikte, Türkiye sinemasında yeni bir dönem başlar: Yeşilçam Dönemi. Yeşilçam tarzı 1980'lere kadar hakimiyetini sürdürür. Bugün bile hala tam olarak bu tarzın bittiği söylemek mümkün değildir. Yeşilçam'ı 1950'lerde ülkedeki iki gelişme var etmiştir. Bunlardan ilki, kente göçün artması ve kentlerin kırsallaşması; ikincisi de kentlerle sınırlı sinema salonlarının kırsal alanlara yayılmasıdır (Ayça, 1996:132-135). 1950'li yıllarda Türkiye sinemasında kadın temsilleri açısından bazı ilklerin olduğu iddia edilmektedir. Esen, 1950'li yıllarda çekilen filmlerde harem görüntüleri, banyo sahneleri, dansözlerin görülmeye başladığını söylemektedir oysaki tiyatrocular döneminde çekilen *Karım Beni Aldatırsa* (1933) ve *Binnaz* (1919) filmlerinde bu sahnelere rastlamaktayız. 1960'lar Türkiye sinemasında en çok film çekilen yıllardır. Bu dönemde *Kuyu* (1968), *Haremde Dört Kadın* (1965) gibi kadın temsilleri açısından önemli birçok film çekilmiştir. 1970'li yıllarda ise Türkiye sineması biryandan seks filmleri öte yandan toplumsal konulara değinen gerçekçi filmler arasında bölünmüştür. Seks filmlerinde tamamen kadın bedeni sömürülürken; *Hazal* (1979), *Gelin* (1973), *Dönüş* (1978), *Sürü* (1978), *Arkadaş* (1974) gibi toplumsal gerçekçi filmlerde ise kadının toplumdaki konumu eleştirilmektedir.

Nilgün Abisel, *Yeşilçam Filmlerinde Kadının Temsilinde Kadına Yönelik Şiddet* isimli çalışmasında yüz üç Türkiye sineması örneğini incelemiştir. Abisel, çalışmasında filmlerde kadına biçilen rolü toplumsal cinsiyet rollerine uygun davrananlar ve bunun dışına çıkanlar şeklinde ikiye ayırarak tarzın incelemiştir. Toplumsal cinsiyet rollerine uygun kadın, evli, namuslu veya evlenmek ve yuva kurma hayali olan kadın, bunun dışına çıkanlar ise toplumsal cinsiyet rollerinin dışına çıkanlardır. Birinci gruba giren esas kadın karakterlerinin sayısı ikinci gruba girenlerden daha azdır. Bunun nedenini, bu karakterleri mitleştirilmesine ve kadere yenilmenin kabulüne imkan verme şeklinde açıklamıştır. Ayrıca bu durumu yazar, Yeşilçam'ın "ideal kadın" tiplemesini zaman içinde terk edilmiş olmasıyla ilişkilendirmiştir (2000: 175, 179). Şükran Esen de Abisel gibi 1980'li yıllara kadar Türkiye sinemasında iki kadın tipi olduğunu ileri sürmektedir: ilk kadın tipi, namuslu, evinin kadını, çocuklarının annesi, cinselliği olmayan, sevgi dolu, bağışlayan, ezilse de mutlu görünmeye çalışan kadındır. İkinci kadın ise, cinselliğinden başka bir şeyi olmayan, kötü, erkekleri kötü yola sürükleyen, yuva yıkan vamp kadındır (Esen, 2000: 29).

Türkiye sinemasında 1980'lerden önce de kadın sorunu, farklı üsluplarla işlenen bir konu olmuştur. Birçok yönetmen toplumsal konuları ele alan filmlerinde, kadını hikayenin merkezine yerleştirmişlerdir. Lütfi Ömer Akad, Metin Erksan, Atıf Yılmaz ve Halit Refiğ gibi erkek yönetmenlerin çektikleri filmlerdeki kadın temsilleri, kendi dönemleri içindeki birçok yönetmenden farklıdır. Halit Refiğ, filmlerinde kadına ilişkin sorunları yoğun bir biçimde işlemiş, kadını bireysel ilişkiler çevresinden çok toplumsal temeldeki sorunları ile irdelemiş, kadınların cinsiyetleri açısından Türkiye toplumunda hep farklı tutum ve yaklaşımlara hedef olmalarını anlatmıştır (Emin, 2003: 2). Faruk Kalkan da Türkiye sinemasında kadının toplum içindeki durumu, toplumsal yaşama katılmaya çabaları, toplum içindeki yerini belirleme uğraşları, kendi başına var olma kavgası, kişiliğini gerçekleştirme güdüleri ve özgür bir şekilde sevme ve sevilme hakkı konularını işleyen filmlerin 1960 sonrasında çekildiğini iddia etmektedir. Kalkan bu iddiasını kadın-toplum ilişkileri konularının Türkiye sinemasının daha önceki dönemlerinde de ele alındığını fakat bu filmlerin gerçek hayatla ilişkileri olmayan, katı melodramların sınırları içinde; erkek toplumun düşlerindeki "faziletli anne" ve "dokunulmamış sevgili" olarak tek boyutlu, iyi veya kötü kadınlar olarak ikiye ayırarak desteklendiğini iddia etmiştir (Kalkan,1993: 20). Yazarın ve bu yaklaşımla Türkiye sinemasında kadın temsillerini ele alan diğer yazarların düşüncelerinin iyi ve kötü kadın ayrımı ile ilgili olanlara katılmakla beraber kadın temsillerindeki değişimin 6o'larda başladığına bazı eklemeler yapılmalıdır. Öncelikle Türkiye sinemasında kadın temsillerinin belli dönemlerde değişmediği, döngüsel bir hareketle farklılaştığı düşünülmektedir. Çünkü Türkiye sinema tarihine baktığımızda kendi dönemi içinde kadın temsilleri açısından farklı birçok filme rastlayabiliriz. Çünkü ülkedeki kadın hareketleri gibi birçok toplumsal hareketlilik sinemayı etkilemiştir. Ayrıca sinemadaki bu değişime kırdan kentte göçün de etkisi olduğu düşünülmektedir. Büyük şehirlere göçlerle kadın toplumsal hayatta görünür olmaya başlamış ve bu görünürlük sinemayı da etkilemiştir. Kadın artık sadece evde çocuklarına ve kocasına bakan kişi değil, çalışma ve eğitim hayatında da var olan birey haline gelmiştir.

1960-1975 yılları arasında Türkiye sinemasında melodram filmlerinde kadın temsilini inceleyen Hasan Akbulut, yerli melodramlarda kadınların nasıl konumlandırıldıklarını, sunulduklarını incelemiştir. Akbulut, çalışmasında melodram filmlerinin toplumsal cinsiyet kategorilerini kültürel olarak kurduğunu ve ürettiğini iddia etmektedir (2008). Yazar, çalışmasında melodramların belli toplumsal cinsiyet kalıplarını ürettiklerini ve bu süreçte kadını ve kadınlık rollerini erkekler için ve erkeğin gereksinimlerine göre kodlamaktadır. Filmlerde kadınların, ataerkil düzenin devamı için bir tehdit oluşturmayan edilgen, çaresiz, güçsüz olarak tanımlanmasının, bu filmlerde kadınlara, gerçek kadınların göstergesi olarak değil, erkek bilinçaltını temsil eden bir gösterge işlevi yüklemektedir (Akbulut, 2008: 356).

Son olarak Türkiye sinemasında 1980 öncesi kadın temsillerini anlatan bu bölümde seksen öncesi kadın temsillerinde bir farklılaşmaya başladığını fakat bu farklılaşmanın bütünlüklü olarak tüm sinemaya nüfus etmediğini söylemek mümkündür.

Adı Vasfiye
Adı Vasfiye Atıf Yılmaz'ın 1985 yılında çektiği filmidir. Filmi incelemeye geçmeden önce Atıf Yılmaz'ın 1980 öncesi çektiği filmlerdeki kadın temsillerine bakmanın faydalı olduğu düşünülmektedir. Atıf Yılmaz sinemasında, 80'lere kadar kadını, ataerkil yapı içerisinde yaşamaya çalışan anne ve eş olarak ele almıştır. Yılmaz'ın 1980 öncesi filmlerinde, kadını ele alış biçimi, 1980 sonrası kadın filmleri olarak değerlendirilen filmlerinden farklı olduğu görülmektedir. Seksen öncesi çektiği filmlerin çoğunda kadını mağdur ve çaresiz gösterirken seksen sonrası çektiği filmlerde kadınları, ayakları üzerinde duran, toplumsal baskılara direnen ve başkaldıran, tam özgür ol(a)masalarda bu amaç uğruna mücadele veren güçlü bireyler olarak göstermeye çalışmıştır

Adı Vasfiye filmindeki kadın temsili, Yılmaz'ın seksen sonrasında çektiği filmlerdeki "özgür kadın" temsillerinden farklıdır. Filmde farklı sınıflardan beş –yazar karakteri filmde bir hikaye anlatmasa da filmin onun hikayesi olduğu düşünülmektedir- erkeğin aynı kadın hakkında anlattıkları birbirinden farklı öykülerden oluşmaktadır. Filmin tüm anlatıcıları erkektir. Bu yüzden bu film, Yılmaz'ın seksen sonrası çektiği kadın filmlerinden biri değil seksen öncesi yapılmış diğer filmler gibi bir erkek filmidir. Zaten "sinema, kadınlar ve dişilik ile erkekler ve erillik, kısacası cinsler arasında farklılıklar üzerine mitlerin üretildiği, yeniden üretildiği ve bunların temsil edildiği kültürel bir pratiktir (Smelik, 2008: 1) değil midir? Bu özelliğinde ötürü sinema feministler tarafında üzerinde durulması gereken bir konu olarak ele alınmıştır. Feminist eleştirmenler, sinema perdesine yansıyan kadın imgelerinin gerçek kadınlara ait imgeler olarak değil, erkeğin bilinçaltındaki kadına yönelik duygu ve düşüncelerinin, arzu ve korkularının bir tür yansıması olduğunu kabul etmekte ayrıca perdedeki kadın, erkek için (Özden, 2000:164) ve var olan egemen ideolojiyi pekiştirmek için imgelenmektedir. Feminist film eleştirisi sinema perdesindeki kadın imgelerinin doğal bir kadınlık durumunun değil, ataerkil ideolojilere uygunluk içinde kullanılan filmsel anlatı stratejilerinin inşa ettiği toplumsal kimliklerin yansıması olduğunu gözler önüne serilmesine yardımcı olmuştur (Özden, 2000:165).

Atıf Yılmaz'ın 1985 yılında çektiği *Adı Vasfiye* filmi de dört erkeğin anlattığı hikayelerden yola çıkarak beşinci erkeğin de bu hikayelerin zihninde oluşturduğu halini izlemekteyiz. Kısaca *Adı Vasfiye* filminde farklı sınıflardaki beş erkeğin bir kadın ile ilgili zihinlerinde oluşturdukları kadın imgesini izleriz. Zeynep Tül Akbal'a göre *Adı Vasfiye* bir döneme kadarki –seksenlere kadarki- anlatılara toplu bir iç bakış sunarken, aslında aynı zamanda bir eşiğin de tarihini vermektedir. Türkiye sinemasındaki erkek anlatıcıların ve onların zihinlerindeki kadınların artık dönüşeceğini göstermektedir (2006: 128). Bu filmdeki anlatılan hikayeler ve kadın temsilleri seksen öncesi Türkiye sinemasındaki hikaye ve temsillerinin bir toplamıdır.

Adı Vasfiye filminde yönetmenin tuttuğu kamera ile erkeklerin bir kadın hakkında anlattıkları hikayeyi izlemekteyiz. Bu, filme eril bir konum eklemektedir. Erkek kahramanlar, bir kadının onları nasıl cezp ettiğini anlatmaktadırlar. Filmde Yazar, gerçek Vasfiye'yi arar; onun üzerindeki sır perdesini aralamaya çalışır. Film sokakta arkadaşına bir şey yazamamaktan şikayet eden Yazar ile başlar. Arkadaşı film posterlerinin ve ilanların üzerine yapıştırılmış Sevim Suna posterini göstererek, "al işte konu" der; Yazar, postere dikkatlice bakar. Duvarlarda asılı duran Sevim Suna posterlerinde Vasfiye, arzu uyandıracak şekilde poz vermiştir. Kaja Silverman'a göre poz, kadının gerçek ya da hayali bakış tarafından belirli bir şekilde olduğundan daha güzel bir şekilde, görülme arzusunu belirtir (1996: 301). Poz verme, öznenin gerçek ya da metaforik kamera tarafından belirli bir şekilde ayrımsanmak için yaptığı ilk şeydir. Poz, hem pozun özündeki fotoğrafik doğayı yani önceden var olan imgenin ya da görsel değişmecinin taklididir hem de fotoğrafın kendisinin de taklididir. Poz, beden tarafından verilmesi ya da takınılması karşılığında, bedenin giydiği ya da takındığı şeylerin kostümüdür (Silverman, 1996:294-295). Sevim Suna pozu,

biranda Vasfiye'nin dışında bambaşka bir beden yaratmıştır, yaratılan bu beden erkek karakterlerin fantasyalarındaki kadının bedenidir. Vasfiye, erkek karakterlerin fantasyalarındaki kadının bir taklididir. Bu poz, filmdeki başta Yazarın ve diğer dört erkek karakterin Vasfiye için oluşturdukları karakterin bir taklit, bir hayal olduğunun göstergesidir. Filmdeki erkekler Vasfiye'yi bir arzu nesnesi olarak görmüşlerdir. Hikâyelerinde de bu arzuya kavuşmaları ve kaybedişlerini anlatmaktadırlar.

Adı Vasfiye filmini incelemeden önce filmle ilgili daha önce yapılmış değerlendirmelerin aktarılmasının önemli olduğu düşünülmektedir. Faruk Kalkan, filmi pavyona düşen bir kadının hikayesi olarak okumuştur (1993: 84). Meltem Işık da bu düşüşü erkeklere bağlamakta ve erkeklerin bu düşüşü meşrulaştırdıklarını ifade etmektedir (aktaran Kalkan, 1993: 84) *Adı Vasfiye* filmini Türkiye sinemasının kadınlara ikili yaklaşımını kavramak pragmatik bir metin olarak gören Asuman Suner'e göre yeni Türkiye sinemasında karşımıza çıkan kadın karakterler, Vasfiye'nin türevleridir (2006: 292). Övgü Gökçe ise filmde karşımıza çıkan dört farklı kadın tipinin Türkiye sinemasının dört farklı dönemi olarak okur. İlk hikaye Yeşilçam'a, ikinci hikaye 1970'lerdeki seks filmi dönemine, üçüncü hikaye arabesk ve orta sınıf ev kadınlarını anlatan filmlere, son hikayede seksenlerdeki "yeni ve özgür" kadın filmlerine götürdüğünü iddia etmektedir (2002: 250). Oysaki filmdeki temsiller Türkiye sinemasının belli dönemlerdeki kadın temsillerini değil; genel olarak Türkiye sinema tarihindeki genel kadın temsillerinin birer örneği olduğu düşünülmektedir. Çünkü sevip de kavuşamayan aşıklar Türkiye sinema tarihinin bütün dönemlerinde vardır tıpkı cinselliğini kullanarak erkekleri baştan çıkaran kadınlar gibi. Film, kendinden önceki dönemlerde olduğu gibi erkekler tarafından anlatılan kadın hikayelerinden oluşmakta ve kadın temsili de bu dönemdeki temsillerin bir toplamıdır. Filmde Vasfiye'nin hikayesini erkekler anlatır o susar, hiçbir şey söylemez. Tıpkı Türkiye sinemasındaki diğer filmlerdeki gibi kadın susar ve erkekler o kadını anlatır.

Vasfiye'nin hikayesini anlatan dört erkek de hikayeyi erkek mekanı olan, kahvehane, meyhane ve pavyonda anlatır ama hikayeler hep kadın mekanı olan evde geçer. Sinema için mekânın büyük önemi vardır. Çünkü sinemanın görsellik üzerine kurulu olması; yaşamdan kesitler sunması; insanı anlatması ve insanla şekillenen bir yapısının olmasından dolayı sinemada mekân, senaryo ve karakterler kadar önemli hale gelmektedir. "Kapsayan ve kaplayan mekân", mekânı kullanan oyuncu ve bu oyuncunun mekânla olan ilişkilerinin incelenmesiyle filmlerde mekânla bir görsel dil oluştuğu görülmektedir (Şahin, 2010: 31). Toplumsal cinsiyetin kamusal alanda belirgin olarak ayrıştığı bir mekan olarak kahvehaneler, erkekliğe dair eylemlerin ve anlamların barındırdığı ve hegemonik erkekliğin sosyal ilişkiler, semboller ve eylemler üzerinden kurduğu, tekrar üretildiği yerlerdir (Arık, 2009: 177). Filmdeki mekânların cinsiyetlere göre bölünmüşlüğü evin (özelin) kadına, sokağın (kamunun) erkeğe ait olduğu kabulüne göre ayrıştırılması erkek hegemonyasının bir göstergesi olarak da okumak mümkün (Polat, 2008: 150). Mekânın cinsiyetlere göre ayrılmışlığı, "homososyal erkek cemaatleri", "sağlıklı ve erkek" olmanın bir görev haline geldiği ve bu göreve uygun olduğunu göstermektedir (Polat, 2008: 152). Bir başka ifade ile homososyal mekânlar hegemonik erkekliğin yeniden inşa edildiği mekânlardır.

Kahvehaneler, toplumsal yaşamın, sosyalleşmenin ve erkek dayanışmasının merkezindeki sahne gibidir (Arık, 2009: 169). Toplumda olanlar hakkında ve gündelik hayatın nabzını tutmak için en ideal mekan kahvehanelerdir. Kahvehaneler toplumsal hareketliliğin ve haberleşmenin merkezidir. Meyhaneler de çoğunlukla erkek mekanıdır. Meyhanede keder veya mutluluk paylaşılır. Pavyon ise erkeklerin arınma mekanıdır. Çünkü pavyona giden erkekler, orada en yakınlarına bile anlatmadıkları sorunları anlatıp, geçici de olsa bir rahatlama ve arınma yaşarlar; pavyonlar, erkeklerin mutsuzluklarından arındıkları, geçici mutluluğu elde ettikleri yerdir. Türkiye sinemasında genellikle kahvehaneler dedikodunun, meyhaneler kederlenmenin, pavyon ise sahte mutluluğun göstergeleridirler.

Adı Vasfiye filminde ilk kahvehane sahnesinde Emin, Vasfiye ile ilişkisi anlatmaya başlar; ikinci sahnede ise Emin'in hikayesinde Vasfiye'ye atılan iftirayı kahvehanede erkeklerin önünde nasıl temize çıkarıldığı anlatılır. Hikayede kadına erkekler tarafından atılan iftira, erkek mekanında, erkeklerin gözü önünde temize çıkarılmıştır. Üçüncü kahvehane sahnesinde ise Rüstem, Vasfiye ile aralarında çıkan dedikoduyu gerçekmiş gibi anlatır. Kısaca filmde de kahvehane dedikodu merkezi olarak görülmektedir. Hamza'nın hikayesini meyhanede anlatması tesadüf değildir. Çünkü Hamza, Vasfiye'nin onu bırakıp gitmesine efkarlanmıştır. Meyhaneye efkar dağıtmaya gitmiştir. Tıpkı Türkiye sinemasındaki diğer erkekler gibi kederlerinden içmektedir. Son hikayeyi Doktor Fuat pavyonda anlatır. Fuat, Vasfiye'de mutluluğu bulmuştur, fakat bu mutluluğu kaybetmiştir. Pavyonda daha önce sahip olduğun mutluluğun yerine sahte mutluluk geçmiştir. Çünkü sahnedeki aşık olduğu Vasfiye değil, şarkıcı Sevim Suna'dır. Fuat, Yazara hikayesini anlatarak rahatlamakta bir şekilde arınmaktadır. Bu anlatıda Yazar bir şekilde konsomatris görevi üstlenmektedir.

Bu çalışmada film, her hikayedeki aşk, evlilik ve ihanet üçlemi ile değerlendirilecektir. İlk hikaye Emin ve Vasfiye'nin çocukluk dönemlerinde birbirlerine duydukları aşk ile başlar. Hikayenin başlangıcında baba, oğullarına erkek olmayı öğretir. Bir şekilde baba, oğullarına ideal erkekliği öğretir. İdeal erkeklik aslında iktidarı elinde tutan erkeklerin sunduğu bir erkeklik imajıdır. Bu imajlar tarih ve mekân içinde farklılıklar göstermesine rağmen, genel kabul görmüş erkeklik imajı şöyledir: İyi eğitim almış, iyi gelir getiren bir işe sahip, iyi bir baba, atletik ve kaslı vücuda sahip ve tabii ki -olmazsa olmaz- heteroseksüel olmaktır (Türk, 2008: 122). Bu imajı oluşturan diğer özellikler de "irade, şeref, cesaret, disiplin, rekabet ruhu, dayanıklılık, metanet, soğukkanlılık, sebatkârlık, maceraperestlik, bağımsızlık, dizginlenmiş bir cinsel güç"e sahip olma gibi uzunca bir liste içinde anılabilir (Nagel, 2000: 62). Filmde babanın ideal erkeklik tanımı ise cesaret, silah kullanma, utanmama ve cinselliktir.

Emin ve Vasfiye'nin ilk karşılaşması çocukken Vasfiye'nin Emin'i kandırarak sapanını almasıyla olur. Vasfiye, Emin ile evcilik oynamak ister; Emin kocası olur o da onun karısı. Emin ve Vasiye'nin çocukluk aşkı, büyüdükten sonra evlenerek sonuçlanır. Hikaye, Emin'in ağabeyinin Vasfiye'yi taciz etmesiyle devam eder. Emin, Vasfiye'yi bu durumda kurtarır ve köyden göç ederler. Emin ve Vasfiye'nin köyden göçünü anlattığı sahne önce Emin'in aynadaki yansımasıyla daha sonra da Yazarın yansımasıyla verilir. Ayna görüntüleri filmde yaşanacak kırılmanın habercisidir. Çünkü göç, Emin ve Vasfiye'nin aşklarının bittiğini başka bir boyuta geçtiğini simgeler. Emin'in kalbi, köylü kızı Vasfiye'den, pavyon güzellerine doğru kaymıştır. Film mekanı da köyden kasabaya göç etmiştir. Emin, hikayeyi göç ile bırakır ve ortadan kaybolur. Emin'in ortadan kaybolmasıyla ikinci hikaye anlatıcısı Rüstem görünür. Emin'in hikayesindeki Vasfiye evli, namuslu kadını temsil eder. Türkiye sinemasındaki iyi kadın tipolojisindeki tüm özellikleri barındırır.

Rüstem, Vasfiye'nin Emin'i onu aldattığını anlatır. Daha sonra Rüstem hikayesinde Vasfiye'nin onu nasıl baştan çıkardığını anlatır fakat Yazar, "senin anlattığın bana biraz" derken Rüstem, işi olduğunu, biraz beklemesini söyler ama bir daha geri gelmez. Rüstem'in hikayesindeki Vasfiye, Türkiye sinemasındaki kötü kadının temsilidir; evli olmasına cinselliğiyle erkekleri baştan çıkaran *femme fatele*'dir

Yazar, kahvehaneden ayrılır bu sefer yine bir erkek mekanı olan meyhanede üçüncü hikayeyi dinler. Rüstem'in ve Emin'in yarım bıraktığı hikayeyi Hamza tamamlar ve Rüstem'in anlattığın yalan olduğunu söyler. Vasfiye'nin Emin'i yakaladığı günün akşamında dayak yediğini anlatır. Kemerle dayak yiyen Vasfiye ses çıkarmaz, Emin'in bağrır demesine rağmen bağırmaz. Sonunda çığlık atar. Vasfiye'nin buradaki sessizliğini bir direnme olarak okumak mümkündür. Türkiye sinemasında sessiz/dilsiz kadın imgesine sıkça rastlanır. Ruken Öztürk ve Nilgün Tutal'a göre sessizlik hem eril söylemi ret etme hem de toplumsal cinsiyet ikiliğini şeyleştirmektedir: ideolojik olarak bozulmuş dile karşı hem bir protestodur, hem de dile onun iktidarına teslim olmadır. Sessizlik, eril sembolik düzene bir direniş ve onu kabul edişidir (2010: 116). Filmdeki sessizlik/dilsizliği şu şekilde okuyabiliriz: Vasfiye, erkek diliyle onların istediği dil ile konuşmayı reddeder sonunda attığı çığlıkla da bir nevi erkeğin anlayacağı dilde konuşur. Emin'e bıçak çeker ve onu ölümle tehdit eder. Michel Chion'a göre kadının çığlığı, sözcüklerin, anlamın bittiği yerde başlamaktadır. Filmin öykü dünyasında bir kara delik oluşturan çığlık, simgesel düzenin ötesine, anlamın bittiği yeri işaretler. Yazar, "çığlık noktası"nın anlamın, sözcüklerin, dilin bittiği noktayı gösterdiğini iddia etmektedir (aktaran Suner, 2006: 311). Vasfiye'nin çığlığından sonra filmdeki Emin ve Vasiye aşkının kırıldığı yeni bir boyuta geçtiğini görürüz.

Hamza hikayesinde Rüstem'in dedikosunu öğrenen ve inanan Emin'in, Rüstem'i kasığında, Vasfiye'yi de karnında bıçakladığını anlatır. Rüstem'i kasığında bıçaklanmasını onu hadım etme isteği olarak okumak mümkündür. Vasfiye'yi hastanede tanıyan Hamza, ona aşık olur. Ona önce kuaförde iş bulur, sonrada evlenir. Hamza yaşlı ve cinselliğe yetersizdir. Bu yüzden Vasfiye'yi kıskanır, ona sürekli baskı uygular. Vasfiye'nin cinsel isteklerini kocası tarafından karşılanmadığını anlattığı arkadaşı, ona köyde daha rahat sevgili bulacağını söyler. "Namus davasından" hapis yatan Emin, hapishaneden çıktıktan sonra Vasfiye'nin yaşadığı kasabada minibüsçülüğe başlar. Vasfiye,

Emin'e karşı koyamaz ve onunla birlikte olur. Kocasının böbrek sancısını Vasfiye'ye haber vermeye gelen Emin, onunla birlikte olurken Hamza'ya yakalanır. Ertesi gün Vasfiye, Emin ile kaçarak kasabayı terk eder. Hikayeyi anlattıktan sonra lavaboya kalkan Hamza, Rüstem gibi bir daha geri gelmez. Yazar, Hamza'yı çağırmak için lavaboya giderken kamera duvardaki kırık aynadaki yansımayı verir. Vasfiye'nin hikayesindeki ikinci kırılma yaşanmıştır. Çünkü Yazar, Vasfiye'yi kocasını aldatan bir kadın olarak görmeye başlar. Hamza ve Vasfiye'nin hikayesi de Hamza'nın ona duyduğu aşkla başlar, evlilikleriyle devam eder, Vasfiye'nin Hamza'yı Emin ile aldatmasıyla biter. Hamza'nın hikayesindeki kadın temsili ise 1960 sonrası Türkiye sinemasındaki temsillerin bir toplamıdır. Uğradığı iftira sonucunda cezalandırılan kadın, para için yaşlı adamla evlenen ve onu aldatan kötü kadın.

Yazar, sokakta dolaşırken Sevim Suna'nın çalıştığı pavyona girer. Pavyon bomboştur, garsonun gösterdiği yere oturur. Yazarın oturduğu yerin duvarında aşağıya bakan Venüs heykeline benzer bir kadın heykeli asılıdır. Heykel, Yazara doğru bakmaktadır. Bu sekans bize Luce Irigaray'ın "Sizin yansıtma arzunuz tarafından zindana tıkıldım, heykel oldum, sizin hareketliliğinizin bir görüntüsü haline geldim" (aktaran Taş, 2008: 27) sözünü hatırlatmaktadır. Vasfiye'de bu beş erkeğin arzuları ve fantazyaları arasında sıkışmış, bir heykel, bir afiş haline gelmiştir. Erkekler onu hikayelerinde, hayallerinde istedikleri gibi anlatırken, o ise bir heykel gibi susmaktadır.

Yazar, gittiği pavyonda Sevim Suna'nın gelmesini beklerken Doktor Fuat ile karşılaşır. Fuat ona bir içki ısmarlar ve Vasfiye'nin birazdan geleceğini söyler. Fuat Yazarı beklediğini gelmeyeceği için korktuğunu söyler ve hikayesini anlatır. Hikayeye başlamadan önce "benden daha önce söz ettiler mi" diye Yazara sorar Yazar "hayır" der. Bu soru Fuat'ın diğer hikaye anlatıcıların hikayelerini anlattıklarının, sıranın ona geldiğinin göstergesidir. Tıpkı Hamza hikayesini anlatmadan önce "Buyur otur efendi oğlum ben de sizi bekliyordum" cümlesi gibi Rüstem'den sonraki hikaye anlatıcıları Vasfiye'nin hikayesini anlatmak için sıralarının gelmesini beklediklerini göstermektedir. Fuat'ın hikayesinde Vasfiye kasaba kuaförüdür. Fuat, Vasfiye'nin ilk isminden, daha sonra görüntüsünden en sonunda da bakışlarından etkilenmiştir. Ev sahibinin çöpçatanlığıyla Vasfiye ile tanışır ve birlikte olurlar. Fuat, Vasfiye'nin bu davranışını önce hafiflik olarak görmüştür. Fakat numara yapmaması ve kendini sakınmaması Fuat'ı etkilemiştir. Yazar da Fuat'ın bu yorumuna "kendini korumayı bilmez ki aptal" yorumunu yapar. Yazar artık Vasfiye'yi benimsemiş ve aralarında bir bağ kurmuştur. Yazarın bu yorumu anlatılan diğer hikayelerde Vasfiye'yi hep mağdur olarak gördüğünün bir göstergesidir. Fuat'ın hikayesinde Vasfiye'nin İstanbul ve şarkıcılık hayallerinin olduğunu anlatır. Fuat'ın hikayesini de Emin bitirir. Emin ve Fuat önce sağlık ocağında karşılaşır. Öksürüğü için Fuat'a giden Emin, üç yıldır hapishanede olduğunu orada hastalandığını söyler. Fuat'ın Vasfiye ve Emin'in hikayesini öğrenmesiyle Vasfiye, Emin'le kasabayı terk eder. Fuat'ın hikayesi de aşkla başlayıp, birliktelikle devam edip, ihanetle biter. Fuat'ın hikayesi ile Hamza'nın hikayesinde birçok ortak nokta vardır. İlk ortaklık Emin'in hapisten çıkışıdır. Bu nokta filmde hikayelerin bir birinin devamı olmadığını göstermektedir. Hamza'nın hikayesinde de Vasfiye kuaförüdür fakat evlendikten sonra çalışmaz. Fuat'ın hikayesinde ise kasabanın kuaförüdür. Buradaki ortaklıklar ve farklılıklar bir şekilde bu erkeklerin hayatlarında bir Vasfiye olduğunun fakat bu Vasfiye'nin aynı Vasfiye olmadığını göstermektedir. Kısaca Vasfiye, bu dört erkeğin hayatlarına girmiş bir kadınla ilgili kurduğu fantezilerdir. Fuat'ın hikayesinden sonra Sevim Suna sahneye çıkar ve şarkısını söylemeye başlar. Fuat, Yazara bir kağıt verip bunu Vasfiye'ye vermesini isteyip gider; Yazar kağıdı Vasfiye verir fakat kağıt boştur. Yazar Vasfiye ile konuşmaya çalışır ama garson "bu kadar da olmaz ki her gece her gece" deyip onu sahneden uzaklaştırır. Bunun üzerine Sevim Suna "bu şarkı delikanlının sevgilisine neydi adı" arkadan biri "Vasfiye" der Sevim Suna "Vasfiye için söylüyorum" der ve şarkısına başlar. Burada Yazar'ın hikayesinin de daha öncesi olduğunu görürüz. Çünkü Yazar'ı gören garsonların bu kadar da olmaz her gece demesi Yazar'ın o pavyona daha önce de Vasfiye için gittiğini göstermektedir. Daha sonra Yazar Sevim Suna'nın odasına girer, odanın tamamı Sevim'in posterleriyle kaplıdır. Sevim'in odaya girmesiyle saklanır. Sevim üstünü değiştirirken bakış açısı çekimiyle Yazarın onu dikizlediğini görürüz. Yazar Vasfiye'yi dikizler ve dikizden haz alır. Vasfiye'nin karnındaki yara izini görünce kendine gelir ve "Vasfiye sensin ne olur anlat bana doğrusunu söyle herkes bir sürü şey anlattı. Bu senin hayatın. Ne olur bir şeyler söyle. Bir de sen anlat ne olur" der. Emin'in içeri girmesiyle Vasfiye'yi otelde müşterisinin beklediğini söyler. Yazar, "onu artık satamazsın ben varım" der. Emin yazarı bıçaklar. Emin, Vasfiye'ye "yürü gidelim" der. Vasfiye, daha önce sahnede olmayan gülü Yazara verip gider. Sekansta Sevim Suna posterleri görülür, posterlere bakar halde görülen Yazar karnından yara almış pozisyonda durmaktadır. Filmin başlangıcında Yazarın yanında olan arkadaşı yine görülür ve neyin var diye sorar Yazar hiç der. Bıraktığım yerde duruyorsun der. Posterleri gösterip Adı Vasfiye der. Arkadaşı buldun mu bir bulacağım der ve Yazar, Vasfiye'nin ona verdiği güle bakar ve sahne donar ve kırılan bir ayna gibi dağılır. Filmin sonunda Yazarın görüntüsünde aynaların kırılması bundan sonra görsel ve anlatısal hazza dair geleneksel şablonların bozulacağını simgelemektedir. Aynaları kırmak Anneke Smelik'e göre eril nazara, kadınsılığın kültürel temsillerine, kadınları nesneleştiren bakışa ve kadınların kendilerine dair taşıdıkları bozulmuş imgeye karşı ritüelvari bir direniş hareketidir (2008:135). Aynanın kırılması artık Türkiye sinemasında yeni bir dönemin başladığının habercisidir. Adı Vasfiye filminden sonra başta Atıf Yılmaz olmak üzere birçok yönetmen 1980 öncesi kadın temsillerinden farklı birçok film yapmışlardır. Fakat bu filmlerdeki kadın temsillerin toplumsal cinsiyet rollerinden ne kadar farklı olduğu halen tartışılmaktadır.

Sonuç

Adı Vasfiye filmdeki kadın temsilleri kendinden önce gelen ve daha sonraki temsillerin bir kolajıdır. Türkiye sinemasındaki kadın temsilleri farklılaşmaya başlamıştır. Fakat hikayelerin çoğu halen eril bir dille anlatılmaktadır. *Adı Vasfiye* filmi de beş erkeğin bir kadın hakkında anlattıkları hikayelerden oluşmaktadır tıpkı 1980 öncesi kadın hikayeleri anlatan erkek yönetmenlerin hikayesi gibi. Kadınlık olgusu hakkında farklı şeyler söylenmeye çalışılsa da sonuçta bu söylemlerin dilinin eril olduğu görülür. Tıpkı Vasfiye'nin hikayesi gibi erkekler onun hikayesini anlatırken o susar sadece susar.

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2000'Lİ YILLAR TÜRK SİNEMASINDA TARİHİ KOSTÜME AVANTÜR FİLMLERDE NOSTALJİ VE MUHAFAZAKARLIK

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Özet
Muhafazakar düşünce için geçmiş, iyimser bir hatırlama barındırır. Bu bakımdan artık geri dönülmesi imkansız bir geçmiş, içerdiği tüm unsurlarla birlikte nostaljik bir duyarlılığın konusu olur. Muhafazakar düşünce için geçmiş, genellikle, bir "altın çağ miti" çevresinde şekillenir. Buna göre, toplum, zaman içerisinde, binlerce yıllık bir tarihsel deneyimin ürünü olarak kendi kurallarını, davranış kalıplarını ve değerlerini üretir; bunların tamamı en geniş anlamda tarihin ürünüdür. Türk muhafazakar düşüncesi için ise "altın çağ miti" Osmanlı Devleti'nin hüküm sürdüğü devre karşılık gelir.

2000'li yıllarda Türkiye'de yaşanan siyasal dönüşüm ile birlikte, kendini muhafazakar demokrat bir parti olarak tanımlayan iktidar partisinin politikaları ve söylemi ile birlikte tarihe yönelik bakış açısında değişim yaşanmıştır. Bu politikaların ve söylemin altın çağ mitinin yeniden üretime katkıda bulunduğu ileri sürülebilir.

Bu bakış açısının sinemaya yansıması ise tarihi kostüme avantür filmler aracılığıyla olmuştur. Bu çalışmada 2002 ila 2012 yılları arasında Türk Sinemasında yapılmış olan tarihi kostüme avantür filmlerde, nostalji ve muhafazakarlık bakış açısına ne şekilde yer verildiği ve bu filmlerin nostalji ve muhafazakarlık bakış açısının yeniden üretimine hangi yollarla katkıda bulunduğunu temel yöntem olarak tematik içerik analizi yöntemiyle ortaya konulacaktır.
* Bu çalışma, devam etmekte olan yüksek lisans tezinin gelinen noktaya kadar olan kısmını içermektedir.

Literatür Taraması
İdeoloji ve Sinema
İdeoloji çok tartışmalı bir konudur ve kavramı açıklama konusunda değişik yaklaşımlarda bulunulmuştur. İdeolojiyi "doğru düşünme bilimi, bir takım insanların acayip fikirleri, ters/yanlış bilinç, toplumu bir arada tutan bir sıva ve maddi bir pratik" olarak tanımlayan görüşler belli başlı olanlardır (Yılmaz, 2008, 63). İdeolojinin geleneksel olarak üç temel kullanımı olduğu söylenir. Bunlardan ilki belirli bir sınıf ya da gruba özgü inançlar sistemi olmasıdır. İkinci anlamı doğru ya da bilimsel bilgiyle çelişebilecek aldatıcı inançlar sistemi yani yanlış fikirler içermesidir. Üçüncüsü ise anlam ve fikir üretiminin genel süreci olmasıdır (Fiske, 2003, 212). Kitle toplumunun ortaya çıkmasıyla bireysel inanç ve tutumlardan ziyade, toplumun ne düşündüğünün artık önemli hale geldiğini ifade eden Mardin (2007, 16), bu anlamda ideolojiyi, yönetilenler arasında yaygın, yönlenmiş, sınırlı, belirsiz fikir kümeleri olarak tanımlamaktadır. Althusser'e göre ideoloji, toplumsal yaşantıyı farklı biçimde her zaman ve her aşamada etkileyen bir oluşum olup, toplumsal pratik ile iç içedir (Althusser, 2010, 48). İdeolojinin oluşumu maddidir ve onu oluşturan yapı ve işleyişlerin maddi bir oluşumu vardır. Althusser'e göre ideoloji, maddi oluşumdan hem etkilenir hem de onu etkiler. Maddi pratikler ya da ritüeller tarafından yönetilmesi ona maddi bir özellik kazandırır. İdeoloji maddi etkinlikleri, maddi ilişkileri onların pratiğinde onlarla birlikte var olması nedeniyle etkilemekte, maddi sonuçlar doğurmaktadır (Kazancı, 2006, 15).

Maddi bir pratik olan sinemanın da ideoloji ile yakın bir ilişkisi vardır. Sinema genel anlamda toplumsal dinamiği yansıtarak içerisinde zengin bir anlam dünyası barındırır. Kendiliğinden ideolojik bir aygıt olan kamera, yaşanılan zamana ait akımlar, tutumlar, politikalar, çatışmalar, beklentiler ve genel olarak toplumsal pratikler ile iç içedir. İdeoloji bireylere, egemen değer ve nosyonları benimseterek onların yaşadıkları sistemle uyumlu hale gelmelerini ister. Bu ideolojik çaba, ideolojik bir aygıt olan sinemada, hem kullanılan aygıt olan kamera hem de onun eylem ve işlemlerinde konuşlanarak ideolojik bir çıktı olarak filmlerle perdeye yansır (Althusser, 2010). Özünde izlenebilirlik ve kar amacı taşıyan sinemanın, özellikle popüler filmlerin, bu amacını gerçekleştirebilmek için dönemin egemen iktidar söylemi ve toplumsal dinamiklerini göz önünde bulundurması gerekir. Bunu herhangi bir baskı ya da dayatmadan ziyade kendi amacına ulaşmak için yapar.

Karşı Modernleşme ve Muhafazakarlık
21. yüzyılda yeni toplumsal hareketlerin çoğalması ve küreselleşmenin yerelliği öne çıkaran söylemi ile birlikte birçok yeni kimlik inşa edildi ve var olan kimlikler yeniden oluşturuldu. Toplumsal ve siyasal alanda bireylerin aidiyetlerini belirlemede kimlik politikaları giderek önem kazandı. Kimlik oluşum süreci açısından modernleşme, farklılıklar üzerinde ısrara kayıp yerel gelenekleri tekrar bulmaya yönelik bir arayışa ve yerel kültürel kimlik üzerinde bir vurguya yol açmıştır (Giddens, 2002; 85). Tehranian (1983; 85), endüstri sisteminin egemenliğine, çeşitli direniş biçimlerinden "aşırı modernleşme", "karşı modernleşme" ve "modernleşmeden arınma" olarak adlandırdığı üç biçimini ele alarak, bu üç tepkinin ortak noktasının gerek kişisel ve gerekse kolektif düzeyde, bir kimlik arayışı olduğunu belirtmektedir. Tehranian'a göre (1983; 85), karşı modernleşmenin temel özellikleri, "modernleşmenin getirmiş olduğu toplumsal bozulmaya karşı isyan, aslın ülkeleştirilmesi, geçmişte yatan efsanevi altın bir çağa karşı duyulan özlem ve cemaat tipi yaşamın kaybından ötürü çoğulcu yerine birlikçi bir ulus kavramına karşı gösterilen eğilim" şeklinde sıralanmaktadır

Karşı modernleşme yaklaşımının en önemli vurgusu tarihe yöneliktir. Geçmişin bir anda silinip atılmasına ya da en azından toplum üzerindeki etkilerinin en aza indirgenmesine yönelik devrimci girişimler, muhafazakarların toplumsal hafızayı yeniden canlandırma yönündeki çabalarını beraberinde getirmiştir. Muhafazakarlar, geçmişe ilişkin iyimser bir hatırlama çabası içindedirler. Bu bakımdan artık geri dönülmesi imkansız bir geçmiş, içerdiği tüm unsurlarla birlikte nostaljik bir duyarlılığın konusu olur. Muhafazakarlığın eskiye ait olanı hatırlatma çabası ve bu amaçla verimli bir aygıt olarak tarihten yararlanma arayışı, farklı deneyimlerde ortaya çıkan en önemli ortak özellik olarak görülebilir (Beriş, 2010; 48).

Muhafazakar düşünce için geçmiş, genellikle, bir "altın çağ miti" çevresinde şekillenir. Buna göre, toplum, zaman içerisinde, binlerce yıllık bir tarihsel deneyimin ürünü olarak kendi kurallarını, davranış kalıplarını ve değerlerini üretir; bunların tamamı en geniş anlamda tarihin ürünüdür. Toplumsal yaşamın varlık koşullarını oluşturan tüm bu unsurlar, bugün nasıl yaşanması gerektiğine ilişkin kesin ipuçları sunar. Geçmişin en büyük avantajı, siyasal ve toplumsal yaşamın geleceğine yönelik doğruluğu tartışılmaz planlamalar yapmak yerine tarihsel deneyimden yararlanılarak bir meşrulaştırmaya imkan sağlamasıdır. Ancak, aynı bakış açısında, geçmişin her yönüyle mükemmel, insanların her türlü beklentilerine yanıt veren bir alan olarak da kurgulanmadığı görülür. Diğer taraftan geçmiş, mistik bir romantizmle kendi kahramanlık anlatılarını, etik değerlerini ve iyi anlayışını üretir (Beriş, 2010, 51).

Nostalji
Nostalji- nostos (eve dönüş) ve algia (özlem), nostalgia – artık var olmayan veya hiç var olmamış bir eve duyulan özlemdir (Boym, 2009, 14). On yedinci yüzyılda nostaljinin, tıpkı soğuk algınlığı gibi, tedavi edilebilir bir hastalık olduğu düşünülüyordu. İsviçreli doktorlar afyon, sülük ve Alplere seyahatle nostalji belirtilerinin çaresine bakılabileceğine inanıyorlardı. 21. Yüzyıla gelindiğinde ise bu geçici hastalık çaresi olamayan modern bir hale dönüştü (Boym, 2009, 15). Nostaljiyi bir mekan özleminin yanında farklı bir zamana duyulan hasret olarak açıklayan Boym (2009,16) daha geniş anlamda, nostaljiyi, "modern zaman fikrine, tarih ve ilerlemenin zamanına karşı bir isyan" olarak tanımlar. "Algia (özlem) paylaştığımız şey, nostos (eve dönüş) ise bizi bölen şeydir. Günümüzde birçok güçlü ideolojinin özünü oluşturan, bizi duygusal bağlılık uğruna eleştirel düşüncesi bırakmaya ayartan ideal evi yeniden inşa etme vaadidir" (Boym, 2009, 17). Nostalji, insanların geçmişte içine yaşadıkları ortamı hatırlayıp bir daha ona ulaşamayacaklarını anladıklarında ortaya çıkan hüzün duygusudur. Genel olarak insanlar "kayıp zamanların" izini sürerler. Bu bakımdan, nostalji, "bir zamansal mesafe ve yer değiştirme sancısı" olarak çoğu insanda ortak bir duygudur (Boym, 2009, 81).

Nostaljik paradigmanın temelini ise, tarihin bir çöküş ve yitirme olarak görülmesi, bir altın çağdan uzaklaşma düşüncesi ve bütünlüğün ve ahlaki kesinliğin yitirildiği duygusu oluşturmaktadır (Stauth ve Turner, 1997; 100). Yeniden kurucu olarak nostalji 'eve dönüşü' vurgular ve yitirilmiş evin tarih aşırı bir tarzda yeniden inşasına çalışır (Boym, 2009; 87). Muhafazakar düşünce için geçmiş, genellikle bir "altın çağ miti" etrafında şekillenir. Muhafazakarlar geçmişte toplumu bir arada tutan değerlere, kahramanlık anlatılarına ve üstün olduğu düşünülen kişilere sürekli olarak vurgu yaparlar.

Türk Muhafazakar düşüncesi için "altın çağ", Osmanlı İmparatorluğu'nun hüküm sürdüğü dönemlere karşılık gelir. Bu bakımdan, toplumu bir arada tutan ve ona birlikte yaşama bilinci kazandıran en önemli unsur olarak geçmişte de aynı şekilde yaşamış olmak gösterilir (Beriş, 2010; 57). Bundan dolayı "altın çağ miti" devamlı olarak kendisini yeniden ve güçlenerek üretilir.

Tarihi Kostüme Avantür Filmler

'Kostüme Avantür' ifadesi Türkiye'ye özgü ve genel kabul görmüş bir ifade olarak türe verilen isimdir. Bu kavramın hiçbir dilde karşılığı yoktur. Kostüm ve adventure sözcüklerinin bir araya gelmesiyle oluşur. Tarihsel fantazya, kostüme tarih veya tarihi aksiyon gibi isimlerle de anılan 'tarihi kostüme avantür filmler' popüler filmlerin bir türünü oluşturmaktadır (Scognamillo ve Demirhan, 1999). Türk sinemasında, 1965 – 1975 yılları arasında popüler olan bu tür, 2000'li yıllarda tekrar önemli bir konuma gelmiştir.

Amaç ve Yöntem
Amaç

2002 ila 2012 yılları arasında Türk sinemasında yapılmış olan tarihi kostüme avantür filmler aracılığıyla tarihe yönelik bakış açısının ne şekilde oluştuğu, nostaljik yönelimin ne şekilde inşa edildiği ve bu yeniden bakışın ne şekilde üretildiği bu araştırmanın analiz konusudur ve 2000'li yıllar Türk sinemasında tarihi kostüme avantür filmlerde, nostalji ve muhafazakarlık ne şekilde oluşturulmuştur bu çalışmanın problemini oluşturmaktadır. Çalışmada sınırlılık olarak ise, muhafazakarlığın sadece tarihe yönelik bakış açısı ve nostalji boyutu ile ele alınması ve filmlerde yansıtılan nostalji ve muhafazakarlık, etki ve algılayış düzeyinde değil, temsil düzeyinde ele alınması belirlenmiştir.

Bu çalışmanın amacı ise 2000'li yıllar Türk Sinemasında yapılan tarihi kostüme avantür filmlerde, nostalji ve muhafazakarlık bakış açısına ne şekilde yer verildiğini ve bu filmlerin nostalji ve muhafazakarlık bakış açısının yeniden üretimine hangi yollarla katkıda bulunduğunu ortaya koymaktır. Tam sayım örnekleme yoluyla belirlenen filmler tematik içerik analizi yöntemiyle ele alınacaktır. Tema analizinde, tanımlanabilir temalara yaşam ve davranış kalıplarına odaklanılmaktadır (Aranson, 1994).

Tema analizi yöntemine bağlı olarak "altın çağ" olgusuna ilişkin sorular geliştirilmiştir. Bu soruların belirlenmesinde çalışmanın literatürü belirleyici olmuştur. Filmlerde yanıt aranan sorular şöyle sıralanabilir:

- ✓ Filmlerde yansıtılan Altın Çağ mitinin özellikleri nelerdir?
- ✓ Filmlerde, Altın Çağ'a ait olan hangi kahramanlık anlatılarına yer verilmiştir?
- ✓ Filmlerde, Altın Çağ'a ait olan hangi zaferlere yer verilmiştir?
- ✓ Filmlerde, Altın Çağ'a ait olan hangi erdem ve değerlere yer verilmiştir?
- ✓ Filmlerde, Altın Çağ'a ait olan hangi önemli kişilere yer verilmiştir?

Evren ve Örneklem

Çalışmanın evrenini Türk sinemasında yapılmış olan tarihi kostüme avantür filmler oluşturmaktadır. Örneklemi ise 2002 ila 2012 yılları arasında Türk sinemasında yapılmış olan tarihi kostüme avantür filmler oluşturmaktadır. 2002 ila 2012 yılları arasında Türk sinemasında yapılmış olan tarihi kostüme avantür filmler şunlardır;

Filmin Adı	Yapım Yılı	Yönetmen
Abdülhamit Düşerken	2003	Ziya Öztan
Eve Giden Yol 1914	2006	Semir Aslanyürek
Son Osmanlı Yandım Ali	2007	Mustafa Şevki Doğan
120	2008	Özhan Eren, Murat Saraçoğlu
Mahpeyker Kösem Sultan	2010	Tarkan Özel
Fetih 1453	2012	Faruk Aksoy
Çanakkale 1915	2012	Yeşim Sezgin
Çanakkale Çocukları	2012	Sinan Çetin

Bulgular ve Yorum

Çalışmada belirlenen tema "*altın çağ*" mitidir. Çalışmada amaç sorularında belirlenen sorulara yanıtlar aranacaktır. Bundan dolayı çalışmada muhafazakarlık, muhafazakarlığın tarihe verdiği değer, altın çağ kavramı ve anlamı, nostalji kavramları üzerinden hareket edilecektir. Altın Çağ kavramına yüklenen anlamın temelinde tarihin bir çöküş ve yükselme olarak görülmesi yatmaktadır. Tarih, bir zamanlar toplumsal ilişkilerin ve kişisel deneyimin birliğini sağlamış olan değerlerin çöküşü olarak görülür. Ayrıca bireysel özerkliğin yitirilmesi ve sahici toplumsal ilişkilerin çökmesidir ile basitlik, kendiliğindenlik ve sahiciliğin yitirilmesi duygusu altın çağ miti ile nostaljiyi bir araya getirmektedir. Bir zamanlar toplum olarak her bakımdan üstün olduğuna inanılmaktadır. Muhafazakar düşünce, devamlı olarak geçmişte toplumu bir arada tutan değerlere, kahramanlık anlatılarına, zaferlere ve üstün olduğu düşünülen kişilere vurgu yapar.

Film incelemesi örnekleme dahil olan filmlerden *Fetih 1453* filmi üzerinde yapılacaktır.

Fetih 1453

17 milyon dolarlık bütçesiyle tarihin en pahalı Türk filmi ve 6,5 milyon kişiyle Türk sinema tarihinin en çok izlenen filmi olma özelliğini taşıyan 'Fetih 1453', 1453 yılında İstanbul'da meydana gelen olayları konu almaktadır. Film 1451 yılında ikinci defa tahta geçen Osmanlı padişahı Sultan Mehmet Han'in Konstantinopolis'i fetih planlarını yaptığı andan itibaren başlıyor. Bu zamandan 1453'te İstanbul'un fethine kadar olan süreci kapsayan film aynı zamanda Fatih Sultan Mehmet'in çocukken aldığı eğitimleri de işliyor. Filmin hikayesi Fatih Sultan Mehmet ve İstanbul surlarına Osmanlı bayrağını ilk diken Türk sipahi Ulubatlı Hasan'ın çevresinde gerçekleşiyor.

Film, İstanbul'un fethinin dini referans alan bir kaynaktan ileri geldiğini gösteren bir açılışla başlıyor. Bu sahneden sonra Mehmet'in doğum yılı olan 1430 yılına, Osmanlı Devleti'nin başkenti olan Edirne'ye geçiş yapılıyor. Bu iki sahne ile İstanbul'un fethedilmesinde ki ana motivasyonun dini temelli olduğunu izleyiciye gösteriyor.

Filmde, Mehmed'in doğum yılı olan 1430'da, "atların ikiz doğurması, toprağın bereketten dolayı dört kez ürün vermesi ve ağaçların meyvelerinden dolayı yerlere kadar eğilmesi" gibi bir takım olağanüstü olayların meydana geldiğini ifade ederek İstanbul'u fethedecek olan kumandanın sıradışı kişiliği üzerine vurgu yapmaktadır. Yine aynı yıl cephenin diğer tarafında ise tuhaf şeylerin olduğu filmde vurgulanmaktadır. Gökyüzünde görülen kuyruklu yıldızın o zamana kadar aşılamayan Bizans surlarının bu kez aşılacağına yönelik yorumlanmıştır.

Fetih 1453 filminde Osmanlı Devleti, geçmişinde birçok zafer kazanmış, düşmanlarına ve özellikle Hristiyan dünyasına karşı üstün olarak sunulmaktadır. Anadolu ve Rumeli toprakları üzerinde hüküm sürmekte olan devletin tam ortasında bulunan İstanbul, ülke topraklarını ikiye ayıran ve devletin geleceği için tehdit oluşturan bir engel olarak görülmektedir.

Filmde, geçmişte yaşamış birçok kahramanlığa atıfta bulunulmaktadır. Her bir devlet adamının ya da askerin üstün özelliklere sahip olduğu filmde sunulmaktadır. Devletin bekasının her şeyin üstünde olduğu vurgulanmaktadır. Film kahramanları bir engelle karşılaştıklarında mücadeleye girişmekte ve kaybetme durumuyla karşılaştıklarında kendi canlarını kahramanca ortaya koydukları filmde temsil edilmektedir. Lağımcıların Bizans surlarına ulaşmak için kazdıkları tünelin çökmesi ve Bizanslılar tarafından bunun fark edilmesi üzerine diğer arkadaşlarını korumak için kendi canlarını ortaya koymaları film kahramanlarının devleti için mücadelesini ortaya koymaktadır. İnsanların kendilerinden önce ülkelerinin çıkarlarını gözetmeleri ve devamlı olarak ülkeleri için mücadele etmeleri bir değer olarak ortaya konulmaktadır.

Filmde, İstanbul kuşatması esnasında zaman zaman sıkıntı yaşayan Mehmed'in yardımına üstün olduğu düşünülen kişilerin olağanüstü güçleriyle yardım ettiği ortaya konulmaktadır. Devletin kurucusu Osman Bey ve İstanbul'u kuşatanlar arasında bulunan Ebu Ensar bunlar arasında bulunmaktadır ve bunların önemli kişiler olduğu filmde temsil edilmektedir.

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5E MODELİNİN ÖĞRENCİLERİN TRİGONOMETRİYE KARŞI TUTUMUNA ETKİSİ

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Özet
Trigonometri matematiğin önemli bileşenlerindendir. Öğrenciler için çoğunlukla zorluk kaynağı olarak görülmekte, gerçek hayattaki kullanım alanları, tarihçesi ve yararları öğrenciler tarafından yeterince bilinmemektedir. Trigonometri konusundaki kavram yanılgılarının tespiti ile ilgili yapılan çalışmalarda, lise öğrencilerinin trigonometri ile ilgili kavramsal eksikliklerinin ve kavram yanılgılarının bulunduğu tespit edilmiştir. Ayrıca Tatar vd.(2007) yaptığı çalışmada da öğrencilerin en fazla anlamakta zorlandıkları konular arasında trigonometri konusu gelmektedir. Bu nedenle lise ve üniversite eğitimi için temel teşkil eden trigonometriyi etkili bir şekilde öğretme yöntemlerini bulmak acil bir ihtiyaç haline gelmiştir.. Bu çalışmada; yapılandırmacı yaklaşıma dayalı 5E öğrenme döngüsü modelinin, ortaöğretim 10. sınıf öğrencilerinin trigonometriye karşı tutumuna etkisi araştırılmıştır. Çalışma Türkiyenin kuzeyinde bulunan bir ilin merkezinde bulunan Andolu lisesinin 10. sınıflardan seçilen birbirine denk deney ve kontrol grubu üzerinde gerçekleştirilmiştir. Deney grubuna trigonometri yapılandırmacı yaklaşıma dayalı 5E modeli etkinliklerinin kullanıldığı bir ortamda, kontrol grubuna ise trigonometri yürürlükteki matematik müfredat programı etkinlikleri kullanılarak verilmiştir. Yapılan istatistiki çalışmalar sonucunda, yapılandırmacı yaklaşıma dayalı 5E öğrenme döngüsü modelinin kullanıldığı deney grubundaki öğrencilerin trigonometriye karşı tutumunu kontrol grubundaki öğrencilerinkine göre daha poztif yönde arttırdığı görülmüştür. Anahtar Kelimeler: Matematik Eğitimi ve Öğretimi, Trigonometri Öğretimi, 5E Öğrenme Döngüsü Modeli.

AKILLI TAHTA KULLANIMININ ÖĞRENCİLERİN AKADEMİK BAŞARISINA ETKİSİ

Cengiz Erdik
Yaşar Adıgüzelli
Fadime Adıgüzelli
Mustafa Sivri
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Özet
Eğitim teknolojilerin de gelişmeler süreklilik arz etmektedir. Bu gelişmelerden biri de öğretmenin materyal ile etkileşimine olanak sağlayan interaktif akıllı tahtalardır. Akıllı tahta ilk kez Mc Gill Üniversitesi (Kanada) başlamıştır. Daha sonra ABD ve Japonya'da kullanılmıştır. Türkiye'de ise ilk akıllı tahta uygulamaları Orta Doğu Teknik Üniversitesi ile başlamıştır ve sırasıyla diğer üniversitelerde de kullanılmıştır.
Anahtar Kelimeler: Akıllı Tahta, YGS, Akademik Başarı.

Çalışmanın Amacı
Eğitim-öğretim uygulamalarında artık sıklıkla kullanılmaya başlayan ve Milli eğitim Bakanlığı tarafından tüm okullarda yaygınlaştırılmaya çalışılan akıllı tahtaların; öğrenci başarısı üzerinde ki etkisini incelemektir. Akıllı tahtaların kullanımın öğrencinin akademik başarısı üzerindeki etkisi nedir? Akıllı tahta kullanımı, sınıf içerisinde öğretmene kolaylık sağlıyor mu? gibi sorulara cevap aranmaya çalışılmıştır.

Çalışmanın Önemi
Özelikle son bir kaç yıldır Milli Eğitim Bakanlığı tarafından ön plana çıkarılan ve öğrencinin başarısını artıracağı düşünülen akıllı tahta kullanımı hakkında bilimsel çalışma sayısı neredeyse yok denecek kadar azdır. Akıllı tahtaların, ülkemiz için yeni bir terim olması, bu konuda yapılmış çalışmaların azlığı ve araştırılan bu konu literatürde bir boşluğu dolduracağı için önem arz etmektedir.

Evren Örneklem
Akıllı tahta kullanımının öğrenci başarısı üzerindeki etkisini görmek, etkiliyse de ne derece de etkili olduğunu tespit edebilmek için; Izmir Ilinde özel bir dershaneye devam eden 750 öğrencinin 2011 YGS (Yüksek Öğretime Giriş Sınavı-Akıllı tahta kullanılmamışken alınan puanlar) ile 2012 YGS sınavından aldıkları puanlar karşılaştırılmıştır.

Sonuç ve Öneriler
•   Dershane yetkilileri daha önceki yıllara göre, matematik, fizik ve biyoloji gibi sayısal derslere öğrencilerin devamsızlık yapma oranında azalma eğilimi gösterdiklerini ifade etmişlerdir.
•   Dershane yetkilileri (akıllı tahta kullanmadıkları) dershanelerine devam eden ve 2011 yılında YGS sınavına giren öğrencilerin aldıkları not ortalamasının 301; yine dershaneye devam eden ancak akıllı tahtanın kullanılmaya başladığı 2012 yılı YGS sınavına giren öğrencilerin aldıkları not ortalamasının 323 olduğunu ifade etmişlerdir.
•   Dershane yetkililerinden alınan bilgiye göre, akıllı tahta kullanımdan sonra öğrencilerin, başka dershaneye giden arkadaşlarına kendi dershanelerini tavsiye ettiklerini ve bu sebeple dershane yetkilileri, gelecek yıl için bile kontenjanlarını doldurduklarını bildirmişlerdir.

BİR "ÖTEKİ" YARATMAK: YÜZÜKLERİN EFENDİSİ ÜÇLEMESİNDE "ÖTEKİ" YARATIMI

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Yazarlar Hakkında

M. Nur Erdem, 1976 doğumludur. Lisans ve yüksek lisansını Kocaeli Üniversitesi'nde Halkla İlişkiler ve Tanıtım Programı'nda tamamlayan Erdem, halen Kocaeli Üniversitesi'nde İletişim Bilimleri Anabilim Dalı'nda doktora öğrenimini sürdürmektedir. Nur Erdem, Kavram Meslek Yüksekokulu'nda Pazarlama ve Reklamcılık Bölüm Başkanı görevini yürütmektedir.

Nihal Kocabay Şener 1985 doğumludur. Lisans öğrenimini İstanbul Üniversitesi İletişim Fakültesi Gazetecilik bölümünden mezun olan Kocabay Şener, aynı üniversitede gazetecilik bölümünde yüksek lisans öğrenimini tamamlamıştır. İstanbul Üniversitesi Gazetecilik Anabilim Dalı'nda doktora öğrenimini sürdürmekte olan Nihal Kocabay Şener, İstanbul Ticaret Üniversitesi İletişim Fakültesi Halkla İlişkiler Bölümü'nde araştırma görevlisi olarak çalışmaktadır.

Özet

İnsanlar, çevrelerinde olanları karşıtlıklarla algılamaktadırlar. Karşıtlık yaratımında üretilen en temel söylemlerden biri de "ben" ve "o" karşıtlığıdır. Karşılaştırma sonunda ortaya çıkan ise öncelikle "öteki"dir. "Öteki" ait olunmayan, horlanan, korunulması gereken, aşağılanan ve asla olunmak istenmeyen bir olgudur. Öte yandan "Öteki"ni yaratma süreci insanlık tarihi kadar eskidir, günümüzde ise bu sürece katkıda bulunan en temel unsurlardan biri medyadır. Medya, kısaca doğrudan ötekileştirme işlevini üstlenmiştir. Bir medya aracı olarak sinema da ötekileştirmenin çeşitli boyutlarını yansıtmaktadır. Sinema türlerinden fantastik sinema da kendine özgü niteliğiyle öteki kavramını belirleyici bir rol üstlenmektedir. Kaynağını ağırlıklı olarak edebiyattan alan fantastik sinema, gerçek dünyaya alternatif oluşturmayı hedefleyerek izleyicileri bu dünyadan bir süreliğine koparıp yeni bir dünyaya konuk etmektedir. Fantazya söylemi içinde sunulanların, gerçek hayatı anlatan hikayelerden daha fazla ilgi çektiği ve sorgulamadan izlendiği varsayılmaktadır. Ancak "fantastik filmlerde sunulan dünya özgün yaratılmış olan ve gerçek dünya ile bağlantısı olmayan bir dünya mıdır?" sorusu henüz yanıtını aramaktadır. Bu çalışma kapsamında, fantastik sinema türünde önemli bir örnek kabul edilen, "iyi" ve "kötü" tarafın birbiriyle savaştığı Yüzüklerin Efendisi üçlemesi filmi ele alınacak ve "öteki" yaratımı ile yaratılan "öteki"nin özellikleri incelenecektir.
Anahtar Kelimeler: *Öteki, fantastik sinema, sinemada temsil*

Giriş

Fantastik sinema, gerçek dünyadan uzak olan ancak karakterlerini, uzamlarını ve konusunu, zaman zaman gerçek dünya ve mitolojiden esinlenerek ele alan bir izlence türüdür. Fantastik sinema eserleri çoğu zaman yazılı anlatının görsel anlatıya çevrilmiş halini oluşturmakta ve konuları önemli ölçüde benzerlik göstermektedir. Hemen tüm örneklerinde iyi ve kötünün iktidar uğruna karşı karşıya gelişi yer almaktadır. Dünyalar, karakterler ve iktidar alanları farklılık gösterse de, birbirlerini ötekileştirmiş iki taraf bulunmaktadır. Eşdeyişle, var olmayan bir dünyada dahi öteki yaratılabilmektedir. Gerçek değerin ancak karşıtlıklarla açığa çıktığı bir dünyanın etkileri fantastik sinemaya da yansımaktadır. 'Ben'in 'öteki'ni yaratmadaki amacı da zaten 'öteki'nden üstün yanlarını ortaya koymak ve böylelikle kendi değerini açığa çıkarmaktır.

Bu yaklaşım çerçevesinde, fantastik sinemanın en önemli eserlerinden biri olarak kabul edilen Yüzüklerin Efendisi üçlemesi incelenmektedir. Film, J. R. R. Tolkien'in aynı adlı eserinden sinemaya uyarlanmıştır. Film, edebi eser ile önemli ölçüde benzerlikler taşımakta ancak bazı olaylar ve kişiler izleyiciye farklı bir biçimde sunulmakta ya da hiç sunulmamaktadır. Bu çalışma kapsamında ise sadece film üzerinden inceleme yapılmakta, edebi eser araştırma evreni kapsamının dışında bırakılmaktadır.

Filmin anlamsal evreni kurulurken üç kavramdan faydalanılır, bunlar; zaman, uzam ve kişilerdir. Çalışma kapsamında, uzam ve kişiler inceleme nesnesi olarak seçilmiş, zamandan ise uzak durulmuştur. Ancak kişiler tek tek incelenmemekte mensup olduğu halk/ırk olarak çözümlenmektedir. Çözümleme yöntemi olarak Prof. Dr. Mete Çamdereli'nin "Bir Göçmen Yönetmenin Gözünde/n İstanbul" çalışmasında kullanmış olduğu, göstergebilime yaslanan, uzam ve kişilerin dizisel (paradigmatic) bir yapının öğeleri olarak inceleneceği bir yöntem kullanılmıştır. Çalışmada, var olmayan bir fantastik dünyada "ben"in ve "öteki"nin nasıl yaratıldığı, uzamların ve karakterlerin/ırkların hangi özelliklerle kodlanarak birbirinden ötekileştirildiğinin üzerinde durmak amaçlanmaktadır.

"Öteki" Kavramına Genel Bir Bakış

'Öteki', en temel anlamda 'ben'in ('biz'in) karşısında konumlandırılandır. 'Ben', Öteki'ni tanımlayarak bir anlamda kendini tanımlamaktadır, 'Öteki'nde olmayanlar 'Ben'de vardır, 'Ben'de olanlar ise 'Öteki'nde bulunmamaktadır. 'Biz', ait olduğumuz grup anlamına gelmekte, bu grup içinde olanları gayet iyi anlamaktadırlar ve birbirlerini kendilerini güvenli hissetmektedirler. 'Onlar' yani 'Öteki' ise ait olunmak istenmeyen bir grubu anlatmaktadır. 'Ben', Öteki'nin de kendisine karşı aynı kuşkuları duyduğundan kuşkulanmakta ve 'Ben'in 'Öteki'ni onaylamadığı gibi onların da kendisini onaylamadığını düşünmektedir. Bundan dolayı, 'Öteki'nin kendisine zarar vereceğini ve başına gelecek felaketlerden mutluluk duyacaklarını düşünmektedir.[1] Bu nedenledir ki 'Ben' ve 'Öteki' arasında bir uçurum, bitmek bilmeyen bir karşıtlık bulunmaktadır.

İnsan toplumlarının gösterdikleri farklılık kendinden olmayan toplumu aşağı görme davranışını getirmiştir. 'Ben', Öteki'ne değer biçerken 'benim' kültürümün ölçütlerini kullanır, bu durumda 'Öteki', kendisinin eksik halinden başka bir şey olamamaktadır. Öteki bu farkla kabul görmektedir, değiştirilmesi mümkün olmayan bir aşağıda olma hali içinde donup kalmaktadır. 'Kendi' ile 'Öteki' arasındaki fark, farklı olanın çıkarılması, dışlanması ya da en uç durumda yok edilmesiyle sürdürülmeye çalışılmıştır.[2] "Benlik ötekini kendi kültürünün ona öğrettiği bağlamda değerlendirir. Bu durumda öteki, benliğin henüz mükemmellik aşamasına ulaşamamış bir biçimini temsil eder. Farklılığı kabul edilen öteki, aynı zamanda da asla değişmeyeceği varsayılın gerilik konumuna ebediyen hapsedilir."[3] Durağan olduğu varsayılan 'Öteki'nin, değişmeyeceği ve 'Ben'den geri olduğu kabulüyle tanımlanması sürdürülür. 'Öteki' tanımı tek olmadığı gibi sabit de değildir, her toplum ve her dönem kendi 'Öteki'sini tekrar yaratmaktadır.

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[1] Zygmunt Bauman, **Sosyolojik Düşünmek**, 6. Basım, Çeviren: Abdullah Yıldız, İstanbul, Ayrıntı Yayınları, 2009, s. 51.
[2] Dominique Schnapper, **Sosyoloji Düşüncesinin Özünde Öteki ile İlişki**, Çeviren: Ayşegül Sönmezay, İstanbul, İstanbul Bilgi Üniversitesi Yayınları, 2005, s. 25-27.
[3] Nilgün Tutal, **Küreselleşme İletişim Kültürlerarasılık,** İstanbul, Kırmızı Yayınları, 2006, s. 84-85.

Peki, bu sürekli yaratılarak 'Ben'in karşısına konumlandırılan 'Öteki'nin amacı nedir? Çağlar boyunca toplumlar neden kendilerine bir öteki yaratmışlardır? Aslında bunun yanıtı, 'Ben'i oluşturmak ve kimlik kurmaktır. 'Öteki', insanlık tarihi boyunca var olmuş bir tanımlamadır. İnsanlar önce birbirlerini, daha sonra ise kendi toplumları dışında karşılaştıkları toplumları 'Öteki' olarak tanımlamışlardır. Bryan S. Turner'e göre; global ve sistematik ilk 'Öteki' tanımı İbrahimi kökenli dinler arasındaki teolojik çatışma ile doğmuştur.[4] Ancak bu ayrım küresel olarak kabul edilen ilk ayrım olsa bile son ayrım değildir. Doğu ile Batı arasındaki ayrım, Haçlı Seferleri ile birlikte Hıristiyanlık ve İslamiyet arasındaki bir ötekileşmeye neden olmuştur. Amerika'yı 'keşfeden' İspanyollar için de orada yaşayan 'yerliler' öteki idi, tıpkı bir dönemki iki kutuplu dünya düzeninde Sosyalist Blok'un ötekileştirildiği gibi.

'Öteki', 'Ben'den farklı ve 'Ben'in uzağında olandır, 'Öteki' korkulması gereken bir 'vahşi' olarak tanımlanmıştır. Bu vahşi adam tanımlaması Ortaçağ Avrupa'sının sonuna doğru ortaya çıkmıştır. Bu yaratık daha önceki ucubelerin birçok özelliğini taşımaktadır –tüylü olma, çıplaklık- ki bu özellikler şiddeti, uygar sanatlardan yoksunluğu ve ahlaki düşüncelerin eksikliğini göstermektedir. Vahşi adam genellikle, 'normal insan'ın oturduğu yerlerden çok uzak, ormanlık bölgelerde oturur olarak gösterilmiştir. Vahşi adama özellikle saldırgan ve kontrol altına alınmamış bir cinsellik atfedilirken, dişi ise normal insanı baştan çıkaran olarak tanımlanmıştır.[5] 'Öteki' hem uzak durulması gereken bir vahşi olarak tanımlanırken, aynı zamanda merak uyandıran ve keşfedilmesi gerekendir de. "Öteki", yeniden ve yeniden üretilen bir kavramdır. Öteki'nin konuşmasına, kendini tanıtmasına izin verilmemektedir; o sadece başkaları tarafından tanımlanmaktadır.

Fantastik Sinema ve Fantastik Sinemanın 'Öteki'si

Sinema çoğu zaman hoş zaman geçirmek için tercih edilen bir kitle iletişim aracı olarak karşımıza çıkmaktadır. Bu hoşça zaman geçirme istemiyle kendimizi sinema koltuklarına ya evimizdeki rahat koltuklarımıza bırakarak perdeyi/ekranı seyre dalarız. Bu seyir sırasında sorgulamaya olabildiğince kendimizi kapatır ve bizi konuya çağıran karakterlerin peşine takılıveririz. Film süresince karakterle gezer, dolaşır, savaşır, aşık olur, had bildirir ve filmin sonunda katharsis'e ulaşırız. İyiler kazanır ve kötüler kaybeder, böylece hak yerini bulmuş olur. Peki beyazperdeden bize bakan, kendini izleten iyi kimdir, kötü kimdir? Bunlar hangi özelliklerle izleyicinin yani bizim 2-3 saatimize konuk olurlar? Bu sorunun yanıtından önce sinema ve fantastik film üzerine kısa bir değerlendirme yapalım.

Fransız yönetmen François Truffaut'ya göre, sinema tarihi iki soy çizgisini izlemektedir. Bunlardan ilki, Lumiere ile başlar ve temel olarak gerçektir, diğeriyse Melies ile başlar ve fantazinin yaratışını içerir.[6] Yaşamın yoğunluğundan ve yoruculuğundan sıkılan genel sinema izleyicisi, yaşadığı hayattan kaçma yollarını filmlerde bulmaktadır. Bu kaçışı en iyi garanti edebilecek olanlarsa 'gerçek' dünyadan uzak olan, yaratılmış fantastik dünyalardır. Fantastik filmlerin kendilerine has evrenleri, kendilerine ait dünyaları bulunmaktadır, izleyicileri sinematografik bir büyünün içine çekmeyi vaat ederler. "Yeni-olanın karışında duyulan ürküntü, endişe ve merak, yaşadığımız dönemde, eski günlerdeki gibi masal ya da öykü anlatıcıların anlattıkları masallar ve öykülerle değil, bu Bilinç Endüstrisinin 'ürettiği' endüstriyel bir 'mamül' olan fantazyalarla karşılanmaktadır."[7]

Fransızca kökenli olan fantezi kelime anlamı olarak "Sonsuz, sınırsız hayal, fantazya. Gerçeğin ve olanağın dışında olarak hayalin serbest işlemesi ve böylece meydana getirilen eser"[8] anlamına gelmektedir. Fantastik ise "XVIII. yüzyıldan başlayarak Fransa'da gelişen bir edebî tür. 2. Gerçekte var olmayan, gerçek olmayan, hayalî"[9] karşılığını bize vermektedir.

Fantastik sinemanın toplum içindeki kullanımında zaman zaman bilimkurgu sinemasıyla karıştırıldığı görülmektedir. Ancak iki tür birbirinden farklı noktaları konu almaktadır. Bilimkurguda yakın veya uzak bir zaman diliminde bilim ve teknoloji unsurlarının kullanımıyla oluşturulan bir öykü sunulurken, fantastik sinema ise konusunu yaratılan bir dünyadan, peri masallarından, büyülerden, zaman zaman mitolojiden almaktadır. Bilimkurguda imkansızlık olgusu yoktur. Fantastikteki tuhaflığın yerini tutan şey, burada bilimsel bir temele, daha doğrusu, Darko Suvin'in deyimiyle bilişsel bir temele dayanır. Yani dünyada var olan bilimsel bilgiler ile zıtlaşmayacak bilişsel verilere yahut tahayyüllere dayanır. Suvin'e göre bilimkurgu türünün başlıca özelliği olan alışılmış duygu, düşünce ve dünyayı algılama biçimlerinin dışına çıkabilme amacıyla yazarın ve kurgunun kendini ampirik dünyaya yabancılaştırması bile, aslında metnin kurgusal dünyasında, bugünkü dünyanın bilişsel öğelerinin yer alması sayesindedir. Fantastik edebiyata benzer tüm öğelerine karşın, onlardan farklı olarak insanın bilişsel yeteneğine seslenir. Fantastik reel bir çerçevenin içine gerçek dışı olanı sokarken, bilimkurguda her şeyin (bugünde veya gelecekte) reel olduğu farzedilir.[10] René Prédal bir filmin fantastik sayılabilmesi için üç temel unsuru bünyesinde barındırması gerektiğini söyler:
- Olağandışı bir öğenin olağan bir dünyayla karşılaşması: Gelip dünyamıza karışan bir canavar, bir yaratık; olağanüstü bir olay vs.
- Olağan bir öğenin olağanüstü bir dünyayla karşılaşması: Bilinmeyen bir ülkeye, bir aleme yolculuk, herhangi bir gizi araştırma, vs.
- Olağandışı öğelerin kendilerinin de olağandışı olan bir dünyadaki serüvenleri: Tümüyle hayal ürünü bir dünyada, şaşırtıcı bir çevre içinde, maddenin bilinen yasalarına uymak zorunda olmayan insanın öyküsü.[11]

Bölümün başında sormuş olduğumuz, fantastik filmlerde yaratılmış olan iyi-kötü karşıtlığının hangi unsurlar üzerinden yapıldığı sorumuza geri dönelim. Çalışmamızın konusunu oluşturan Yüzüklerin Efendisi üçlemesinin analizinin yapılacağı bölümde detaylı incelenecek olan bu soruya genel bir giriş yaptığımızda fantastik filmlerde iyi ve kötü taraf olarak ikili bir karşıtlık görülmektedir. Olay örgüsünü oluşturabilmek için bir çatışmanın olması gerekmektedir ve bu iki taraf karşı karşıya gelmek durumundadır.

İyi tarafın 'öteki'si olan kötü taraf, öteki yaratım sürecindeki kodlarla şekillenmektedir. Genel olarak iyi taraf olarak tasvir edilen taraftaki karakterler doğru ve onurlu davranışlar sergilerlerken, diğer tarafta yer alanlar ise bu davranışların tersini göstermektedir. İyi tarafta yer alan karakterler büyük çoğunlukla güzel kadınlar ve yakışıklı erkeklerden oluşmaktadır ya da bunların dışında bilgelik, sadıklık gibi özellikler ön plana çıkmaktadır. Kötü tarafta yer alan karakterlerse genel olarak çirkin olarak sunulmaktadır. Bu tarafta yer alan karakterlerin bazıları seri olarak üretilmiş robotlar ya da canavarımsı olarak temsil edilirler, birbirlerinden farkları bulunmamaktadırlar. "Öteki"nin suskunluğu burada da sürmektedir, bu karakterler genel olarak konuşmamaktadır, hatta izleyicide böyle bir yetiye sahip olmadıkları düşüncesini oluşturmaktadır.

İyi ve kötünün karşı karşıya gelmesi genel olarak iktidar mücadelesi üzerinden olmaktadır. İyi taraf yaşanan dünyadaki eşitliği ve barışı savunmakta, kötü taraf ise iktidarı ele geçirip diktatörlük kurmayı hedeflemektedir. Kötü tarafın elde edeceği gücü kendi için kullanacağı gösterilirken, iyi taraf ise bunu insanlık için kullanacaktır. Çalışma kapsamında incelenen filme iktidar nesnesi olarak sunulan 'yüzük'ün 'öteki' olarak Doğu tarafından diktatörlük, Batı açısından ise Orta Dünya'nın tüm özgür halklarını koruma ve barışı sağlama aracı olarak görülmesi gibi.

[4] Bryan S. Turner, **Oryantalizm Postmodernizm ve Globalizm**, 2. Baskı, Çeviren: İbrahim Kapaklıkaya, İstanbul, Anka Yayınları, 2003, s. 147.
[5] Robert Miles, **Irkçılık**, Çeviren: Sibel Yaman, İstanbul, Sarmal Yayınevi, 2000, s. 28-29.
[6] Vivian Sobchack, "Fantastik Film", Ed: Geoffrey Nowell-Smith, **Dünya Sinema Tarihi**, Çev: Ahmet Fethi, İstanbul, Kabalcı Yayınevi, 2003, s. 362.
[7] Ünsal Oskay, **Popüler Kültür Açısından Çağdaş Fantazya**, İstanbul, Der Yayınları, t.y., s. 7
[8] http://tdkterim.gov.tr/bts/?kategori=verilst&kelime=fantazi&ayn=tam, 15.03.2013 (Çevrimiçi)
[9] http://tdkterim.gov.tr/bts/?kategori=verilst&kelime=fantazi&ayn=tam, 15.03.2013 (Çevrimiçi)
[10] U. Uraz Aydın, **Sihir ve Ütopya – Tolkien'in Yüzüklerin Efendisi'nde romantik eleştiri-**, İstanbul, Versus Kitap, 2008, s. 113.
[11] Duygu Karabayraktar, "Fantastik Sinema ve Görsel Efekt Bir Tahta Parçası", **Yayınlanmamış Yüksek Lisans Tezi**, Marmara Üniversitesi Güzel Sanatlar Enstitüsü Sinema TV Anasanat Dalı, 2010, s. 24-25.

Yüzüklerin Efendisi Üçlemesi Üzerine

Yüzüklerin Efendisi, J. R. R. Tolkien tarafından yazılmış olan bir fantastik kitap üçlemesidir. Üçleme, Yüzük Kardeşliği, İki Kule ve Kralın Dönüşü kitaplarından oluşmaktadır. Kitaplar, yönetmen Peter Jackson tarafından aynı isimlerle 2001, 2002 ve 2003 yıllarında beyazperdeye aktarılmışlardır.

Yüzüklerin Efendisi'nde anlatılan konuyu kısaca şu şekilde aktarabiliriz: Kara Lord olarak da bilinen Sauron, kendi efendisi Melkor'un görevini tamamlamak üzere Orta Dünya'daki halkların zaaflarından yararlanıp Güç Yüzüklerini yapar. Bu Güç Yüzüklerinden 3 tanesini Elf krallarına, 7'sini Cüce krallarına ve 9 tanesini de İnsan'lara verir. Daha sonra Sauron bu 19 yüzüğe hükmedecek Tek Yüzük'ü yaratır. Ardından, Tek Yüzük diğer Güç Yüzüklerine hükmetmeye başlar ve çok geçmeden onları etkisi altına alır. Elfler Sauron'a karşı savaş açar ve Kara Lord, Elflerle büyük bir savaşa girer. Birçok Elf şehri yok olur. Daha sonra Elf'leri yenemeyeceğini anlayan Sauron bir süre saklanır. Sonra tekrar Yüzükten aldığı güçle iyice güçlenen Sauron çok geçmeden Orklar, Haradrim halkı, Rhûn halklarıyla Orta Dünya'nın tek hakimi olmak için işgale başlar. Elfler ve İnsan'lardan oluşan ve Son İttifak olarak adlandırılan bir ordu Sauron'u durdurmayı başarır. Parmağındaki Tek Yüzük İsuldur'un eline geçer. Fakat güce düşkün olan İnsan'lar yüzüğü yok etmez. Daha sonra yüzük efendisine ihanet eder ve İsuldur un ölümüne sebep olur. Bir nehrin içinde kaybolur. Aradan yüzyıllar geçer ve yüzük eski bir Hobbit olan Smeagol'un eline geçer. Smeagol yüzüğü 500 yıl boyunca dumanlı dağların derinliklerinde saklar. Fakat yüzük çıkma zamanının geldiğini anlayınca efendisi Sauron'un çağrısına cevap verdi ve Smeagol'ü terk eder. Yüzük, kendi isteğinin dışında, yine Shire'lı bir Hobbit olan Bilbo Baggins'in eline geçer. Yıllar boyunca Mordor'daki Barad-Dûr'da gücünü yeniden toparlayan Sauron kötülüğe hizmet eden tüm halkları yeniden birleştirerek tekrar saldırıya geçer. Sauron'un Orta Dünya yı ele geçirmesi için ihtiyacı olan tek şey Yüzük'tü. Tüm bu olanların farkında olan İstiari'den Gandalf Elf kralı Elrond'un ülkesinde bir meclis toplamayı başararak yüzüğün yok edilmesi gerektiğine karar verilir.Yüzüğü yok etme görevi ise Frodo Baggings adlı Hobbite verilir. Ve böylece serüven başlamış olur.[12]

Yüzüklerin Efendisi'nin alegorik anlamlar içerdiği, özellikle İkinci Dünya Savaşı'na atıf yaptığı sıkça tartışılmış bir tezdir. Oysa Tolkien buna şiddetle karşı çıkar, eserlerinde bir takım alegorilerin keşfedilmeye çalışılmasından nefret etmektedir.[13] Çalışma kapsamında ise amacımız, alegori keşfi değil, 'öteki'nin nasıl yaratıldığıdır.

Yüzüklerin Efendisi Üçlemesi'nde Uzamlar ve Irklar

Yüzüklerin Efendisi, "Orta Dünya" adı verilen, hayal ürünü, "Doğu" ve "Batı olmak üzere iki kutuplu bir dünyayı sunmaktadır izleyiciye. Filmdeki temel ayrım ve "öteki"leştirme de esasen bu noktada yoğunlaşmaktadır. "Ben" Batı iken, "Öteki" Doğu olarak konumlandırılmakta; Batı'ya bütün gelişkin ve olumlu değerler atfedilirken, Doğu kötü taraf olarak işlenmekte; ortak bilinçaltımızda yerleşik olan iyi ve kötüye dair tüm kodlar fantastik sinemanın en dikkat çeken örneklerinden biri olan filmde, izleyiciye bu iki kutup üzerinden sunulmaktadır. Bu bağlamda, bu çalışmada ana uzam Orta Dünya olarak ele alınmaktadır. Aşağıdaki tabloda bu dünyayı oluşturan Batı ve Doğu'ya atfedilen değerler sunulmaktadır.

Tablo 1. Ana uzam olarak Orta Dünya'da Batı ve Doğu'ya yönelik sunulan değerler

ORTA DÜNYA (Ana Uzam)	
BATI	**DOĞU**
İyilik	Kötülük
Güç	Güç
Cesaret	Korku
Asalet	Aşağı / bayağı olma
İrfan	Kötüye kullanılan irfan / Cehalet
İyileştirici	Hastalık getiren
Huzur	Huzursuzluk
Güven	Güvensizlik
Güzellik	Çirkinlik
Fedakarlık	Emre itaat
Akıl	Kurnazlık
Beyaz	Siyah
Aydınlık	Karanlık
Paylaşım	Sahiplik
Sevgi	Nefret
Büyü (sihir)	Lanet
Savunma	Saldırı
Tüm özgür halklar için hareket etme	Bencillik
Özgürlük	Esaret
Barış odaklılık	Savaş odaklılık
Hayat verme	Yok etme
Yaşayan doğa	Çöl
Seçme şansı	Kaçınamamak

Üçlemede yer alan filmlerin her birinde ortak olan uzamlar bulunmaktadır. Çalışma kapsamında bunlar odak uzamlar olarak değerlendirilmektedir. Bununla birlikte, her bir film için odak uzamlar ayrı ayrı ele alınmamakta; üçlemede yer alan odak uzamlar metnin içerisinde özgür halkların yerleşkeleri, Batı'nın 'öteki'si olarak Doğu ve Batı içerisindeki 'öteki'ler olarak incelenmektedir.

Tablo 2. Özgür halkların yerleşkeleri olarak odak uzamlar

ODAK UZAMLAR (Özgür Halkların Yerleşkeleri)					
SHIRE	**FIRTINA TEPESİ**	**AYRIKVADİ**	**LORIEN**	**AMON HEN**	**GONDOR**
Huzur	Kadim	Kadim	Elf diyarının kalbi	Kadim	Tehlike altında olan
Dışa kapalı	Özgür	Asalet	Asalet	Özgür	Kadim
Doğaya ve doğada yetişen şeylere bağlılık	Kadim ve asil halkların iyi etkisi	Huzur	Huzur	Kadim ve asil halkların iyi etkisi	Gelişkin
Saklı cesaret	Batı'daki ilk	Sonsuzluk	Sonsuzluk	Kontrol noktası	Köhne

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[12] http://tr.wikipedia.org/wiki/Y%C3%BCz%C3%BCklerin_Efendisi, 16.03.2013 (Çevrimiçi)
[13] Aydın, **a.g.e.**, s. 141

	mücadele alanı				
Küçüklük	Ele geçirilebilir	Güç	Güç	Ele geçirilebilir	İhtişamlı
Durağan	Gözetlenen	Koruyucu	Koruyucu	Ayrılık noktası	Yarım bekleyen
		Dışa açık	Dışa kapalı	Gözetlenen	Gururlu
		İyileştirici	İyileştirici		
		Son sıcak yuva	Zamandan bağımsızlık		
		Gözleyen / Gözeten	Gözleyen / Gözeten		
		İrfan	İrfan		

ROHAN	FANGORN	ÖLÜ BATAKLIKLAR	EMYN MUIL	OSGILIATH	GRİ LİMANLAR
İyileşen	Kadim	Eski	Dolambaçlı	Ele geçirilmiş	Sakinlik
Savaşçı	Tekinsiz	Savaş alanı	Yaban	Doğu ve Batı arasında	Huzur verici
Özgür	Öfkeli				Yeni başlangıç
Şüpheci	Yaşlı				Aydınlık
Güvenmeyen	Büyük				Ferah
Yalnız	Dışa kapalı				Doğa
Umut	Korkulan				Yolculuk
Sadakat	Tarafsız				

Tablo 3. Batı içerisindeki ötekiler olarak odak uzamlar

ODAK UZAMLAR (Batı içerisindeki 'öteki'ler)		
BREE	**MORIA**	**DİMHOLT/ÖLÜLERİN YOLU**
Batı içindeki öteki	Karanlık	Huzursuzluk
Karmaşık yapı	Ele geçirilmiş bölge	Ürkütücü
Saldırıya açık	Doğu'nun etkisi	Kasvetli
Güvenilmez	Korku	Karanlık
	Felaket barındıran	Kurumuş
		Cansız/Ölü

Tablo 4. Öteki olarak Doğu ve Doğu'nun Batı'daki temsilcisi olarak odak uzamlar

ODAK UZAMLAR (Öteki olarak Doğu ve Doğu'nun Batı'daki temsilcisi)	
MORDOR	**ISENGARD**
Efendi	Temsilci
Kötü	Kötüye kullanılan irfan
İhanet	Öteki ile işbirliği
Yalan	İhanet
Korku	Büyü
Gözetleyen	Güç
Tehditkâr	Nifak
Çöl	Çirkinlik
Dehşet	Dönüşme
Gözetleyen	Yıkım

Yüzüklerin Efendisi Üçlemesinde Yer Alan Irklar / Halklar

Film uzamsal olarak temelde Doğu ve Batı olarak ikiye ayrılmıştır. Doğu ve Batı'da yer alan halkların özellikleri ise uzamlara yansıtılmıştır. Dolayısıyla filmde yer alan halklar/ırklar da aynı temelde incelenebilmektedir ancak bu iki ayrıma ek olarak Maiar olarak tanımlanan ve tanrısal/kutsal güce sahip olan bir ırk daha bulunmaktadır. O nedenle Maiar'lar Doğu ya da Batı ayrımında değil, üçüncü bir başlık altında incelenmişlerdir.

Tablo 5. Batı'da yer alan Orta Dünya Halkları

ORTA DÜNYA HALKLARI (BATI)				
Elfler	**İnsanlar**	**Cüceler**	**Hobbitler**	**Entler**
Kadim	İradesizlik	Zanaatkar	Çiftçi	Heybetli
Güzellik	Güce düşkünlük	Ciddi	Neşeli	Yalnız
Şifacı	Açgözlülük	Sakar	Keyfine düşkün	Doğa
Asalet	Savaşçı	Onuruna düşkün	Vurdumduymaz	Koruyucu
Ölümsüzlük	Ölümlülük	Ölümlülük	Ölümlülük	İçe dönük
Huzur		Uzun ömürlü	Dışa kapalılık	Güçlü
Zarafet		Dayanıklı	Durağanlık/Değişmezlik	Barış
Narin		Somurtkan	'Yabancı'lardan ürken	

Tablo 6. Orta Dünya Halkları olarak Maiar

ORTA DÜNYA HALKLARI (MAIAR)			
Aydınlık Maiar	**Karanlık Maiar**		
(Gandalf)	(Saruman)	(Balrog)	(Sauron)
Bilgelik	Hainlik	Ateş	Gözleyen
Güç	Kibir	Yok edici	Ateş
Asalet	Kıskançlık	Şeytani	Görünmeyen
Ölümsüzlük	Ölümsüzlük	Karanlık/Gölge	İktidar hırsı
Tanrısal	Tanrısal	Canavar	Tehlike
Yardımcı olan	Kötülük yapan	Kötülük yapan	Karanlık

| Büyü | Büyü (-) | Korkutucu | Büyü (-) |

Tablo 7. Doğu'da yer alan Orta Dünya Halkları

ORTA DÜNYA HALKLARI (DOĞU)			
Orklar (Orklar, Goblinler, Uruk-hai)	**Troller**	**Nazgul** (Yüzük Tayfları)	**İnsanlar** (Haradrim/Güneyli Halklar)
Çirkinlik	Çirkinlik	Korkutucu/ Ürkütücü	Koyu ten
İtaatkarlık	Dayanıklılık	Ölümsüz	Vahşi
Kaba/Vahşi	Konuş(a)mama/ Suskunluk	Hırs	Savaşçı
Barbarlık	İri	Güç hayranlığı	Gizemli
Erdemsizlik	Beceriksizlik/aptallık	Şeytani	Örtülü
Karanlık	Karanlık	Karanlık	Gücün yanında olan
Kötülük	Kötülük	Kötülük	Konuşmayan
Güçlü	Güçlü	Acımasız	

Sonuç

Yüzüklerin Efendisi üçlemesinde ana uzam Doğu ve Batı olarak ayrımlanmışken; odak uzamlar hikayenin başından sonuna değin filmde yer alan mekanlardır. Bu uzamlar aynı zamanda içlerinde barındırdıkları halkların da karakteristik özelliklerini sergilemektedir.

Bu çalışmada 'ben' olarak ele alınmakta olan Batı, tüm iyi, güzel ve gelişkin değerlere sahiptir. 'Öteki' olarak konumlandırılan Doğu ise tüm kötü, değersiz ve yok edilmesi gereken özellikleriyle izleyiciye sunulmaktadır. Batı, özgür halkların yerleşkelerinin konumlandığı, kendi içlerinde özgürlük ve huzur içerisinde yaşadıkları bir barış uzamıdır. Birbirlerinin yaşam tarzına müdahale etmeyen ırklar, gerektiği anda 'ortak düşman'ın, 'gerçek öteki'nin karşısında birleşebilmektedirler. Gerçek 'öteki' ise Batı için Doğu'dur. Çünkü her ne kadar Batı'daki özgür halklar içerisinde geçmişten gelen husumetler dolayısıyla kendileri dışındaki diğer halklara karşı kapanma durumu oluşmuşsa da Orta Dünya'daki ilk bölünme Doğu'nun hakimi olan Sauron'un güç yüzükleri aracılığıyla Batı halklarını kandırması ve bu yolla onlara saldırması sonucunda oluşmuştur. Böylelikle üçlemede Doğu, Sauron'un yaşadığı Mordor ile sunulmakta; kötülük, kaos, dehşet, yalan ve çirkinlikle özdeşleştirilmektedir.

Doğu ve Batı'nın özelliklerini daha ayrıntılı biçimde ele almamızı sağlayacak olan odak uzamlar ise; Batı'daki odak uzamlar, Doğu'daki odak uzamlar ve Batı'nın ötekisi konumunda olan odak uzamlar olarak üçlü bir ayrıma tabi tutulmaktadır. Batı'daki odak uzamlara bakacak olursak filmin başında izleyiciyi Shire karşılamaktadır. Shire, Hobbitler'in yaşadığı barış ve huzurun hüküm sürdüğü, doğayla barışık, dışarı kapalı ve dışarıdan korkan, Batı'nın gelişkin halkları tarafından önemsiz olarak değerlendirilen bir uzamdır. Olay örgüsünü değiştirecek karakterler Shire'ın içinden çıkmaktadır gerçi, ancak tüm Orta Dünya'yı etkisine alan olaylar zinciri Shire'da hüküm süren barışçıl ortama etki etmemektedir.

Ele alınmakta olan ikinci odak uzam ise tüm halkların buluşma noktası olan Bree'dir. Bree, güvenilmez, saldırıya açık, karmaşık bir uzam olup Batı'nın ötekisi olarak sunulmaktadır. Bree her ne kadar Batı'da yer alsa da Doğu'nun tehlikelerine –Nazgul'le ilk karşılaşma-açık olması nedeniyle bu özelliğe sahip olmaktadır.

Bir sonraki odak uzam ise Fırtına Tepesi'dir. Fırtına Tepesi'nde kadim ve iyi halkların etkisi hissedilmekle birlikte saldırıya da açık konumdadır ki Yüzük Taşıyıcı'sı, Yüzüktayfları tarafından burada yaralanmıştır, bu nedenle Batı'nın ilk mücadele alanı olarak tanımlanabilmektedir.

Ayrıkvadi Orta Dünya'nın en kadim halkının yaşadığı uzamdır. Güvenli –Fırtına Tepesi'ndeki mücadeleden kaçışta Yüzük Taşıyıcı'sı'nı Nazgûl'den kurtarmaları-, iyileştirici, asil ve zarif halkın koruması altında, diğer halkları da gözeten ve 'öteki'ni gözleyen, büyük bir irfan barındıran uzamdır. Lorien'le aynı özellikleri taşımasının yanı sıra, Lorien'den farklı olarak Batı'nın özgür halklarına açıktır.

Amon Hen, Batı'nın insan ırkına ait en önemli krallığı konumunda olan Gondor'un eski kuzey sınırı ve gözetleme noktasıdır. Gondor, kadim, ihtişamlı, ancak köhneleşmiş bir yapıya sahip ve Doğu'nun tehlikesine açık olması dolayısıyla yardım bekleyen, yine de bunu dile getiremeyecek kadar gururlu bir yapı arz etmektedir. Bu sayılan özelliklerin haricinde Gondor Batı'nın en önemli iktidar odaklarından biri görünümündedir. Her şeye ve beraberinde yüzüğe de sahip olmak amaçlanmaktadır. Açıkça ilan edilen düşman Mordor ve Sauron'dur, ancak Gondor aynı zamanda kendini –Mordor'a en yakın olan krallık ve deyim yerindeyse Batı'nın Doğu'ya karşı ilk kalkanı olması dolayısıyla- en söz sahibi ilan etmektedir. Ancak her halükarda güçlü yapısını korumaktadır. Buna bağlı olarak da Amon Hen, halen kadim halkların koruyucu etkisini sürdürmesine rağmen, ele geçirilebilir niteliktedir ve 'öteki' tarafından da gözetlenendir. Üçleme içerisindeki ilk parçalanma noktasıdır.

Bir sonraki uzam Rohan'dır. Özgür, savaşçı, Batı ve Batı'nın tüm değerlerine sadıktır. Rohan içten ihanetle ve çöküntüyle karşı karşıyayken, diğer yandan Isengard'ın saldırısı altında savunmasızdır. Özgür halkların temsilcileri önce Rohan'ı içinde bulunduğu ataletten kurtarmaya, ardından da Isengard karşısında yıkılmasını önlemeye çalışmaktadır. Savaşçı ve özgür bir halkın ülkesi olan Rohan, Gondor kadar kadim, asil, irfan sahibi değildir gerçi; ancak Gondor ile birlikte Batılı özgür insan ırklarının en önemli iki temsilcisinden biridir.

Fangorn, Batı'nın kadim ve unutulmuş halklarından Entlerin yaşadığı uzamdır. Eski, yaşlı, kendi içinde yaşayan halk tarafından güvenli sanılan, diğer Batılı halkların ise korktuğu, bir kısmı Doğu tarafından ele geçirilen ve bu nedenle kendi içinde öfke ve gerginlik barındıran bir uzam olarak temsil edilmektedir.

Ölü Bataklıklar, Emyn Muil ve Osgiliath; Yüzük Taşıyıcı'sı'nın yoldaşlarından ayrıldığı noktadan itibaren Mordor'a ulaşmak için izlediği yol üzerindeki uzamlardır. Giderek Doğu'ya yaklaşılmasının da etkisiyle, eskiden hüküm süren iyi halkların koruyucu gücü ortadan kalkmakta, giderek yayılmakta olan kötücül güç giderek etkisini hissettirmektedir.

Gri Limanlar, Batı içerisinde ele alınan en son uzamdır. Aynı zamanda Yüzük Taşıyıcı'sı'nın varış uzamıdır. Orta Dünya'yı terk etmek isteyen Elfler ve Elflerin onayladıklarının kullanabileceği bir yoldur.

Batı sınırları içinde yer almakla birlikte, Doğu'nun etkisinde ve güdümünde olan Moria çalışma kapsamında değerlendirilmekte olan uzamlardan biridir. Moria, Batı içerisindeki 'öteki'dir. Üçlemede bir cüce şehri olarak gösterilen tek uzamdır. Bununla birlikte ele geçirilmiş ve orklar, troller ve Balrog'un yaşadığı bir uzam haline gelmiştir.

Ölülerin Yolu, Batı'nın 'öteki'si olarak konumlandırılmaktadır ve 'ölüler' tarafından kapalı tutulmaktadır. Önceki ihanetlerinin bedelini ödeyen 'ölüler', kapalı kaldıkları ve sözlerini tutana kadar kapalı tutmakla yükümlü kılındıkları yoldan Kral'ın geçmesine izin vererek, kötünün / 'öteki'nin yok edilmesinde önemli bir yer tutmaktadırlar.

Isengard, Batı'da yer alan, kendinde büyük bir güç ve irfan barındıran, ancak 'öteki'nin etkisiyle sahip olduğu değerleri kötüye kullanan Saruman'ın yaşadığı ve yönettiği uzamdır. Isengard, Doğu'nun etkisinde kaldıkça dönüşmekte ve çirkinleşmektedir.

Mordor, çalışmada ele alınmakta olan son uzamdır. Üçleme boyunca 'öteki' olarak sunulan Doğu'nun kalesidir. Sauron, tarafından yönetilmekte, Orta Dünya'da yer alan tüm çirkin, kötü, akılsız yaratıkları barındırmaktadır. Dışarıdan gelecek her türlü etkiye kapalıdır. Karanlık, dehşet, kaos, umutsuzluk yaymaktadır.

Yüzüklerin Efendisi Üçlemesi'nde sunulan halklara gelindiğinde ise burada da temel olarak Doğu ve Batı ayrımı yapılmaktadır. Ancak bir de Maiarlar vardır ki bu çalışma kapsamında ayrı bir başlık olarak ele alınmaktadır. Batı'da yaşayan halklar Elfler, İnsanlar, Cüceler, Hobbitler ve Entler'den oluşmaktadır. Entler'in varlıklarını izleyici sadece ikinci filmde görmektedir. Diğer ırklarsa üç film süresince

izleyici ile birliktedirler. Bu ırkların arasındaki en kadim halk olarak Elfler anlatılmaktadır, onlar ilk yaratılan halklardan olarak tasvir edilmektedir. Elfler, Batı halkları arasında en yüceltilmiş ve en asil olarak kabul edilen ırktır. Cüceler ise çalışkanlıkları ve zanaatlarıyla ön plana çıkarken fiziksel görüntülerinin pek de cezp edici olmadığı sunulmaktadır. Somurtkan ve ciddi olan Cüceler, dayanıklı ve uzun ömürlü olarak tanımlanmaktadırlar. Batı'da yaşayan İnsanlar'ın genel özelliklerine bakıldığında olumlu bir özellik göze çarpmamaktadır. İrade eksikliği, aç gözlü olmaları ve gücü ele geçirebilme istekleri bulunmaktadır. Batı halklarının en kendi halindeki ırkları ise Hobbitlerdir, onlar kendi köylerinde dışarısı ile pek ilişki kurmadan – kurmayı da tercih etmeden- yaşamaktadırlar. Orta Dünya'da olup bitenler onları çok da fazla ilgilendirmemektedir ki olanlar hakkında çok da bilgi sahibi oldukları söylenemez. Hobbitler, Orta Dünya'daki Batı halkları arasındaki "öteki"leridir, Yüzük Kardeşliği filminin başında güç yüzüklerinin öyküsü kısaca anlatılırken yüzüklerin İnsanlar, Elfler ve Cüceler'e verildiği söylenir, Hobbitler'in hiç sözü geçmez ki onlara güç yüzükleri verilmemiştir de. Üçlemedeki savaşlar boyunca maceranın içine biraz da zorla dahil ettirilmiş olan dört Hobbit dışında başka Hobbit yoktur. Hobbtler hem kendilerini dışa kapatmışlardır hem de dışarısı onların yanına pek sokulmamaktadır.

Batı ve Doğu Orta Dünya halklarının yanında ele alınabilen Maiar adıyla temsil edilen büyü, sihir gibi güçlere sahip olan, tanrısal olarak tanımlanabilecek ırktır. Maiarlar'da iyi tarafta ve kötü tarafta olanlar olarak ikili bir ayrım bulunmaktadır. Gandalf isimli Maiar, iyi tarafta yer almakta ve Batı halklarına yardım etmekteyken, iyi taraftan kötü tarafa geçmiş olan Saruman ise Sauron'un isteklerini yapmaktadır. Gandalf'la birlikte temsil edilmekte olan bilgelik ve güç, Saruman da ise kibre dönüşmüş durumdadır. Sauron ise karanlık tarafın efendisi olarak tasvir edilmektedir, o bedensel bir görüntüye sahip değildir, sadece kırmızı büyük ve ateşten bir göz olarak gösterilmektedir, gözleyen ve gözetleyen konumundadır. Sauron, iktidarı ele geçirmek isteyen olarak tanımlanmaktadır. Balrog ise tanımlamalara göre bir iblistir, ateş ve gölgeden yaratılmış olduğu gösterilmektedir. Gandalf ile karşılaşmaları sonucunda Balrog öldürülmüştür.

Doğu'da yaşayan halklar insanlar ve insan dışı olan yaratıklar olarak ele alınabilmektedir. Güneyli insanlara Haradrim adı verilmektedir. Haradrim'ler yüzleri peçe ile örtülü, konuşup konuşmadıkları filmde ayrıca belirtilmemekle birlikte görüldüğü kadarıyla konuşmayan, gücün yanında olmayı tercih eden, koyu ten rengine sahip olan vahşiler olarak gösterilmektedir. Savaşlara file benzeyen bir hayvanın sırtında gitmektedirler. İnsanların arasında yer alabilecek diğer bir şeyse Nazgul/Yüzük tayflarıdır, bunlar güç yüzüklerinden dokuzuna sahip olan insanlardır. Ancak artık insan formundan çıkmış, yüzleri görünmeyen karartılar olarak tasvir edilmektedir. Siyah ve çirkin olarak tasvir edilen atların ya da ejderhaya benzeyen, uçan korkutucu hayvanların sırtlarına binerek dolaştıkları gösterilmektedir. Doğu halklarının diğerleri ise Orklar ana başlığında incelenen Orklar, Goblinler ve Uruk-hailer, ayrıca Trollerdir. Orklar, çok çirkin yaratıklar olarak tasvir edilmektedirler, konuşabilirler ancak konuşmaları son derece kabadır. Saruman'a itaat eden Orklar, kendi kendilerine karar almamakta sadece verilen kararları uygulamaktadırlar. Troller ise son derece iri ve yine çirkindirler. Orkların tersine Troller, konuşmama ya da konuşamamaktadır, sadece böğürtü şeklinde sesler çıkarmaktadırlar. Dayanıklı ve güçlü olmalarının yanı sıra beceriksiz ve aptal olarak tasvir edilmektedirler.

Sonuç olarak, Batı tarafının gözünden anlatılan ve yine O'nun 'öteki'nin oluşturulduğu üçlemede, 'öteki' olarak tasvir edilen Doğu, gerçek hayattakinden farksız olarak, 'öteki'nin tanımlanmasında ortaya konulan özellikler üzerinden biçimlendirilmektedir. Kendine üstün, asil, kadim ve güzel tüm özellikler bahşedilmiş olan Batı, 'öteki' olarak konumlandırdığı Doğu'yu ise aşağı, çirkin, kötü ve Batılı yaşam tarzına saldıran ve yok edilmesi gereken olarak resmetmektedir.

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GELENEKSEL VE SOSYAL MEDYANIN HABER DİLİ: "ZAYTUNG" ÖRNEĞİ

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Medyada bir geçiş dönemi yaşandığını söyleyebiliriz. Bir başka değişle, bireyler hem geleneksel medya olarak tanımladığımız gazeteyi, televizyonu ve radyoyu takip ediyor, hem de yeni medya düzeni dediğimiz online haber sitelerini, forumları ve sosyal ağları. Bu çalışma sosyal ve geleneksel medyanın habercilik açısından farklarını ortaya koyarak, haber dilinin ve gündem yaratmanın sosyal medyada nasıl farklılaştığına odaklanmaktadır. Aynı haberi okuyan bireyler kendilerine göre farklı anlamlar çıkarabilirler. Ancak mizahi haberleriyle bilinen Zaytung internet sitesi yaptığı "uydurma" ve "doğru" olmayan haberler ile birçok insanı etkileyebiliyor. Bu araştırmada Zaytung internet sitesi örneği ele alınarak, gerçek dışı haberlerin istendiğinde profesyonel bir haber dili kullanarak nasıl insanları etkileyebildiği ortaya kondu. Zaytung sitesinde yayımlanan 60 haber incelenerek, geleneksel medyadaki haber dili, değerleri ve farkları bulundu. Yapılan araştırma sonrası Zaytung sitesinin gündemi yakından takip ettiği için birçok insanın ilgisini çektiği ve günlük 30 binin üzerinde ziyaretçi sayısına ulaştığı tespit edilmiştir. Haber dilini profesyonel haberciler gibi kullanan sitedeki yazarlar, bu yolla etkilerini artıyorlar.

Giriş

Dünya genelinde birçok kişinin yeni medya düzeni üzerinden, gündemi takip ettiğini ve bilgiye ulaştığını biliyoruz. Değişen sosyal ve ekonomik yapıdan dolayı, medyanın da yapısı farklılaşıyor. Değişen bu medya düzeninde ise en fazla dikkat çeken nokta; hız, etkileşimli iletişim ve dijitalleşme oluyor. Tüm bunları bir araya getirdiğimizde "yeni medya düzeni" dediğimiz ve halk arasında "sosyal ağlar" veya "sosyal medya" olarak da bilinen bir konudan bahsetmiş oluyoruz.

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"Haber Dünyanın Bir Temsilidir"

Bu noktada haberi ve haberciliği sorgulamamız gerekiyor. Zira haber kamuoyu ile paylaşıldığı ilk günden beri sürekli olarak kendini "objektif" olarak göstermeye çalışmaktadır. Buradaki temel amaç ise kamuoyunu kendine inanması için bir bakış açısı vermesidir. Böylece medyaya mutlak bir suretle güvenilmesi ve yayımladıklarının sorgulanmaması arzu edilmektedir. Günümüzde halen medyanın kendilerine her şeyi "objektif" bir açıyla sunduğuna inanan bireyler bulunuyor. Haberin kaynağını, yayımlandığı platformu, haber dilini sorgulanmadığı noktada, haberdeki sosyal-ekonomik bağlantılar kurulamıyor. Bu durumda bireyler mizah ve eğlence amaçlı hazırlanan haberleri, gerçek haberler ile aynı olarak algılayıp, inana biliyor. İnsanların bu tür durumlar karşısında daha fazla bilgiye ve donanıma ihtiyacı bulunuyor.

Sevda Alankuş (2003) haberi şöyle tanımlıyor: "…haber, sadece tarafsızmış, nesnelmiş, dolayısıyla gerçeği anlatıyormuş gibi yapan, aslında ise bize kurgusal bir öykü anlatan bir şey" (sf. 30). Haberin kurgusallığına vurgu yapan Alankuş'un değerlendirmesinden sonra, haber üretim sürecinde gazetecilerin kendi ideolojilerinden, dilinden, inançlarından ve duygularından bağımsız hareket edemeyeceğini vurgulamalıyız. Benzer değerlendirmeleri Jamieson ve Campbell (1982) ve Gans (1979) yapmışlardı. Haberler başkaları tarafından bizler için seçilen, kurgulanan ve belirli bir politik ekonomi bakış açısı sunulan metinler olduğuna dikkat etmeliyiz. En samimi arkadaşınızın size bir konuyu anlatırken seçtiği sözcükler ve kullandığı ifadeler nasıl ki sizin o konuyla ilgili algınızı ve düşüncelerinizi etkiliyorsa, gazetecilik mesleğinde için de aynı şeyleri söylemek mümkün görünüyor. Michael Schudson'a (2003) göre, "…haber dünyanın bir temsilidir ve tüm temsiller seçilmiştir. Demek oluyor ki bazı insanlar bu seçmeyi yapmaktadır…" (sf. 33).

Gazeteciler haberlerinde kullanacakları haber çerçevesinin, eğitim durumlarının ve sosyal düzenlerinin yanı sıra, çalıştıkları kurumun haber anlayışını veya sahiplik yapısını da dikkate alırlar. Böylece gazeteci, haberinde neyi, nasıl öne çıkaracağını, haberde hangi kısmı vurgulayacağını ve olayla ilgili nelerin haber dışında bırakılacağını önceden belirler.

Oya Tokgöz (2003) *"Temel Gazetecilik"* kitabında yapılan haber tanımlarını şöyle ifade etti: "İlk yapılan haber tanımlamaları arasında, "olan her şey haberdir", "dün bilmediğimiz haberdir", "insanların üzerinde konuştuğu haberdir", "haber okuyucuların öğrenmek istedikleridir" şeklindeki tanımlar yer almıştır. Bu tanımların hepsi, insanın bilme, öğrenme isteğinin değerlendirilmesi amacıyla yapılmışlardır" (sf. 187). Tokgöz'un haber konusunda yaptığı değerlendirmeden yola çıkarak haberin doğal ihtiyaç olduğunu söyleyebiliriz. Haberi bir iletişim aracı ve çevremizde olup bitenler hakkında bilgilenme olarak ele alırsak, Aysel Aziz'in (1996) de belirttiği gibi: "İletişim (haberleşme) insanlığın var olması ile ortaya çıkan bir gereksinimdir" (sf. 1). Bu öyle bir gereksinim ki sosyal ağların hayatımıza girmesi ile birlikte kendisine her geçen gün daha fazla bağlanıyoruz.

Haber Değerleri

Gazeteciler bir olayın insanlara sunulacak ve duyurulacak değerde bir haber olup olmadığını haber değerleri ile ölçerler ve karar verirler. Haber değerleri insanların ilgisini çeken, duymak ve öğrenmek isteyecekleri, önemli gelişmeleri içermektedir. Bir başka ifadeyle, bizlere sunulan haberlerde ne kadar fazla haber değeri bulunursa, haber de o kadar önemli bir hal alıyor. Haber değerlerinin yüksek olması, insanları ikna etmekte ve inandırmakta önemli bir rol üstlenmektedir.

Haber değerleri konusunda en kapsamlı çalışma Galtung ve Ruge (1965) tarafından yapıldı. Çalışmada dış haberler incelenmiş ve bu haberlerin insanları etkileyen haber değerleri ortaya kondu. Buna göre; bir olayın eşik bekçileri tarafından haberleştirilmesi için içerisinde en az bir tane haber değeri barındırması ile mümkün oluyor. Bu değerler şöyle: Zaman, ciddiyet, anlaşılırlık, kültürel önem, uygunluk, beklenmedik, devamlılık, birleştirme, sosyal-kültürel değerler. Oya Tokgöz (2003) söz konusu haber değerlerini diğer araştırmalar ile de birleştirerek beş ana başlık altında topladı: "1. Zamanlılık (immediacy), 2. Yakınlık (proximity), 3. Önemlilik (prominence), 4. Sonuç (consequence), 5. İnsanın ilgisini çekme (human interest)" (sf. 63).

Medyada politik konuların ciddi bir öneme ve haber değerine sahip olduğunu görmekteyiz. Bu anlayış ile haberlerini toplayan ve yayımlayan medya organları elit odaklı bir habercilik sergilediğini söyleyebiliriz.

Fransız Le Monde gazetesinin kurucusu Hubert Beuve-Mery'nin "Gazetecilik temas ve mesafe mesleğidir" diye gazeteciliği açıklarken haber kaynaklarına olan temastan ve mesafeden bahsediyordu. Basın emekçileri haberlere ihtiyaç duyarlar. En hızlı ve kolay ulaşılan kaynak gazeteciler tarafından en çok tercih edilen haber kaynaklarıdır. Basına en fazla açıklama elit kesim tarafından sağlandığından ayrıca elit kesimin haber değeri bakımından daha önemli bulunduğundan gazeteciler bu tür kaynakları sıkça kullanırlar. Elit kaynaklar da vermek istedikleri mesajı basın üzerinden verdiğinden karşılıklı yazılı olmayan bir işbirliğinden söz edebiliriz. Bağımlılık düzeyinde olan bu işbirliğinden her iki tarafında da kazançlı çıktığı iddia edilebilir. Gündem yaratmak için elit kesimden gelecek açıklamaları beklerken, elit kesim de kamuoyunu etkilemek ve yönlendirmek için basına kullanarak amacına ulaşıyor. Oysa elit kesiminin yanı sıra halkın

sorunlarına da yer vermek benimsenebilecek haber değerleri arasındadır. Toplum tarafından basına olan güven azlığının bir nedeni olarak; gazetelerde uygulanan haber değerleri ve habercilik anlayışı olduğunu söyleyebiliriz.

Bu yüzdendir ki online (elektronik) gazeteler sitelerinde kullandıkları manşetlerde sansasyon, skandal, cinayet, tecavüz, hırsızlık vb. negatif durumları öne çıkarıyorlar. İnsanları daha kolay etkileyebilecek bu tür haber değerleri medyada sıkça kullanılıyor. Martin ve Chaudhary (1983) bu tür haber değerlerinin Batı (Western) haber medyasında önemli ölçüde yer bulduğuna dikkat çekti.

YENİ VE ESKİ MEDYA DÜZENİ

Dünya genelinde birçok kişinin yeni medya düzeni üzerinden, gündemi takip ettiğini ve bilgiye ulaştığını biliyoruz. Değişen sosyal ve ekonomik yapıdan dolayı, medyanın da yapısı farklılaşıyor. Değişen bu medya düzeninde ise en fazla dikkat çeken nokta; hız, etkileşimli iletişim ve elektronik oluyor. Tüm bunları bir araya getirdiğinizde "yeni medya düzeni" dediğimiz ve sosyal ağlar olarak da bilinen bir konudan bahsediyoruz. Bireyler hem geleneksel medya olarak tanımladığımız gazeteyi, televizyonu ve radyoyu takip ediyor, hem de yeni medya düzeni dediğimiz online haber sitelerini, forumları ve sosyal ağları.

Son yıllarda teknolojinin günlük yaşamımıza daha fazla girmesiyle birlikte hayat tarzımız da bundan etkileniyor. Bu gelişmelerin başında çağın buluşu olarak da nitelendirilen İnternet geliyor. İnternet ile birlikte artan sosyal paylaşım, haber, oyun ve kumar siteleri hayatımızdan önemli bir zamanı alıp götürüyor. Zaman ve mekân kurgusunu unuttuğumuz bu sanal âlemde vakit geçirmek artık günlük bir ihtiyaç gibi. Kıbrıs kültüründe nasıl ki kahve içmeden güne başlayamıyoruz, buna artık İnternet'i de ekleyebiliriz. İnternet olmadan geçirdiğimiz zamanlar sanki de kayıp zamanmış gibi algılar olduk. Özellikle sosyal paylaşım siteleri üzerinden günün her saati yaptıklarını paylaşan bireyler, bunu yapmadıkları zaman kendilerinde bir boşluk hissediyorlar.

Solis'in (2007) sosyal medya tanımlaması şöyle: "Sosyal Medya, en temel anlamıyla kişilerin keşfettiği, okuduğu ve bilgi, haber ile içerikleri paylaştığı bir ortam. Bu sosyolojinin ve teknolojinin kaynaşması monologdan (one to many) diyaloga doğru bir değişim sağladı (many to many)." Solis'in dikkat çektiği gibi sosyal ağlar ile birlikte artık kişiler daha aktif olabildikleri gibi, kendilerine de geleneksel medyada olduğu gibi tek bir iletişim aracından mesajlar gelmiyor. Sosyal medyada mesajlar daha çoğulcu ve çeşitli olarak gelmeye başladı. Safko ve Brak (2009) yaptıkları tanımda sosyal medyanın iletişim kurma yönüne vurgu yapıyor: "sosyal medyanın en kısa tanımı; sosyalleşmek, sosyal olmak için kullandığımız medyadır" (sf. 3).

Mayfield'in (2008) hazırladığı elektronik kitap, sosyal medya alanında bizlere yol gösterici olabilir. Sosyal medyanın ne olduğunu araştırdığımızda karşımıza bazı özellikleri çıkıyor. Bu özelliklere göz attığımızda en başta "sosyal ağlar" geliyor. Sosyal ağların en bilinenleri; Facebook, Myspace ve Bebo oluyor. Temel özellikleri, kişisel bir sayfanızın olması, arkadaşlarınızla iletişim kurmanız, fotoğraf, görüntü ve görüşlerinizi paylaşabilmenizdir.

Önce gazeteler, televizyonlar ve radyolar kendi İnternet sitelerini oluşturdular ve bu yeni düzene ayak uydurdular. Sonrasında ise radyo ve televizyonlar yine kendi siteleri üzerinden canlı yayınlar yapmaya başladılar. Böylece değişen teknolojik yapıyla birlikte daha fazla mobilize oldular ve daha çok kişiye ulaşabildiler. Bu gelişmelere daha sonra online haber portalları da eklendi. Birey bu haber sitelerinde radyoyu da, televizyonu da, haberi de kolayca buluyor. Anlaşılabileceği gibi yukarıda bahsedildiği gibi medya tarihi sürecinde, medya sadece bir format değişikliği ile mevcut yayınlarını dijitalleştirerek, İnternet ortamına aktardı. Yani görüntü olarak yeni medya düzenine veya elektronikleşmeye ayak uydurmuş olabilir; ancak içerik olarak aynı şeyleri söylemek mümkün görünmüyor. Bruhn, Schoenmueller ve Schafer'in (2012) belirttiği gibi: "Medya son on yıl içerisinde büyük bir dönüşüm geçirdi. Sosyal medya: Sosyal ağlar, bloglar artarak geleneksel medyanın yerini almaya başladı" (sf. 770).

Daha fazla bilgiye ulaşıyoruz

Eskiden bilgiye geleneksel medya vasıtası ile ulaşılırken, şimdi akıllı telefonlar, diz üstü bilgisayarlar, ipad ve benzeri teknolojik cihazlarla daha mobil bir şekilde her zaman ve her yerde ulaşabiliyoruz. "Yeni medya düzeni sayesinde daha fazla mı bilgi sahibi oluyoruz?". Daha fazla bilgiye ulaştığımız veya ulaşabileceğimiz doğru bir varsayım olabilir. Ancak sorgulamamız gereken bu ulaştığımız bilgilerin kalitesi, doğruluğu ve geçerliliği olmalıdır.

Yeni medya düzeniyle birlikte bireylerin daha az gazete okuduğu bir gerçek. Daha fazla takip edildiğini iddia ettiğimiz sosyal ağlar ve online haber sitelerinin temel haber kaynağının ise; yine geleneksel medya olduğunu vurgulamalıyız. Ortada şekilsel olarak yeni bir düzen bulunuyor; ancak içerik olarak eski medyanın habercilik anlayışı bizlere ulaştırılıyor. Geleneksel medyada eleştirdiğimiz haberde kullanılan dil ve üslup yeni medya düzeninde de aynen devam ediyor. Geleneksel medyanın haberleriyle büyüyen nesiller, haber içerisindeki cinsiyetçi, erkek egemen, militarist, negatif, azınlıkları dışlayıcı söylemleri kanıksamış durumda olabilir. Bunu da zaten online haber sitelerinde yayınlanan haber ile ilgili yapılan yorumlarından anlamamız mümkün. Yeni medya düzeninden beklentimiz, sadece şekil olarak hayatımızı kolaylaştırması değil elbette. Hayatımıza bu kadar girdiğine ve etkisini üzerimizde hissettiğimize göre, bunu olumlu yönde kullanabiliriz. Örneğin yeni medya düzeni daha pozitif, uzlaşmacı, toplumun her kesimine söz veren, demokrat bir dil yapısına sahip olabilir.

Çok yönlü iletiler geliyor

Yeni medya düzeni içerisinde değerlendirdiğimiz; Facebook, Twitter gibi sosyal ağların insanları politik kampanyalarda ciddi bir şekilde yönlendirdiğini görüyoruz. Bunların artarak devam edeceğini belirtmeliyiz. Zira yeni medya düzeninde size sadece medyadan değil, çevrenizden de paylaşımlar yoluyla çok yönlü iletiler geliyor. Geleneksel medya düzeninde iletiler tek yönlü sağlanıyor. Böylece etkisi yeni medya düzenine göre daha az olabiliyor. Bu kişiden kişiye değişen de bir durum. Tek yönlü iletişime bir örnek verecek olursak; gazetenin yayımladığı bir habere sizin anında yorum yapmanız mümkün değildir. Ancak online haber sitesindeki bir habere anında yorum yapabilirsiniz ve hata var ise düzelttirebilirsiniz de. Buna aynı zamanda etkileşim (interaktif) de diyebiliriz. İleti alınıyor veriliyor, çok yönlü iletim mümkün.

"DÜRÜST, TARAFSIZ, AHLAKSIZ HABER"

Adını Almanca'da gazete anlamına gelen "Zeitung" kelimesinden alan Zaytung "dürüst, tarafsız ve ahlaksız haber" mottosuyla mizahi haberler veren, Türkiye merkezli bir internet sitesi (www.zaytung.com) olarak faaliyet gösteriyor. Dört yıllık bir mazisi olmasına rağmen özellikle gençler arasında hızla popülerleşen Zaytung, haberlerinin okuyucular tarafından sosyal medyada paylaşılması da sitenin popülaritesini arttırdı. İlk bakışta sıradan bir online haber sitesi gibi görünen Zaytung içeriği ve bu içeriği sunuş şekliyle diğer haber sitelerinden ayrılıyor. Son derece ciddi bir üslupla, haber yazım kuralları gözetilerek, mantıklı ve hakiki bir temele dayanıyormuş gibi görünen haberlerin gerçek mi asparagas mı olduğunu ilk bakışta anlamak zor görünüyor. Ancak haberi okumaya devam ettikçe bu ciddi üslubun altına gizlenmiş mizah faktörü ortaya çıkıyor. Zaytung ilk kurulduğu 2009 yılında sadece aslı olmayan haberlere yer veriyordu. Sonradan bunun yanına "Son Dakika, Astroloji, Spor, Dergi, ZTN, Fotohaber, Video, Halkın Sesi ve Blog" bölümleri de eklendi.

Zaytung, 2012 yılında April Yayıncılık aracılığı ile bir de Almanak çıkardı. Sitenin kurucuları, 2009-2011 yılları arasındaki "Haber, Astroloji, Dergi, Son Dakika ve Foto Haberler"e yer verilen Almanak'ı hazırlama gerekçelerini Marketoloji.com sitesine verdikleri demeçle şöyle açıklıyorlar: "İşbu almanak, zaytung.com adresinden yayın yapmakta olan internet sitemizde kuruluş tarihi olan 2009 yılının Eylül ayından 2011 yılı sonuna kadar yer alan haber ve makalelerin kronolojik sırayla bir derlemesi olup, bundan 20-30 sene sonra büyük ihtimalle böyle bir sitenin var olmayacağı zamanlara bir hatıra bırakmak; yarın bir gün site çöker, server'i de tüm yedekleriyle birlikte komple yanarsa elimizin altında basılı bir tesellye sahip olmak ve mümkünse bir miktar da para kazanmak gibi maksatlarla vücuda getirilmiştir."

Şu an bir internet fenomeni haline dönüşen Zaytung'un özgün bir fikir olduğunu söylemek zor. Kurucusu Hakan Bilginer'in de ifade ettiği üzere; Zaytung, Amerika Birleşik Devletleri merkezli "The Onion News" adlı mizah haberleri yapan bir sitenin Türkçe versiyonudur. "The Onion News"ten etkilenen bir kaç arkadaşın benzeri bir Türkçe mecra kurma fikri neticesinde site oluşturuldu. Yayın hayatına

başladıktan iki yıl kadar sonra ekşi sözlük ve Facebook gibi sanal mecralarda konu olan, haberleri paylaşılan Zaytung, kısa bir sürede kendilerinin dâhi beklemediği bir ziyaretçi ve üye sayısına ulaştı. Sitenin sıkça sorulan sorular bölümünde de görsel tasarımın zayıflığı ve bazı hataların sebebi olarak da bu beklenmedik ziyaretçi ve üye sayısına hazırlıksız olduklarına dikkat çekiliyor.

Oldukça küçük bir ekip tarafından hazırlanan Zaytung'da 8-10 kişilik bir editör ekip bulunuyor. Genelde aynı arkadaş grubundan oluşan bu ekip hem haber metinlerini hazırlıyor hem de siteye gelen haber metni önerilerini okuyup değerlendiriyor. Uygun bulunanlar ise yayınlıyor. Kullanıcılarının da ciddi katkısı olan Zaytung, sosyal medyanın paylaşımcı ve katılımcı özelliğine uyuyor. Bu durumu rakamlar da doğruluyor. Şu an itibarıyla website.informer.com istatistiklerine göre günlük ortalama 32 binin üzerinde ziyaretçisi olan sitenin, yaklaşık 50 bin üyesi, Facebook'ta 294 binin üzerinde seveni (http://www.facebook.com/zaytungofficial), Twitter'da ise 618 binden fazla takipçisi bulunuyor (https://twitter.com/zaytung). Facebook ve Twitter rakamlarına son erşim 15 Nisan 2013 tarihinde yapıldı. İnternet üzerindeki sitelerin tıklanma ve kullanım içeriğini ölçen site olan Alexa.com'a göre Zaytung'un dünya genelinde sıralaması 20 bin 451. Başta reklam almadan ilerleyen site zaman içinde diğer benzer internet mecraları gibi reklam almaya başladı. Zaytung'un ekonomik bir değerinin de olduğunu söylemek yanlış olmayacaktır. Zaytung ününü artırdıkça benzer başka siteler de ortaya çıkacak gibi duruyor. Benzer siteler olarak yayın hayatlarına başlayan Sahte Gazete (sahtegazete.com) ve Uydurma Haber (uydurmahaber.com) bu yönde ciddi bir talebin ve ihtiyacın olduğunu ortaya koymuştur.

Metod

Araştırmamızda Zaytung internet sitesi örneği ele alınarak, gerçek dışı haberlerin istendiğinde profesyonel bir haber dili kullanarak nasıl insanları etkileyebildiği ortaya konmuştur. Zaytung sitesinde yayımlanan haberler içerik analizi metodu kullanılarak incelendi. Böylece bu sitede yayımlanan mizah haberlerinin dili, haber değerleri, kullanılan kaynaklar, gündem ile ilişkileri ve teknik boyutları ele alındı.

Orhan Gökçe (2006) içerik analizini şöyle tanımlıyor: "İçerik analizi, yöntem olarak mevcut olan metinlerin nicel ve nitel boyutlarından hareketle, mevcut olmayan yani bilinmeyen sosyal gerçeğin bazı boyut ve kesitlerine yönelik birtakım bulguları elde etmeyi amaçlamaktadır" (sf. 20). Bu konuda yapılmış bir başka tanıma bakıldığında: "...tezahür içeriğini analiz etmek için yararlı bir yöntemdir ayrıca, 'objektif ve sistematik' olduğu iddia ediliyor" (Singletary, 1993, sf. 281). İçerik analizini kullanan araştırmacılar medyadan hedef kitlelere ulaşan mesajların etkisine vurgu yaparak, medyanın gündem yaratmakta ve fikirleri şekillendirmede önemli bir rol oynadığına dikkat çekiliyor. Sherry Devereaux Ferguson (2000) "...medyanın hikayeleri işleyiş şekli, izleyicilerin o konuyla ilgili algılarını etkileyebileceğini..." (sf. 86) söylüyor.

Araştırmanın örneklemi olan ve Zaytung sitesinde yayımlanan 60 haberlerin bulguları iki temel noktada değerlendirildi. Birincisi, habere yazımıyla ilgili kısım, ikincisi de haberin teknik özellikleri. Geliştirilen içerik analizi kodlamasında toplam 11 soru bulunuyor. Bu sorulardan 4 tanesi teknik (manşet uzunluğu, haber uzunluğu, ara başlık, fotoğraf) 7 tanesi de haber yazımı (manşetin değerlendirilmesi, haber dili, kaynak kullanımı, gündem ile ilişkisi vb.) ile ilgili sorulardı. Sitede yayımlanan haberlerde tarih kullanılmadığından haber seçimleri sitede en son 11 Nisan 2013 tarihine kadar yayımlanan haberler aşağıya doğru taranarak toplam 60 adet haber seçildi.

Çalışmanın iki temel araştırma cümlesi ve sorusu bulunuyor: 1. Herhangi bir konuda profesyonel dilde yazılan haberler insanların ilgisini çeker. 2. Konular güncel ve geleneksel basına yansıyan içeriklerden mi seçilip haberleştiriliyor?

Bulgular

Yapılan içerik analizi sonrası tüm verilen "Statistical Package for the Social Sciences" (SPSS) programı ile değerlendirildi. Buna göre Zaytung sitesinin değerlendirmeleri (i) haber yazımı ve (i) teknik özellikler olarak yapıldı. Zaytung sitesinde yayımlanan haberlerin haber yazımı ile ilgili bulgularına baktığımızda şu sonuçlara rastladık:

HABER DİLİ: Araştırmaya göre; haberlerde profesyonel bir habercilik dili kullanıldığı görüldü. Haberlerin girişi basit ve kolay anlaşılır bir şekilde yapılıyor. Her ne kadar da mizah unsuru kullanılsa da haberlerin dili ve yazım stili sayesinde okuyucularda bir etki oluşturmayı başarıyor. Haberlerde mizahı çıkardığınız anda geleneksel basında görebileceğimiz şekilde bir haber yazımı ve dilinin oluştuğu fark edildi. Amatörlükten uzak iyi bir habercinin kaleminden çıkmış gibi yazılan haberlerin, konu ne olursa olsun hedef kitleleri inandırabileceğini iddia edebiliriz.

Haber dili nasil?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Profesyonel	60	100.0	100.0	100.0

Tablo 1: Zaytung'da yayımlanan haberlerde profesyonel habercilik dili hâkim.

MANŞETLER: Gazetecilik mesleğinde en önemli ve en zor işlerden biri de haberlere manşet bulmak ve yazmaktır. İnsanlar haberi okuyup okumamaya atılan manşet üzerinden karar veriyor. Araştırma bulgularına göre, Zaytung sitesinde tüm manşetler (% 100) uydurma ve mizah unsurları barındırıyor.

Haberin manseti

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Uydurma	60	100.0	100.0	100.0

Tablo 2: Zaytung'da yayımlanan haberlerde kullanılan manşetlerin tümü uydurma olduğu görülüyor.

HABER DEĞERLERİ: Haber değerleri gazetecilere yardımcı olan kriterlerdir. Öyle ki bir olayın haber olup olmadığını gazeteciler bu kriterler ile algılıyorlar. Haber değerleri olan: 1. Zamanlılık (immediacy), 2. Yakınlık (proximity), 3. Önemlilik (prominence), 4. Sonuç (consequence), 5. İnsanın ilgisini çekme (human interest) arasından "önemlilik" (39) en fazla tercih edilen haber değeri olduğu saptandı. Daha sonra 28 haberde "insanın ilgisini çekme" unsuru kullanıldı. 18 haberde "zamanlılık" ve 4 haberde de "sonuç" haber değeri kullanıldı. Tokgöz'ün (2003) haber değerleri tanımından yola çıkarak, zamanlılığın haberin tazeliğini ve yakınlığın, konunun nerede olduğu hakkında bilgi verdiğini belirtmeliyiz. Haberde önemliliğin "önemli kişiler, sayılar, garip olaylar, zıtlıklar haberi önemli yapan etkenleri" (Tokgöz, 2003, sf. 66) içerdiğini, sonucun "çatışma, gelişme veya kazalardan ileri geldiğini" (Tokgöz, 2003, sf. 66) ve insanın ilgisini çekmenin de "başkalarının yaşantısı, mutluluğu, sağlığı, karşılaştığı zorlukları" (Tokgöz, 2003, sf. 67) kapsadığını söylemeliyiz.

HABERLERİN GÜNDEM İLE İLİŞKİLERİ: Sitedeki yayımlanan haberlerin Türkiye gündemi ile olan ilişkisi de araştırıldı. Zira insanların gündemi takip etme ve çevresinde olup biteni öğrenme eğilimi bulunuyor. Bu durumda gündem ile ilişkili haberlere daha fazla ilgi

göstermesi bekleniyor. Araştırmaya örnek teşkil eden haberlerin yüzde 60'ının gündem ile ilişkisinin olmadığı saptandı. Ancak yüzde 40'lık gündem ile ilişkisi olan haberler de önemli bir rakam olarak duruyor.

Gündem ile iliskisi var mi?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Evet	24	40.0	40.0	40.0
	Hayir	36	60.0	60.0	100.0
	Total	60	100.0	100.0	

Tablo 3: Yayımlanan haberlerin yüzde 60'ı gündem ile ilişkili değil.

HABER KAYNAKLARI: Gazetecilikte kaynak kullanımı habere gerçeklik ve güvenirlik katmak adına önemli sayılır. Böylece seçilen kaynaklar güvenilir ve otoriter kaynaklar arasında yapılır. Bir de gazeteciler tarafından bu seçim genelde hızlı ulaşılabilecek kişiler arasından yapılır. Zaytung sitesinde kaynaklar incelendiğinde; haberde yüzde 51.7 oranında elit kaynak kullanıldığı görülüyor. Elit kaynaktan kastedilen; devlet otoriterleri, başbakan, bakan, millet vekili, iş insanları, ve mevkii sahibi yetkilerdir. Mizah amaçlı dahi olsa haberler elit kaynaklar üzerinden oluşturuluyor. Buradaki temel amaç, siyasi eleştiriler yapmak olabilir. Yine de araştırma sonucuna göre halk da önemli sayılabilecek ölçüde haberlerde yer buldu. Birçok haberde vatandaş veya görgü tanığı adı altında alıntılar yapıldı. Her ne kadar da gerçek dışı ve uydurma alıntılar olsa da habercilik açısından başarılı alıntılar yapıldığı oraya çıktı. Bu noktada seçilen kaynakların siyasiler dışında kalan kişilerin isimlerinin tamamen hayal ürünü olduğu belirtilmeli.

Haberde kullanilan Kaynaklar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elit	31	51.7	51.7	51.7
	Halk	16	26.7	26.7	78.3
	Elit ve Halka	13	21.7	21.7	100.0
	Total	60	100.0	100.0	

Tablo 4: Haberlerde daha fazla elit kaynaklar kullanıldı.

HABER KAYNAKLARININ SAYILARI: Kaynak sayılarıyla ilgili sonuçlar incelendiğinde haberlerin çoğunun tek kaynağa (% 53.3) dayandırıldığı görülmektedir. Bu sonuçları % 33.3 ile çift kaynak ve % 11.7 ile üç kaynaklı haberler takip ediyor. Kaynak sayısı habere olan güveni temsil ettiğinden araştırmaya dahil edilmiştir. Zira insanları kaynaklar ile ikna etmek daha kolay olmaktadır.

Kaç kaynak kullaniliyor?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bir	32	53.3	53.3	53.3
	Iki	20	33.3	33.3	86.7
	Üç	7	11.7	11.7	98.3
	Üçten fazla	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Tablo 5: Haberlerde tek kaynak kullanılarak yayımlar yapıldı.

TEKNİK: Yayımlanan haberlerin sonunda geri bildirim veya yorum kısmı bırakılmıyor. Onun yerine sosyal ağlarda paylaşım butonu bulunuyor. Bu butonlar arasında "facebook'ta paylaş, twitter'a yollar, friendfeed'e yolla ve Allah'a havale et" yer alıyor. İlk üç sosyal paylaşım sitesi facebook, twitter ve friendfeed'e linkler doğru bir şekilde çalışıyor. Birey bu butonlara tıkladığı zaman paylaşım yapıyor. Site yöneticileri buraya mizah eklemek adına "Allah'a havale et" butonu koymuşlar. Ziyaretçiler buraya tıklandığında otomatik olarak Din İşleri Yüksek Kurul Başkanlığı'nın "Din Sorularını Cevaplandırma Platformu"na yönleniyor (http://kurul.diyanet.gov.tr/SoruSor/SoruSor.aspx). Yani bireyler site üzerinde yorum yapamazken, site dışında yapacakları paylaşım ile kendilerini ifade edebiliyor. Site yorum yapma gibi bir seçeneği takipçilerine vermediğine göre ya yasal düzenlemeden bunu yapmıyorlar ya da sitelerinde küfür ve şiddet ifadelerini sürekli kontrol edebilecek bir site yöneticisi bulunmuyor.

FOTOĞRAF KULLANIMI: Sitede yayımlanan her haberde mutlaka bir adet görsel bulunuyor. Görsellerin çoğu fotoğraf şeklinde yayımlanırken, bazı haberlerde de grafik kullanıldığı saptandı. Haberlerde kurgu fotoğrafları (% 53.3) kullanıldı. Bunları % 35 ile gerçek ve % 6.7 ile fotomontaj fotoğraflar izledi. Haberde daha fazla etki yaratmak için seçilen görsel malzemelerin çoğu kurgu olan fotoğraflardı. Burada kurgunun ne olduğunu açıklamak gerekiyor. Kurgu fotoğrafları o konuyla ilgili ancak gerçek olmayan fotoğraflardı. Örneğin haberde bir muhtardan bahsediliyor, muhtarı görsel olarak temsilen herhangi bir kişinin fotoğrafı yayımlanıyor. Fotoğraf hayal ürünü ve başka bir kişiye ait olduğu için kodlamada kurgu olarak işaretlendi. Gerçek olan fotoğraflar ise, genelde ünlüler ile ilgili olanlarda karşımıza çıkıyor. Diyelim ki haber bir sanatçıdan bahsediyor, o sanatçının gerçek fotoğrafı yayımlanıyor. Haberlerde çok az sayıda da olsa fotomontaja rastlandı (% 6,7). Fotoğraflar ile oynamak okuyucuyu aldatmaya ve mizaha yönelik bir anlayış şekli.

Kullanilan fotograf

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gerçek	21	35.0	35.0	35.0
	Fotomontaj	4	6.7	6.7	41.7
	Kurgu	32	53.3	53.3	95.0
	Grafik	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Tablo 6: Haberlerde kurgu fotoğrafları kullanıldı.

MUHABİR İSİMLERİ: Haberlerde muhabir ismi yer almıyor. Yani geleneksel basında alışkın olduğumuz gibi muhabir isimleri kullanılmadı. Bazı haberlerde mizahi amaç için uydurma "rumuz" isimler kullanılıyor. Örneğin: "efruz tezcan Brüksel'den bildirdi".

MANŞET UZUNLUKLARI: Haberlerde kullanılan manşetlerin tümünün 7 – 8 kelimeden fazla olduğu saptandı. Online gazetecilikte benimsenen ve yaygın kullanılan kısa manşet bu sitede yapılmıyor. Aksine manşetler geleneksel gazetecilikte alışkın olduğumuz bir tarzda spot şeklinde yazılıyor. Bir başka ifadeyle çok uzun olan manşetler bir anlamda haberin özetini oluşturuyor.
Ortalama bir kişi üç-dört saniye içerisinde bu kararını veriyor. Dolayısıyla gazeteciler manşet seçerken uzun manşetler yerine 7-8 kelimeyi geçmeyecek şekilde hareket ederler. Bu uzunluklar online gazetecilikte daha da önem kazanmaktadır.

HABERLERDE TARİH: Yapılan araştırma sonuçlarına göre hiçbir haberde tarih kullanılmadığı ortaya çıktı. Tarih kullanılmaması haberlerin gerçekliğinin sorgulanmasına ve uydurma bir haber olduğunun kolay anlaşılmasına yol açıyor.

HABER UZUNLUKLARI: Haberler standart bir online haber sitesinde yayımlanan haber uzunluğuna göre uzun olduğu tespit edildi. Araştırma sonrası haberlerin 250 kelimeden uzun olduğu görüldü. İnsanların kısa haberleri daha az ciddi bulduğunu düşünürsek, bireyleri ikna etmek için uzun haber yazıldığı düşünülebilir.

ARA BAŞLIK KULLANIMI: Online gazetecilikte sıkça kullanılan ara başlık özelliği bu sitede de bulunuyor. Her haberde en az iki tane ara başlık bulunuyor. Ara başlıklar da zaten uzun olan haberlerin okunabilmesini kolaylaştırıyor ve habere gerçeklik katmak için kullanılan bir teknik özellik olarak ortaya çıkıyor.

Sonuç

Çalışmanın sonuçlarına baktığımızda iki araştırma cümlesinin ve sorusunun kısmen ve tamamen desteklendiği görülmüştür. Buna göre çalışmanın birinci araştırma cümlesi olan "Herhangi bir konuda profesyonel dilde yazılan haberler insanların ilgisini çeker" desteklenmiş oldu. Zira yapılan araştırma sonrası Zaytung sitesinin sosyal medyadaki takipçilerinin sayısı ve bu takipçilerin sitenin haberlerini paylaşması önemli sayılara ulaşmaktadır. Ayrıca profesyonel haber dilinden dolayı birçok insan da haberleri doğru zannedip arkadaşlarıyla paylaşmaktadır. Bu noktada sosyal medya kullanıcılarının çoğunun yeteri kadar medya okuryazarı ve bilgi donanımına sahip olmaya ihtiyaçları vardır. Zira bu bilgi kirliliği içerisinde sunulan mizah ve uydurma haberleri de gerçek gibi algılanabilir.

Çalışmanın ikinci soru cümlesi ise şöyle: "Konular güncel ve geleneksel basına yansıyan içeriklerden mi seçilip haberleştiriliyor?" Konuların önemli bir kısmı Türkiye gündemini ilgilendiren güncel konular değildi ancak yine de yüzde 40'lık bir rakam karşımıza çıkıyor. Bu da sitenin Türkiye gündemine yer verdiğini gösteriyor. Böylece insanların ilgisini daha fazla çekiyor ve takipçi sayısı günden güne artıyor.

Zaytung sitesi bilinen online gazetecilik kriterlerine çok fazla uymuyor. Uzun manşetler, uzun haberler az görsel kullanımı ile daha fazla geleneksel basında görmeye alıştığımız tarzda bir profil çiziyor. Ancak yine de kısa sürede bu kadar takipçiye ulaşması insanların mizah ve eğlence noktasında önemli bir ihtiyacı olduğunu bizlere gösteriyor.

Bu konuda araştırma yapmak isteyen araştırmalara önerimiz; Zaytung'a benzer içeriğe sahip olan Sahte Gazete (sahtegazete.com) ve Uydurma Haber (uydurmahaber.com) siteleri incelenebilir ve böylece bizim bulduğumuz sonuçlar ile karşılaştırma yapılabilir.

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İLKÖĞRETİM OKULLARINDA AHLAK VE DEĞER EĞİTİMİ

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Özet
Eğitimin temel amaçlarından birisi de öğrenciyi ahlaklı ve etrafına değer veren bireyler olarak yetiştirmeye çalışmaktır. Milli eğitim temel kanunlarında eğitimin öncelikli hedefi, öğrenciyi topluma yararlı, vatanını ve milletini seven, başkalarına hoşgörülü, insan haklarına saygılı bireyler olarak düzenlenmiştir. Tüm dünya ülkelerinde ve özellikle demokratik ülkelerde eğitimin hedefleri genel olarak bu şekilde sıralanırken, ülkesini korumak için çalışacak, yöneticilerin düşüncesini asla sorgulamayacak şekilde yetiştirilen bireylerde bulunmaktadır. Bireylere özellikle ahlak ve erdem eğitimi vermek, kendi ülkesini düşünen ve geleceğine daha sağlam adımlarla ilerlemek isteyen tüm ülkeler, kendisine ve başkalarına saygılı bireyler yetiştirmek zorundadır. Okullarda verilen eğitimin ahlak ve değerlere saygıdan uzak olması sonucunda yeni yetişen bireyler, kendilerine ve topluma değer vermeyen sadece kendilerini düşünen bireyler olarak yetişmelerine sebep olacaktır. Eğitim-öğretim kurumları olan okullarda öncelikle verilmesi gereken ahlak, erdem ve başkalarına verilmesi gereken değerin öğretilmesidir. Ancak eğitimin genel ve uzak hedefleri içerisinde görülen bu yaklaşımlar, eğitimin içerisinde öğrencilere verilmek için herhangi bir zaman ayrılmamıştır. Şimdiye dek, öğrencilere ahlak ve değer eğitimi sadece din kültürü ve ahlak bilgisi derslerinde ve vatandaşlık bilgisi derslerinde verilmeye çalışılmıştır. Din kültürü ve ahlak bilgisi dersi her sınıf düzeyinde verildiği gibi vatandaşlık bilgisi dersi sadece sekizinci sınıf düzeyinde ve haftada sadece bir ders saati olarak verilmektedir. Ancak eğitimin uzak ve genel hedefleri içerisinde özellikle verilmesi düşünülen ahlak ve değer eğitimi için ayrılan sürenin artırılması gerekmektedir.
Anahtar Kelimeler: Ahlak Eğitimi, Değerler Eğitimi, Eğitim Programı..

Çalışmanın Amacı
Gelecek nesillerinin birbirine daha bağlı ve daha hoşgörülü olmasını hedefleyen ülkeler ahlak ve değerlerine önem veren bir eğitim programı hazırlamalı ve vatandaşlarına bu gibi değerleri daha fazla öğretmeye çalışmalıdır. Bu sebeple bu çalışma ile okullarda daha fazla ahlaki değerlere önem verilmesinin gerekliliği düşünüldüğünde bu çalışma yapılmaya ihtiyaç hissedilmiştir.

Çalışmanın Önemi
2012-2013 Eğitim-Öğretim yılında ilkokul birinci sınıf öğrencilerinin ders programına ahlak eğitimi ve değer eğitimi dersi eklenmiştir. Bu gerekli olan bir çalışma olduğu gibi aynı zamanda da yetersizdir. Çünkü bu gibi derslerin tüm sınıf düzeylerinde fazlasıyla verilmesi gerekmektedir. Matematik bilmek, fen bilimlerini bilmek ne kadar önemliyse bir bireyin ahlak ve değerlerine sahip olması daha da önemlidir. Literatür tarandığında bu konu ile ilgili yeterli çalışmanın olmadığı görülmüştür. Bu açıdan düşünüldüğünde, bu şekilde yapılmış olan bir çalışmanın literatürde bir boşluğu kapatacağı düşünülmektedir.

Sonuç ve Öneriler
Bu çalışma da özellikle ilgili olabileceği varsayılan, literatür taraması yapılmıştır. Ortaya atılan düşünce çerçevesinde bir takım sonuç ve önerilere gidilmeye çalışılmış.

İSTENMEYEN DAVRANIŞLARI ENGELLEMEDE ÖĞRETMEN BOYUTU

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Özet

Öğretmenler, alan, mesleki bilgi ve genel kültür alanlarında kendilerini en iyi şekilde geliştirmiş, öğrencilerini günümüz bilgi toplumuna en iyi şekilde adapte edebilme yeteneğine sahip olması gereken kişilerdir. Bunun sağlanmasında da sınıf içi ve dışında öğrencilerine istendik davranışların kazandırılması konusunda en büyük görev öğretmendedir. Istenmeyen davranışın tanımına baktığımızda, eğitim açısından düşünüldüğünde öğrenmeyi engelleyen, bir kişinin ya da bir grubun diğer öğrencilerin öğrenme hakkını elinden alan veya onlara fiziksel ya da psikolojik zarar veren davranışlardır. Bu tür davranışların iyi tanımlanması ve bu davranışların daha ortaya çıkmadan sezilip engellenmesi büyük önem taşımaktadır. Tüm bu istenmeyen durumların ortaya çıkmaması için öğretmenlerin tam donanımlı olması, öğretmenlik rollerini iyi oynaması gerekmektedir.

Anahtar Kelimeler: Öğretmen, Istenmedik Davranış, Sınıf Yönetimi.

Çalışmanın Amacı

Bu çalışmada, okullarda istenmeyen davranışların ortaya çıkma nedenleri araştırılmış, bunları engellemede öğretmenin neler yapabileceği ve ne gibi önlemler alması gerektiği, doğru bilinen yanlış davranışların neler olduğu ve istenmeyen bir davranışın ortaya çıkmasının engellenmesinde öğretmenin izlemesi gereken stratejiler belirlenmeye çalışılmıştır. Öğretmen yeterliliği üzerinde durulmuştur.

Çalışmanın Önemi

Eğitim sürecinde birçok yöntem, ilke ve strateji birlikte uyum içinde uygulanmaktadır. Sınıf yönetimi açısından da istenmeyen davranışların öğretmen tarafından önlenmesi büyük önem arz etmektedir. Ancak literatür taraması sonucunda bu konu hakkında yeterli çalışmanın olmadığı görülmüştür. Bu çalışma bu eksiği gidermek amacıyla yapılmıştır.

Sonuç

Çalışma sonunda öğretmenlerin istenmeyen davranışları engellemede doğru ve yerinde yöntemleri bilmedikleri gözlenmiştir. Öğretmen, öğrencilerin istenmeyen davranışlarını engellemek ve değiştirmek için kullanacağı stratejiler; düzeltici dil, öğrenciyi bilgilendirme, çifte soru, kısmi anlaşma, ben dili kullanmak, tepki için zaman vermek, dil seçimi, davranış ve sonuçları arasındaki ilişkiyi vurgulamak ve kuralları öğrencilerle birlikte belirlemektir.

KANAAT ÖNDERİ KAVRAMININ "YENİ MECRASI

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İletişim, günümüzde 1940'larda ya da 1950'lerde algılandığı gibi algılanmamaktadır. Günümüzde çok daha bireyselci ve çok daha normatif bir yapıya sahip bir iletişim ağına ile karşı karşıyayız. Bu nedenle de önce basılı yayınların, sonrasında radyonun, sinemanın ve televizyonun hakim olduğu etkinlikler kişilerin bireysel tercihleri doğrultusunda oluşan tercihlere dayalı bir etkileşim haline gelmiştir.
Bu bağlamda günümüz iletişimi için etkin mecra olarak internet ve sosyal ağlardan bahsetmeyiz. İletişimin temel unsurlarından biri olan; Shannon ve Weaver modeli olarak adlandırılan iletişimin temel modeli kabul edilen iletişim modelinde;
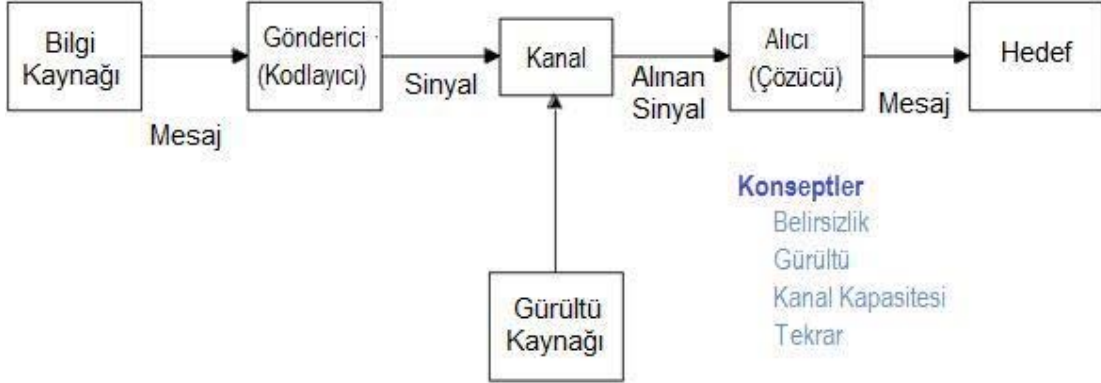
(Şekil:1; Temel İletişim Modeli: McQuail, Denis&Windahl, Sven. 1997. *Kitle İletişim Modelleri.* Ankara: İmge Kitapevi syf: 18).

Kaynak, kayıt, aktarım, alıcı ve mesaj temelinde iletişim sağlanırken bu iletişim asıl amacı feedback yani geri dönüşümdür. İletişimin temel unsurunu sağlayan bu geri dönüşüm sayesinde verilen mesaja tepki anında iletilirken, kitlesel anlamda düşünüldüğünde kitle hareketlerinin temelini ve mesajın etkisini önemini uygulamaktadır.

Günümüzün temel kitle iletişim araçlarını sıraladığımız zaman, televizyon yerini internete, gazeteler ise yerini yine internetin bir uzantısı olarak elektronik ortamda okunabilen gazetelere bıraktığı gözlemlenmektedir. Bu değişimin sonucunda, 1950'lerde teori olarak savunulan birçok görüş ve düşünce şekil değiştirerek, farklı katmanlarda değerlendirilebilir hale gelir.

"Görsel ve/veya sesli mesajların direkt olarak izler kitlelere iletildiği tüm kişisel olmayan iletişim araçlarıdır. Kitle iletişim araçları televizyonu, radyoyu, filmleri, gazeteleri, dergileri, kitapları ve bilboardları içerir"(Gould ve Kolb, 1964:413).

Teknolojinin gelişmesi ile birlikte iletişim mecralarının değişimi ve gelişimi de birlikte olmuştur. Yukarıdaki tanıma ilaveten, telgraf, telex, telefon, telsiz, radyo, sinema, televizyon gibi iletişim ve kitle iletişiminin temel unsurları bugün büyük bir değişim, terk ediş göstererek ve yeni alışkanlıklar edinilmemeyle; bilgisayar, internet ve cep telefonu gibi son teknoloji ürünleri ile yer değiştirmiş durumdadır. Bunun sonucunda da kitle iletişim araçları bağlamında oluşan temel kavramlar bu doğrultuda tanım değişimi yaşaması güncel bir tartışmadır.

İletişim ile ilgili önemli tanımlamalardan biri de, Colombia Üniversite'nde 1950'lerin ortalarında Katz, Berelson ve Lazarsfeld gibi iletişim uzmanlarının öncülüğünde ortaya çıkarttığı Two Step Flow Model yani İki Aşamalı Enformasyon Akışı modelidir.
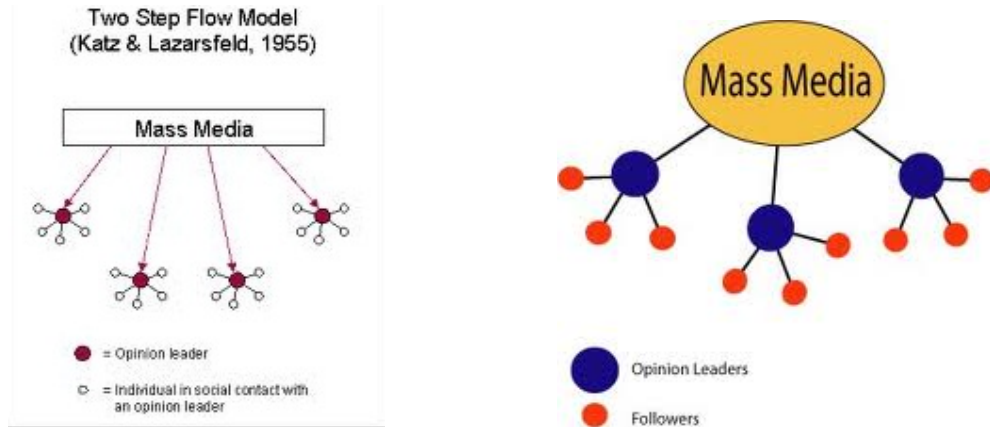
Bu model; "kitle toplumu kuramlarının tersine, çoğulcu bir toplumda kitle iletişim mesajlarının akışının kaanat önderince dolayımlandığını öne süren bir yaklaşımdır"(Mutlu, 1998: 163). Bu kavramın içeriği iletişim süreci mesajın iletilmek istenen bireye doğrudan değil, üyesi olduğu topluluktaki kanaat önderleri tarafından etki altında bırakılarak yani dolaylı yollarla iletildiğidir.

Bu kavramın işaret ettiği iki aşamada vardır. İlkinde kitle iletişim araçları ile daha sıkı bağları olan, sosyo-ekonomik ve eğitim durumu diğer gruba göre göreceli olarak daha yukarıda olan insanların bir araçaya gerek olamadan direk olarak mesajı alması ve bu bağı kendisini kuruyor olmasıdır. İkinci aşamada ise, ilk gruba göre iletişim araçları ile aralarındaki bağ bu kadar güçlü olmayan, kendinden daha bilgili, tecrübeli olduğuna inandığı kişilerin verdiği bilgilere inanan ve bu bağlamda karar alan gruptur. Bu gruba kişiler arası iletişim bağları güçlü ancak iletişim araçları ile bireysel bağı kopuk olarak nitelendirilebilir.

Kannat (Görüş) Önderi

Kannat (Görüş) Önderi kavramı- openion leader- kitle iletişimi içerisinde güçlü bir görevi olan ve hakim ideoloji ya da verilmek istenen mesajı toplumun hakim olunan kesime direkt ya da dolaylı yoldan ileten, söz sahibi, güvenilir, görece hakim olduğu gruba üstün kişi ve

kişilerdir. Temeli psikolojik bir kavram olan kanaat önderi; mesajın katmanlı olarak iletimini ve algılanmasını sağlayan kişidir. Birçok anlamda Eşik Bekçisi- gatekeeper- ile karıştırılan kanaat önderi, eşik bekçisinin tam tersine haberin, mesajın ya da düşüncenin hangi amaçla ve ideolojiye göre şekillenmesinden değil, bunun toplumun çeşitli katmanlarına yayılmasından sorumludur.

Bu açıdan bakıldığı zamanda eşik bekçisi kavramı günümüz kitle iletişim araçları içerisinde, editörler ve yayın sahipleri olarak öz kılınsa da kanaat önderleri kişilerin kendilerine yakın gördükleri, kendi tercihleri ile takip ettikleri, zaman zaman eleştirdikleri ve bireysel normları ile örtüşmesine özen gösterdiği kişi ve gruplardan oluşabilir.

1990'lı yılların başında Türkiye'de cep telefonunun yaygın kullanımı ile birlikte bilgisayar kullanımında artmasıyla, günümüzde her cepte telefon ve internet aynı anda bulunmakta. Bu da bireylerin takip etmek istedikleri, kişi, grup, ya da haber dizinini kendileri tarafından seçilebilme lüksünü sağlıyor. Tek kanallı dönemin ardından böyle büyük bir seçme özgürlüğü yerini algıda seçicilik ilkesini isteğe bağlı takip ile değiştirmektedir.

Kanaat Önderleri öte yandan birey, bağlı olduğu sosyal grubun normlarına, kollektif yargılarına ters düşen, onlarla çatışan haber ve yorumları kolayca kabullenmez. Bu haberleri grubun değer yargılarına göre bir süzgeçten geçirir, eleme yapar. Kendisi için bir nevi eşik bekçisi-gatekeeper- görevi yapar. Diğer açıdan bakıldığında, her birey içinde bulunduğu grubun kültürel özelliklerine göre aktarılanları anlamaya çalışır. Dolayısı ile bu araçlardan gelen mesajların etkisinin sınırlayıcı yönü olarak değerlendirilir. Ancak böyle bir durum karşısında bile grubun lideri, grubun üyeleri ile yaptığı toplantılarla yüz yüze kurduğu iletişim sayesinde kendi kanaatlerine üyelerine kabul ettirebilir.

Kanaat Önderi'nin Değişen Mecrası
Kanaat Önderi bugün sahip olduğu gücü yüz yüze iletişimin ötesinde çok daha etkin ve kalıcı bir şekilde kullanıyor. Gelişen teknolojinin sonucunda Kanaat önderinin hakim olduğu mecralarda değişim göstermiştir. Kanaat önderi aktif konumunu radyo programlarından, köşe yazılarına, televizyonlardaki tartışma programlarından, söylevsel kitaplara ve günümüzde ise internete yerini bırakmıştır.

Sosyal medya kitle iletişim araçları içerisinde gücünü her geçen gün arttıran, genişleten ve etkin kılan yeni ve güçlü bir kitle iletişim aracı haline geldi. Bu noktada da Kanaat önderleri ya da yeni kanat önderleri bu yeni kitle iletişim aracından yararlanır hale gelmiştir. Kanaat önderlerinin gücünün etkileşimine geçmeden önce, "yeni kanaat önderi" kavramını tanımlamak gerekir.

Günümüzde; Sosyal medya- Facebook, Twitter ulaşılabilirlik anlamında çok daha kolay ve ucuz bir hal almıştır. Bir lüks olmaktan çıkan internet kullanımı, herkesin talep ettiği, farkındalığını ve statüsünü bu sayede genişlettiği bir yeni benlik ifade yolu olmuştur. Bu anlamda, kitle iletişim araçları içinde tanımlanan kanaat önderi kavramının sahip olduğu, öncü, eğitimli, sosyal üstünlük, görece daha bilgili, tecrübeli oluşu gibi tanımlar günümüz sosyal medyasında var olan kanaat önderleri için geçerli değildir. Bu yeni önderler, sosyal yapı itibariyle denk, bilgi bakımından eşit ya da yüksek, aynı fikir ve görüşleri paylaşan ancak bir liderlik altında toplanan ve bu saye bir sosyal yapıyı paylaşan insanların var olduğu grupların kanaat önderleri konumundadır.

Sosyal medyanın ulaşılabilirliği ve insanlar üzerindeki etkisini bunun sonucunda da yeni kanaat önderi kavramının oluşumunu açıklamak için birkaç istatistik analiz etmek istiyorum;

ITU (Birleşmiş Milletler Telekomünikasyon Ajansı) verdiği verilere göre Dünya üzerinde 2.26 milyar kişi internet kullanıyor. 170 ülkenin baz alındığı rapora göre nüfusunun %42sinin internet kullandığı tespit edilen Türkiye 73. Sırada yer alıyor. 2.26 milyar internet kullanıcısının ise %48.9 sosyal medyada her hangi bir sosyal paylaşım sitesinin en az bir tanesine üye. Yapılan araştırma Avrupa'nın dünyanın geneline oranla İnternet bağımlılığı konusunda çok daha önde olduğunu ortaya koymaktadır. İnternet Bağımlılığı sosyal medya üzerinde değerlendirecek olursak Socialbaker web ve webrazzi sitelerinden alınan verilere göre şöyle bir durumla karşılaşırız;

1. Dünya genelinde Facebook üye sayısı her geçen gün artmaktadır. Dünya üzerinde 812.142.660 kişi Facebook kullanmaktadır.
2. Dünya genelinde Facebook kullanıcılarının büyük kısmını Avrupa, Kuzey Amerika, Güney Amerika ve Asya kıtalarında yaşayanlar oluşturmaktadır.
3. Dünya genelinde Facebook Kullanıcı sayılarına göre Türkiye Şubat 2013 sıralamasında 31.248.320 kayıtlı üye ile 6. sırada yer almaktadır.
4. Dünya genelinde Facebook Şehirlere göre facebook kullanıcı sayılarında İstanbul ve Ankara üye sayılarının çokluğu sayesinde ilk 10 içerisinde yer almaktadır.
5. Türkiye genelinde Facebook Türkiye'de Facebook kullanıcılarının büyük bir çoğunluğunu 18-34 yaş arası üyeler oluşturmaktadır.
6. Türkiye genelinde Facebook Türkiye'de Facebook kullanıcılarının %63'ü erkek, %37'sini bayan üyeler oluşturmaktadır.
7. Türkiye genelinde Facebook Türkiye'de Facebook kullanıcılarının %63'ü erkek, %37'sini bayan üyeler oluşturmaktadır.
8. Türkiye genelinde Facebook Türkiye'de Facebook kullanıcılarının %63'ü erkek, %37'sini bayan üyeler oluşturmaktadır.

Bu durum twitter'da da benzer şekilde devam etmektedir.
1. Dünya'da 517 milyon kullanıcı var
2. Türkiye 9 milyon kullanıcısı ile dünya sıralamasında 11. sırada yer almaktadır.
3. 2012'de aktif kullanıcı sayısı Türkiye'de 5.3 milyon olan Twitter'ın 2013'te aktif kullanıcı sayısı 6.2 milyondur.
4. Twitter'da Dünya genelinde en çok paylaşım yapan şehir Jakarta iken Türkiye'de en çok tweet atılan şehir İstanbul olmuştur.
5. 2012 yılında mobil kullanım %59 iken 2013 yılında mobil kullanım %61'e yükselmiştir.

Bu durumda, Kanaat önderi kavramının internet üzerinden bir kez daha değerlendirmek gerekiyor. Çünkü günlük gazete okuryazarlığı sayısı ile günlük internet ve sosyal ağ kullanımı arasındaki fark gazete tirajları ile belli olmaktadır. Örneğin Hürriyet gazetesinin 17.03.2013-24.03.2013 tarihleri arasındaki tirajı 418.845 iken, web sitesinin sosyal medya sürekli takip sayısı aynı tarihlerde 766.835'dir. Yani bir haftadaki satışının neredeyse iki katı kadar sürekli takipçisi bulunmaktadır. Bu durum kurumsaldan kişisele indirgendiğinde daha ilginç bir yapı ortaya çıkmaktadır, çünkü kurumların verdiği güvenden çok daha ön plana çıkan kişisel güvenilirlik ve önderlik sosyal medya sayesinde daha büyük gelişim göstermiştir.

Bu noktadan kanaat önderi kavramının değişimini ifade etmek için Yılmaz Özdil'in Facebook sayfasının istatistiklerini vermek gerekirse güncel verilere göre Facebook'da "Yılmaz Özdil": 101.576 takipçisi var ve 7.687 kişi her gün hakkında konuşuyor, günde ortalama 8.340 kişi sayfasını beğeniyor. Twetter'da ise 948.341 kişi sürekli olarak Yılmaz Özdil'i takip ediyor.
Aşağıdaki tabloda Yılmaz Özdil'in üç tane yazısı üzerine ortaya çıkan istatistikleri vermek istiyorum.

TARİH	YAZI ADI	BEĞENİ SAYISI	PAYLAŞIM SAYISI	YORUM SAYISI
28.03.2013	Tazminat	4.564	4.116	831
23.03.2013	Biji izlemeye devam edin	6.019	5.308	509
20.03.2013	İmralı'ya muhabbet Silivri'ye müebbet	7.128	7.572	720

Şekil 1: Yılmaz Özdil, Facebook sayfası, Yazılarına olan tepki ve yorumlar.

2008 senesinde açılan sayfada Yılmaz Özdil'in Hürriyet gazetesinde kendi köşesinde yayınlanan yazılarının yayımlandığı bir sayfa, ayrıca Yılmaz Özdil'in de sayfada yorumlarda bulunuyor.

Köşe yazarı olarak hangi oranda takip edildiğini ölçemediğimiz Yılmaz Özdil'in sosyal medyadaki sayfalarında yazılarına olan ilgi oldukça fazla. Bu anlamda Kanaat Önderi olarak nitelendirebileceğimiz Yılmaz Özdil'in aslında genel kavram içerisindeki tanımlara uyarken uygulama olarak two step flow kavramının yıkımını göstermiş olur.
Kavrama tekrar geri dönecek olursak, iki grup insanın kitle iletişim araçları ile olan ilişkilerinden söz etmiştim. Bu anlamda da ikinci grubun göre olarak kanaat önderinden daha az eğitimli ya da sosyal yapı olarak aşağıda durarak, takip edilecek bir lidere ihtiyaç duymalarından yola çıkmıştım. Bu noktada uygulama olarak, sosyal medyada takip edilen kişi ya da kişiler ve gruplar görüş, düşünce, sosyal yapı, ekonomik yapı bakımından denk ya da denk'e yakın olup ayrıca görüş ve düşünceleri şiddetle paylaşan kişiler olduğu gözükmekte.
Bu nedenle de kanaat önderi vasfı sadece bilgiyi ve mesajı kendi yorumu ile ilettikten sonra toplum üzerinde yeni bir bakış açısı ve ciddi bir yönlendirmenin ötesinde, paylaşıma açık, yorumlayıcı ve tepkici bir sistemin oluşmasına neden olmaktadır.
Bir diğer açıyla kanaat önderi kavramı hem yıkıma uğruyor hem de güçleniyor. Yıkıma uğruyor çünkü zaten aynı sosyal yapıyı ve eğitim seviyesi paylaşan insanlar bu değerleri kendi grupları içinde paylaştıkları için bir lidere ihtiyaç duymuyorlar ancak verilen bilgi ve mesajları daha da uzun bir şekilde yorumlayarak etkin bir güç haline geliyorlar.
Kavramın güçlenmesi ise yine bu sosyal yapı içinde fikrine önem verilen, takip edilen ayrıca destek olmak amaçlı grupların kurulduğu bir yapısallığın oluşumuyla mesajlar çok daha güçlü ilerliyor. Bu anlam two step flow yıkılmıyor, tam tersi dörtlü bir aşamaya geçiyor; asıl mesaj, ileten ve yorumlayan kanaat önderi, mesajı alan ve yeniden yorumlayan okuyucu-takipçi-, beğenen ve yeniden paylaşan grup.
Sonuç olarak, sosyal medyanın gelişimi ile kitle iletişim kuramlarının da yeniden yorumlanabilirliği ortaya çıkmıştır. Bu bağlamda Kanaat Önderi kavramı, şekil değiştirerek yeni bir boyut kazanmış ayrıca algısı değişmiştir.
İnsanların anında tepki verme, beğenme, paylaşma, yorum yapma gibi etkinliklere sahip olması, kanaat önderiyle bire bir ilişki kurmasını sağlarken, hem destekleyici hem de karşı tepkilerin ortaya çıkmasını kolaylaştırıcı bir kitle iletişim yönteminin doğmasına neden olmuştur. Bu durum ile birlikte yorum yapma ve paylaşma özelliklerinin getirdiği güç herkesi bir anlamda kendi sosyal çevresi içinde kanaat önderi haline getirmiş ve ikili iletişim sistemlerini çoklu ve döngüsel bir yapıya çevirmiştir.

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MARKALAMA ÇALIŞMALARINDA SAĞLIK VAADLİ ÜRÜN REKLAMLARININ ROLÜ

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Özet

Tüketici ile ürün arasındaki iletişimin varlığını ifade eden araçlardan biri olan marka; pazarlama iletişimi uygulamalarında oldukça etkili bir role sahiptir. Çünkü tüketicinin ürüne yönelik hatırladığı, ürünü tanıtan, tanımlayan ve diğer ürünlerden farklı kılan tek öğenin marka olduğu görülmektedir. Tüketicinin satın alma karar sürecini etkileyen ve özellikle somut ürünleri birbirinden ayıran marka, pazarlama ve reklam faaliyetlerinin odak noktasıdır. Son zamanlarda tüketicilerin refah ve bilinçlenme düzeyindeki artışa, iletişim ve ulaşım olanaklarındaki gelişmeler de eklenince, sağlık vaadli ürünlere yönelik bir talep oluştuğu gözlenmektedir. Bugünün markaları rekabet ortamında hayatta kalabilmek için tüketicilere çeşitli vaadler (mizah, korku, mutluluk, problem çözme vb.) sunmaktadır. Bunun yanı sıra pazarlamacıların gün geçtikçe popüler hale gelen "sağlık" konusunu vaadlerine ekleyerek, bunu bir farkındalık unsuru olarak kullanmaları dikkat çekmektedir. Bu bağlamda, ürünlerin reklamlarında verilen sağlık vaadleri, sağlık kavramının ticari metaya dönüşmesine de neden olmaktadır.

Bu çalışma kapsamında, Türkiye'deki sağlık vaadi sunan ürün reklamları, sağlık markalamanın üç unsuru (fonksiyonel vaadler, süreç vaadleri ve sağlık sembolleri) açısından içerik analizi metodu kullanılarak (görsel ve yazınsal düzeyde) incelenecektir. Böylelikle sağlık vaadlerinin hangi ürün kategorisi reklamında, ne şekilde kullanılarak markalama çalışmalarında nasıl bir role sahip olduğu tartışılacaktır. Buna göre çalışma, bir pazarlama iletişimi taktiği olarak markalar tarafından reklamlarda sağlık vaadinin nasıl ve ne şekilde kullanıldığını ortaya koyması açısından önem taşımaktadır.

Anahtar Kelimeler: Marka, Sağlık, Reklam.

Giriş

Sağlık markalamanın genel amacı marka farkındalığını ve marka konumlandırmayı güçlendirerek tüketicileri satın almaya teşvik etmektir. Bu amacı gerçekleştirmek için pazarlamacılar markayı çekici hale getirip, tüketicileri satın almaya yönlendirdikleri gözlenir. Bu yönlendirme, sağlık ve sağlıklı yaşama bağlı faktörlere dayandırılmakta (Anker vd., 2011:39); ve bu faktörlerin fonksiyonel, üretim süreci ve sağlık sembolleri olmak üzere üç vaadi olduğu belirtilmektedir. Fonksiyonel vaadler, ürün özellikleri ile fiziki veya ruhsal sağlık arasında direkt bir ilişki ortaya koyar. Üretim süreciyle ilgili vaadler ise, ürünler ve sağlık ile ilişki kurarken tüketicinin sağlıklı düşünmesini sağlamak adına ürünün üretildiği yer ile ilişkilendirilmesi söz konusudur. Sağlık sembolleri ise "deniz", "arkadaşlık", "meyve", "egzersiz" ve "lale bahçeleri" gibi tüketicinin sağlıklı bir yaşam biçimiyle özdeşleştirdiği çeşitli soyut ve somut kavramlarla markalara duygusal ve deneyimsel bir boyut kazandırmayı amaçlamaktadır (Anker vd., 2011:36). Diğer bir deyişle, fonksiyonel ve üretim süreciyle ilgili vaadler ürünün gerçek özellikleriyle ilgili bilgi vererek sağlık markasına tanımsal bir içerik verirken, sağlık sembolleri sembolik anlamlar yükleyerek duygusal veya ikna edici bir içerik sağlamış olurlar (Keller, 2008). Aynı zamanda sağlık markalama yoluna giden ürünler sayesinde olumlu yönde değişen toplumsal normlarla tüketiciler, sağlıklı yaşama ve onun için gerekli davranışlara daha kolay motive ve adapte olma şansına erişirler (Huhman vd., 2008). Bu bağlamda çalışmada önce sağlık markalama kavramı ele alınacak, ardından sağlık vaadli marka konumlandırma stratejileri detaylandırılacak ve son olarak da Anker vd. tarafından 2011 yılında yapılan "Health Branding Ethics" de yer alan sağlık vaadleri, Türkiye'den gıda sektöründeki üç markanın TV reklamlarının içeriksel açıdan örneklendirilmesi ise analiz edilecektir.

Marka ve Sağlık Birlikteliği: Sağlık Markalama

Amerikan Pazarlama Derneği'nin yaptığı tanıma göre marka, " bir satıcı veya satıcı grubunun ürün ve hizmetlerini tanımlamayı ve rakiplerinden ayrıştırmayı amaçlayan bir isim, bir terim, işaret, sembol veya tasarımdır." (AMA, 2011). Günümüzde bir ürün, hizmet, kişi, işletme, organizasyon ve hatta şehirlerin algılanan eşsiz bir özelliği olduğu görülür. Markalama ise, müşterilere hatırlanabilir bir kimlik sunmakta; etkili markalama çalışmaları müşteriler üzerinde bir algı yaratmaktadır (Stine, 2). Kategorilerin çoğunda, bugünün markalarının ürünün kendisinden ziyade aynı kategorideki diğer markalarla konumlandırma ve farklılaştırma boyutunda rekabet ettiği belirtilmektedir. Bu noktada marka eşsiz bir özelliğe sahiptir ve güven vermektedir. Çünkü marka sadece bir ürün değildir; aynı zamanda markaya hissettirdiği çağrışımlardır. Bir ürünü daha rahat seçebilmeniz, değer kazanmanız ve o üründen tatmin olmanız, o markanın adını hatırlamanızda ve onunla pozitif birleştirmeler yapmanızda önemli bir güce sahiptir. Markanın gücü, markanın yarattığı anlamla oluşmaktadır (Mooij, 2010:24) Ayrıca marka tutundurma çalışmaları aracılığıyla uzun soluklu bir tüketici marka birlikteliğinin inşa edilmesi söz konusu olmaktadır. Bu ilişkinin ve tüketim eyleminin devamlılığı ise, müşterilerin markadan beklediği vaad gerçekleştiğinde artmakta ve güçlenmektedir. Sağlık vaadi sunan markalar ise stratejik olarak daha büyük toplumsal ve fiziki bir çevrede bu değerlerini yansıtacak şekilde kendini konumlandırmaktadır (http://obssr.od.nih.gov/, 2013) Sağlık markaları, bireylerin sağlık davranışı ve sağlıklı bir hayat tarzıyla ilişkilendirdiği markalardır. Evans ve diğerlerine göre, sağlık markalarına temel oluşturan iki bileşen vardır (2008); **Tüketici-marka ilişkileri** ve **tüketici-marka faydaları**. Gummeson'a göre sağlık; dengeli beslenme, egzersiz, başarılı sosyal ilişkiler ve zihin açıklığı gibi çeşitli faktörlerin bileşiminden oluşan karmaşık bir yapıya sahiptir. Bundan dolayı sağlık mesajı vaad eden markalar bu vaadlerini sadece tüketiciyi o markayı tükettiklerinde, sağlıkla ilgili bir girişimde bulunduklarına ikna ederek başarıya ulaşabileceklerdir.Sağlık markaları, tüketicilere sağlık vaadlerinde bulunduklarından diğer markalar gibi bir varlık sergilemenin ötesinde tüketici-marka ilişkisini sağlayarak sağlıklı yaşama yardım eden sosyal bir süreç olarak ele alınmaktadır. Diğer bir deyişle, tüketiciler gerçekte sağlık vaadi sunan markaların yardımcı yaratıcılarıdır. Çünkü, örneğin yemeğe dayalı sağlık durumu, tüketicilerin yaşam tarzları ve yeme düzenleri ile yakından alakalı karmaşık bir süreçtir (1995). İkinci bileşen olan tüketici-marka faydalarına göre; fonksiyonel ve sembolik olmak üzere en az iki farklı tür marka faydası bulunmaktadır. Fonksiyonel markalar bir problemi çözme, engelleme veya tüketicinin belirli bir vaadi daha etkin bir biçimde gerçekleştirmesini sağlamak üzere tasarlanmışlardır. Bu markaların faydaları iyileştirilmiş sağlık durumları ve gelişen hastalık risklerinde düşük risk gibi çok net konulardır. Sembolik markalar ise, tüketicinin arzu ettiği kişisel imaja ulaşma veya ait olmak istediği bir sosyal grupla özdeşleşmesini sağlamaya yardımcı olacak şekilde kimlik kazandırmaktadır. Özetle, sağlık markası bir sağlık ürününü rakiplerinden tüketici-marka etkileşim sürecinde ortaya çıkacak fonksiyonel, üretim süreci veya sembolik şekilde tüketici-marka faydaları vaadinde bulunarak

markayı farklılaştıran özellikler bütünüdür. Sağlık markaları diğer bütün markalarda olduğu gibi marka ismi, logo, sembol, slogan, cingıl ve kurum kimliği gibi çeşitli marka elemanlarından oluşmaktadır (Park vd.,1986). Sağlık markalama çalışmalarının pazarlama iletişimi boyutunda da aynı şekilde halkla ilişkiler, fiyatlandırma, dağıtım, sponsorluk ve reklam gibi başlıkların karşımıza çıktığı gözlemlenmiştir.

Sağlık Vaadli Marka Konumlandırma Stratejilerinin Reklamlarda Kullanimi
Konumlandırma, hedef kitlenin zihninde farklı bir yer edinmek amacıyla bir kurumun takdiminin ve imajının tasarlanması işidir (Kotler, 2000). Konumlandırmada ürün, tüketicilerin zihninde konumlanır ve bir imaj kazanır (Ries ve Trout, 1981). Aaker ve Shansby (1982) bir konumlandırmanın tasarlanabilmesi için altı yaklaşım önermektedirler: 1. Ürün özelliği ile, 2. Kullanım ile, 3. Kullanıcı ile, 4. Ürün kategorisi ile, 5. Fiyat/kalite ile ve 6. Rekabetçi konumlandırma ile. En sık kullanılan konumlandırma çeşidinin ise markayı belirli bir ürün özelliği ile ya da kullanıcı yararı ile ilişkilendirmektir (Lowry ve Owens, 2001). Konumlandırma stratejilerini uygularken markaların en çok yararlandığı araçlardan biri olan reklamların, markaların tüketici zihninde nasıl konumlanmak istiyorsa bunu reklam kampanyası bütününde verdiği eşssiz mesajlarla uyumlu ve tutarlı şekilde sunmaya dikkat etmesi gerekmektedir.

Sağlık konusunda bilinçli toplumların arttığı günümüz dünyasında, reklamverenlerin rakiplerinden farklılaşmak adına ürün ya da hizmetlerinde sağlık vaadlerinden yararlandıkları gözlemlenmektedir. Bununla birlikte, bu konunun müşteri gruplarında baskı oluşturduğu ve reklamverenlerin iddialarını güçlendirme evresinde yanıltıcı iddialarda bulunması gibi sorunları beraberinde getirmesi dikkat çekmektedir (reedsmith.com, 2010:1). Yiyecek, en önemli reklam ürünleri arasında yer almakta ve bu nedenle pek çok araştırma çalışmasında ele alınan bir konu olmaktadır. Yiyecek reklamları ile ilgili şu anki araştırmalar özellikle iki konu üzerinde yoğunlaşmaktadır. Bunlardan birincisi, yiyecek reklamlarında patates cipsi, tatlı gibi ürünlerin reklamının meyve-sebze gibi daha sağlıklı ürünlerin reklamlarına kıyasla ağırlıkta bulunmasıdır. İkincisi ise, günümüzde yiyecek reklamlarının yaygın bir biçimde ürünün besleyici içeriği (yağlar vi lifler açısından vb.) ve bu ürünün sağlık açısından etkileri (kemikleri güçlendirmesi, kalp hastalıkları ile ilgili riski düşürme vb.) üzerine yoğunlaşan iddialarda bulunulmasıdır. Söz konusu her iki yiyecek reklam türünde müşterilere "yanıltıcı" ifadelerle seslenilmesi ise, pek çok hükümetin bu konuda yasal önlemler almasını zorunlu kılmıştır (Zwier,2008:109).Araştırma bulgularına göre özellikle yiyeceklerin tıbbi bir ürün olarak reklamlarla sunulmasının ya da yiyecek reklamlarının tıbbileştirilmesinin, bugünün dünyasında giderek yıldan yıla yaygınlık kazandığı; reklamlarda ürünlerin spesifik bedensel faaliyetleri yapabilmeyi sağladığı vurgusunun olduğu; üçüncü olarak da sunulan iddialarda bir hastalığa çare olduğu iddialarının yer aldığı (Zwier, 2008:112) ve bununla ilgili düzenlemelerin güncellenmesi gerektiği belirtilmektedir (Zwier, 2008:109). Sağlık vaadli marka konumlandırma stratejilerinin reklamlarda kullanımında ise fonksiyonel, üretim süreci ve sağlık sembolleri olarak üç tür vaad karşımıza çıkmaktadır.

Sağlık Markası Reklamlarında Kullanılan Fonksiyonel Vaadler
Fonksiyonel vaadler tüketicilerin sağlığını iyileştirme, sağlıklı olmalarına yardım etme ve hastalıkları önleme gibi vaadlerde bulunan sağlık ve beslenme ile ilgili iddialara sahiptir. Beslenme iddiaları bir yiyecek ürününün "omega 3 içerir", "kepek yönünden zenginleştirilmiş", "doymuş yağ oranı düşük" veya "tuzu azaltılmış" gibi beslenmeye ilişkin yararlı özellikleri olduğunu belirtir. Sağlık iddiaları ise belirli bir ürünün tüketimi ve sağlıklı olmak, sağlıklı olmayı teşvik etmek veya hastalıklardan korunma arasında bir ilişki olduğunu belirtir. Bunlara örnek olarak "omega 3 kalbiniz için yararlıdır.", "kalsiyum, kemik ve dişlerinizi güçlendirir." veya "yulaf kepeği kolestrolü düşürür." gibi ifadeler verilebilir. Beslenme vaadleri ürün ve sağlık arasında herhangi bir ilişki kurmadığından, sağlık vaadlerinden farklıdır. Beslenme vaadleri sadece üründe sağlığa yararlı belirli içeriklerin varlığı veya miktarına dikkat çeker (Anker vd., 2011:35). Tüketicilerin beslenme vaadi sunan ürünleri satın alırken yaptığı çıkarımlar hakkında yeterli miktarda bilgiye sahip olunmamasına rağmen, eğilimler tüketicilerin beslenme vaadli ürünleri "sağlıklı ürünler" olarak algıladığını göstermektedir. Bundan dolayı pazarlamacıların fonksiyonel vaadleri iki şekilde kullandıkları gözlenmektedir (Williams, 2005). Dar anlamda fonksiyonel vaadler bir yiyecek ürününün tüketicinin sağlığına iyi geldiğini ifade eder. Geniş anlamda ise bir yiyecek ürünü ancak belirli bir yaşam tarzının parçası olarak tüketildiğinde sağlık vaadi içerebilmektedir. Eğer bir marka tüketicilerin bir ürün hakkında sağlıklı ya da sağlıksız olduğuna dair inanç oluşturabiliyorsa, bunu yaşam tarzları ya da tüketim biçimleri içinde yapabilir demektir. Sağlık, yaşam tarzlarının ve yiyecek alışkanlıklarının karmaşık bir fonksiyonu olduğundan pazarlamacılar tüketicilere sağlıklı bir yaşam tarzı vaad etmek için geniş anlamdaki sağlık vaadlerini kullanmalıdırlar (Anker vd., 2011:37). Diğer yandan tek başına hiçbir ürün sağlıklı veya sağlıksız değildir; onları sağlıklı veya sağlıksız yapan diyetler veya tüketim biçimleridir (ADA, 2007). Bununla beraber, düşük beslenme kalitesine sahip ürünleri tüketmenin sağlıksız ve yüksek beslenme kalitesine sahip ürünleri tüketmenin de sağlıklı olduğuna dair bir çıkarımda bulunmak yanlış olarak değerlendirilmektedir (WHO, 2000).

Sağlık Markası Reklamlarında Kullanılan Üretim Süreciyle İlgili Vaadler
Dünyada pek çok konuda olduğu gibi organik kavramı da ilk başlarda, moda bir akım yaratmak isteyenlerin ve günü yakalama çabasındakilerin eğilimi olarak görülmektedir (The Brandage, 2011:65). Bu durumu fark eden taraflardan biri olan markalar da tüketiciyi ürünün sağlıklı olduğuna dair etkilemek için ürünün üretim sürecinin özelliklerini vurgulayan üretim süreci ile ilgili vaadlere yönelmiş oldular. Yapılan araştırmalara göre tüketiciler bu vaadleri genellikle "organik üretim" (Baker vd., 2004), "yerel olarak üretilmiştir" (Roininen vd.2006) ve "genetiği bozulmamış"(Grunert vd. 2001) gibi ifadeler olarak algılamaktadırlar. Buna göre süreç vaadleri belirli bir kategorideki ürünleri aynı kategorideki diğer ürünlerden daha sağlıklı olmasının sebebini **organik tarım gibi üretim süreçleriyle** açıklamaktadır (Anker vd., 2011). Fonksiyonel vaadlerde olduğu gibi, üretim süreciyle ilgili vaadler de, sağlık markalamanının vazgeçilmez öğeleridir (Chrysochou, 2010). Diğer yandan üretim yöntemine dayanarak da olsa bu vaadler, tüketicilerin bir ürünü sağlıkla ilişkilendirmesine sebep olmaktadır. Eğer hedef kitle organik veya yerel olarak üretilmiş bir ürünü organik ve yerel olma özelliklerinden dolayı sağlıkla ilişkilendiriyorsa, pazarlamacılar da bu özellikleri sağlık markalama elemanları olarak kullanabilmektedir (Anker vd., 2011). Ancak "organik olma vaadinin" üreticinin kontrolüne bırakılması ve "organik" olmayan ürünlerin organik ürünler kadar sağlıklı olduğu durumların bulunması riskinin, etik sorunlara yol olabileceğinin unutulmaması gerekmektedir.

Sağlık Markaları Reklamlarında Kullanılan Sağlık Sembolleriyle İlgili Vaadler
Tüketiciler markaları kendilerini ifade etmede, sosyal statülerini belirlemede yardımcı olacak semboller olarak kullanmaktadırlar (Solomon, 1983). Sembolizm, marka yönetimi ve marka tüketiminde önemli bir role sahiptir. Yönetimsel açıdan bakıldığında marka sembolizmi, marka ismi ve logosuyla yakından ilişkilidir. Buna göre marka sembolleri kültürler, hedef kitleler, uluslar ve ürün kategorileri arasında iyi ve hızlı farkındalığı sağlayan karmaşık yapılardır (Van der Lans et al., 2009). Marka pazarlama iletişimi çalışmaları, tüketicileri markanın fonksiyonel özellikleri hakkında bilgilendirirken, aynı zamanda bu çalışmalara tüketicileri ilgilendirecek sembolik anlamlar da yüklemektedir (Meenaghan, 1995). Sağlık sembolizmi ise, sağlık markası bileşeni olarak, markaya tüketicilerin sembolik olarak sağlıkla özdeşleştirdiği bazı soyut ve somut kavramların(fiziksel aktivitelerin, zayıf vücutların, meyve ve sebzenin tasviri vb.) yüklenmesi olarak tanımlanmaktadır (Anker vd., 2011:36). Birey, kendisinin ve dünyasını oluşturduğu görüşleri dirultusunda bir amaç edinir ve bu amaçlara ulaşmak için, birtakım davranışlar ortaya koyar. Tüm bu davranışların ise kişinin yaşam tarzına göre düzenlendiği belirtilir (Gençtan, 1995:136). Bununla birlikte son zamanlarda markaların sağlık sembollerini yaşam tarzıyla bütünleştirerek markalama çalışmaları kapsamında reklam kampanyalarında kullanması dikkat çekmektedir. Bunu ise markalar kimi zaman ideal yaşam tarzına sahip ünlüler (örneğin sporcular gibi), kimi zaman da arzu edilen soyut ve somut yaşam tarzı öğeleriyle (deniz, çiçek, kır, temiz hava, spor yapma vb.) gerçekleştirmektedir. Diğer yandan, sağlık sembollerinin stereotipleme ve medikalizasyon olmak üzere iki çeşit dezavantajı bulunduğu belirtilmekte (Anker vd., 2011:37) ve bunlar etik değerlendirmeye tabi tutulmalıdır. Stereotipleme pazarlamada bir kişi, sosyal grup, normlar ve değerler hakkında tek taraflı yargıya sahip olmaya dayanan temel bir problemdir (de Mooij, 2005). Sonuçta, sağlık stereotiplerinin davranışsal özümsemeleri, sağlıklı olabilmek için gerekli olan davranışlardan sadece bir tanesini ön plana çıkararak diğerlerini bastırmaktadır (Bowling, 1991). Medikalleştirme ise daha

önceden sağlıkla ilgili bir başlık olarak tasarlanmayan hayatın bir takım yönlerini sağlıkla ilgili söyleme dönüştürmektedir. Örneğin şişe suyunun sağlıklı yaşamın açık ve anlamlı bir sembolü haline gelmesi (Anker vd., 2011:38).

Türkiye'de TV Reklamlarında Sağlık Vaadi Kullanan Gıda Markaları Üzerine Bir Araştırma

Türkiye yiyecek sektörü, perakendeciler gıda üreticilerinden daha yüksek standartlar talep ettikçe ve yatırımlar sayesinde sektörde önemli iyileştirmeler gerçekleştirdikçe daha gelişmiş bir hâle gelmektedir. BMI (Business Management Institute Industry View)'nın tahminlerine göre 2009 ve 2014 yılları arasında Türkiye'de toplam gıda tüketimin % 34, kişi başı gıda tüketiminin ise % 21 oranında artması beklenmektedir. Bu tahmini büyümenin itici gücü organize perakendecilik alanında ve işlenmiş gıda sektöründeki gelişmeler olacaktır (Türkiye Cumhuriyeti Başbakanlık Yatırım Destek Ve Tanıtım Ajansı Türkiye Gıda Sektörü Raporu, 2010: 8-9).

Yukarıdaki veriler doğrultusunda araştırma kapsamında gıda sektörü üzerinden üç markanın (Becel, Moova ve Eti Form) TV reklamlarının rastlantısal örnekleme metoduna dayanarak, kendilerini sağlık vaatleri üzerinden nasıl konumlandırdıklarının incelenmesi amaçlanmıştır. Türkiye'de sağlık vaadinin sık kullanılmakta olduğu gıda sektöründe yer alan markaların TV reklamları Anker vd.'nin ortaya koyduğu fonksiyonel, üretim süreci ve sağlık sembolü vaatleri modeli kapsamında içerik analizi metodu kullanılarak incelenecek; bulguların markalama çalışmalarında nasıl bir rolü olduğu ise tartışılacaktır. Çalışmanın sınırları ise, sadece gıda sektöründeki üç markanın sağlık vaadlerinin (üç ana sağlık vaadi ekseninde) TV reklamlarını içine alacak şekilde analiz edilmesidir.

Araştırmanın Bulguları Ve Değerlendirilmesi

Çalışma kapsamında ilk olarak fonksiyonel vaadler açısından Becel markası "Kalbini Sev" ana temalı reklamları ile ele alınmıştır. Becel'in bugüne kadar yapmış olduğu altı TV reklamı incelendiğinde, reklamlarında hem beslenme hem de sağlık vaadlerinin olduğu gözlemlenmiştir.

Tablo 1: Becel'in Fonksiyonel Vaadli Reklamlarının Analizi

Marka ve Reklamı	Reklamın Fonksiyonel Vaadleri	
	Beslenme Vaadi	**Sağlık Vaadi**
Becel/Kalbini Sev/Zeytin	"Zeytinyağı mucizesi Becel zeytinyağının içinde."	"Becel zeytinyağlı kalp dostu yağlar Omega 3 ve 6 açısından zengindir."
Becel/ Formum / Tam Formunda	"Sütlü formülüyle sadece %40 yağlı. Üstelik kalp dostu Omega 3 ve 6 içeriyor."	"Hem formumu koruyorum, hem de kahvaltı keyfimi yapıyorum."
Becel/ Kalbini Sev/ Damla	Yok	"Omega 3 ve Omega 6 sağlığınız için iyi yağlardır. Kalbinizin dostu Becel, Omega 3 ve Omega 6 açısından zengindir."
Becel Pratik	"Yeni sıvı Becel pratik hem Omega 3 kaynağıymış hem de yemekler onunla çok lezzetliymiş."	Yok
Becel / Kalbini Sev /Pro-Activ	Yok	"Bir gün kolestrolünüz yükselebilir. Becel Pro-activ'de bulunan bitkisel steroller kollestrolü düşürmeye ve kalp-damar sağlığını korumaya yardımcı olur."

Kaynak: http://www.youtube.com/, 2013

Yukarıdaki tabloda görüldüğü gibi Becel, margarin ürün kategorisinde bir marka olarak fonksiyonel vaadleri ortaya koyan reklamlarla karşımıza çıkmaktadır. Buna göre Becel'in reklamlarının büyük bir kısmında beslenme vaadine kıyasla sağlık vaadlerini kullandığı ve tüm reklamlarında bir kalp görselinin, "Transyağ yoktur" ve "kolestrolsüzdür" ifadelerinin tekrarlandığı görülmektedir. Reklamların bazılarında karakter kullanımına gidilirken, diğerlerinde sadece ürün görselinin kullanıldığı tespit edilmiştir. Karakter kullanımında sıradan insan kullanımının yanısıra, son iki reklam filminde Becel'in ünlü kullanımında Bade İşçil'i tercih ettiği gözlemlenmiştir. Tüm reklamlarda sloganın "Kalbini Sev" olması ise margarin kategorisinde olan ürünlere kıyasla Becel'in marka konumlandırma çalışmalarında verdiği "Sağlık Vaadleri" ile fark yaratmış olduğunu gözler önüne sermektedir. Bu reklamların yanısıra Becel'in kalp sağlığı üzerine yaptığı konumlandırmayı "Becel / Işıklı Kalp" ve "Becel /Jogger" başlıklı reklamlarda pekiştirmeyi de ihmal etmediği gözlenmektedir. Buna göre her iki reklamda sadece "Kalbine iyi bak…", "Becel Kalp Sağlığı İle Dost" şeklinde sunumların ve kalp görsellerinin bulunması dikkat çekmektedir. Üretim süreci vaadlerinde ise ele alınan marka süt ürünleri kategorisinde yer alan Moova'dır. Türkiye süt pazarı hemen hemen köşe başlarının tutulduğu, belli başlı markaların hem tüketicinin zihninde, hem de dağıtım kanallarında hakim oldukları bir pazardır. Şehirleşmenin artması ile birlikte paketli süt tüketimi artmış bu trendi zamanında yakalayan bazı markalar sadece 4 P'yi yöneterek pazarda yer almışlardır (http://www.faruksener.com/, 2013). Ancak bunun yeterli olmadığını fark eden Moova pazarda farklılaşmanın yeni yollarını aramış ve marka konumunu "Masum Süt" olarak belirlemiştir. Bununla birlikte bu konumda iki stratejik yaklaşıma sahiptir. Öncelikle tek kaynaktan süt temin ederek rakiplerinin en güçlü oldukları yerde onları zayıflattığı dile getirilmektedir. İkincisi kopyalanması zor olan bir vaad zinciri kurmuş olmasıdır. Diğer markaların kendi yemlerini yetiştirmeleri ve tek kaynaktan süt temin etmeleri mümkün olmakla birlikte, bu dönüşümü pratikte gerçekleştirmek hem zordur hem de ilave maliyetler gerektirmektedir. Bu nedenle Moova'nın kopyalanması zor bir marka konumu inşa ettiği vurgulanmaktadır. (http://www.faruksener.com, 2013). Moova'nın "İyi olması çok doğal", "Masum Süt", "Türkiye'nin ilk ve tek mükemmel ötesi sütü" şeklindeki sloganları ise bu konumlandırmayı destekleyen ve güçlendiren bir niteliktedir.

Tablo 2: Moova Üretim Süreci Reklam Vaadleri

Marka /Ürünün Reklamı	Üretim Süreci Vaadi
Moova "Sabah Erkenden Yola Çıktık" Reklamı	"Biz sabah erkenden yola çıktık. Muhtemelen siz o sırada uyuyorsunuzdur. Çiftliğimizde sağdığımız sütleri fabrikamıza götürdük. Neyse ki aradaki mesafe kısa da sütümüzü sağıldıktan 30 dk. sonra işleyebiliyoruz. Tam da olması gerektiği gibi."
Moova "İneklerimizi Bi'Görseniz!" Reklamı	"İneklerimizi bir görseniz. Çocuklarımız gibi doğduklarından beri beraberiz. Ne yerler ne içerler hep takipteyiz. Çiftliğinizde kendi ineğinizi beslediğinizi düşünün. İşte biz de ineklerimize öyle özenle bakıyor, sağlıklı yemlerle besliyoruz. Haliyle sütleri saf ve lezzetli oluyor."
Moova "Anne Görüşü 1" Reklamı	"….Bu görüşü tanıyoruz. Aynı görüş bizde de var. Süt konusunda takıntılıyız. Moova standart edilenden çok çok daha saf, katkısız ve masum. Çünkü, kendi çiftliğimizde tek kaynaktan, tazeliğinden bir damla kaybetmeden üretiliyor."

Kaynak: http://www.youtube.com/, 2013

Yukarıdaki tabloda görüldüğü gibi Moova, süt ürünleri kategorisinde bir marka olarak üretim süreci vaadini ortaya koyan reklamlarla karşımıza çıkmaktadır. Bununla birlikte Moova'nın "organik üretim" sözünü kullanmadan "organik " üretime atıfta bulunduğu gözlemlenmiştir. Aynı atfın markanın isminde de ("Mo", ineklerin çıkardığı sesi; "Ova" ise Söke Ovası'nı sembolize etmektedir) kullanılması ise dikkat çekmiştir (http://www.hurriyet.com.tr, 2013). Buna karşılık "yerel olarak üretilmiştir" ve "genetiği bozulmamış" şeklindeki bir vaadin olmadığı saptanmıştır. Görsel açıdan ele alındığında ise Moova'nın incelenen tüm reklamlarında "mor inek" görselinin kullanımı dikkat çekmektedir. Türkiye'deki süt ürünleri kategorisinde mor renkte ambalajın ve logonun ilk ve tek Moova markası tarafından kullanılması, markanın farkındalığını sağlaması adına önem taşımaktadır. Son olarak sağlık sembolleri vaadinde ise Eti Form markası incelenmiştir. Son zamanlarda yapılan araştırmalara göre incelik, en genel ve favori sağlık sembolü olarak değerlendirilmektedir (Kristensen vd., 2010). Bu nedenle "sağlık sembolü vaadi" örneği Türkiye'de "inceliği özendirici" ve "bunun yaşam tarzıyla bütünleştirici" Eti Form reklamlarıyla açıklanmaya çalışılacaktır.

Tablo 3: Eti Form'un Sağlık Sembolü Reklam Vaadleri

Marka /Ürünün Reklamı	Sağlık Sembolü Vaadi
Eti Form /Asansör	İnce yapılı, güzel, kendine güvenen, ve şık iş /plaza kadını
Eti Form /Formdayım	Güzel, seveçen, sportmen, mutlu, arkadaş canlısı, çocuk ruhlu, cazibeli, kendine güvenen, ince ev kadını.
Eti Form /Şevval Sam	Ünlü Kullanımı ile Sunulan İdealize Edilen Yaşam Tarzı

Kaynak: http://www.formdakal.com/tr/reklamlar/default.asp, 2013

Yukarıdaki tabloda görüldüğü gibi Eti Form, diyet ürünleri kategorisinde yer alan bir marka olarak sağlık sembolü vaadini ortaya koyan reklamlarla karşımıza çıkmaktadır. Reklamlar incelendiğinde ise Eti Form'un "Form ye Formda Kal" sloganını kullanarak hedef kitlesine aslında bir yaşam tarzı sunduğu görülmüştür. Bunu yaparken markanın reklamlarında "arkadaşlık, spor (yüzme,yürüyüş ve bisiklet), karşı cinsle paylaşım, sokakta oynanan çocuk oyunları ve çocuklar, yeşil alan, gökyüzü, deniz, sebze vb.", soyut ve somut yaşam tarzı öğeleriyle ortaya koyduğu saptanmıştır. Bununla birlikte reklamlarda dikkat çeken bir başka nokta, reklam filminin son karesinde "spor yapan bir insan silüetinin" bulunmasıdır. Markanın burada alt mesaj olarak "Eti Form" yemenin egzersizle desteklemesi gerektiği mesajı verdiği söylenebilir. Dolayısıyla bu örnek bir markanın "sağlık vaadli" konumlandırmasını sağlık sembolü üzerinden reklamlarla yapabileceğini ortaya koyabilmektedir. Ayrıca Eti Form'un, söz konusu konumlandırmayı pekiştirmede ise "*Erken kalk, zinde kal. Günaydın de, mutlu kal. Form ye, formda kal. Basit. Form ye formda kal. Bak kendine, güzel kal. Hep gül. Sevimli kal. Form ye, formda kal. Basit. Form ye formda kal.*" cıngılı ile ve "….*Benim formdan anladığım hafiflemiş yaşamak ve her halimle yaşamak… Hafif yiyorum, hafif hissediyorum. Hayatı hafife alıyorum…*" şeklindeki sağlıklı olmayı hayata bakış açısı ve yaşam tarzıyla bütünleştiren reklam metni ve görsellerini kullanmayı ihmal etmediği gözlenmektedir.

Sonuç ve Öneriler
Marka konumlandırma, rekabetin yoğun olarak yaşandığı bugünün dünyasında önemini korumaktadır. Günümüzde geleneksel konumlandırma stratejilerinin içeriğinde bir değişim yaşanmaktadır. Bunlardan biri olan ürün özelliğine göre konumlandırma stratejisinde kalite, fiyat, tek ve ilk olma gibi özelliklerin yanı sıra "sağlık"ın da sık kullanılmaya başladığı gözlenmektedir. Diğer yandan şehirleşme, hızlı nüfus artışı, çevre kirliliği, doğal kaynakların azalma, yetersiz ve dengesiz beslenme ve benzeri sorunların artması ile, tüketicilerin "doğal ve sağlıklı olana" yönelmesi söz konusu olmuştur. Bu durumun bilincinde olan markaların pazarlama iletişimi çalışmalarında "sağlık vaadli" konumlandırma çalışmalarının da hız kazandığı gözlenmiştir. "Markalama Çalışmalarında Sağlık Vaadli Ürün Reklamlarının Rolü" başlıklı çalışmanın bulgularında da görüldüğü üzere gıda markaları reklamlarında sağlık temelli gerek fonksiyonel, gerek üretim süreci gerekse de sağlık sembolü vaatleri ile bunu uygulama imkanı bulmaktadır. Böylelikle tüketicilerin zihninde "sağlıkla özdeşleşen bir marka" olma şansına ve rakipleri karşısında farklı bir marka olabilme gücüne erişebilmektedirler. Buna karşılık, fonksiyonel vaadlerde yanlış inançlarla ilgili ikna veya istismar söz konusu olabilirken, üretim süreciyle ilgili vaadlerde gerekçesiz çıkarımlar yapılabilmekte ve sembolik vaadlerde de gereksiz duygusal öğelere yer verilebilmektedir. Dolayısıyla markaların "sağlık vaadlerini" ticari bir metaya dönüştürme ve tüketici karşısındaki güvene zarar verme riskiyle de karşı karşıya kalması durumu söz konusudur. Bu nedenle markaların "sağlık vaadini" kullanarak rakipleri karşısında fark yaratmaya çalışırken, bu duruma hassasiyet göstermeleri önem taşımaktadır. İlerde yapılacak olan çalışmalarda ise farklı sektörlerdeki "sağlık vaadli" marka konumlandırma stratejilerinin diğer tutundurma karması elemanları açısından incelenmesinin konuyla ilgili daha detaylı bir veri sunacağı düşünülmektedir.

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MEDYANIN, TOPLUMSAL VE SİYASAL YAKLAŞIM ÜZERİNDEKİ ÖNEMİ, SİYASAL GÖRÜŞÜN MEDYA ÜZERİNDEKİ ROLÜ

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Özet

Medya, insanları belki özgürleştiremez, ama kimi zaman seçici ve kasıtlı bir unutmayı teşvik edebilir, 'yapısal amnezi'yi güçlendirebilir, bazense geçmişin unutulmasına izin verilmeyebilir. Medyanın, değiştirme etkisi bireyler ve genel anlamda toplum boyutuyla da sınırlı kalmayıp, toplumsal ve siyasal yapı içinde etkin bir konuma sahip olan siyasi liderleri ve meşru hükümetin politikalarını da kapsayacak boyutlara ulaşabilmektedir (Rivers,1982[i]). Ancak her şekilde, geçmiş bir yapılandırılmaya maruz kalabilir. Televizyon kanallarının, bilgileri inşa edişi ve toplumsal hafızayı etkileme yolları, bu makalenin temel konusunu oluşturmaktadır. Siyasal ideolojilerin önemli bir yönü toplum üzerinde gözlenen siyasal ve toplumsal olaylara getirdiği açıklamalardır. 'Geçmiş' ile o dönemi yansıtan dizilerin mukayese edildiğinde anlatılmak istenenlerin, anlatanla eş güdümlü olduğu, anlatılana göre değişebildiğini görmek mümkündür. Althusser, ideolojinin imgeler, kavramlar ve temsiller sistemi olarak kabul edilse de "insanların büyük çoğunluğuna yapılar olarak dayatıldıklarını, algılanan, kabul edilen, maruz kalınan kültürel nesneler" olduğunu savunur (Hall,1994[ii]). 45 farklı ülkede yayınlanmakta olan Muhteşem yüz yıl dizisinin, Osmanlı tarihinin en parlak dönemlerinden birini konu aldığı bilinmektedir. Öte yandan, başta Miliband olmak üzere birçok araştırmacı (Barrett & Braham,1995[iii]), "kapitalist toplumlarda medyanın en başta gelen işlevinin devleti meşrulaştırmak; hatta bununla da yetinmeyip, toplumdaki etkin güç odaklarına karşı ya da rakip olarak var olabilecek odakları ya da grupları da gayri meşru hale getirmek" olduğunu savunurlar. Kimi televizyonların sosyo-politik olarak içeriksel temaları öne çıkarma yayın politikalarının ve ekonomik tercihlerin piyasaya göre çalışmalarının bir yansıması denilebilir. Medya, ekonomiden sanata kadar, toplumsal ve siyasal hayatımızda olumlu veya olumsuz pek çok etkileri bulunmaktadır. Medya, günlük hayatımızda geniş bir yer kaplamakla kalmayıp, artık gezegenin bilgi aktaran, eğlendiren toplumsal birliktelik oluşturan en güçlü araç olarak belirmektedir (Medialiteracy, 2007[iv]). Dizide, Osmanlı tarihi hakkında bilgi boşluğu bırakıldığı, kadınlar ve haremlerin entrikalarına sahne olduğu görülmektedir. Bu makalede öncelikle iletişimin siyasal kavramları üzerinde durulduktan sonra toplumsal hayat için siyasi yaklaşımın önemine vurgu yapılarak siyasal görüşlerin iletişim araçları üzerindeki etkileri ortaya konmaya çalışılmıştır.

Anahtar Kelimeler: *Medya, siyasal ideoloji, Muhteşem yüz yıl dizisi, Osmanlı tarihi, haremler, toplumsal hafıza,*

Giriş

Bu makalede, dünyada 80 yıldır yapılan iletişim alanındaki araştırmaların da temel yaklaşımların, ortaya koyduğu dünya görüşünü normalleştiren, doğallaştıran; taraf olunmayan dünya görüşünü ise yok eden ideolojik görüşlerin ve terminolojinin medya-siyasal görüş-toplum ilişkilerini açıklayarak nasıl çalıştığını genel bir bakış açısıyla ortaya koymaya çalışacağız. Amacımız, iletişim araştırmalarındaki temel iki yaklaşımla ilgili bir takım soru işaretleri oluşturmak ve siyasal görüşün daha değişik temel yaklaşımları ortaya koyabileceğinin ipuçlarını vermektir.

Araştırmalarda medya adına yapılan değerlendirmelerde 'seni en iyi ben bilirim' havası estirilmekte; medya adına değerlendirmeler yapılmakta, çözümler önerilmektedir. Araştırmadaki bu 'tepeden bakış' ve hegemonyacı davranış, birçok yanılgıyı beraberinde getirebilmektedir: Siyasal görüşün, 'medyayı' değerlendirirken hangi ideolojilerin etkisi altındadır? Bu değerlendirmemizi yaparken konu ile ilgili tüm yazarların görüşlerini ele almaya, bu makalenin kapsamı yetmeyeceğinden, örnek teşkil edebilecek belli başlı çalışma sonuçlarını ortaya koymakla yetineceğiz. Ayrıca siyasal görüş konusu tek başına çok ayrıntılı bir incelemeyi gerektirdiğinden, makalenin sınırlarını aşmamak adına ayrı bir başlık halinde değil, iletişim araştırmaları medyanın, toplumsal ve siyasal yaklaşım üzerindeki önemi, siyasal görüşün medya üzerindeki rolü çerçevesi içinde konu başlıkları altında tartışılacaktır.

Heider'in ortaya attığı "yükleme kuram"ına göre insanlar sağduyu psikologları gibi davranarak hem kendilerini hem de başkalarının davranışlarını açıklamaya güdülenmiş olduklarını ortaya koyarlar (Milburn: 123). Zaman ve mekâna göre durumlara atfedilen siyasal görüşlerde değişebilir. Terry Eagleton'un açıklamalarına göre ideoloji, dört anlam boyutu içinde değerlendirilebilir: Baskıcı bir siyasi iktidarın ayakta kalmasına hizmet eden yanıltıcı veya toplumsal bağlantısı kopartılmış inançlar; egemen toplumsal sınıfların maddi çıkarlarını doğrudan doğruya dile getiren ve onun yönetimini desteklemeye yarayan fikirler; devrimci güçlerin doğru bilincini de içeren kuramsal formlar; meta fetişizmi (Dursun 2001). Açıklandığı gibi Eagleton'un ideoloji tanımlamalarında olumsuzluk görülmektedir.

Bu bağlamda siyasal görüşün medyayı yönlendirme sürecinde önemli bir rol oynadığını söylemek mümkündür. Bilhassa, iletişimin siyasal kavramları üzerinde durularak ve toplumsal hayat için siyasi yaklaşımın önemine vurgu yapılarak, siyasal görüşlerin iletişim araçları üzerindeki etkilerini ortaya koyabilecek unsurlardan bazılarıdır.

Hipotez

Yapılan çalışma, Muhteşem yüz yıl dizisinin, Osmanlı tarihini "eksik" yansıtması, siyasal görüşün medyayı yönlendirme sürecinde ve "tarihi" tanımlamada *etkin rol oynadığı* tartışması üzerine temellendirilmiştir.

Varsayımlar

Çalışmanın kapsamına ve hipotezine bağlı olarak, araştırma süresince aşağıdaki varsayımların doğruluğu irdelenmiştir. Buna göre çalışma süresince;

- "Muhteşem yüz yıl dizisini" izleyenler Osmanlı tarihiyle ilgili yeterli bilgiye sahip olmadıklarından dizi aracılığıyla Osmanlı tarihini tanımak istedikleri;
- Televizyon izleyicilerin Muhteşem yüz yıl dizisinde yaşananları "Osmanlı tarihi" bilgilerinden ziyade, Harem yaşantısı olarak algıladıkları;
- Osmanlı tarihinde yaşananları öğrenebilmek isteyen izleyicilerin, Haremi de öğrenmek istedikleri,
- Harem yaşantısını öğrenmek isteyen izleyicilerin, dizide Harem başrolünde Türk sanatçılardan birini değil de yabancı sanatçılardan birini görmek istedikleri varsayılmıştır. "Muhteşem yüz yıl dizisini" izleyenler Osmanlı tarihiyle ilgili yeterli bilgiye sahip olmadıklarından dizi aracılığıyla Osmanlı tarihini tanımak istedikleri;

Kuramsal Çerçeve

Medya ve İletişim

Medyanın, toplumsal ve siyasal güç ilişkisinden bahseden Erkan(2001), medyanın farklı yöntemleri kullanarak sunuş yoluyla halkın düşündüğü ve konuştuğu konuları belirlediğini ileri sürmektedir. Daha da ileride böylece oluşan kamu gündeminin de siyasal gündemi etkileyerek bir zincirleme etkinin kurulduğunu açıklama çalışmaktadır.

İnsanlar medyayı takip ederek neler olup bittiğinin yanında medyanın haberleri sunum biçimleriyle, konuların ya da sorunların ne kadar önem taşıdıklarını da öğrenmektedirler. Buna ilaveten tarihin ortaya çıkışına duyulan ihtiyacın "insanlara, doğru neticelere varmaları için yön veren bir düşünce tarzına duyulan ihtiyaç" tan da kaynaklandığı söylenebilir (Uzun, 2006:189).

Daha önce de belirtildiği gibi Carr (2008) tarih olgusunu tanımlarken, bunun aslında tarihçi ve olgular arasındaki etkileşim sürecinden bahsetmiş, bugün ile geçmiş arasındaki bir diyalog olduğuna dikkati çekmiştir.

Zira bilimsel bilginin özellikleri incelendiği zaman Ergün (2013) de dikkati çektiği üzere, bilimsel bilginin objektif olması kişiden kişiye veya toplumdan topluma değişme göstermemesi gerektiği üzerinde durulmuştur. Buna ilaveten bilimin olgusal, gözlenebilir olgulara dayalı olması gerektiği de vurgulanmıştır.

Elbette bilimsel bilginin üretilmesinde en az mantık kadar önemli bir başka faktörden de bahsetmek mümkündür; dil. Daha sonra daha detaylı bir şekilde ele alınacağı gibi, dil aslında sadece bir iletişim aracı değil aynı zamanda bilgi üretim aracı olarak da nitelendirilebilir. Bir başka görüşe göre de bilginin iktidar ilişkileri bağlamında yeniden yapılandırılması ve bu gücün inşa edilmesini meşrulaştıran faktörlerden biri olarak da tanımlanabilmektedir. Karaçay'ın (2010) da aktardığı üzere, Godel, dilin "düşünmenin ve bilgi üretmenin de "olmazsa olmaz" aleti" olduğunu belirtir.

Medya halkı etkileyebilmek için film yıldızları, sanatçılar, pop starlar, ünlü kişiler yardımıyla bazen dramatize ederek, bazen de düşsel bir atmosfer oluşturarak duygulara hitap etmek suretiyle tüketim kültürü oluşmasına yardımcı olmaktadır (Zülfikar,2009:83)

İletişimde bulunan insanlar birbirlerini şu ya da bu şekilde etkilemektedirler. Erkan(2001)'ında ifade ettiği üzere gündem belirleme araştırmacılarına göre iletişimin bir kullanım biçimi olan kitle iletişim sayesinde kitle iletişim araçlarınca verilen mesajların komu gündemini etkilemekte ve belirlediğini ifade etmektedir. Yasama ve yürütme yargılarını ellerinde bulunduran siyasiler de sıradan vatandaşlar gibi fiziksel ve psikolojik özelliklere sahiptirler ve kamuoyunun diğer üyeleri gibi bir şekilde medyayı takip etmekte ya da en azından seçmelerinin medyayı takip ettiğini bilmekte ve kısmen de olsa medya içeriklerinden etkilenmeğini ifade etmiştir.

İletişim sistemleri kültür endüstrisinin bir parçasından bahseden Zülfikar(2009), zira bu araçlar ekonomik yaşamı etkilediğinden kültürü de biçimlendirdiğini, iletişim araçlarının değişik alanlara yeniden kurguladığını gerçeklikleri günlük yaşama uyarlaması bireyleri etkilemekte olduğunu ifade etmiştir.

Medya ve siyasal görüş
Medyanın siyasiler üzerindeki etkileri konusunda araştırmalar yapan Linsky'nin elde ettiği bulgular, medyanın herhangi bir konuda yaptığı olumlu ya da destekleyici yayınların o konudaki siyasi karar alma sürecini ve olumsuz yayınlarında yavaşlattığını göstermektedir. Nelson'un çocuk sorunlarına ilişkin araştırması da benzer sonuçlara ulaşmıştır. Burada da çocuklara kötü davranılması konusunda bireyler ve kurumlarca oluşturulan kamuoyunun, kitle iletişim araçlarını kullanarak siyasal gündemi etkilediği vurgulanmıştır.

Medya gündeminden bahseden Erkan(2001), süreç içerisinde haber değerleri ya da izleyenlerin tercihleriyle fark edilen medya gündeminin, komu gündemini ve onunda siyasal ya da baskı gruplarının belirlediği siyasal gündemi etkilediği ve yine aynı şekilde medya gündeminin siyasal gündemden, siyasal gündeminde medya gündeminden etkilendiği ifade etmektedir.

Bernard Cohen'in 1963'te dile getirdiği 'Basın çoğu zaman insanlara ne düşüneceğini söylemede başarılı olmayabilir, ancak izleyicilerine ne hakkında düşüneceklerini söylemede fevkalade başarılıdır'' sözünü yaklaşımını temellerini sayan gündem belirleme araştırmacıları, ikinci aşama çalışmalarla elde ettikleri bulgularla artık bundan daha da fazlasını iddia etmenin doğru olduğunu kabul etmektedirler. Medyanın konulara verdiği önem derecesi ile izleyenlerin aynı konuya verdikleri önemlilik bir paralellik olduğunu belirleyen ilk aşama gündem belirleme çalışmaları, artık bilinçsel düzeyde etkilerden tutumlar yönündeki etkilere ait bulgular uzanmaktadır. Eş deyişle, Cohen'in sözlerinden daha da fazlası iddia edilmekte ve medyanın belki de davranışları da etkilediğinin üzerinde durulmaktadır. Tartışmaların içeriği ise medyanın ne kadar güçlü olduğu sorusunu gündeme getirmektedir. En özet biçimde gündem araştırmalarında ortaya konulan en önemli sonuç, medyanın yayın yoluyla kamuoyunun en önemli problem sıralamasını belirlemesi ve siyaset gündeminin de bundan etkilenmesidir. Buna göre ne kişisel, ne de kanaat önderleri, medyanın konular arasında seçme etkinliğini kontrol edebilmektedir.

Medya ve siyaset ilişkilerinin önemi
İktidar ve dil, yani söylem ilişkisinden bahseden Akter (2006), Reid (1999)'in iktidarı dört şekilde incelediğinden bahseder. Yazara göre birinci evrede "mikro seviyesindeki sosyal etkileşimlerde, konuşmacının gücü veya güçsüzlüğü içerik veya dilin biçiminde ve dilin biçiminin grup üyelerine yansımasına aksetmekte" iken, ikinci evrede "kullanılacak olan söylem üst ve astı belirlediğinden", dilin iktidarı yaratmakta olduğundan bahseder. Buna ilaveten, üçüncü evrede ise "dilin iktidarı depolitize ettiği sav"ının öngörüldüğünden bahseden Akter, son evrede de "dilin iktidarı "alışılmış"laştırdığı"na deyinmektedir.

Medya kamuoyu ve demokrasi hakkında gündem belirlemenden bahseden Erkan (2001) araştırmacılarının öngörüsü, gündem belirleme sürecinin sıklıkla medya gündeminin bir konuyu kamu gündemine yerleştirerek başlattığı ve daha sonra bunu siyasi değişikliğin izleyebildiğinden bahseder. Bu neden, olma rolü, medya için demokratik bir toplumda medyanın üstüne çektiğinden bahseden Erkan(2001) son evrede nihai bir rol olarak tanımlamıştır.

Medya ve siyaset aynı toplumsal sistemin iki önemli aktöründen bahseden Zülfikar(2009) medya ve siyaseti karşılıklı ilişki içinde görmüştür. Günümüzde her iki aktöründe geçirdiği yapısal dönüşüm, kendileriyle ve toplumla kurdukları ilişkilerin yapısında da önemli değişikere yol açmasından bahsetmektedir.

Yöntem
Araştırma dizaynı
Yapılan çalışmada, öncelikle medya, toplum ve siyasal yaklaşımın ne olduğu ile ilgili literatür taranmış, konu kapsamındaki kuram ve kavramlar açıklanmaya çalışılmıştır. Buna istinaden, Tarih'in bir bilim mi yoksa kurgu olduğu tartışmasına yer vermeyerek, Tarihi dizileri, sinema yazarları tarafından "geçmiş"in yeniden kurgulanmış hali olduğu düşüncesi temel alınarak; söz konusu "aracı"ların yani tarihi dizilerin, bilhassa kimlik oluşum sürecindeki toplumun "bu günü" ve "dünü" tanımlamada ne denli etkili olabileceği tartışması yapılandırılmaya çalışılmıştır.

Bu bağlamda yapılan çalışmada Muhteşem yüz yıl dizisini izlenmekte olan ülkelerden Türkiye ve Kıbrıs'ta, diziyi izleyenlerden rastgele seçilecek olan örnekleme, Muhteşem yüz yıl dizisini algılayış biçimlerini ortaya koymak adına bir anket yapılmıştır.

Örneklem ve Durum Çalışması
Daha evvel de belirtildiği üzere Bernard Cohen'in 1963'te ortaya koyduğu, 'Medya çoğu zaman insanlara ne düşüneceğini söylemede başarılı olmayabilir, ancak izleyicilerine ne hakkında düşüneceklerini söylemede fevkalade başarılıdır'' sözünü ifade edilmiştir. Bu bulgu izlenmekte olan Muhteşem yüz yıl dizisinin, yetkili tarih bilimcileriyle ve ilgili mercilerden seçilecek kişilerce, Osmanlı tarihi geçmişine sadık kalınarak, elde edilen azami sayıdaki veriye dayandırılarak, mümkün olan en yalın söylemle senaryoya alınması gerektiği gerçeğine dikkati çekmektedir.

Bu çalışmada, tarihi ve siyasi bağlamda önem teşkil eden Osmanlı tarihinde yaşanmış olanlar, Muhteşem yüz yıl dizisini izleyenler aracılığıyla, medyanın, toplumsal ve siyasal yaklaşım üzerindeki önemi, siyasal görüşün medya üzerindeki rolünün irdelenmesi temel alınmıştır. Çalışmanın amacı doğrultusunda, Muhteşem yüz yıl dizisini izlenmekte olan ülkelerden Türkiye ve Kıbrıs'ta diziyi izleyenlerden rastgele 100 kişi seçilerek, bu kapsamda izlenen Muhteşem yüz yıl dizisinin, izleyiciler üzerindeki etkisi göz önünde bulundurularak, Osmanlı tarihinde yaşayanları nasıl "farklı"laştırdığı irdelenmiştir.

Sınırlılıklar

Yapılan çalışmada sadece 45 farklı ülkede izlenmekte olan Muhteşem yüz yıl dizisinin Türkiye'de ve Kıbrıs'ta diziyi izleyenler üzerindeki muhtemel etkileri üzerinde durulmuştur. Buna ilaveten 100 kişilik izleyiciyi kapsamına alan çalışmada yöntem anket çalışması ile sınırlandırılmıştır.

Bulgular ve değerlendirme
*Muhteşem yüz yıl dizisini izleyicilerinin, Osmanlı tarihini "farklı"laştırdığına dair algı ve bilinç dağılımları*
Yapılan çalışmanın sonucunda Muhteşem yüz yıl dizisini izleyenleri, Osmanlı tarihi ile ilgili yeterli gerçeklerin, dizinin bölümlerinde seyirciye aktarılamadığı büyük çoğunlukla dile getirmişlerdir.

Araştırma bulgularına göre rast gele seçilen 100 Muhteşem yüz yıl izleyicilerinden sadece %20'i Osmanlı tarihini çok iyi bildiğini iddia ederken, %25'i hiç bilmediğini vurgulamıştır. Konu ile ilgili olumsuz cevap verenlerin yüzdeliğinin, olumlu cevap verenlere oranına bakıldığı zaman; Türkiye'de ve Kıbrıs'ta diziyi izleyenlerin, Osmanlı tarihine dair yeterli bilgiye sahip olmadığı görülmektedir.
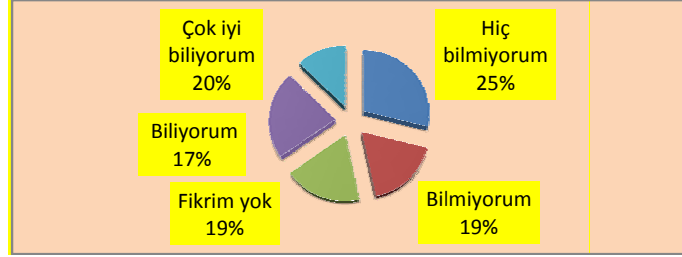
Tablo 1. Osmanlı tarihini tanıma

Yapılan rast gele anket çalışmasına göre, Muhteşem yüz yıl izleyicilerinin büyük bir kısmının Osmanlı tarihini tam olarak bilmediği ve çok az bir kısmının Osmanlı tarihindeki fetihleri tam olarak bildiği ortaya çıkmıştır.
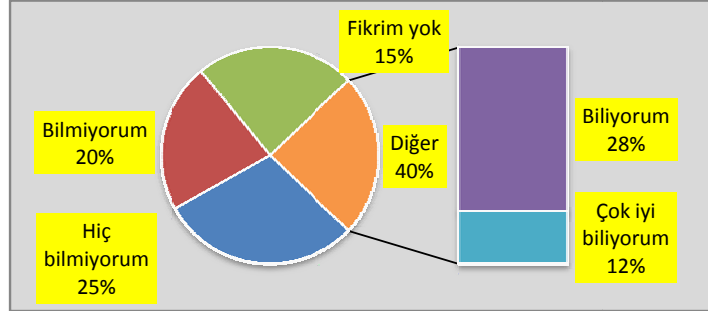
Tablo 2. Muhteşem yüz yılda Osmanlı fetihlerini biliyor musunuz?

Buna ilaveten "dizi izleyen" ergenler, Muhteşem yüz yıl dönemindeki Osmanlı fetihlerini %12'si çok iyi bildiklerini ve %28'inin ise bildiklerini ifade edilmiş, %15'si bu konuda fikir sahibi olmadıkları belirtilmiş, %40'ı dizide Osmanlı fetihlerinin sergilenebildiğine olumlu bakarken, %20'ü böyle bir olasılık olduğunu düşünmediğini %25'i ise böyle bir yaklaşımın olabilmesine tamamı ile olumsuz yaklaşmakta olduğu sonucuna ulaşılmıştır.

Oysa ki, Muhteşem yüz yıl dizisini izlenmesi sorgulandığında, 100 katılımcının %30'u Osmanlı tarihini hakkında bilgi sahibi misiniz? sorusuna olumlu yanıt verirken,%20'sinin konu hakkında fikrinin olmadığı, %50'i Osmanlı tarihini yeterince bilmediği vurgulanmıştır. Dolayısı ile büyük bir kısmının Osmanlı tarihi hakkında eksik bilgiye sahip olduğu ancak Muhteşem yüz yıl dizini heyecanla izledikleri dile getirmeleri, dizide yaşayanlarla ilgili hali hazırda edinilmiş eksik bilgilerden öteye gidilemediğine de dikkati çekmektedir.
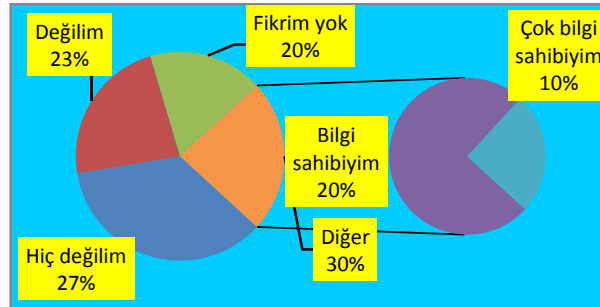

Tablo 3. Osmanlı tarihi hakkında bilgi sahibi misiniz?

Yapılan anket ve görüşme neticesinde Osmanlının yaşam tarzını bilmek ve yakından tanımak istediğini dile getiren "izleyiciler"den %63'lük bir dilimin Osmanlı yaşam tarzını yakından tanımak isteyenlerin oluşturduğunu, %19'unun böyle bir fikre olumsuz yaklaştığını, %11'lik bir dilimin kararsız olduğunu ve %7'sinin ise bu konu ile ilgili bir fikri olmadığı görülmektedir.
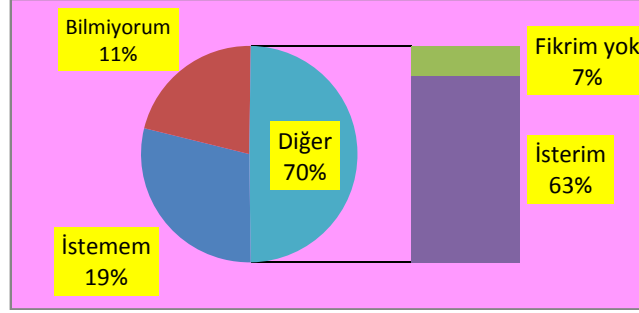
Tablo 4. Osmanlının yaşam tarzını tanımak ister miydin?

Osmanlı tarihinde, Muhteşem yüz yılın yaşandığı dönemlerde atalarının dört bir kıtaya hakim olarak yaşadıklarının farkında olup olmadıkları sorgulandığında ise %81'lik bir çoğunluğun farkında olduğu, farkında olmayanların ise sadece %15'lik bir dilimi oluşturduğu gözlemlenmiştir.
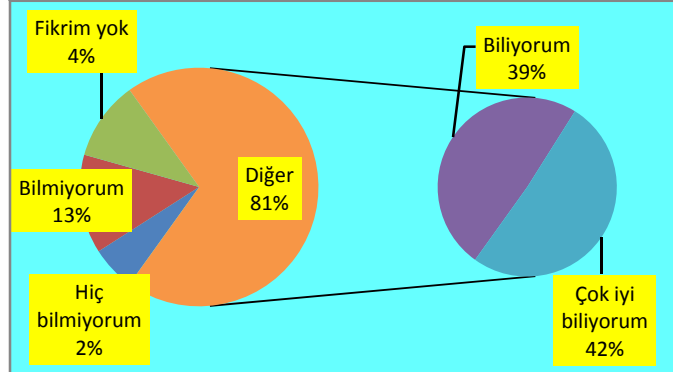
Tablo 5. Geçmiş dönemlerde, Atalarımızın dört kıtaya hakim olarak yaşadığını biliyor musun?

Ancak ne var ki Muhteşem yüz yıl dizisinde oyunculukla ilgili size teklif olsaydı, dizide görev alıp almayacağı sorgulandığında; izleyicilerin sadece %3'ünün çok istekli, %14'ünün istekli ve %40'ının ise isteksiz olduğu gözlemlenmiştir. %27'lik bir dilimin bu konudaki kararsızlığı dikkat çekerken %16'lık bir grup ise bu konuda bir fikre sahip olmadıklarını dile getirmişlerdir.
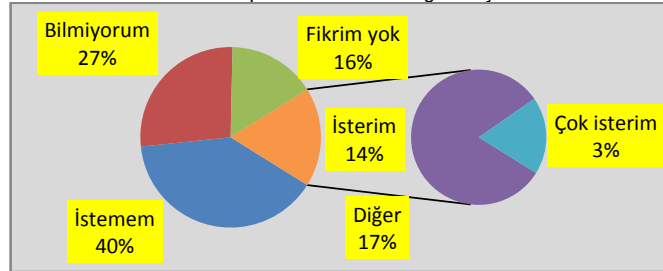
Tablo 6. Muhteşem yüz yıl dizisinden teklif olsaydı dizide rol almak ister miydin?

Söz konusu bulguyu, bilinmeyen "geçmiş"ine karşı bir savunma veya mesafe koyma hissi olarak yorumlamak mümkündür. Bu düşünceyi, Osmanlı tarihini öğrenmeye istekli oldukları ve yine aynı şekilde Muhteşem yüz yıl dizisinden teklif olsaydı dizide rol almayı tercih etmedikleri bulgusu ile de desteklemek mümkündür.

Son olarak yapılan anket çalışması bulgularına göre "Muhteşem yüz yıl" dizisini izleyen ergenlerin, dizi ile Osmanlı tarihi arasında bağlantı kurabilme konusunda ise karamsar oldukları saptanmıştır. Ancak "geçmiş"ine karşı bir takım "önyargı"larının olması, diziyi izleyen "ergenlerin" büyük çoğunluğunun Osmanlı tarihine karşı yakın duygular hissetmelerinden dolayı, Muhteşem yüz yıl dizisini izlemeye devam edecekleri kanısı ortaya çıkmıştır.

Bilgi eksikliğinin sebep olduğu muhtemel "önyargılar"
Yapılan araştırmada, Osmanlı tarihi hakkında bilgi sahibi olmakla, paylaşılabilecek ortak bir şeylerin olduğunu düşünmek arasındaki doğru orantı; "geçmiş" ile ilgili sahip olunan bilginin eksikliğinin muhtemel bir ön yargı veya iletişim engeline sebebiyet verebileceği gözlemlenmektedir.
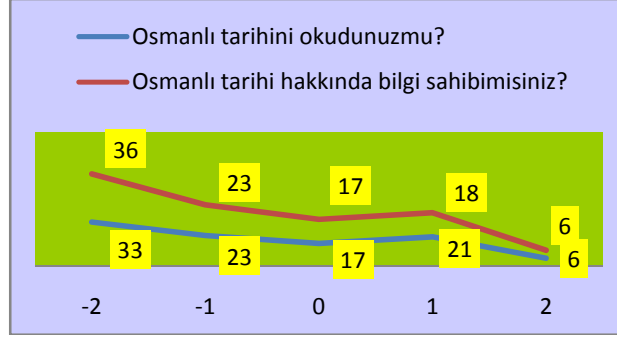
Tablo 7. Osmanlı tarihi ve dizi hakkında paylaşacak ortak şeylerin olduğunu düşünme

Buna ilaveten Türkiye ve Kuzey Kıbrıs'ta diziyi izleyenlerden rast gele 100 kişilik örneklem grubunun, Osmanlı tarihini bildiğini ifade edenler ile Muhteşem yüz yıl dizisini izleyenler arasında bir ilişki olup olmadığı sınanmıştır. Bunun neticesinde bu iki değişkenin birbirleri ile ters orantıda olduğu tespit edilmiştir.
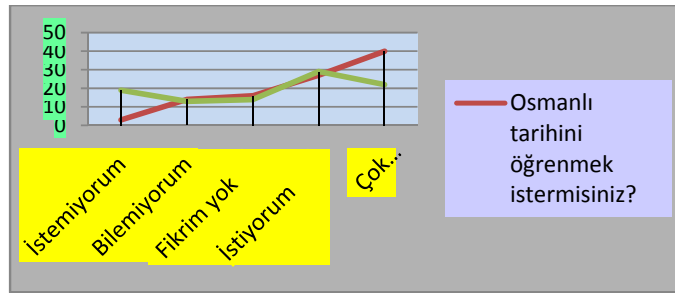
Tablo 8. Osmanlı tarihini öğrenmek istemek ve Muhteşem yüz yıl dizisini arasındaki ilişki

Buna ilaveten, geçmiş dönemlerde Osmanlının tarihinde birçok kahramanlıklara imza attığının bilincinde olmakla, Muhteşem yüz yıl dizisini izlemek durumuyla Osmanlı tarihini öğrenmek istemek arasında ters orantılı bir ilişki olduğu gözlemlenmiştir. Bu ters orantı, atalarının yaşamları ve geçmiş zamanla ilgili edinilen bilginin "geçmiş"ine karşı olumsuz bir yargı oluşmasına sebebiyet verdiği ve güven duygusunu olumsuz yönde etkilediğine gönderme yapmaktadır.

Tüm bulgular ışığında ise, "Muhteşem yüz yıl dizisi" izleyen ergenlerin Osmanlı tarihinde yaşananları "tanımlayacak" kadar yeterli bilgi birikimine sahip olmadığı, bu nedenle de bir takım "önyargı" veya "temkin"lere sahip olduğu ancak Osmanlı tarihinde yaşananları, konusunda herhangi "olumsuz" anlamlandırma yapılmadığı dikkati çekmiştir.

Kısaca özetlemek gerekirse, Türkiye'de ve Kuzey Kıbrıs'ta rast gele 100 diziyi izleyen ergenler üzerinde yapılan anket sonuçlarına göre, Muhteşem yüz yıl izleyicilerin Osmanlı tarihinde yaşananları pek tanımadıkları, yaşananlar hakkında pek fikirleri olmadığı ortaya çıkmıştır.

Elde edilen bulgulara ve yapılan incelemelere göre Türkiye'de Osmanlı tarihindeki gerçekleri anlatabilecek sinema ve televizyon dizilerin çekilmesinin halkı bilinçlendirilebilmesi anlamında zaruriyet dikkati çekmektedir.

Medyanın ekonomik rolünün, sinema ve dizilerin çekilmesinde etkili olabileceğini düşünecek olursak bu dizilerin hazırlanması için tamamı ile ekonomik ve siyasal çıkar ilişkilerinden soyutlandırılmış bir ortamın önemliliği dikkati çekmektedir.

Osmanlı tarih anlatımı bağlamında istikrarı sağlamak adına, tarihin tarihçiler tarafından değerlendirilmesi ve demokratik düzenin yerleşmesinin ön koşulu olarak kurumların ötesinde, bireysel zihniyetin Osmanlı'nın geçmişi konusu üzerinde durması da toplum ve siyaset felsefesinin önemli bir paydasını oluşturacağı düşünülmektedir.

Sonuç ve Öneriler

Yapılan çalışmada Televizyon izleyicilerin Muhteşem yüz yıl dizisinde yaşananları "Osmanlı tarihi"nden ziyade, Harem yaşantısı olarak algıladıkları, "diziyi" izleyenlerin Osmanlı tarihiyle ilgili yeterli bilgiye sahip olmadıkları ve dizi aracılığıyla Osmanlı tarihini tanımak istedikleri varsayımı temel alınmıştır

Muhteşem yüz yıl dizisinin, Osmanlı tarihini tüm izleyenlerin doğru algılamaları açısından "tarih"e en yakın biçimde, en yalın ve objektif söylemle hazırlanmaması; ergenlerin, Osmanlı tarihinde yaşananları algılamalarına katkısı sağlaması bakımından büyük önem arz etmektedir.

Yapılan çalışmalar da göstermiştir ki, mevcut durum Muhteşem yüz yıl dizisinin içeriğindeki eksiklikler nedeni ile, Osmanlı tarihini hakkında yeterli bilgi ve araştırma yapılmamış; bu da izleyiciler üzerinde "geçmişe" karşı bir "önyargı" oluşumuna sebebiyet vermiştir. Dizi tarafından bazı gerçekler göz ardı edilmiş, izleyiciler ise Osmanlı geçmişinin ne olduğu konusunda bilgi boşluğu yaşamaya mahkum edilmiştir. Siyasal ilişkilerinin meşrulaştırılması adına, zaman zaman siyasilerce ifade edilen açıklamalarla dizinin anlatım ve ifade tutumlarında işitsel ve görsel değişimlere müdahaleler görülmüştür.

Günümüzde de görüldüğü gibi; sosyo-kültürel, ekonomik ve siyasal bağlamda, dizide iletişimsel sorunların, geçmişin günümüze aktarılış biçimindeki sorunsalla yakından ilişkili olduğu, bunun sonucunda izleyicilere, Osmanlı tarihini doğru aktarabilmekten uzaklaşıldığını söylemek mümkündür.

Diğer tüm ülkelerde olduğu gibi Türkiye'deki medya iletişim sisteminin de, siyasal, politik, ekonomik ve sosyo-kültürel sistemden etkilenerek, bu olgulara göre şekillendiği görülmektedir.

Bu bağlamda bir sonraki çalışmada, Muhteşem yüz yıl dizisinin bölümlerindeki Osmanlı tarihinin içerik veya görsel analizlerinin yapılmasıyla "dizi" izleyicilerin, Osmanlı tarihinde yaşananları algılayış biçimlerindeki sebep ve süreçleri sorunsalı netleştirilebilecek, konuya daha fazla ışık tutabileceği düşünülmektedir.

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ÖĞRETMENLERIN AKADEMIK ÇALIŞMALARA KATILMA DÜZEYLERI

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Özet
Geleceğin mimarı olarak tanımlanan öğretmenler; yetiştirdikleri nesillerle daha sonraki zamanlara hükmedebilme imkanına sahiptirler. Bir öğretmenin sahip olduğu yeterliliklerinin toplamı, yetiştiği nesiller üzerinde de derin bir etkiye sahiptir. Öğretmenin liderlik özelliği, araştırmacı kişiliği, bulunduğu ortama hükmedebilme kabiliyeti, sahip olduğu akademik bilgilerin genişliği; öğretmeni öğrencisinin gözünde yükseklere taşımaktadır. Ancak öğretmenin bu yeterliliklere sahip olma düzeyindeki azalmalar, öğretmenin hem toplum açısından hem de öğrencisi açısından itibar kaybına sebebiyet vermektedir.
Anahtar Kelimeler: Öğretmen, Akademik Çalışma, Bilimsel Yayın.

Çalışmanın Amacı

Bu çalışma da şu an Milli Eğitim Bakanlığı'nda çalışan öğretmenlerin akademik çalışmalara katılma düzeylerini ölçmek amacıyla yapılmıştır. Genel itibariyle toplum gözünde, öğretmenlerin kendilerini geliştirmeye fazla zaman ayırmadıkları ile ilgili bir görüş hakimdir. Bu çalışma da bu bakış açısının ne derece de doğru olduğu öğrenilmek istenmiştir. Aynı zamanda öğretmenlerin kendilerini geliştirmek için neler yaptıklarına, ne sıklıkta bilimsel yayınları takip etmekte oldukları gibi sorulara da cevap aranmaya çalışılmıştır.

Çalışmanın Önemi

Bu çalışma öğretmenlerin akademik çalışmalara katılma düzeylerini ölçmek amacıyla yapılmıştır. Bu amaçla bu konuya paralellik gösteren literatür taranmıştır. Ancak bu konuyu irdeleyen çalışmaların yetersiz olduğu düşüncesine varılmış ve bu sebeple bu çalışma yapılmaya karar verilmiştir. Çalışma, literatürde bu yönde bir boşluğu dolduracağı için önem arz etmektedir. Çalışma için bir ölçme aracı kullanılmış ve 255 öğretmen ile 83 idarecinin görüşü alınmıştır. Elde edilen bulgular, uzman yardımlarına da başvurularak incelenmiştir.

Sonuç

Çalışma sonucunda öğretmenlerin akademik çalışmalara katılma düzeylerinin yetersiz düzeyde olduğu görülmüştür. Bununla birlikte öğretmenlerin sadece kendi alanlarıyla ilgili çok az sayıda kitap okudukları, bilimsel yayınları nadiren takip ettikleri gibi bulgulara ulaşılmıştır. Öğretmenlerin kendilerini geliştirmek için herhangi bir çaba içerisine girmek istememeleri de, çalışma sonucunda elde edilen çarpıcı bulgular arasındadır. Bu bulguların nedenleri neler olduğu tartışılmış ve çalışma sonucunda bir takım önerilere gidilmiştir.

ÖĞRETMENLERİN İDARECİ OLMA KONUSUNDAKİ DÜŞÜNCELERİNİN ARAŞTIRILMASI

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Özet

Eğitim-öğretim sisteminin eksiksiz ve sorunsuz bir şekilde işleyebilmesi için okulun tüm birimlerinin işlevsel olarak çalışması gerekmektedir. Okulun tüm birimlerinin çalışmasından sorumlu olan kişi ise okulun müdürü ve müdür yardımcılarıdır. Okulun genel fiziki yapısı, öğretmenlerin ve öğrencilerin durumu, velilerle iletişim, okul-aile birliğinin etkinliğinin artırılması, öğrenci servisleri, devamsızlık problemleri, okulun temsil edilmesi, okulun ihtiyaçlarının tespiti ve alımı gibi iş ve sorumlulukların tamamı okul müdürünün sorumluluğundadır. Bu iş ve görevlerden herhangi birinin aksaması veya gecikmesi sonucunda okuldaki eğitim-öğretimde aksamalar meydana gelecektir. Öğretmenlerin idareci olma konusundaki düşünceleri nelerdir? sorusunun cevabı aranmaktadır.

Çalışmanın Amacı

Okulların genişlemesi, okulların yeni teknolojiyle donatılmasının gerekliliği, okulların halka daha açık hale getirilmesi gerekliliği de milli eğitim yetkililerince sürekli olarak vurgulanmaktadır. Ancak bu işleri yapacak olan müdür veya müdür yardımcılığı için öğretmenlerin düşüncelerinin ne yönde olduğunun tespiti gerekmektedir.

Çalışmanın Önemi

Öğretmenlerim müdür ve müdür yardımcısı olmaları yönünde düşüncelerinin öğrenilmesi ile aynı zamanda idareci kadrosunda çalışanların, yaptıkları işler bakımından ne tür zorluklarla karşılaştığının bir göstergesi olacağı düşünülmektedir. Literatür tarandığında öğretmenlerin idareci olmaları konusunda direkt olarak yapılmış herhangi bir çalışmaya rastlanamamıştır. Bu yönde çalışmanın olması, literatürde belli bir boşluğu dolduracağı için önem arz etmektedir.

Yöntem:

Araştırma da öğretmenlerin idareci olmak konusundaki düşünceleri inceleneceği için en uygun yöntem olarak ölçek kullanılmasına karar verilmiştir. Elde edilen bilgiler uzman görüşlerine de başvurularak yordanmıştır. Araştırma için 116 öğretmenin görüşüne başvurulmuştur.

Sonuç:

Ölçekten elde edilen bulgulara göre öğretmenlerin idareci olmak yönündeki düşüncelerinin iyi yönde olmadığı, idarecilerin iş yüklerinin fazla olduğu, idarecilerin aynı zamanda derse girmesi zorunluluğunun olması gibi sebeplerden dolayı öğretmenler idareci olmak istememektedirler. Elde edilen sonuçlardan yola çıkılarak bir takım önerilere gidilmiştir.

Anahtar Kelimeler: Öğretmen, İdareci, Öğretmenlerin İdareci Olma Tutumu.

ÖĞRETMENLERİN PERFORMANSA DAYALI ÇALIŞMASI ÜZERİNE BİR YAKLAŞIM

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Özet

Bir toplumun değeri, öğretmenlere verdiği değerle aynıdır. Toplumun yetişmesinde ve ilerlemesinde öğretmenin pozisyonu çok önemlidir. Okullarda her türlü teknolojik alt yapının olması ve ya okulların mükemmel bir şekilde donanımının yapılması, eğer ki öğretmen faktörü düşünülmeden yapılıyorsa hiç bir fayda sağlamayacaktır. Teknolojik alt yapının ve okulun donanımının öğretmen tarafından etkin bir şekilde kullanılması gerekmektedir. Ancak, özellikle ülkemizde öğretmenlere karşı; öğrencilerle ilgilenmedikleri, derse girip çıktıkları, öğrencileri eğitemedikleri, teknoloji kullanmadıkları konusunda sürekli bir eleştiri ortamı bulunmaktadır. Bu eleştiriler özellikle siyasi partiler, devlet adamları, yazılı ve görsel basın yayın organları tarafından sürekli dile getirilmektedir. Ancak tüm bu eleştirilerin devam etmesi sonucunda Milli Eğitim Bakanlığı tarafından, öğretmenlere performansa dayalı bir çalışma kriteri getirilmeye çalışılmaktadır. Böylece çalışan ve çalışmayan öğretmenlerin birbirinden ayrılmasının sağlanabileceği düşünülmektedir. Bu konu da bir benzeri sayılabilecek Sağlık Bakanlığı tarafından uygulanan aile hekimliği uygulamasında, hastaların kendilerine daha iyi hizmet sunabileceğini düşündükleri, mesleği hakkında daha iyi bilgiye hakim olduğunu düşündükleri doktoru seçmeleri sonucunda bazı doktorlar diğer meslektaşlarından daha fazla maaş almaktadırlar. Bu konuya paralellik açısından düşünüldüğünde; öğrencilerin kendileriyle daha fazla ilgilenen, gerektiğinde ona rehberlik yapan, ders dışında birebir kendisine koçluk yapan öğretmeni seçmesi sağlandığı taktirde ve bu öğretmenleri seçen öğrenci sayısının fazlalığına göre maaşı arttığı taktirde, öğretmenler performanslarını daha fazla artıracaklardır.

Anahtar Kelimeler: Performans, Öğretmen Performansı, Yaklaşım.

Çalışmanın Amacı

Öğretmenler için düşünülen performansa dayalı çalışma biçiminin nasıl olacağı henüz netlik kazanmamıştır. Ancak basın yayın organlarınca ortaya atılan bir takım düşünceler mevcuttur. Bu sebeple bu çalışma ile öğretmenlerin performansının neye göre, kime göre, hangi kritere göre ölçülebileceğinin bir dayanağı olması açısından bu konu da bir çalışma yapılması amaçlanmıştır.

Çalışmanın Önemi

Öğretmenlerin performansa dayalı çalışmaları uzun yıllardır tartışılan bir konudur. Ancak hala bu konuda ortaya atılmış ve uygulamaya konulmuş bir bilimsel çalışma mevcut değildir. Literatür tarandığında bu konu ile ilgili bilgi bulunmamaktadır. Bu açıdan düşünüldüğünde, bu şekilde yapılmış olan bir çalışmanın literatürde bir boşluğu kapatacağı düşünülmektedir.

Sonuç ve Öneriler

Bu çalışma da özellikle ilgili olabileceği varsayılan, literatür taraması yapılmıştır. Ortaya atılan düşünce çerçevesinde bir takım sonuç ve önerilere gidilmeye çalışılmış.

OKULLARDA UYGULANAN SOSYAL KULÜPLERIN ÖĞRETMEN VE ÖĞRENCI GÖRÜŞLERINE GÖRE DEĞERLENDIRILMESI

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Özet
Milli Eğitim Bakanlığına bağlı özel ve devlet okullarında, haftalık ders saatlerinin yanında genellikle iki hafta da bir olmak üzere Sosyal Kulüpler ders saati bulunmaktadır. Bu ders saati, ilköğretim ve ortaöğretim kurumları sosyal kulüpler yönetmeliğine göre öğrenciler, yıllık 10 ile 15 saatten aşağı olmamak üzere bu kulüplerde eğitim alırlar. Genellikle bu kulüplere öğrenciler seçilirken, öğrencilerin kulübe üye olma isteklilikleri ön plana çıkar. Bu kulüplere başkanlık edecek olan öğretmenler ise sene başı öğretmenler toplantısında belirlenir ve o kulübün çalışmalarını o öğretmen takip eder.
Anahtar Kelimeler: Sosyal Kulüpler, Müfredat, Sosyal Kulüplerin Önemi.

Çalışmanın Amacı
Okullarda ders olarak işlenen sosyal kulüplerin, öğrencilerin gelişimine katkısının olup olmadığının ve aynı zamanda sosyal kulüpler hakkında, öğrenci ve öğretmenlerin ne yönde bir düşünceye sahip oldukları öğrenilmek istenmiştir. Ayrıca sosyal kulüplerde yapılan topluma hizmet çalışmalarının, amacına ulaşıp ulaşmadığı öğrenilmek istenmiştir.

Çalışmanın Önemi
Okullarda ders saati olarak işlenen sosyal kulüplerin öğrenci ve öğretmenlere ne derece de yararlı oldukları hakkında bilgi edinilmek istenmiştir. Literatür tarandığında sosyal kulüpler dersi hakkında kapsamlı bir çalışmanın olmadığı gözlenmiştir. Bu amaçla sosyal kulüpler hakkında yapılmış olan bu çalışma, literatürde belirli bir boşluğu kapatacağından önem arz etmektedir.

Yöntem
Sosyal kulüpler dersinin ders amaçlarına ulaşıp ulaşmadığı hakkında yapılan bu çalışma da öğretmen ve öğrencilerin düşüncelerine başvurulmuştur. Bu amaçla araştırmacı tarafından oluşturulmuş iki adet anket ile bulgular toplanmıştır. Araştırma esnasında 57 öğretmen ve 118 öğrenciye ulaşılmıştır.

Sonuç ve Öneriler
Bu çalışma sonucunda elde edilen bulgular ve bu bulgulardan yola çıkarak ulaşılan bir takım sonuçlar aşağıda sıralanmıştır:
* Hem öğretmenler hem de öğrenciler, sosyal kulüpler ders saatinin amacına ulaşmadığını düşünmektedirler.
* Araştırma sonucunda özellikle öğretmenler, bu derste yapılmak istenen amaçların ulaşılabilir olmadığını belirtmişlerdir. Ayrıca bu ders saatinin öğrencilerin gelişimi üzerine etkisinin olmadığını belirtmişlerdir.
* Araştırma sonucunda sosyal kulüpler ders saatinin sadece öğrencilere bilgi aktarmak ve bazı alışkanlıkları aktarmak olduğu tespit edilmiştir. Çoğu kulüp saatinin, boş dersler gibi olduğunu ve o ders esnasında öğrencilere hiç bir şey öğretilmediği sonucuna ulaşılmıştır.
   Bu ve bunlara benzer bir takım sonuçlara daha ulaşılmıştır.

QR KODLARIN EĞİTİM TEKNOLOJİLERİNDE KULLANIMI

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ÖZET

Yeni enformasyon ve iletişim teknolojilerinde yaşanan gelişmeler toplumsal hayatın her alanını etkilediği gibi eğitim alanında da bir takım teknolojik gelişmelerin yaşanmasına sağladı. Özellikle İnternet kullanımının toplumun geneline yayılması, İnternet'e erişim imkânı sağlayan cihazların taşınabilir hale gelmesi ve belki de en önemlisi İnternet erişiminin bakır teller vasıtası ile değil de kablosuz olarak ve/veya 3G üzerinden gerçekleşmesi konvansiyonel eğitim teknolojilerinin bir dönüşüm sürecine girmesine neden oldu. Bu dönüşüm öğretmen, öğrenci, eğitim materyalleri ve eğitimin gerçekleştiği fiziksel mekânları derinden etkiledi. Ders materyallerinin sayısallaşması, istenilen enformasyona erişimin hızlanması ve ders içeriklerinin sayısal teknolojiler ile zenginleştirilmesi, öğrenme süreçlerini daha eğlenceli, etkili ve etkileşimli bir hale getirdi.

Gelinen bu noktada QR kod teknolojisinin eğitim teknolojilerinin geliştirilmesinde kullanımı, geleneksel eğitim araçları ile yeni nesil eğitim araçları arasında bir köprü kurulmasını sağlayacaktır. QR kodlar sahip oldukları teknolojik özellikler vasıtasıyla, geleneksel eğitim teknolojilerini hibrid bir yapıya sahip modern eğitim teknolojilerine dönüştürecektir.

Bu çalışmanın amacı QR kod teknolojisinin eğitim teknolojilerinin geliştirilmesinde oynayabileceği rolü öğretmen, öğrenci ve eğitim materyalleri açısından değerlendirmek ve alternatif eğitim modellerinin üretilebilmesine katkı sunmaktır.
Anahtar Kelimeler: QR Kod, mobil eğitim, eğitim teknolojileri, yeni enformasyon ve iletişim teknolojileri

USAGE of QR CODES in EDUCATIONAL TECHNOLOGIES

ABSTRACT

Progress in new information and communication technologies affects all aspects of life and provides several technological improvements in the field of education. Specifically, society-wide Internet use, portable Internet access devices, and, most importantly, wireless and/or 3g Internet capability replacing copper wire connections allow conventional education technologies to enter into a process of transformation. This evolution affects teachers, students, educational materials and schools profoundly. The digitization of course materials, the rapid availability of requested information, and enrichment courses utilizing digitized technologies makes the learning process more entertaining, effective, and interactive.

Under these circumstances, QR (Quick Response) Code Technology usage builds a bridge between traditional educational tools and the new generation's educational implements. QR codes develop technological skills to transform traditional education technologies into modern education applications, which have a hybrid structure

The aim of this study is to assess the role of QR Code Technology in improving educational technologies with respect to teachers, students, and educational tools and to help shape future alternative education models.
KeyWords: QR Code, m-learning, education technologies, new information and communication technologies

Giriş

Enformasyon ve iletişim teknolojilerinde yaşanan gelişmeler toplumsal hayatın her alanını etkilediği gibi eğitim alanında da dönüşümlerin yaşanmasına neden olmaktadır. Özellikle, mobil cihazların (akıllı telefon, tablet, dizüstü bilgisayar, e-kitap okuyucu, iPODs, iPAD) gündelik hayatın vazgeçilmez bir parçası haline gelmesi ve kablosuz İnternet teknolojisinin mobil cihazlarda kullanılmasının mümkün olmasıyla birlikte enformasyonun saklanması, paylaşılması ve dağıtımı 'zamana ve mekâna' bağlı kalmaksızın anlık olarak gerçekleşebilmektedir (Traxler, 2005). Yaşanan tüm bu gelişmeler, iletişim teknolojilerinin eğitim materyallerinde kullanımını olanaklı hale getirmiştir. Bu süreç içerisinde Web sayfalarının mobil tarayıcılara göre optimizasyonun yapılması, eğitim alanında yeni metotların geliştirilmesinin önünü açmıştır. Eğitim teknolojilerinin İnternet teknolojileri ve bu teknolojileri kullanabilecek cihazlar çerçevesinde geliştirilmesi, eğitmenleri ve öğrencileri etkilemiş ve eğitim materyallerinde gözle görülebilir değişimlerin meydana gelmesini sağlamıştır. Günümüzde 'mobil eğitimin (m-learning)' eğitim ve öğretim hayatına dâhil olması, öğrencilerin öğrenme yöntemlerinin, eğitmenlerin öğretim metotlarının ve eğitim mekânlarının fiziksel koşullarının dönüşüm sürecine girmesine neden olmuştur (Moura & Carvalho, 2009).

QR kodların (Quick Response Code- Hızlı Yanıt Veren Kod) konvansiyonel eğitim materyallerinde kullanılması, geleneksel eğitim materyalleri ile yeni enformasyon ve iletişim teknolojilerinin bütünleşmesini sağlamıştır. Böylece enformasyona erişimin önündeki birçok engel ortadan kalkmıştır. Eğitimde QR kodların kullanılması ile beraber öğrencilerin enformasyona hızlı ve doğrudan ulaşabilmesi mümkün olabilmiştir (Law & So, 2010). QR kodlar vasıtası ile öğrenciler ile enformasyon arasında bir köprü oluşturulmuştur. Dolayısıyla öğrenciler enformasyon bombardımanı altında kalmadan erişmek istedikleri içeriğe doğrudan süratle erişebilme (Aktaş, 2012) fırsatına sahip olmuşlardır.

QR kodların eğitim süreçlerinde tercih edilmesinin diğer önemli bir nedeni ise QR kodun kullanım kolaylıklarından kaynaklanmaktadır. Teknolojik olarak QR kodların öğrenciler veya eğitmenler tarafından oluşturulmasından deşifre edilmesine kadar olan süreçler kolaylıkla aşılabilmektedir (Law & So, 2010). QR kodlar tabletler ve akıllı telefonlar vasıtasıyla hızlı ve şekilde deşifre edilebilmekte ve kağıt, kitap gibi basılı eğitim materyalleri üzerinden paylaşılabilmektedir. Ayrıca QR kodlar vasıtasıyla çevrimiçi sayfalara, kişisel e-posta adreslerine yönlendirilen öğrenci veya eğitmenler ödev ve ders notlarını birbirleri ile paylaşabilmektedir. Böylelikle eğitim sürecinde, öğrenci ve eğitimci arasında çok yönlü bir enformasyon alışverişi QR kodlar aracılığıyla gerçekleşmektedir. Mobil eğitimin ön plana çıktığı günümüzde, özellikle tabletler ve akıllı telefonlar eğitim süreçlerinin önemli aktörleri haline gelmişlerdir. Bu noktada hızlı yanıt veren kodların mobil cihazlar vasıtasıyla mobil Web sayfalarında bulunan enformasyona anlık olarak erişim sağlaması, eğitmenler ve öğrenciler bakımından bu kodların kullanımını cazip hale getirmektedir. Aynı zamanda uzun ve karmaşık Web adreslerinin (URLs) QR kodlara şifrelenebilmesi, hem eğitmenler açısından hem de öğrenciler açısından enformasyonun iletilmesinde en hızlı yoldur (Sekyere, 2012). Mobil cihazların eğitim teknolojilerinde kullanılmasıyla birlikte 'zaman ve mekân özgürlüğü' ve 'zenginleştirilmiş içerik' kavramları ön plana çıkmıştır (So, 2008). QR kodların eğitim teknolojilerinde kullanımı mekân sınırlılıklarını, hem öğrenci hem de eğitmen açısından önemsiz bir hale getirmiştir. Geleneksel eğitim süreçlerinde eğitim sadece sınıf ortamında gerçekleştirilirken, günümüzde QR kodların eğitim teknolojilerinde kullanılmaya başlanması ile sınıf dışında gerçekleşen eğitim faaliyetleri, öğrenci ve eğitmenler açısından cazip bir hale gelmiştir.

Eğitim teknolojilerinde hızlı yanıt veren kodların kullanılmasının temel amacı, eğitmen ile öğrenci ve/veya öğrenci ile öğrenci arasında iletişime aracılık edecek bir köprü oluşturarak farklı biçimlerde çevrimiçi ortamda bulunan enformasyonun (ses, video, görüntü, metin) paylaşılmasını sağlamaktır. QR kodlar eğitmenleri ve öğrencileri belirli bir mekâna bağlı kalmaktan kurtarırken, mobil İnternet

sayesinde çevrimiçi ortamda bulunan enformasyona istedikleri zaman aralığında ve istedikleri mekânda erişebilmelerinin önünü açmış ve aynı zamanda enformasyonun paylaşılmasını da mümkün kılmıştır. Bununla beraber QR kodlar, arama motorlarını pas geçerek öğrencilerin enformasyon bombardımanı altında kalmasının önüne geçmiştir. Böylelikle öğrencilerin, erişmek istedikleri enformasyonu arama motorları vasıtasıyla aramasına gerek kalmamıştır. Dolayısıyla enformasyona erişim güçlüğünden kaynaklanabilecek zaman kaybının da önüne geçilebilmiş olmaktadır. QR kodlar, bastırılabilir her türlü iletişim aracına ve Web sitelerine yerleştirilebilir. Tarayıcılar tarafından hızlı bir şekilde deşifre edilebilmekte ve yüksek miktarda veriyi taşıyabilmektedir (Aktaş, 2012). Eğitim de QR kodların sağlamış olduğu bu olanaklar kullanılarak geleneksel eğitim materyalleri üzerinden çevrimiçi ortamda bulunan içeriğe, mobil cihazlar vasıtasıyla artık ulaşmak mümkün bir hale gelmiştir. Bu sayede öğrenciler gündelik yaşantılarının akışı içerisinde bile eğitim süreçlerine dâhil olabilmektedir. Mobil eğitimde taşınabilir cihazların kullanılması öğrencilerin farklı öğrenme yöntemlerini deneyebilmelerinin önünü açmıştır. Yazılı kaynaklarda işlenen konuların içeriğini zenginleştirmek, anlatımı desteklemek ve metnin okunmasını cazip hale getirmek için QR kodlar vasıtasıyla mobil Web sayfalarında bulunan görüntü, video, ses gibi içeriklere bağlantılar verilerek öğrenme süreçleri hem daha eğlenceli hale getirilmekte hem zenginleştirilmektedir. Öğrenciler metnin yanında var olan QR kodları mobil cihazları ile taradıklarında doğrudan ilgili içeriğe yönlendirilmektedir. Bu süreçte öğrenciler eğitim teknolojilerinde kullandıkları QR kodlar vasıtasıyla mobil Web sayfalarında bulunan konuyla ilgili ek enformasyona, çok kısa süre içerisinde erişebilmektedir. Ayrıca öğrenciler sahip oldukları enformasyonu yine aynı yöntemler ile paylaşabilmektedir.

Türkiye açısından süreç ele alındığında Türk Devleti'nin başlatmış olduğu 'Fatih Projesi' eğitim ve öğretimin niteliğini arttırmak ve fırsat eşitliğini sağlamak amacıyla Türkiye genelinde ilk, orta ve liselerdeki tüm dersliklerde etkileşimli tahta ve İnternet altyapısı sağlanmasını ve eğitmen ve öğrencilere tablet bilgisayarların ücretsiz dağıtılmasını amaçlamaktadır. Meclis Araştırma Komisyonuna Raporu'na (2013) göre, bilişim teknolojileri araçlarının öğrenme – öğretme sürecindeki etkinliği giderek artmakta ve ülkeler eğitim süreçlerine tablet, etkileşimli tahta gibi yeni eğitim teknolojilerini adapte etmektedir. Bu nokta İnternet bir iletişim aracı olarak kritik öneme sahiptir. Eğitim ve öğretimde kullanılan teknolojik cihazların hepsi (bilgisayarlar, laptoplar, etkileşimli tahtalar, tabletler, akıllı telefonlar, projeksiyonlar) birbirleriyle iletişim kurabilen cihazlardır. Buradan çıkarılacak sonuç eğitim ve öğretimdeki bilginin üretilmesinden aktarılmasına kadar tüm süreçlerin, bilgisayarlar, tabletler ve akıllı tahtalar üzerinden gerçekleşeceğini göstermektedir. Bu bağlamda yeni enformasyon ve iletişim teknolojileri çerçevesinde yeni metotları geliştirilmesine rağmen, günümüzde QR kodların eğitim teknolojilerinde kullanımı teknolojik ve pedagojik olarak yeterince olgunlaşamamıştır (Traxler, 2005). QR kodların uygulama alanları ve bilinirliği Japonya, Kore ve Amerika Birleşik Devletleri'nde hızla artmasına rağmen, Türkiye ve Avrupa da bilinirliği ve uygulanması az olmakla birlikte ticari amaçların dışına çıkamamıştır (Aktaş, 2012). Teknolojinin sürekli gelişmesi ve insanların gelişen bu teknolojilere uyum sağlamaya çalışmaları nedeniyle günümüzde, birçok işlem tabletler ve akıllı telefonlar aracılığıyla gerçekleştirilmektedir. Şöyle ki, uygulamaların (applications) iş dünyasında ve sosyal hayatta etkin bir şekilde kullanılması, mobil cihazlara sahip olmayı gerektiriyorsa; eğitimde iletişim teknolojilerinin kullanılması da, QR kod gibi teknolojilerin kullanılmasını kaçınılmaz hale getirmektedir. Meclis Komisyon Raporun'da belirtilen şu ifadeler dikkatle incelendiğinde eğitim teknolojilerinde QR kodların kullanımının önemi belirginleşmektedir (Meclis Komisyonu Raporu, 2013: 555).

"Fatih Projesiyle birlikte dersliklerde kullanılacak etkileşimli tahta ve tabletler görsel, işitsel ve dokunmatik olması nedeniyle öğrencilerin birkaç duyusuna birden hitap etmektedir. Fatih Proje'sinin; gerek bilişim teknolojisi araçları gerekse zengin öğrenme içerikleriyle, öğrencileri pasif öğrenme ortamlarından kurtararak, kendi kendilerine öğrenebilecekleri aktif öğrenme ortamları oluşturacağı ve öğrenmeyi, öğrenme yeteneğini geliştireceği düşünülmektedir."

Meclis Komisyonu Raporu'ndan elde edilen veriler Türkiye'de, eğitim alanında radikal dönüşümlerin gelecek yıllarda yaşanacağını göstermektedir. Bu süreçte geleneksel eğitim materyalleri yerini yeni eğitim teknolojilerine bırakacaktır. Kara tahtaların yerini etkileşimli tahtalar, kitapların yerini yavaş yavaş devletin ücretsiz dağıtacağı tabletler alacaktır. QR kodlar bu süreçte geleneksel eğitim materyallerinin, eğitim teknolojileri ile entegrasyonun da bir köprü görevi görecektir.

QR kodlar aracılığıyla gerçekleştirilen mobil eğitim özellikle tabletler ve akıllı telefonlar üzerinden gerçekleşmektedir. Bu tanım QR kodlar vasıtasıyla mobil eğitimin hangi araçlar üzerinden gerçekleşeceği konusunda yol göstericidir. Akıllı telefonlar, tabletler ve dizüstü bilgisayarlar QR kodların mobil eğitimde kullanımını sağlayan mobil cihazlardır. Öte taraftan masaüstü bilgisayarların mobil eğitimin dışında kaldığı düşünülmektedir. Masaüstü bilgisayarlar QR kodların oluşturulmasından okunmasına kadar tüm işlemleri yerine getirebilme kapasitesine sahip olmasına rağmen, mobil eğitim sürecindeki mekân kavramını sınırlandırması nedeni ile elektronik öğrenim aracı olarak tanımlanmamaktadır. Tüm bu tartışmalar çerçevesinde QR kodların neden eğitim teknolojilerinde kullanılması gerektiği üzerinde durmak, eğitim teknolojilerinin çağın gereklerine uyumlu bir hale getirmek açısından önemlidir. Bu çalışmanın amacı QR kod teknolojisinin eğitim teknolojilerinin geliştirilmesinde oynayabileceği rolü öğretmen, öğrenci ve eğitim materyalleri açısından değerlendirmek ve alternatif eğitim modellerinin üretilebilmesine katkı sunmaktır.

QR Kodun Eğitim Materyallerine Yakınsaması

İnsanlar öğrenme biçimlerini, İnternet'in iletişim alanında ve iş dünyasında ki rolünü arttırmasıyla birlikte değiştirmeye başlamıştır. Bu noktada, meydana gelen en önemli ilerleme enformasyon ve iletişim teknolojilerinin, genç jenerasyonun öğrenmeye olan ilgisini/merakını arttırması olmuştur. Enformasyon Toplumunda, mobil öğrenme, istediğini, istediği zaman ve mekânda öğrenme birbiriyle ilişkili kavramlar olarak dikkat çekmektedir. Bu bakış açısına göre mobil öğrenme, modern toplumların ihtiyaç duyduğu bir eğitim metodudur. Bu nedenle, mobil eğitimden bahsederken öncelikli olarak öğrenme sürecinden doğrudan etkilenecek olan öğrencileri düşünülmesi gerekmektedir. Öğrencilerin, mobil eğitim sürecinde, eğitim alanlarının (dersliklerinin) fiziksel sınırlarından kurtulması ve bu süreç içerisinde gerçekleşen mobil öğrenme faaliyetlerine doğrudan katılabilmeleri önemlidir (Moura & Carvalho, 2009). Böylelikle eğitim materyallerinin mobil öğrenme sürecinde yeterliliği, öğrencinin bu materyalleri kullanabilmesi, eğitimin etkili olarak gerçekleşmesi açısından önem arz etmektedir. Ancak Türkiye'de ve teknolojik anlamda farklı gelişmişlik seviyelerine sahip ülkelerde, taşınabilir elektronik cihazların sınıflarda kullanılmasına izin verilmemektedir. Bu durum bir anlamda ülkelerin, eğitimde teknolojik materyalleri kullanmaya ne kadar hazır olduklarını anlaşılması açısından önemlidir.

Bu noktada hızlı yanıt veren QR kodların eğitim materyallerine entegrasyonu, mobil cihazların eğitimde kullanım alanını genişletmektedir. Ayrıca öğrenciler açısından konuyu ele aldığında öğrenme sürecinin daha etkin bir şekilde gerçekleşmesini sağlamaktadır. Unutmamak gerekir ki QR kodlar enformasyonun daha hızlı taşınmasını, her türlü biçimdeki enformasyonun eklenebilmesini, geleneksel eğitim materyalleri üzerinde yer alabilmesini, teknolojik cihazlar sayesinde üretilebilmesini ve aynı zamanda hızlı okunabilmesini sağlamaktadır (Susono & Shimomura, 2011). Bu özellikleri göz önüne aldığında QR kodlar eğitim teknolojileri gibi bilgi üretebilen bir yapıda değillerdir. Sadece teknolojik gelişmelerin insan hayatına sunduğu hız olgusunu destekler niteliktedir.

Hızlı yanıt veren kodların eğitim materyallerine entegrasyonu ile ilgili örnekler ele alınmadan önce, geleneksel eğitim materyallerinin neler olduğunun ve gelişen teknoloji ile birlikte hangi elektronik cihazların eğitim süreçlerine dâhil olduğunun vurgulanması, konunun daha geniş bir çerçevede ele alınmasına yardımcı olacaktır. Çok sayıda teknolojik cihazın sınıflarda kullanılmaya başlanmasıyla birlikte, öğrenme süreci daha etkili gerçekleşmektedir. Projektörler, bilgisayarlar, etkileşimli tahtalar, gibi hayatın her alanında kullanılan teknolojik cihazlar sınıflarda bulunması gereken eğitim araçları haline dönüşmüştür. Bu cihazların ortak özelliği taşınabilir olmamasıdır. Bunlar ile birlikte kağıt, defter, kitaplar da geleneksel eğitim materyalleri olarak adlandırılmaktadır. Bu noktada, hızlı yanıt veren kodları tarayabilme kapasitesine sahip kameralı cihazların, geleneksel eğitim materyalleri üzerine yerleştirilen QR kodları deşifre edebilmesi hem öğrencilere hem de öğretmenlere melez (hybrid) bir iletişim aracına (Aktaş, 2012) erişim imkânını sunmaktadır.

QR kodların, taşınabilir cihazlar tarafından okunabilmesi eğitim sürecinin daha etkili ve hızlı gerçekleşmesi açısından önemlidir. Eğitimde mobil cihazların neden önemli olduğunu anlaşılması için uluslararası araştırmalardan elde edilen verilere göz atmak mevcut durumu kavramak ve geleceğe dönük projeksiyonlar yapabilmek açısından önemlidir. Bilgi Teknolojileri ve İletişim Kurumu Raporu 2012 yılı itibariyle Türkiye'de yaklaşık %88,5 penetrasyon oranına karşılık gelen toplam 66,14 milyon mobil abone bulunduğunu göstermektedir. Temmuz 2009'da sunulmaya başlanan 3G hizmeti Haziran 2012 itibariyle 37,7 milyon aboneye ulaşmıştır. 2011 yılı ikinci çeyrekte 24,8 milyon olan 3G abone sayısı, 2012 yılı ikinci çeyrekte 37,7 milyona ulaşırken, 3G hizmetiyle birlikte mobil bilgisayardan ve cepten İnternet hizmeti alan abone sayısı da aynı dönemler için 3.629.522'den 10.649.948'e çıkmıştır. Bu sayısal veriler Türkiye'de mobil cihazların kullanım sıklıklarını ve hayatın her alanına ne kadar önemli bir faktör olduğunu göstermesi açısından önemlidir.

Küresel anlamda mobil cihazlara sahiplik oranlarına bakıldığında, mobil cihazların sadece Türkiye'de değil tüm gelişmekte olan ülkelerde ilgi gördüğünü göstermektedir. Delloitte şirketi tarafından küresel mobil cihaz kullanıcıları üzerine 2012 Mayıs–Haziran aylarında Belçika, Kanada, Finlandiya, Fransa, Almanya, Japonya, İngiltere ve Amerika Birleşik Devletleri'nde 15.000'den fazla katılımcı ile gerçekleştirdiği anket sonuçları, tabletlerin her yaş grubunda akıllı telefonlara göre daha fazla ilgi gördüğünü açıkça göstermektedir. Bu noktada elde edilen veriler, Fatih Projesi'nin öneminin daha iyi anlaşılmasını sağlamaktadır. Elde edilen veriler geleceğin mobil eğitim teknolojilerinin akıllı telefonlar ve tabletler çerçevesinde geliştirileceğine işaret etmektedir. QR kodların bu teknolojik cihazlar üzerinden hem oluşturulabilmesi hem de okunabilmesinin mümkün olması, eğitim teknolojilerinde QR kodların kullanımının yaygınlaşmasını kolaylaştıracaktır.

QR kodlar geleneksel eğitim materyalleri ile mobil eğitim teknolojilerinin bir arada kullanılmasını sağlamaktadır. Eğitim materyallerinde hızlı yanıt veren kodların kullanılması, eğitmenlerden, öğrencilere kadar eğitim sürecine dâhil olan herkesi etkilemektedir. Bu durumu daha iyi kavranabilmesi için eğitmenlerin ve öğrencilerin QR kodları nasıl ve nerelerde, hangi eğitim materyalleri ile kullanılabildiklerini incelemek yerinde olacaktır.

Eğitmenlerin Eğitimde QR Kod Kullanımının Önemini Kavraması

Eğitmenlerin hızlı yanıt veren iki boyutlu kodlara cazip bakmalarının en önemli sebebi, QR kodların enformasyonu, zaman ve mekâna bağlı kalmadan, özgürce mobil cihazlar vasıtasıyla ulaşılabilir hale getirmesidir. Ancak QR kodların eğitimi kolaylaştırıcı özellikleri olsa dahi uzun yıllar eğitimde tercih edilmemesinin başlıca nedeni, mobil cihazların ekranlarının küçük olması ve özellikle yazılı metinlerin okunmasında yaşanılan güçlüklerdir (Mottivalla, 2007). Bu nedenle eğitim QR kod teknolojisi uzun yıllar yaygınlaşamamıştır. Günümüzde teknolojinin gelişmesiyle bu engeller ortadan kalkmıştır. Gelinen noktada Türkiye'de 'Fatih Projesi' kapsamında dağıtılan tabletler bu teknolojinim eğitimde kullanılmasını kolaylaştıracaktır.

QR kod teknolojisinin eğitimde ki potansiyeli yakın zamanda keşfedilmiştir (Özçelik & Acartürk, 2011). Son çalışmalar kapsamında, hızlı yanıt veren kodların eğitimde, kütüphane kataloglarında, her türlü yazılı materyalde, poster gibi okul duvarlarına asılabilen bilgilendirme yazılarında ve kitaplarda kullanılmaktadır (Susono & Shimomura, 2011). Ayrıca mobil cihazların kullanımının artmasıyla birlikte eğitmenlerde, öğrencilerinin öğrenim süreçlerini desteklemek için QR kodları eğitim materyallerine dâhil etmeye başlamışlardır. Yeni eğitim teknolojilerinden (etkileşimli tahta, projektör, tablet) konvansiyonel eğitim materyallerine (kağıt, kitap, defter) kadar eğitim sürecinde yer alan tüm araçlar vasıtasıyla QR kodlar eğitmenler tarafından kullanılabilmektedir. Böylelikle hızlı yanıt veren kodlara metin, URL, telefon numarası ya da SMS gibi alfa nümerik karakterler QR kod üreten programlar vasıtasıyla kodlanabilmektedir (Özçelik & Acartürk, 2011). Bunun bir sonucu olarak QR kodlar eğitmenler ile öğrenciler arasında bilgi alışverişini gerçekleştiren köprü görevi görmektedir. Hızlı yanıt veren kodlar eğitmen tarafından yerleştirilen URL'ler ile video, ses, görüntü ve metin gibi her türlü içerik öğrencilere mobil Web sayfaları vasıtasıyla ulaştırılabilmektedir. Bu durum öğrencinin öğrenme sürecini geliştirmektedir. Örneğin, yazılı bir kaynak üzerine yerleştirilen QR kod vasıtasıyla, video, ses, yazı, görüntü gibi İnternet'te yer alan enformasyon eğitmenler tarafından öğrencilerin kullanımına sunulmaktadır. Böylelikle öğrenciler, kameralı mobil cihazlar vasıtasıyla zaman ve mekâna bağlı kalmadan QR kodlar tarafından yönlendirilen her türlü içeriğe doğrudan erişebilmektedir. Böylelikle öğrenciler İnternet üzerindeki birçok içeriğe, QR kodlar vasıtasıyla daha hızlı erişim imkânı da bulabilmektedir.

Eğitmenler ders anlatımları esnasında yaptıkları sunumlarda QR kodlardan yararlanabilmektedir. Böylelikle sunum esnasında, QR kodlar öğrencinin sunum ile ilgili enformasyonu, eş zamanlı olarak erişebilmesini sağlamaktadır. Eğitmenler sunumlarında anlattıkları konuyu destekleyici metin, video, görüntü gibi farklı biçimlerdeki enformasyona, sunum ile eş zamanlı olarak öğrencilerin kişisel mobil cihazları vasıtasıyla ulaşmasını sağlamaktadır. Böylelikle eğitmen tarafından QR kodlara şifrelenen her türlü enformasyon, öğrenciler tarafından daha sonra tekrar kullanılmak üzere kişisel mobil cihazlarına kaydedilebilir. Bu şekilde eğitmenler, zamandan tasarruf ederek hızlı bir şekilde öğrencileri ile kaynak paylaşabilirler. Öğrenciler tarafından akıllı telefonların sınıflarda amacı dışında kullanılıyor gibi görünse dahi; eğitmenler açısından akıllı telefonların sınıflarda kullanılması, bilgi alışverişini hızlandırma da etkili bir yoldur. Özellikle, sayfa sayısı fazla olan eğitim materyallerinin öğrencilere ulaştırılmasında QR kodların oynadığı rol önemlidir (Chaisatien & Akahori, 2007). Teknolojik yeniliklere açık eğitmenler QR kodların özelliklerinden yararlanarak öğrenme sürecini daha etkili hale getirmektedirler. Matematik problemlerinde, dil öğreniminde dinleme egzersizleri yaparken ve öğrencilerin konular ile ilgili yapmış oldukları değerlendirme testlerinde QR kodlar eğitmenlere büyük kolaylıklar sağlamaktadır. Eğitmenlerin öğrencilere dağıttıkları soruların cevaplarını İnternet ortamında paylaştıktan sonra, bu cevapların verildiği sitenin URL'sini QR kodlara dağıtabilir. Böylelikle öğrenciler çalışma sonunda tablet ya da akıllı telefonları ile QR kodları tarayarak cevaplara ulaşabilirler. Dinleme egzersizlerinde ise öğrencinin seviyesine göre, doğru dinleme egzersizinin yapılabilmesi için eğitmenin rolü önemlidir. QR kodlar sayesinde eğitmen, öğrencinin seviyesine uygun İnternet ortamında var olan kaynağı öğrenciye dinletebilir. Eğitmenler, öğrencilerine konular ile ilgili deneme testleri dağıtarak öğrencinin kendisini değerlendirmesini sağlayabilir. QR kodlar vasıtasıyla ulaşılan deneme sınavı sonuçları ile öğrenci kendi eksiklerini görerek eksik olduğu konular ile ilgili tekrarlar yapabilmektedir (Low & So, 2010). Bu örneklere bakıldığında öğrenciler bu süreçlerin hepsini zaman ve mekân sınırlılıkları olmaksızın gerçekleştirebilmektedir. Eğitmenler sınıf ortamında gerçekleştirilen faaliyetlerin büyük bir kısmı artık sınıf ortamı dışında da gerçekleştirilebilmektedir. Ayrıca eğitmenlerin ders anlatma metodları, kullandıkları kaynaklar, eğitim teknolojilerinin eğitim sürecine dâhil olmasıyla birlikte zenginleşirken, QR kodlar bu süreç içerisinde eğitmen – öğrenci arasındaki enformasyon alışverişini hızlandırmaktadır.

Eğitmenler sınıf içerisinde öğrencilere dağıttıkları ders notlarına QR kodları yerleştirebilmektedir. Böylece tek bir sayfa üzerinden çok sayıda konuyla ilgili İnternet kaynağına ya da eğitmenin İnternet'te kendi hazırladığı kaynağa, QR kodlar vasıtasıyla öğrenciler yönlendirilebilmektedir. Sonuç itibariyle daha az kağıt kullanımı sağlanırken, öğrenci çevrimiçi ortamda bulunan her türlü içeriğe erişim imkânını elde etmektedir. Öğrenci, geleneksel eğitim materyalleri üzerinde yer alan QR kodları, tablet ve akıllı telefon bulunan kamerayla tarayarak öğrenme sürecini gerçekleştirmektedir. Eğitmenin bu süreçte içeriğin hazırlanması ve iletilmesinde önemli rolü vardır. Hangi İnternet kaynağının QR kodlara eklenmesi gerektiği, eğitimin doğru ve eksiksiz yapılabilmesi açısından önemlidir. Geleneksel eğitim metotlarında eğitmenler dersi sadece sınıf ortamlarında anlatabilirken, öğrenci de bu süreçte kitap ve defterler vasıtasıyla dersleri takip etmektedir. Gelişen iletişim teknolojileri ve hızlı yanıt veren kodların eğitim teknolojilerinde kullanılmaya başlanmasıyla, eğitim süreci farklı bir boyut kazanmıştır. Eğitmenler eğitim teknolojileri sayesinde sadece ders anlatarak tek taraflı bir öğrenme sürecinin ötesine geçip, öğrencileri aktif öğrenme sürecine dâhil etmektedirler. Eğitmenler, aktif öğrenme sürecini iletişim teknolojilerini kullanarak gerçekleştirirken, QR kod gibi yeni teknolojileri de bu sürece dahil etmektedir.

Öğrencilerin QR Kod Kullanımını İçselleştirmesi

İki boyutlu karekod teknolojilerinin günümüzde eğitimdeki uygulama alanları genellikle, mobil öğrenme olarak bilinen eğitim metotları üzerinden kurgulanmaktadır. En çok kullanılan yöntem çevrimiçi ortamda bulunan eğitim içeriklerinin (eğitmenler ya da konuyla ilgili uzmanlar tarafından hazırlanmış), basılı öğrenme kaynakları olan kitaplar ve ders notları ile birlikte kullanılmasıdır. Böylelikle öğrencilerin

derse ilgisinin, motivasyonun ve başarısının arttığı görülmektedir (Liaw, Hatala, ve Huang, 2010). Bu nokta mobil öğrenme olarak bilinen eğitim metodunun uygulanabilmesi için tüm öğrencilerin mobil cihazlara sahip olması ve bu cihazları etkin kullanma becerilerini geliştirmesi gerekmektedir. Bu sürecin daha etkin gerçekleşebilmesi için eğitmenlerinde özellikle yeni eğitim teknolojilerini verimli bir şekilde kullanabilmesi ve bu cihazlara sahip olması gerekmektedir.

Deloitte firmasının 2012 yılında 15 farklı ülkede yapmış olduğu araştırma sonuçlarına göre, 2013 yılında dünyada 800 milyon akıllı telefon satılarak yıl sonunda 2 milyara aşkın bireyin akıllı telefonlar ile iletişimlerini gerçekleştirecekleri ön görülmektedir. Aynı rapora göre, dünyada tablet satışları 2012 yılı itibariyle 120 milyon civarındayken 2016 yılına gelindiğinde bu sayının 250 milyona çıkacağı düşünülmektedir. Raporda 18-24 yaş arasında ki gençlerin %58'i akıllı telefon sahibiyken %19'u tablet bilgisayar sahibidir (Deloitte, 2012). Elde edilen bu veriler dünyada mobil cihazların giderek yaygın olduğunu, özellikle gençlerin mobil cihaz kullanımına daha fazla ilgi duyduğunu göstermektedir. Hayatın her alanına dâhil olan akıllı telefon ve tabletler eğitimde de devletler tarafından kullanılmaya başlanmıştır. Türkiye'de devletin başlattığı bütün dersliklere birer adet dizüstü bilgisayar, projeksiyon cihazı ve etkileşimli tahta ile her öğrenciye tablet bilgisayar verilmesini ön gören 'Fırsatları Arttırma Teknolojisi İyileştirme Hareketi' projesi teknolojinin eğitim alanına dâhil olduğunu göstermektedir (Karalı, 2013). Eğitimde atılan bu teknolojik adımların temelinde öğrencinin nitelikli enformasyona istediği zaman istediği yerde erişerek mobil öğrenme sürecine dâhil olması amaçlanmaktadır. Gelinen bu noktada eğitimde teknolojik cihazların kullanımı kaçınılmazdır. Eğitmenler bu süreçte eğitim teknolojilerini kullanırken, öğrenciler de özellikle tablet ve akıllı telefonlar vasıtasıyla sürece dâhil olacaklardır. Bu noktada enformasyon alışverişinin hızlı gerçekleşmesi, eğitim sürecinin zaman ve mekâna bağlı kalmadan gündelik hayatın her alanında gerçekleşebilmesinde mobil teknolojilerin rolü büyüktür. Hızlı yanıt veren kodların öğrenciler tarafından kullanılması, öğrencinin bilgiye hızlı bir şekilde ulaşmasını zaman ve mekâna bağlı kalmadan, mobil öğrenme sürecine dâhil olmasını sağlamaktadır. Ayrıca öğrenciler kameralı mobil cihazları sayesinde QR kodları birbirlerine göndererek ya da telefon ekranları üzerinden taratarak İnternet ortamındaki her türlü kaynağı paylaşabilmektedir. Özellikle üniversite düzeyinde ders notları ve literatür taraması için kütüphanelerde geçirilen zamanlar göz önüne alındığında, kütüphanelerde QR kodların öğrencilere sağladığı olanaklar dikkat çekicidir.

2013 yılı itibariyle QR kodları kütüphanesinde etkili kullanan üniversitelerin başında gelen 'Bath Üniversitesi', QR kodların bilgiyi ya da kaynağı araştırmadaki önemini ön plana çıkarmaktadır. Böylelikle öğrenciler zamandan tasarruf edebilmektedirler. 'Bath Üniversitesi Kütüphanesi'nde kitap taraması hızlı yanıt veren kodlar aracılığıyla yapıldığında, kitabın özeti, anahtar kelimeleri, kitabın başlığı yazarı ve hangi rafta bulunduğu bilgisini öğrencinin mobil cihazlarına hızlı yanıt veren kodlar aracılığıyla yönlendirebilmektedir (Low & So, 2010). Hızlı yanıt veren kodlar, öğrenciler ile kütüphane arasındaki iletişimi hızlandırarak istenilen kaynağa süratli bir şekilde ulaşılmasını sağlamaktadır. 'Universitat Politecnica de Valencia Üniversitesi Kütüphanesi'nde de QR kodlar etkili bir şekilde kullanılmaktadır. QR kodlar aracılığıyla öğrenciler kitapların özetlerine, hangi rafta aradıkları kitapları bulabileceklerine, kitapların yazarlarına, elektronik kaynaklara, kitap sorgulamasına ve kütüphanenin Web sitesine doğrudan erişebilmektedirler. Ayrıca QR kodlar aracılığıyla öğrencileri bloglara yönlendirerek kitap yorumlarına öğrencilerin erişmesini sağlanmaktadır. Böylelikle öğrenciler kitapları kütüphane rafları arasında saatlerce aramak ve incelemekle zaman harcamadan, mobil cihazlar üzerinden kitabın bulunduğu yeri ve kitap ile ilgili her türlü enformasyona erişme imkânını bulabilmektedir (Pons, 2011).

Eğitimde teknolojinin kullanılmasının en büyük yararı kuşkusuz öğrencilerin daha iyi bir eğitim alarak daha donanımlı olmalarıdır. Kuşkusuz eğitimde, teknolojinin kullanılmasının amacı da öğrencilerin konular ile ilgili enformasyona doğrudan erişebilmeleridir. QR kodlar bu süreçte eğitmenler ile öğrenciler arasında bir köprü görevi görürken aynı zamanda öğrencilerin de birbirleriyle olan enformasyon alışverişini sağlamaktadır. Özellikle Japonya'da okullarda sıklıkla kullanılan QR kodlar, öğrenciler arasında elektronik kaynakların bağlantılarının paylaşılmasında kullanılmaktadır.

Hızlı yanıt veren kodlar bastırılabilir kaynaklarda kullanılabilir olmasına rağmen özellikle eğitim teknolojilerinde QR kodların kullanımı oldukça yenidir (Metcalf & Roger,2010; Özcelik & Acartürk, 2011). Eğitimde QR kod kullanımı ile ilgili yapılan çalışmalar, QR kodların kütüphane kataloglarında, basılı kitap ve ders notları ve okul içi afişlerde kullanıldığını tespit etmiştir (Law & So, 2010). Ayrıca öğrenciler, QR kodlar tarafından yönlendirildikleri sitelerde yer alan yorumları mobil cihazlar vasıtasıyla okuyabilmekte ve kendir yorumlarını ekleyebilmektedir. (Susono & Shimomura, 2006). Kitapların içerisine yerleştirilen QR kodlar aracılığıyla, İnternet üzerindeki görüntü, video, ses gibi her türlü içeriğe, mobil cihazlardan vasıtasıyla ulaşılabilmektedir. Bu sayede meydana gelen hybrid (melez) kitaplar, öğrenciler tarafından her mekânda mobil cihazlar vasıtasıyla rahatlıkla okunabilmektedir. Elde edilen bu verilerden yola çıkarak eğitim materyalleri ve iletişim teknolojileri ile birlikte kullanılabilen QR kodlar, öğrencilere öğrenim sürecinin her aşamasında destekleyicidir. QR kod teknolojisinin kullanılabildiği mobil cihazların geleneksel eğitim materyalleri ile beraber, bütünleşik olarak kullanımının öğrenme sürecini desteklediği ve öğrencinin başarısını arttırıcı potansiyeli olduğu unutulmamalıdır. Sonuç olarak iletişim teknolojileri ne kadar fonksiyonel olursa olsun nihayetinde önemli olan eğitimde öğrenciye ulaştırılacak olan enformasyonun niteliğidir.

Sonuç

Bu çalışmada, QR kodların eğitim teknolojilerinde kullanılmasının nedenleri, eğitim sürecine etkileri eğitim materyalleri, öğretmenler ve öğrenciler açısından incelenmiştir. Gelişen enformasyon ve iletişim teknolojileri hayatın her alanını etkilediği gibi eğitim sürecini de etkilemiştir. Özellikle mobil cihazların iş dünyasında ve sosyal hayattaki rolü, eğitimde de kendisini göstermeye başlamıştır. Bu gelişmeler sonucunda eğitim alanında bir teknolojik dönüşüm başlamıştır. Mobil cihazların eğitim alanında kullanılması, Türkiye'de 'Fatih Projesi'nin başlatılması etkileşimli tahta, tablet bilgisayarlar ve projeksiyon cihazlarının sınıflarda kullanılmaya başlanması ile teknoloji, eğitimle hiç olmadığı kadar iç içe girmeye başlamıştır. Bu noktada, eğitim teknolojileri yavaş yavaş geleneksel eğitim materyallerinin yerini almaya başlamıştır. Bu değişim sürecinde, QR kod teknolojisi geleneksel eğitim materyalleri üzerine yerleştirilerek eğitim teknolojileri ile iletişim kurabilen bir yapıya sahip olmaktadır. Ayrıca öğrenciler ile eğitmenlerin İnternet üzerindeki metin, ses video, görüntü gibi her türlü içeriğe ulaşmasında QR kodlar köprü görevi görerek enformasyona erişimi sağlamaktadır. Böylelikle öğrenciler, öğrenim süreçlerini hızlı yanıt veren kodlar sayesinde zenginleştirmektedir.

İletişim teknolojilerinin eğitime girmesiyle birlikte ortaya çıkan mobil öğrenme, QR kodlar sayesinde bir adım da öteye taşınarak enformasyona anlık ulaşılabilmesini sağlamıştır Böylelikle hem öğrenciler hem de eğitmenler zamana ve mekâna bağlı kalmadan günün her saatinde istedikleri mekânda QR kodlar vasıtasıyla mobil Web sayfalarında bulunan içeriklere ulaşabileceklerdir. Bu noktada unutmamak gerekir ki hızlı yanıt veren kodlar var olandan yola çıkarak yeni bir enformasyonun üretilmesini sağlamamaktadır. Zaten mevcut enformasyonun daha hızlı bir şekilde mobil cihazlar vasıtasıyla aktarılmasını kolaylaştırmaktadır.

QR kodlar mobil eğitimi destekleyici olarak tabletler, akıllı telefonlar ve dizüstü bilgisayarlarda kullanılabilmektedir. Kameralı mobil cihazlara uyumlu yazılımların yüklenmesiyle öğrenciler, QR kodları sınıflarda, kütüphanelerde, okul içinde ve en önemlisi gündelik hayatın akışı içerisinde her mekânda kullanabilmektedir. Sonuç itibariyle QR kodlar eğitmen ve öğrenci arasındaki enformasyon alışverişini hem geleneksel hem de eğitim teknolojileri yoluyla sağlayabilen bir teknolojiyi işaret etmektedir. Hızlı yanıt veren kodlar nitelikli içerikleri öğrencilere taşıyabildiği sürece, eğitimde etkin bir teknoloji olacaktır. Bu nedenle enformasyon alışverişi ne kadar hızlı, seçenekler ne kadar çok olursa olsun mobil eğitim için hazırlanan içeriklerin niteliği eğitim sürecinin başarıya ulaşmasının birincil sebebi olacaktır.

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SİNEMADA BİR TÜR OLARAK GÜLDÜRÜNÜN İKTİDAR VE MUHALAFET İLE İLİŞKİSİ

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Özet
Tür olarak güldürünün, iktidar ve muhalefet ile ilişkisine, ilk çağ filozoflarından bu yana belirli ölçülerde değiniler olmuştur. Güldürünün bu ilişkisine dair düşünce ve çalışmaları, temel olarak iki grupta toplamak mümkündür. Bunlardan ilki; güldürüyü, muhalefetin iktidara yöneltiği bir eleştiri silahı olarak görürken, diğer gruptakiler; güldürünün, iktidar tarafından kendisi için daha ciddi bir tehlike oluşturabilecek toplumsal muhalefeti, etkisiz hale getirme aracı olduğunu iddia etmektedirler. Türk sinemasının önemli güldürü yönetmenlerinden Ertem Eğilmez'in, güldürü türünde çektiği filmler, Türkiye'de toplumsal muhalefetin en gelişkin ve etkin olduğu 1968-1980 yılları arasına denk gelmektedir. Bu doğrultuda, Eğilmez'in belirtilen yıllar arasında çekmiş olduğu güldürü türündeki filmlerinin, iktidar ve muhalefet ile olan ilişkisi açısından çözümlenmesi hedeflenmektedir.
Anahtar Sözcükler: Güldürü, Türk sineması, İktidar, Muhalefet, Ertem Eğilmez.

Giriş
Gülmenin ilk ne zaman ortaya çıktığı sorusunun cevabını bulmak elbette mümkün değildir. Fakat insanla bu kadar bütünleşik bir edimin onunla birlikte var olduğunu söyleyebiliriz. Albert Rapp (aktaran Morreall, 1997:13), gülmeyi, ilkel dönemde insanın bir düelloyu kazanması sonucunda çıkardığı zafer kükremesinin evrimsel sonucu olarak görür. Bu zafer kükremesi o kadar eskiye dayanmaktadır ki, henüz dil oluşmadan önce insanın iletişim yöntemlerinden biri olarak kullanılmıştır. Morreall (1997:18), gülmenin ilk olarak, insanın tehlikeden kurtulması neticesinde yüz ifadesindeki değişim şeklinde ortaya çıktığını ve gülme sayesinde rahatlayan insanın korkudan uzaklaştığını söyler. Bu da gülmenin, daha ilk çıkış aşamasından itibaren, korku yaratarak hâkimiyet sürdüren otoritenin panzehiri olduğunu gösterir. Gülmece ile insan karakteri İngilizcede aynı kelimeyle ifade edilirken Arapçada benzer kelimelerle tanımlanmaktadır. "İnsan karakterine değişik yön veren salgılara İngilizcede "humour" adı verilmiştir. "Humour" sözcüğü aynı zamanda "gülmece" anlamında da kullanılmaktadır. Karakter ile gülmecenin bu denli yakın ilişkisi Arapçadan Türkçeye geçerek yüzyıllar boyu kullanılan iki sözcükte de bellidir: Mizah ve mizaç" (Özünlü, 1999: 18-19). Dilbilimsel olarak ortaya konan bu gerçeklikten yola çıkılarak, insana karakterini veren ve insanı olma özelliği taşıyan en önemli edimin gülmek olabileceği sonucunun çıkarılması mümkün olabilir.

İlkçağ filozofları genel olarak gülme ve komediyi aşağılamış ve zararlı görmüşlerdir. Platon (2012:78), devleti yönetecek kişiler olarak tanımladığı koruyucu veya bekçilerin, gülmeye düşkün olmamaları en önemlisi de insanların, Tanrıları gülerken tasvir etmemeleri gerektiğini zira gülmenin otorite sahibi kişileri otoritesini sarsacağını ve nihayetinde bu kişilerin kimseye söz geçiremeyeceklerini belirtir. Aristoteles (2011:37,38) ise insanları karakter bakımından iyi ve kötü olarak ikiye ayırdıktan sonra tragedyanın ortalamanın üstündeki iyi insanları, komedyanın ise ortalamanın altındaki kötü insanları taklit ettiğini söyler. Alay ve yergi yolunu kullanan komedyanın biçimlerinin ilk Homeros'un şiirlerinde göründüğünü belirten Aristo, "Ağırbaşlı ve soylu bir karaktere sahip şairler iyi ahlaklı ve soylu insanların karakterlerini taklit ederler. Daha aşağı karakterli şairler ise sıradan insanların karakterlerini taklit ederler. İlk söylediklerimiz işlerini ilahiler ve övgülerle yaparlarken, ikinci söylediklerimiz yergiler kaleme almaktadırlar" diyerek komedyanın eleştirel yönünü beğenmediğini açık eder. (2011: 40). Thomas Hobbes (2012: 54), gülmenin ya insanı mutlu eden ani bir hareket sonucu veya başkasında ortaya çıkan yanlış hareketlerin ya da kusurların, kişinin kendisinde olmadığını görüp, üstün konuma geçmesiyle birlikte ortaya çıktığını söyler. Bahsettiği ikinci biçimde ortaya çıkan gülmenin, yeteneksiz ve pısırık insanların başkalarının eksiklikleriyle alay ederek kendini tatmin etmesinin bir yolu olduğunu ifade eder. Immanuel Kant, Hobbes'un söylediklerinin aksine, insanın üstünlük duygusundan ötürü değil, beklentisinin boşa çıkması neticesinde güldüğü yönünde bir düşünce ortaya koyar. Kant (2011:206), zekânın, gülme eyleminden hiçbir hoşlanma duyamayacağını zira gülmeye yol açan her şeyde mutlaka saçma bir şeyin olduğunu belirtir. Kant gülmeyi şu şekilde tanımlar; "Gülme birden bir hiçliğe dönüşen gergin bir beklentiden doğan yeğin heyecandır" (2011:207). Zekâ, gülmeden her hangi bir hoşlanma duymasa da yaşanan dönüşümün yine de insanda büyük bir keyif yaratacağını söyleyen Kant, gülmenin oluşabilmesi için mutlaka gerilen duyguların hiçliğe dönüşmesi gerektiğini ifade eder. Duyguların gerilmesinin, insanın bir beklenti içerisine girmesiyle oluştuğunu ancak bu gergin beklentinin gülmeyi yaratabilmesinin ise beklentinin tersine çevrilmesiyle değil, mutlaka hiçliğe dönüşmesiyle mümkün olacağını dile getirir (2011:207). Charles Baudelaire de Hobbes gibi gülmeyi üstünlük duygusuna bağlamaktadır. "Gerçekte, bir an için insanı dünyada yok sayarsak gülünç dediğimiz şey de var olmayacaktır. Çünkü hayvanlar bitkiler, bitkiler de madenler karşısında bir üstünlük duygusuna kapılmazlar" (1997:11). Gülmenin şeytansı bir özellik barındırdığına değinen Baudelaire, gülmenin zayıflık ve güçsüzlük belirtisi olduğunu söyler (1997:9). Tanrının insana bahşetmiş olduğu gülme yetisinin, aslan dişlerinin görevini gördüğünü zira insanın gülerek ısırdığını belirtir (1997:5). Baudelaire, gülmenin deliliğe özgü bir durum olduğunu ve bilgisizlik ve güçsüzlüğün gülmeyi ortaya çıkardığını savunmaktadır (1997:4). Sigmund Freud da zihinsel ve bedensel faaliyet zıtlığından gülüncün ortaya çıktığını belirterek, gülmenin üstünlük duygusunun verdiği hazdan meydana geldiğini dile getirir (2003:225). Bergson'a göre yaşama ve insana uymayan, ters düşen şeyler güldürür. Örneğin, sürekli devinim halinde olan yaşam ve insanın devinimin durması komik etki yaratır. Yine yaşamda yineleme yoktur o sebeple yineleme olduğu takdirde de insan güler. İnsanın mekanik tavır ve hareketleri de gülmenin ortaya çıkmasını sağlar (2006:25, 26).

Güldürünün İşlevi
Eleştirel-Yıkıcı Yaklaşım
Gülmek ve güldürmenin her türlü otoriteye karşı eleştiri silahı olarak kullanılagelmesi gözden kaçırılmaması gereken önemli bir yandır. Arendt, otoriteyi korumak için, otorite sahibine olan saygının devamlılığının sağlanması gerektiğini fakat kahkahanın bu bağlamda otoritenin en büyük düşmanı olduğunu söyler (2012: 56). Tarihi gelişimi içerisinde komedi, eleştiri oklarını çoğu zaman yöneticilere veya egemen güçlere çevirmiştir. Güler (2010: 174), Hinduların baharda yaptıkları Holi Şenliği'nde yoksul çocukların zenginlerin başına pudra atmasını, tarihteki ilk mizah örneklerinden sayıldığını belirterek, öğrencilerin öğretmenlerini kartopuna tutmasını da bunun günümüze bir yansıması olabileceğini dile getirir. Dikkat edilirse her iki mizahi anlayış da, otorite sahibi zenginlere karşı ve öğretmenlere karşı yani otoriteye karşı bir eylemdir. Gülme, insanın zaaflarını ortaya çıkarması ve hiçbir otorite tanımaması nedeniyle egemenlerin korkulu rüyası olagelmiştir. Lord Shaftesbury (aktaran Morreall, 1997:32), insanların, baskı altına alınıp denetlenmesi halinde, baskıcı güçlerden öç almak ve bu durumdan kurtulmanın yöntemi olarak soytarılık, yergi gibi çeşitli savunma yöntemleri geliştireceklerini vurgular. Aziz Nesin de Shaftesbury gibi mizahı, baskı altındaki toplumun, egemen güçlere karşı galip gelme çabasının bir aracı olarak görmektedir. "Yaşam çatışmasında yenik düşen insanın gülmesi, bir üstünlük elde etme silahıdır. Toplumda egemen sınıflar bu üstünlüğü özdeksel ve somut olarak ellerine geçirmiş olduklarına göre ezilen, sömürülen yani yenik düşen sınıf, egemen sınıfa karşı başka türlü ve gerçek üstünlük elde edemeyince, gülmeceyi onlara karşı bir üstün gelme silahı olarak kullanmaktadır. Bu tür gülmece, güçsüzlerin güçlüye karşı kullandıkları sosyal ve politik üstün gelme silahıdır" (Nesin, 1973). Mizah ve özgürlük ilişkisine değinen Morreall, *Gülmeyi Ciddiye Almak* isimli kitabında, Shaftesbury ve Nesin'in söylediklerini destekleyen bir örnek verir; "Hitler hakkındaki fıkralar, insanların o konudaki özgürlüklerinin kısıtlanması sonucunda ortaya çıkmıştır ve Hitler'in yönetimine karşı övgüye değer bir karşı koyuş oluşturmuşlardır" (1997:157). Mizahın özgürleştirici yönünün en iyi görülebileceği alanın politika olduğunu savunan Morreall, espri yeteneği gelişkin olan birinin hükümet tarafından tam manasıyla denetim altına alınamayacağını zira çok farklı şeylere gülebilme yeteneği olan kişinin, pratikte olmasa bile düşüncede baskıcı güçlerin üzerine çıkacağını ve böylelikle özgürlüğünü koruyabileceğini ifade eder. Mizahın özgürleştirici yönünü estetik açıdan kullanabilen yazar ve sanatçıların ise baskıcı rejimler tarafından hep istenmeyen kişiler olarak görüldüğünü dile getirir (1997:142-143). Boysan (2002), mizahın

amacını, insanların aklını çalıştırarak gerçeklere ulaşmasını sağlamak olarak verir. Mizah eleştirel düşünmeyi sağlayarak, mevcut değerleri, fikirleri, toplumu, inançları, baskıcı rejimleri eleştirme olanağı verir (Güler, 2010:191).

Arındırıcı-Uzlaştırıcı Yaklaşım

Ancak unutulmaması gerekir ki, egemen güçler de gülmenin ve güldürmenin tehlikeli gücünün farkındadır ve güldürü silahını kendi otoritesini tesis etmek için de kullanabilir ve kullanmaktadır da. "Mizah genellikle iktidarın despotizmine karşı aşağıdan bir direniş biçimi, bir muhalefet olarak gözükse de, bu şemayla yetinmek çok basite indirgemeci bir yaklaşım olur. Çünkü mizah pekâlâ denetlenebilir, kullanılabilir, ele geçirilebilir ve resmi ideolojinin hizmetine sokulabilir" (Fenoglio&Georgeon, 2007: 13). Gülme ve güldürmenin toplumsal çelişkileri ortaya çıkarmasının yanı sıra toplumsal çelişkilerin görmezden gelinmesini sağlayan pekiştirici bir niteliğinin olduğunu da hatırlamakta fayda vardır (Sanders, 2001). Cantek ise fıkralarda her ne kadar mizah aracılığıyla iktidara yönelik saldırı gerçekleştirilse de, dengelerin değişmediğini, iktidar ve muhalefetin konumlarında bir farklılık olmadığını anlattıktan sonra fıkraların bu yolla insanların boşalmasına vesile olarak, iktidar için daha tehlikeli hale gelebilecek direniş yöntemlerini engellediğini vurgular (1998). Gülme ve güldürmenin hangi amaca hizmet ettiği meselesi tamamen politik dengelerce belirlenmektedir. Otoriteye karşı olan muhalefetin elinde olan mizah veya güldürü, egemenler için çok büyük tehlike arz ettiği için her dönem baskı altında tutulmuştur. Tersine egemen güçlerin kullandığı güldürü veya mizah ise toplumsal algıyı körletmenin, toplumsal çelişkilerin üstünü örtmenin, kendi despotizmini örtbas etmenin en önemli aracı haline gelebilmektedir. "Gülmenin ve komiğin, (…) aynı zamanda siyasal iktidar ve ideolojik gruplar tarafından fert ve toplumun asıl meselelerine karşı duyarsızlaştırma aracı olarak da kullanılabileceğini göstermektedir. Okuma oranlarının ve düşünce kalitesinin düşük olduğu dönemlerde toplumun büyük bir kesiminin basit komedi oyunlarına ve Recep İvedik gibi kaba güldürü filmlerine itibar etmesi söz konusu tehlikenin ciddiye alınması gerektiğini işaret etmektedir" (Şentürk, 2010: 126). Güler (2010:195), mizahın işlevi konusunda sosyal bilimin çalışmalarının yetersiz olduğunu savunarak, mizahın, var olan ciddi bir sorunun hafifsenmesini ve gerekli tepkinin verildiği duygusunu yaratarak sorunun unutulmasına sebebiyet verdiğini belirtir. "Kin ve hıncı olumlu bir kanala yönlendirir, toplumsal çelişkilerin azalmasını sağlar. Politik söylemleri yumuşatır" (Güler, 2010:191). Shibles (2008), mizahın ileri derecede gerilimli durumları ortadan kaldırdığını, muhalefeti yumuşatıp, çatışmaları önlediğini ileri sürmektedir. Sutton (aktaran Cebeci:2008), toplumsal zorunlulukların insanı öfke ve düşmanlığa sevk ettiği ifade ederek, komedinin işlevinin bu tarz duygular barındıran insanların, toplumsal düzene uyum sağlaması adına, onları öfke ve düşmanlık duygularından arındırmak olduğunu söyler. Komedinin bu işlevi, bahsi geçen duyguların kişide suçluluk duygusu uyandırmadan ifade edilmesine izin vererek gerçekleştirdiğini savunmaktadır. "Hayata karşı mizahi bir tutum takınmak, zaman zaman, statükoyu kabul anlamına gelebilir. Bu nedenle, "felaketi konu edinen mizah" anlayışının, acı verici hayat olaylarını fazla zarar görmeden geçiştirmek için geliştirilmiş bir yöntem olduğu söylenebilir" (Cebeci 2008:60).

Ertem Eğilmez Filmlerinde Güldürü

Güldürü türünün işlevine yönelik yapılan değerlendirmelerdeki ayrımın neredeyse aynısı Ertem Eğilmez'in güldürü filmlerinin işlevi üzerine de yapılmaktadır. Uluyağcı, Eğilmez'in toplumsal sorunları, güldürü aracılığıyla beyaz perdeye taşıyarak, insanlarda bir duyarlılık yarattığını ve Eğilmez'in toplumsal güldürü ustası olduğunu söyler (2006). Kayalı ise Eğilmez'in popülist bir yönetmen olduğunu dile getirerek, 1970 sonrasında Eğilmez'in sosyal içerikli filmler çektiğini belirtir (2006). Özgüç, Eğilmez'in güncel sorunları filmlerinde temel alarak, gülme eylemini toplumsallaştırdığı ve böylelikle toplumsal güldürü bulundurması nedeniyle Türk güldürü sinemasında bir dönüşüm yarattığını ifade eder. (2005). Scognamillo da Özgüç gibi düşünmektedir. Eğilmez'in güncel sorunlara yönelik öyküleri, gerçeklerden yana bir dille aktarması sebebiyle Türk güldürü sinemasına yeni bir yaklaşım kazandırdığını iddia eder (2010).

Eğilmez güldürülerinin, toplumsal eleştiri barındırdığını ileri sürenlerin yanında, 1970'lerin sınıfsal çelişki ve çatışkılarının belirginlik kazandığı bir ortamda, Eğilmez filmlerinin, var olan sistemin devamlılığını sağladığını ve insanları gerçek yaşamdaki çelişkilerden uzak tuttuğunu belirtenler de vardır. Yavuz Pekman, popüler sanatın, toplumu biçimlendirerek, sistemi yeniden kurduğunu, toplumun tepki ve tutumlarını, egemen ideolojinin belirleyiciliğinde şekillendirdiğini ifade eder. Popüler olanın, insanları, özellikle de toplumun büyük bir bölümünü oluşturan gelir ve eğitim düzeyi düşük kesimi, günlük hayatta karşılaşmış olduğu zorluklardan uzaklaştırdığını da ileri sürer. Bu uzaklaştırma yönteminin en belirgin halinin insanları eğlendirmek olduğunu, eğlendirmenin de, Türk temaşa geleneğinde güldürmekle eş anlama geldiğini vurgulayarak, Türkiye toplumunu, gerçekliğinden uzaklaştırıp, iktidarın istediği kalıba sokan temel sinema türünün, popüler güldürü filmleri olduğuna işaret eder. (2010: 173-174). Yine Pekman, Türk geleneksel tiyatrosunda, egemen sınıf ile onların boyunduruğundaki sınıf arasındaki çatışmaların, oyunların temel konusu olduğunu ve yaratılan tiplerin, aslında bahsi geçen temsil ettiğini söyler (2010:178-179). Kırel, Hollywood sinemasından örnekle, popüler sinemanın, ideoloji ile olan bağlantısını açıklamaya çalışır. Popüler filmlerin, dönemin egemen ideolojisini ve değerlerini izleyiciye taşıdığını ve bunu seyirciye fark ettirmeden yapabilecek güce sahip olduğunu belirtir (2010:210). Wood (aktaran Kırel, 2010:212), popüler sinemada fakirlerin zenginlere göre daha mutlu olduklarının ve paranın her şey olmadığının gösterilmesinin kapitalist ideolojiye uygun olduğunu, ayrıca filmlerin mutlu sonla bitirilmesinin, herkesin mutlu olabileceğini, izleyiciye aktarmanın yöntemi olduğunu dillendirir. Abisel'e göre, Türk sinemasında genellikle zengin aileler, ahlaki değerden yoksun gösterilerek, yoksul izleyicilerin kendilerini rahatlatması sağlanır. Neredeyse yoksulluklarından memnuniyet duymasına neden olunur ve mevcut sınıfsal ilişkilenmeleri sorgulamalarının önüne geçilir (2005). Kırel ise aile bütünlüğünün korunmasının, statükonun korunması manasına geldiği, popüler filmlerde de aile vurgusuna büyük önem verildiğini söyler. Eğilmez filmlerinde de, aile bütünlüğünün sağlanmasının bu çerçevede değerlendirilebileceğini ifade eder. Yine Eğilmez filmlerinde, sevginin, dostluğun, dayanışmanın her şeyin üstesinden gelecek çözüm yolu olarak gösterildiğini söyler. (2010). Evren (aktaran Scognamillo, 2010:280) ise Eğilmez filmlerini şu şekilde değerlendirir; "Eğilmez'in güldürüleri çoğu kez sosyal konularla kaynaşmış bir haldedir. Ama hiçbir zaman güldürü öğesinden hareket edip bir sorunun eleştirisi yapılmaz. Sorunlar, Eğilmez'in sinemasında ancak güldürü dozunu arttıracak motif ve mekân olarak kullanılmaktadır."

Amaç ve Yöntem
Amaç
Bu çalışmanın amacı, 1968-1980 yılları arasında Ertem Eğilmez tarafından çekilmiş güldürü türündeki filmlerin çözümlenmesidir. Yargısal örneklem kullanılarak belirlenen filmler, tema analizi yöntemiyle incelenecektir. "Tema analizinde, tanımlanabilir temalara yaşam ve/veya davranış kalıplarına odaklanılmaktadır." (Aronson aktaran Yüksel:2008).

Popüler sinemanın iktidar ve muhalefeti temsil biçimleri ve güldürünün tür olarak işlevi üzerine tema analizi yöntemine göre sorular geliştirilmiştir. Soruların geliştirilmesinde, Pekman ve Kırel'in popüler güldürü filmlerinde iktidar ile muhalefet temsilleri üzerine açıklamaları referans alınmıştır. Geliştirilen sorular;
1. İktidarı temsil eden tipler kimlerdir? Meslekleri ve sınıfsal konumları nedir?
2. Muhalefeti temsil eden tipler kimlerdir? Meslekleri ve sınıfsal konumları nedir?
3. İktidar ile muhalefeti temsil eden tiplerin çatışmasına neden olan problemler nelerdir?
4. Çatışma sonucunda kazanan taraf ya da bir uzlaşı var mıdır?
5. Filmlerin sonunda iktidar ve muhalefeti temsil eden tiplerin yaşamında bir değişiklik olmakta mıdır?
6. Filmler mutlu son ile bitmekte midir?

Örneklem

Yargısal örnekleme yoluyla belirlenen, Ertem Eğilmez'in güldürü türünde çekmiş olduğu filmler irdelenmiştir. Çalışmada, Tanner, Haddock, Schindler-Zimmerman ve Lund'ın uzun metrajlı Disney yapımı animasyon filmlerde aile ve çift imgeleri üzerine yaptıkları araştırma ile Yüksel'in çocuklara yönelik çizgi filmlerde toplumsal cinsiyet kalıplarını incelediği çalışma model alınmıştır.

Ertem Eğilmez'in 1968-1980 yılları arasındaki incelemeye alınan filmleri şunlardır;

Filmin adı	Gösterime girdiği yıl
Sev Kardeşim	1972
Oh Olsun	1973
Yalancı Yarim	1973
Gülen Gözler	1977

Bulgular

İktidarı temsil eden tipler kimlerdir? Meslekleri ve sınıfsal konumları nedir?

Filmlerin tamamında iktidarı temsil eden tipler; zengin, üst sınıftan insanlardır. 4 filmden 3 tanesinde iktidar temsiliyetine sahip tipler, fabrikatördür (*Sev Kardeşim, Oh Olsun, Yalancı Yarim*). *Gülen Gözler* filminde ise müteahhittir. Filmlerin tamamında bu tipler; paragöz, işleri dışında ilgi alanlarına hiçbir şey girmeyen, insani değerleri yitirmiş, "kötü" kişilerdir. Genellikle asık suratlı ve mutsuzdurlar. Türk toplumundaki aile sıcaklığından da yoksundurlar.

Muhalefeti temsil eden tipler kimlerdir? Meslekleri ve sınıfsal konumları nedir?

Belirlenmiş olan 4 filmin hepsinde muhalefeti temsil eden tipler; yoksul, halktan insanlardır ve emekçidirler. *Sev Kardeşim*'de tespih üretimi yapan bir işçi, *Oh Olsun*'da fabrika işçisi, *Yalancı Yarim*'de pazarcı, *Gülen Gözler*'de ise İnşaat işçisidir. Filmlerin tamamında bu tipler; yoksul olmalarına rağmen çok mutludur. Paraya önem vermemektedirler. Aile içerisinde ve hatta yaşadıkları mahalledeki insanlarla dayanışma içerisinde yaşamaktadırlar ve geleneksel Türk ailesinin temel özelliklerini üzerlerinde taşırlar.

İktidar ile muhalefeti temsil eden tiplerin çatışmasına neden olan problemler nelerdir?

Filmlerin tamamında iktidar ile muhalefeti temsil eden tipler arasındaki çatışmaya neden olan etmenler, sınıfsal çelişkilerdir. *Sev Kardeşim*'de fabrikatör yeni bir fabrika yapmak için yer olarak yoksul bir mahalleyi seçer. Mahalledeki tüm evleri satın alır ama Tespih işçisinin oturduğu evi, ne kadar para teklif ederse etsin satın alamaz. Çatışma buradan doğar. *Oh Olsun*'da çatışma, oğlunun kendi fabrikasında çalışan bir işçinin kızıyla evlendiğini duyan fabrikatörün, işçiyi işten çıkarmasıyla başlar. İşten çıkarılma olayı ise zaten greve gitmeye hazırlanan işçilerin bahanesi olur ve grevle birlikte çatışma doruğa ulaşır. *Yalancı Yarim*'de çatışma, farklı sınıflardan iki kişinin evliliğinin ortaya çıkması üzerine doğar. *Gülen Gözler*'de ise müteahhittin, daha fazla kâr elde etme adına, inşaat malzemelerinden çalması nedeniyle inşaat işçisiyle aralarında yaşanan tartışmayla birlikte temel çatışma başlar.

Çatışma sonucunda kazanan taraf ya da bir uzlaşı var mıdır?

Seçilen filmlerin hepsinde kazanan taraf muhalefeti temsil eden tipler olmakla birlikte nihayetinde bir uzlaşı da vardır. *Sev Kardeşim*'de fabrikatör, fabrikasını mahalleye yapmaktan vazgeçerek, evi yıktırmaz. *Oh Olsun*'da işçilerin hakları fabrikatör tarafından geri verilir ve grev sonlandırılır. *Yalancı Yarim*'de sınıf farklılığı dolayısıyla fakir kızın yeğeniyle evlenmesine izin vermeyen fabrikatör, evliliği onaylar. *Gülen Gözler*'de ise müteahhitin, ucuza mal etmek için eksik malzemeyle yaptırdığı inşaatı çökmesi sonucunda, kendisini bu noktada uyaran işçisine hak verir.

Filmlerin sonunda iktidar ve muhalefeti temsil eden tiplerin yaşam standartlarında bir değişiklik olmakta mıdır?

İncelenen hiçbir filmde, iktidarı ve muhalefeti temsil eden tiplerin yaşam standartlarında bir değişiklik olmamaktadır. Filmlerin tamamında çatışan her iki taraf her ne kadar uzlaşsa da, eski yaşamlarını sürdürmeye devam etmektedirler.

Filmler mutlu son ile bitmekte midir?

Belirlenmiş filmlerin tümü, mutlu sonla bitmektedir. Çatışmanın uzlaşıyla nihayetlenmesiyle birlikte, her iki taraf durumdan memnun ve mutludur.

Tartışma ve Sonuç

Yapılan bu çalışmada, 1968-1980 yılları arasında Ertem Eğilmez tarafından çekilmiş olan dört güldürü filmine, iktidar ve muhalefeti temsil biçimleri ve iki tarafın birbirleriyle ilişkilerinden hareketle tema analiz yöntemine uygun olarak oluşturulan altı soru sorulmuş ve bu doğrultuda belirlemeler yapılmıştır.

Toplumsal muhalefetin ve iktidara alternatif olma hareketlerinin tüm dünyada güçlendiği ve yansımalarının Türkiye'de de hissedildiği 1970'lerde, yaşamın her alanında olduğu gibi bu yansımalar sinemada da kendisine yer edinmiştir. İşçilerin toplu bir şekilde greve gittiği, öğrencilerin büyük boykot yürüyüşleri düzenlediği ve bu eylemlere karşı sistemin güç kullandığı (1971 Muhtırası) bir atmosferden sinemanın etkilenmemesi mümkün olamazdı. Pekman'ın daha önceden bahsedilmiş olan, sınıfları temsil eden tiplerin ve aralarındaki çatışmanın Türk temaşa geleneğinde temel konu olması durumunun, dönemin de bir zorunluluğu olarak, incelenen Eğilmez'in filmlerinde de belirgin bir şekilde devam ettirildiği görülmüştür.

İncelenen filmlerin tamamında iktidarı ve muhalefeti temsil eden tiplerin çatışması, muhalefeti veya ezilen sınıfı temsil eden tarafın "zaferi" ile bitiyor gibi gösterilmektedir. Oysa filmlerde kazanan ezilenler değildir zira bağımlı sınıf açısından kazanım olarak gösterilen şeyler, egemen gücün veya sınıfın konumunu onaylayarak, kendisini yok olmaktan kurtarma çabası, bir nevi kazanım görünümlü "yerinde sayma" halleridir. Filmlerdeki bu temsiller, egemen ideoloji ve güçlere karşı oluşan dönemin toplumsal rahatsızlığının, pratiğe dökülme şeklinin nasıl olması gerektiğini de göstermeye çalışmaktadır. Bu noktada da muhalefet ve "alternatif güç olma" kavramları devreye girmektedir. Muhalefet, TDK sözlüğünde "bir tutuma, bir görüşe, bir davranışa karşı olma durumu ve karşı görüşte, tutumda olan kimseler topluluğu" şeklinde tanımlanmaktadır. Yani muhalefet, aslında iktidarın egemenliğini kabul eden bir karşıtlığı ifade eder. Var olan düzenin ve sınıf ilişkilerinin kendisini koruduğu bir düzlemde iktidara karşı olma durumudur. Muhalefet temel olarak, iktidarın, otoritesi altındaki sınıflara verdiği veya vermek zorunda kaldığı kimi hakları geri almaya çalışması üzerinden kendisini örgütler ve hedefine sadece bireyin ve/veya toplumun eski durumunu geri kazanmasını koyar. İktidarı ele geçirmeyi ve mevcut sınıf ilişkilerinin değişimini istemek ise egemen güce muhalif olmakla değil, alternatif güç oluşturmayla mümkün olabilir. İncelenen Eğilmez filmlerinde iki sınıf arasındaki çatışkı, alternatif güç olmayı değil, yukarıda bahsi geçen biçimde muhalif olmayı salık vermektedir. Nitekim filmlerin hepsinde de, muhalefeti temsil eden tiplere, eski konumlarını kazanma hakkı, iktidarın kendi gücünü kaybetmediği ve sınıfsal konumu değişmediği sürece verilir.

"Eğilmez gibi bir güldürü ustasının, sınıf ayrımlarının belirginlik kazandığı bir dönemde "kahkaha gibi pekiştirici bir niteliği olan" yergiyi ve ironiyi, iktidar ilişkilerini yansıtması açısından kullandığı da unutulmamalıdır. Yönetmenin amacı bu ilişkileri siyasal bir söylemle eleştirmek ya da bu ilişkilere karşıt bir argüman oluşturmak değildir. Eğilmez'in filmlerindeki işçi ve emekçi temsilleri iktidar ilişkilerini güçlendirmeye hizmet eden niteliklere sahiptir" (Pekman, 2010: 236). Dönemin politik yakıcılığı sebebiyle filmlerin işlediği konular özellikle de 1970'in ikinci yarısından itibaren kaçınılmaz olarak toplumsal çelişkilerin yer aldığı meseleler olmuştur. Filmlerdeki otoriter güçlerin (patron, müteahhit, polis) "kötülükleri" veya baskıcı yanları, mevcut rejimin yapısından kaynaklanmıyormuş da, onların bireysel

suçlarıymış izlenimi yaratılır. "Bu filmler zengin ile yoksulu barıştırıcı, kaynaştırıcı ve sınıflar arasındaki farkı kapatıcı sosyal ilişkiler kurduruyormuş gibi görünse de, aslında yaratılan filmsel dünya çoğu zaman herkesin dengi ile mutlu olacağını hatırlatan bir söyleme sahip bulunmaktadır" (Kırel, 2005).

Eğilmez'in çözümlenen güldürü filmlerinin işlevi, otorite sarsıcı bir toplumsal eleştiri aracı olmanın tam tersine, mevcut egemenlik anlayışını, onun yarattığı toplumsal şekilleniş ve üretim ilişkilerinin sorgulanmasının önüne geçilmesi amacıyla kullanılan bir afyon halini almıştır. Sistemin devamlılığını sağlama aracı olarak belirlenen popüler film kodlarıyla birlikte düşünüldüğünde, Eğilmez'in güldürüsünün "arındırıcı-uzlaştırıcı" başlığı altında toplanan yaklaşıma, örnek teşkil ettiği söylenebilir.

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SINIF İÇİ İSTENMEDİK DAVRANIŞLARI ENGELLEMEDE ÖNLEMSEL DAVRANIŞLAR

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Özet
Bir dersin etkili bir biçimde işlenebilmesi birçok değişkene bağlıdır. Bu değişkenlerden en önemlilerinden biri de, sınıf ortamında istenmeyen davranışların önlenmesi için uygulanması gereken davranışlardır. Bu önleyici önlemler, öğretmenlerin istenmeyen ve sınıf düzeninin bozucu davranışlar meydana gelmeden önce aldıkları önlemler olarak da tanımlanabilir. Öğrencileri güdülemek, öğrenmeye istekli hale getirmek, farklı etkinliklerle ders işlemek, sınıf düzenini oluştururken öğrenmeye uygun hale getirmek ve zamanı öğrenmeye karşı iyi planlamak gibi. Bu her bir değişken sınıf içindeki istenmeyen disiplin bozucu durumların önüne geçecektir.
Anahtar Kelimeler: Öğrenci, Okul, Istenmedik Davranış, Önlemsel Davranış, Sınıf Yönetimi.

Çalışmanın Amacı
Öğrenme sürecinde etkin olan öğrencilerin, sınıf yönetiminin sağlanması için önemsenen kuralların belirlenmesinde de etkin olması sağlanmalıdır. Böylece öğrencinin kurallara uyma eğilimi göstermesi yanında uymayanları uyarma görevleri de üstlenmesi durumu oluşur. Çünkü bireyler kendilerinin belirledikleri koşulları içselleştirirler. Bunun gibi daha başka nasıl önlemsel davranışlar oluşturulabilir bunların belirlenmesi amaçlanmaktadır.

Çalışmanın Önemi
Sınıf içi istenmedik davranışları engellemede önlemsel davranışların belirlenmesi etkili bir eğitim-öğretim için çok önemlidir. Ancak literatür taraması sonucunda bu konu hakkında yeterli çalışmanın olmadığı saptanmıştır. Bu çalışma bu eksiği gidermek amacıyla yapılmıştır.

Sonuç
Çalışma sonunda istenmeyen davranışları engellemede önlemsel davranışların önemi anlaşılmıştır. Öğrencilerle birlikte sınıfta uyulması gereken kuralların belirlenmesinin, sınıf içinde dolaşarak ve görsel taramayla öğretmen kontrolünün, istenilen davranışların gösterilmesi konusunda öğretmenin kendisinin tutarlı olmasının ve sınıfta yapılacak etkinliklerde planlı çalışma ve akıcı etkinliğin önemi ortaya çıkarılmıştır.

SINIF İÇİ ÖĞRENMEDE MOTİVASYON FAKTÖRLERİNİN ÖNEMİ

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Özet

Motivasyon, sınıf içi öğrenmede en önemli güç kaynaklarından biridir. Sınıfta öğrenmenin etkili bir şekilde gerçekleşebilmesi için öğrencinin öğrenme sürecine istekli olarak katılması gerekmektedir. Öğretmen, sınıfta bir bilgiyi ya da beceriyi, eğitimin tüm ilke ve kurallarını kullanarak vermeye çalışsa bile, öğrencinin motivasyonu düşükse, öğrenme tam olarak gerçekleşmeyecektir. Buna karşılık motivasyonu yüksek olan bir öğrenci, öğrenmek için daha istekli olacak ve öğrenme süreci daha etkin bir şekilde gerçekleşecektir. Öğrenci, öğrenme eylemini başarılı bir şekilde gerçekleştirdikçe kendine daha çok güvenecek ve dolayısıyla başarı beklentisi de artacaktır. Bu da öğrencinin motivasyon düzeyini yükselterek öğrenmenin daha etkili olmasını sağlayacaktır. Yeterince motive edilememiş bir öğrenci dersleri dikkatli dinlemeyecek, ilgisini arkadaşlarına ya da farklı konulara yöneltecek ve öğrenme eylemi verimli bir şekilde gerçekleşmeyecektir. Öğrenciler sınıfta iyi bir şekilde öğrenemiyorlarsa bunun başlıca sebeplerinden biri derse ilgi duymamalarıdır. Öğretmenin sınıfta yapacağı ilk iş öğrencinin derse ilgi duymasını sağlamaktır. Sınıfta öğrencinin kendisinden beklenen davranışları sergileyebilmesi için yeterli düzeyde motive edilmesi gerekmektedir. Motivasyonu yeterli şekilde sağlanamayan bir öğrenci öğrenme sürecinde derse ya da konuya odaklanma bakımından problemler gösterecektir. Burada öğretmene düşen görev öğrencinin motivasyonunu artırarak, sınıfta öğretim faaliyetlerine daha etkin katılmasını sağlamaktır. Öğretmen, sınıfta öğrenme eylemini kolaylaştıracak desteği sağlamalıdır. Öğrenci motive edilip, daha iyisini yapmaya yönlendirildiği takdirde öğrenme eylemi daha anlamlı ve daha kalıcı olacaktır.

Anahtar Kelimeler: Motivasyon, Öğrenme, Güdülenme, İçsel Motivasyon, Dışsal Motivasyon.

Çalışmanın Amacı

Eğitimde kalite ve verimliliğinin arttırılmasında önemli bir faktör olan motivasyon, öğrenciler için etkili öğrenme sürecinin önemli bir parçasıdır. Bu sebeple sınıf içi öğrenmede motivasyon faktörlerinin önemini açıklamak için bir çalışma yapılması amaçlanmıştır.

Çalışmanın Önemi

Motivasyon, öğrencilerin kendilerini geliştirmelerinde ve okula karşı olumlu tutum ve davranışlara sahip olmalarında önemli bir faktördür. Sınıfta öğretmen tarafından motivasyonu artırılan öğrenciler derse daha fazla katılım gösterecekler ve dersle ilgili daha fazla sorumluluk alacaklardır. Bu da sınıfta etkili bir öğrenme ortamının oluşmasını ve öğrencilerin verimli bir öğrenme gerçekleştirmelerini sağlayacaktır. Çalışmanın bu sebeple sınıfta etkili bir öğrenme ortamı oluşturmalarını öğrenmeleri bakımından öğretmenlere ışık tutacağı düşünülmektedir.

Sonuç ve Öneriler

Çalışmada literatür taraması yapılmıştır. Sınıfta etkili bir öğrenmenin gerçekleştirilmesinde motivasyon faktörlerinin önemine değinilmiştir. Öğretmenin sınıfta motivasyonu sağlamak için neler yapabileceği üzerinde durulmuş ve bu konuda öğretmenlere öneriler getirilmiştir.

SOSYAL AĞ KULLANICILARININ E-SOSYALLEŞME SÜRECİNDEKİ KİMLİK YAPILANDIRMA SÜREÇLERİ

N. Pelin Ozkan

Özet
Sanal ortamların içinde barındırdığı bir diğer adı ile sosyalleşme ağı olan sosyal paylaşım ağlarının bireylere bilgi alışverişi, sosyalleşme imkanı sağlaması dışında kendi içlerinde büründüğü farklı kimliklere bir yenisini de eklemelerine olanak vermektedir. Birey sosyalleşme adı altında kişilerle olan etkileşimi sonucu, kendini olduğundan farklı şekilde yansıtabilmektedir. Bu da kendini o gruba kabul ettirme isteği doğurabilmektedir. Çalışmada; e-sosyalleşme sürecinde bireylerin başkalaşım halinde değişken kimlikler içinde bulunup bulunmadıkları irdelenmeye çalışılmıştır. Bireylerin, ergenlik döneminden olgunlaşma sürecine kadar çeşitli sosyelleşme kademelerinden geçtiği bilinmektedir. Buna bir yenisini ekleyen sanal ortamlar e-sosyalleşme adı altında bireylere yeni ortamlar sağlamaktadırlar. Sosyal paylaşım ağ kullanıcılarının sanal kimlikler altında gerçek yaşamlarından çok daha farklı bir mekanda hayat bulma ve kendini kabullendirme çabasının irdelenmesi çalışmanın amacını oluşturmaktadır. Bireyin hangi süre zarfından başlayarak bu tür bir sosyalleşme içinde kimliklenmeye girdiği ve bunu ne amaçla yaptığı araştırılmıştır. Çalışmanın amacı kapsamında 35 soruluk kapalı uçlu anket çalışması Girne Amerikan Üniversitesi öğrencileri rastgele 100 kişiye uygulanmıştır. Sorularda genel bağlamda sosyal paylaşım site üyelerinin kimlik değişip değişmedikleri nedenleri, sıklıkları ve koşulları ortaya koyulmaya çalışılmıştır. Çalışma temelde bireylerin kendilerini kabullendirmek adına başka kimliklerin arkasına sığınıp sığınmadıkları ve bunun sonucundaki e-sosyalleşmeyi kapsamına almaktadır.
Anahtar kelimeler: e-sosyalleşme, sanal kimlik, sosyalleşme, sosyal ağlar

Giriş
Teknolojiyle birlikte yaşantımızın merkezi haline gelen kitle iletişim araçlarının en önemlilerinden internetin ve internet teknolojilerinin yaygınlaşmasıyla birlikte, sanal ortamların ve sanal aktivitelerin günümüzde sosyalleşme adına yer ve zamanı, kullanıcılar üstlenmiştir. Bunun getirisi olaraksa yeni bir iletişim ve sosyalleşme süreci doğmuştur.

Koştaş (1987) sosyalleşme için, "insanı sosyal sistemin üyesi haline getiren bir süreçtir" (s.329) tanımını kullanmıştır. Kişinin bireylerarası iletişimi gerçekleştirmesiyle veya aktif hale getirmesinin yanı sıra kişinin sosyalleşme içinde de tanımlanan sosyal kimlik olgusu yer almaktadır. Sosyalleşmeninde kendi içinde bir pencere açtığı sosyal kimlik olgusu yer almaktadır.

Demirtaş'ın da belirttiği gibi (2003), Tajfel'e göre sosyal kimlik ise; "bireyin benlik algısının, bir sosyal gruba ya da gruplara üyeliğine ilişkin bilgisinden ve bu üyeliğe yüklediği değerden ve duygusal anlamlılıktan kaynaklanan parçasıdır" (s.8). Bireyin sosyal kimlik oluşumu, içinde bulunduğu grupla etkileşim içine girerek ortaya çıkan değerleri ve düşünceleri olarak özetlenebilir.

Birey sosyalleşme adı altında kişilerle olan iletişimi sonucu, kendini kişilere olduğundan farklı şekilde yansıtabilir, bu da kendini o gruba kabul ettirme isteği doğurabilir.

Bilhassa ergenlik döneminde kimliğini bulma arayışına giren birey, bu kimlik bulma arayışında çeşitli sosyal kimliklere bürünebilir.

Sosyalleşme bireylerarası etkileşim ve değişimi de içermektedir. Ergün'ün de değindiği gibi (2012), D.A. Goslin'e göre, "karşılıklı sosyal ilişkilere dayanan sosyalleşmede, gruptaki her üyenin davranışı diğerlerinin davranışını etkiler, kontrol eder ve düzenler; böylece sosyalleşme de karşılıklı olur" (s.49).

Hipotez
E-sosyalleşme sürecinin bireyin gerçek yaşamdaki kimliğinden soyutlanmasına sebebiyet verip vermediği araştırılacaktır.

Varsayımlar
Çalışmanın hipotezine ek olarak, birtakım bulgulara daha kolay ulaşabilmek adına aşağıdaki varsayımlar üzerinde de durulacaktır:

İnternet kullanıcılarının önceden planladıklarından daha uzun süre internette kaldıkları ve bu bağlamda yükümlülüklerini ihmal ettikleri varsayılmıştır.

İnternet bağımlılığının kullanıcılarda ortaya çıkarttığı yaptıklarını gizleme, mutsuz olma veya şiddet uygulamaları varsayılmıştır.

Sosyal paylaşım ağlarında kullanıcıların bireylere kimseye göstermedikleri kişiliklerini sergiledikleri ve bunun yanında kendilerini güvende hissettikleri varsayılmıştır.

Kuramsal Çerçeve
Sosyalleşmede yeni mekan: Sosyal Ağlar (SNS)
Teknolojinin gelişimiyle birlikte bünyesinde barındırdığı sosyal ağlar, insanların biraraya gelip bilgi alışverişinin yanı sıra kişisel bilgilerin paylaşıldığı bir ortam olarak tanımlanabilmektedir.

Kara ve Coşkun'unda belirttiği gibi (2012), Özmen sosyal ağ sitelerini "kişilerin, kendilerine ait bir alan oluşturarak sistemdeki diğer kullanıcılarla bir araya gelerek etkileşim içine girmelerine imkân sağlayan sosyal ortamlar" olarak tanımlamaktadır (s.73).

Göker, Demir, Doğan'ın da belirttiği gibi (2010), McLuhan'a göre, "teknolojik gelişme iletişimin biçimlenmesine neden olmakta, aracın bizzat kendisi iletişimin içeriğine etki etmektedir ve araç değişince toplumun iletişim biçimide değişir" ifadesi yer almaktadır (s.184). Bu doğrultuda insanların amaçları doğrultusunda araçların kişiselleştirilebildiği söylenebilmektedir.

Zaman içinde toplumu değişime uğratan sosyal ağlar, insanlara ve insana dair bir çok kavramın yeniden tanımlanmasına çağrıda bulunmaktadır.

İnternet teknolojilerinin gelişmesi ve değişmesiyle birlikte sosyal ağlara yeni bir sosyalleşme ortamı yaratmaktadır.

Paylaşıma dayalı bir sosyal ortamın simüle edildiği sosyal paylaşım ağları, bireylerin duygu, düşünce, durum, resim, video, müzik gibi birçok paylaşımla kurulan sosyal etkileşime zemin hazırlayarak sosyalliğe ve sosyalleşmeye dair eylemleri, aslına uygun bir şekilde yeniden kurgulamaktadır (Göker,Demir,Doğan,2010:186).

Sosyal ağların özelliklerini kişisel bilgilerin paylaşılması, gruplara katılma, düşüncelerin ifade edilebilmesi ve kullanıcıların aktif tutulması şeklinde sıralayabiliriz.

Toprak, v.d'ye göre (2009) sosyal paylaşım ağları, "bireyin oluşturduğu profil ile kişinin ününü ve statüsünü arttırma aracı olduğu gibi, bu ağların diğerlerinin bağlantılarını gözlemleyebilme ve birbirlerine mesaj bırakabilme özellikleri ile de ilişki durumlarını da gösteren bir araçtır" (s.30).

Sosyalleşmenin yeni yüzü e-sosyalleşme
Sosyalleşmeyi "insanın kimliğini oluşturması, toplumun mevcut değer ve normlarının bireylere öğretilme süreci" olarak tanımlayan Bakıroğlu (2013), bireyin toplum içinde nasıl hareket edeceğini, toplum içinde kabul edilmiş davranışlara nasıl uyacağı konusunda öğreneceği değer ve yargılar bütünü olarak inceleyebiliriz.

Sosyalleşmenin dinamik ve çok yönlü bir süreç olduğunu belirten Bakıroğlu (2013) bu süreçte medyanında büyük bir rol oynadığına dikkat çekerek, günümüzde yeni iletişim ortamlarını medya olarak adlandırmaktadır.

Sosyal medya kullanımının her kültüre ve geniş kitlelere hitap ettiğini vurgularken Vural ve Bat (2010), yeni iletişim ortamlarının gelişmesi ve iletişim teknolojilerine olan ilginin artmasıyla sosyal medyanın bireyler üzerindeki gücü arttırarak, yeni iletişim ortamlarına zemin hazırlamaktadır.

Yeni medya teknolojilerinin sosyal ağ siteleri, (Twitter, Facebook, LinkedIn, Myspace gibi) video paylaşım siteleri, wikiler ve bloglar olarak geliştiğini vurgulayan Ward (2009), sosyal ağlar aracılığıyla milyonlarca insanın ortak ilgi alanlarını, aktivitelerini paylaşarak, yerel, bölgesel ve küresel topluluklara online olarak etkileşim içinde olduklarını ve böylelikle bilgilerin bu yollarla aktarıldığını belirtmektedir.

Akyazı ve Ünal'ın (2013) da belirttiği gibi, Preeti'a göre sosyal ağ kavramı, "ortak bir amaç doğrultusunda kişilerin düşüncelerini paylaşmalarını ve birbirleriyle etkileşime girmelerini kolaylaştıran internet üzerinden bir topluluk oluşumunu işaret etmektedir" (s.3).

Sürekli iletişim ve etkileşimi sağlayan sosyal ağlar, yeni iletişim ve etkileşim şekilleriyle bu bağlamda kendini geliştirmekte ve yeni sosyal alanlar doğmasına olanak vermektedir.

Kişilerarası ilişki ve kişilerarası iletişim kavramları birlikte ele alındığı gibi, kişilerarası iletişim kaynağını insanların oluşturduğu veya iki kişinin arasında gerçekleşen iletişim veya etkileşimdir. Kişilerarası iletişimin yüz yüze olması ve etkileşim içeren mesajların iletilmesi bağlamında iki yönlüdür ve karşılıklı mesajların alışverişini içermesi olarak bilinir. Bu bağlamda sanal ortamları da kapsayan kişilerarası ilişkiler ve iletişimi olumlu ve olumsuz etkileyen faktörler göz önüne alınabilir.

Bireylerin kişisel özellikleri, birbirlerini algılayış biçimleri, duyguları ve kültür farklılıkları ve fiziksel görünümleri olarak örnekleyebiliriz. Siyez'in (2011) de belirttiği gibi yapılan araştırmalar sonucu fiziksel yönden çekici olmanın ilişkiler üzerinde olumlu olduğu ve bunun yanında olumsuz yanlarını da getirdiği, ilişkilerin uzun süreli kalamayacağı gibi diğer kişiler tarafından kıskanılabileceğini öne sürmektedir (s.64).

Kişilerarası iletişim sürecinde iletilen mesajlar söylenenler arasındaki tutarsızlıklar veya davranışlardaki tutarsızlıklar algı hatalarına sebebiyet vermektedir. Sosyal ağlarda bunun örneğini sıkça görebileceğimiz gibi yüzyüze iletişimlerde bunu en aza indirmek mümkün olabilmekte diyebiliriz diyebiliriz.

Sanal ortamların kucak açtığı yeni mekanların ve yeni insanların etkileşimleri sonucu paylaşılan yeni bilgiler, yeni deneyimler kazanıldıkça da öğrenilenlerin değişkenlik gösterdiğinini söyleyebilirizsöyleyebilir.

İlişkiler yoluyla kazanılan bilgilerin okuyarak kazanılan ya da başkalarının aktardığı bilgilere göre daha kalıcı olduğunu belirten Siyez (2011), yeni insanlarla tanışmak, yeni yaşantıları da beraberinde getirdiğinden kişinin yaşamını zenginleştirdiğini vurgulamaktadır.

Yüzyüze veya online ilişkilerin avantajını kişinin yalnızlığı azaltması olarak gören Siyez (2011), kişilerarası ilişkilerin yoğunlaşmasıyla kişinin kendine ayıracağı vakti de kısıtlayacağı ve olumsuzluklara sebebiyet verdiğini ele alarak, bireylerle geçirelen zamanın zorunluluk haline gelmesine dikkat çekmektedir (s.69).

Sosyalleşme sürecinin kimlik yapılandırılmasında etkisi

Kimlik kavramını bir kişinin, grubun ya da topluluğun kendi niteliklerine değerlerine, konumuna ve kökenine ilişkin bilinçli kavrayışı olarak tanımlayan Şimşek (2002), kişisel ve sosyal kimliklerin dinamik bir yapısının olduğuna dikkat çekerek değişen koşullara göre de sürekli yeniden üretilebilen bir yapıya sahip olduğunu belirtmektedir. Sosyal kimliklerin durağan olmadığı, kişiler arası ilişkilerle sürekli yenilendiği veya yapılandırıldığını söyleyebiliriz. Kimlik inşasının etkileşim yoluyla gerçekleştiği ve kimliğin bir anlamda bu etkileşimler sonucu öğrenilen ortak anlam ve beklentiler olduğunu belirten Acun (2011), sosyalleşme sürecindeki kimliklerin iletişim halinde sürekli yenilendiğini söyleyebiliriz.

Sosyal ağların çevrimiçi ve çevrimdışı olanakları gibi bu doğrultuda kişinin kendini nasıl görmek istediği ve nasıl göstermek istediği ile gerçek yaşamdaki sosyal maskeleri bağdaştırabilirizbağdaştırmak mümkündür.

Denizci'nin (2007) de belirttiği gibi internetin çekiciliğinin yalanların hayatımıza getirdiği heyecanlarda olduğunu, sosyal ortamlarda kandırmacaların ve yarı gerçeklerin yer aldığını ve kişinin kendini tanıtma zorunluluğundan çıkıp karşıt bir durumla karşılaştığında ortadan kaybolmasının mümkün hale gelmesine de ayrıca dikkati çekmektedir.

Bakıroğlu'nun aktardığı üzere (2013), Stone' a göre kimlik üretiminin iki boyutu vardır. "kimlik duyusu ve kimlik ataması"(s.4). Kimlik duyusu kişinin kendi kimliğini yansıttığı süreç iken kimlik ataması ise diğer kişilerin kimlik duruşlarıyla ilgili edindikleri düşünceler olarak tanımlayan Bakıroğlu (2013), kişilerin etkileşim halinde kimlik yapılandırma süreçlerine zemin hazırlandığına dikkat çekmektedir. vurgu yapmaktadır.

Bireyler başkalarınca nasıl tanınmak , kendilerini nasıl tanıtmak isteğiyle örtüşen kimlikler sunmaktadırlar. Başka bir deyişle Karaduman'ında aktardığı gibi (2010), Cameron Bailey'e göre, bedene "sanal bir deri" giydirilebilir. Kişiler sosyal sanal ağlarda istedikleri biçimlerde kimliklerini şekillendirebilirler diyebiliriz. Bu bağlamda kullanıcılar sürekli olarak kendilerine uygun bir kimlik biçme ya da biçilmiş kimlikleri kendilerine mal etme eğilimi gösterebilmektedir.durumundadırlar

Sosyalleşmeye yeni bir boyut kazandıran sosyal ağlar, bireylere seçme hakkı doğurmakta, sosyal kimliklere yeni bir pencere açmaktadır. Denizci'nin (2007) de aktardığı gibi Turkle'a göre internette kimliğin akışkan olduğunu ve sosyal ağ kullanıcılarının heyecan verici kimlikler oluşturmalarına olanak verdiğini savunmaktadır.

Gelişen iletişim teknolojileri ve değişen bağımlılıklar

Teknolojiyle birlikte yaşantımızın merkezi haline gelen kitle iletişim araçlarının en önemlilerinden olduğu düşünülen internetin, istenilen bilgiye hızlı ve kolay bir şekilde ulaşılmasının yanı sıra iletişimi kolaylaştırmak adına farkında olmadan bireyleri bağımlılığa doğru sürükleyebildiği yapılan araştırmalar sonucunda gözlemlenmektedir. sürükleyebildiği söylenebilirİnternet bağımlılığını internetin aşırı kullanılması isteğinin önüne geçilememesi, internete bağlı olmadan geçirilen zamanın önemini yitirmesi olarak tanımlayan Arısoy (2009), bağımlılığı patolojik anlamda ele alarak internetten yoksun kalındığında aşırı sinirlilik ve saldırganlık olması ve kişinin iş, sosyal ve ailevi hayatının da bozulmasına sebebiyet verebileceğini de dile getirmektedir. Bu bağlamda, Aytaç'ın da (2006) aktardığı gibi, Belk'e göre "tüketim kültürü gerçekte, tüketicilerin çoğunlukla faydacı olmayan statü arama, başkalarıyla arasında fark yaratma ve yenilik arama gibi maksatlarla ürün ve hizmetleri tutkuyla arzuladıkları, peşine düştükleri, elde etmeye çalıştıkları bir kültüre karşılık gelir"(s.31).

Bu bağlamda gelişen iletişim teknolojileriyle bireylerin bağımlılıklara da kapı araladıklarını söyleyebiliriz.

"Bireyin edilginliği ve boyun eğiliğinin kültür endüstrisi (film, müzik, tv, diziler, magazin, internet vs.) yoluyla pekiştirildiğini ileri süren Adorno ve Horkheimer, kültür endüstrisi, kitleye sunulan ürünlerin standart ve kolay tüketilebilir tarzda hazırlanarak tüketime açılmasını sağlar" (Aytaç,2006:34). Kültür endüstrisinin yapay ihtiyaçlar üretimi olarak belirten Aytaç(2006) bunu manipülatif aygıtlar yoluyla kurumlaştırması, dolayısıyla kitlenin yaşam tarzını büsbütün dönüştürdüğüne vurgu yapmaktadır.

Tüketimin gerekliliğinden yola çıkarak aslında bireyin gerçek yaşamından uzaklaşarak yeni heyecanlara, arayışlara hatta sosyal kimliklerin inşasına yeni bir boyut kazandırdığını söyleyebiliriz.söyleyebiliriz.

Sanal Kimlikler ve ''Gerçek'' Kimlikler

Madran'ın (2011) da aktardığı gibi Turner'a göre sosyal kimlik, "bireyin, kendisi için duygusal ve anlamlı olan bir sosyal gruba üyeliğine ilişkin bilgisidir" der ve sosyal grubu ise, "kendilerini aynı sosyal sınıfın üyeleri olarak algılayan ya da aynı sosyal kimliği paylaşan iki ya da daha fazla kişi"olarak tanımlamaktadır (s.5).

Madran'a göre ise, "bireyin önem verdiği bir 'grup üyeliği', kişisel kimliğin yerini sosyal kimliğe bırakmasına yol açmaktadır" (s.3).

Sanal kimlikler adı altında sosyal maskelere değinecek olursak, 'kabul edilmek, uzağa itilmemek' olarak tanımlayan Cüceloğlu (1996), her maskeli iletişimin altında, "sana nasıl bir kişi olduğumu, ne düşündüğümü, neler hissettiğimi olduğu gibi söylersem beni kabul etmez, benimle alay eder, ya da bana kızarsın" anlayışının olduğunu ileri sürerek, böylece ne olduğumuzu değil, başkalarının bizi nasıl göreceğini düşünerek iletişimde bulunduğumuzu belirtmektedir.

Kimlik nedir sorusuna karşılık "kendini nasıl tanımladığı" veya "ben kimim" şeklinde tanımlayan Fearon (1999), kişinin bulunduğu şartlar altında da bireylerin "ben Amerikanım, ben profesörüm, avukatım" şeklinde kimliklerini bu şekilde tanımlayabildiklerini belirtmiştir.

Hall(2000) ise, "kimliklerin eski düşünceler çerçevesinde değerlendirilemeyecek ama aynı zamanda bazı anahtar sorular olmaksızın da düşünülemeyecek bir kavram olduğunu" dile getirmektedir (s.16).

Yöntem
Araştırma Dizaynı
Konuyla ilgili literatür taraması yapılmıştır. Kavramsal çerçeve bağlamında demografik sorular ve konuyu destekleyici anket soruları hazırlanıp rastgele seçilmiş üniversite öğrencilerine uygulanmıştır.

Örneklem
Uygulanan anket çalışması 100 kişiye uygulanmış geri bildirim olarak 89 kişiden cevap alınmıştır. Katılımcılar Girne Amerikan Üniversitesi öğrencilerinden rastgele seçilmiştir.

Demografik özelliklere göre, %57.3'ü erkek , %42.7'si kız olan katılımcıların, %71.9'unun 18-22 yaş aralığında olduğu %23.6'sının 23-27 yaşları arasında olduğu, sadece %2.2'nin 28 yaş ve üstü buna ilaveten %1.1'inin de 17 yaş ve altı olduğu tespit edilmiştir. Katılımcıların %93.3'ün bekar, %5.6'sının sözlü/nişanlı ve %1.1'lik bir kısmın ise boşanmış ve dul olduğu tespit edilmiştir. %75.3'ün lise mezunu olan katılımcıların %22.5'in üniversite mezunu olduğu, %1.1'in ise ortaokul mezunu ve yüksekokul mezunu olduğu tespit edilmiştir. Ekonomik durumun %58.4'ü iyi olan katılımcıların %34,8'inin orta %3.4'ün ise, kötü ve çok iyi olarak görüldüğü tespit edilmiştir.

Sınırlılıklar
Yapılan anket çalışması, Girne bölgesini ve Girne Amerikan Üniversite öğrencilerini kapsamaktadır.

Bulgular Ve Değerlendirme
İnternet kullanım sıklığı ve kullanım amaçlarının frekans genel dağılımı
Önceden kararlaştırdıklarından daha uzun süre internette kaldığını sorgulayanlardan %37.1'i sık sık yanıtını verirken, %5.6'sı oldukça nadir bir durumla karşılaştığını dile getirmiştir. İnternette çok zaman geçirmekten dolayı yükümlülüklerini ihmal ettiklerini sorgulayan katılımcıların %37.1'i bazen yanıtını verdiği, %6.7'sinin oldukça sık ihmal ettiklerini dile getirmiştir. İnternette geçirecekleri zamanı partnerleriyle geçireceğiniz zamana ne kadar sıklıkla tercih ettiklerini sorgulayan katılımcıların %44.9'unun oldukça nadir yanıtını verirken %1.1'in oldukça sık tercih ettiklerini dile getirmiştir.

İnternet kullanımının kullanıcıların büyük bir çoğunluğunun özel hayatlarını engellemediğini dile getirmektedir.

İnternette ne kadar sıklıkla yeni arkadaşlıklar kurduklarını sorgulayan katılımcıların %28.1'i oldukça nadir ve bazen yanıtını verirlerken, %3.4'ünün oldukça sık olduğun dile getirmiştir. Hayatınızdaki diğer kişilerin internette geçirdikleri zaman ile ilgili ne kadar sıklıkla şikayet ettiklerini sorgulayan kullanıcılar %36.0'ının oldukça nadir, %5.6'sının oldukça sık bu durumla karşılaştıklarını dile getirmektedir. İnternette geçirdiğiniz zaman nedeniyle işlerinin/ödevlerinin ne kadar sıklıkla düşüyor veya aksıyor sorusuna %28.1'inin oldukça nadir ve nadir cevabı veren katılımcıların %24.7'sinin bazen %14.6'sının sık sık cevabı verirken %4.5'inin bu durumla oldukça sık karşılaştıklarını dile getirmektedirler. Bu soruya karşılık oldukça sık yanıtının haricindeki seçeneklerde anlamlı bir fark olmadığı tespit edilmiştir.

Bu oranlara bakılarak, internet kullanımının katılımcılar arasında sorumluluk ihmalinin çoğunlukla kişiden kişiye değiştiğini söyleyebiliriz.

Kullanıcıların ilk başta e-postalarını ne kadar sıklıkla kontrol ettikleri sorusunu %32.6'sının nadir olarak cevaplarken, %3.4'ünün oldukça sık olarak dile getirmiştir. Meşguliyetlerinin, performanslarının veya verimliliklerinin internet yüzünden %32.6'sının nadir olarak olumsuz etkilendiği cevabını verirken kullanıcıların %3.4'ünün oldukça sık olduğunu dile getirmiştir. Kullanıcıların herhangi birinin internette ne yaptığına dair sorusu karşısında kendilerini savunma sıklığı irdelendiği zaman paylaşmak istemedikleri sorusuna %33.7'sinin nadir olarak bu durumla karşılaştığını belirtirken %2.2'sinin oldukça sık olduğunu dile getirmiştir.

Oranlara baktığımızda çoğunluğun internet kullanımı sırasında kendilerini savunma ihtiyacı hissetmediklerini söyleyebiliriz.

Kullanıcılara, internet kullanma düşüncesinin ne kadar sıklıkla hayatlarındaki sıkıntılardan uzaklaştırma düşüncesi irdelendiği zaman %30.3'ün nadir yanıtını verdiği görülürkeni %4.5'in oldukça sık bu duruma düştüklerini dile getirmiştir. Ne kadar sıklıkla kişilerin kendilerini internet kullanımı beklentisi içinde buldukları sorusuna %27.0'ının bazen ve sık sık cevabı veren kullanıcıların %9'unun ise oldukça sık olduğunu dile getirmiştir. Kullanıcıların internetsiz bir hayatın sıkıcı,boş ve neşesiz olacağından ne kadar sıklıkla korktukları düşüncesi irdelendiğinde %31.5'i nadir yanıtı verirken, %4.5'inin oldukça sık olduğunu dile getirmişlerdir.

İnternetsiz bir yaşamın ne derece katılımcıları etkilediği sorusunun oranlarına göre bu durum karşısında çoğunluğun etkilenmediğini söyleyebiliriz.

Kullanıcılara internet kullanırken rahatsız edildiklerinde ne kadar sıklıkla şiddet uygulayıp, sinirli davrandıkları sorusuna %53.9'unun oldukça nadir olarak cevaplarken, %6.7'sinin sık sık yanıtıyla dile getirmektedir. İnternet kullandıklarından dolayı geç saatlere kadar uykusuz kaldıkları sorusuna %31.5'i bazen cevabını verirken, %11.2'sinin sık sık bu durumla karşılaştıklarını dile getirmektedirler. Kullanıcılara internette olmadıkları zaman ne kadar sıklıkla kendilerini internet kullanırken hayal ettikleri sorusuna karşılık %41.6'sının oldukça nadir cevabını verirken, %4.5'inin sık sık bu durumla karşılaştığını dile getirmiştir. İnternet kullanımı sırasında kendilerine ne kadar sıklıkla bir kaç dakika daha derken buluyorsunuz sorusuna %25.8'inin sık sık cevabı verirken %13.5'in oldukça sık cevabıyla karşılık vermiştir. Kullanıcılara internette geçirdikleri zamanı ne kadar sıklıkla azaltmata çalıştıklarında başarısızlığa uğradıkları sorusuna %32.6'sının nadir, %6.7'sinin oldukça sık cevabını vererek başarısızlığa uğradıklarını dile getirmiştir. İnternette geçirdikleri zamanı ne kadar sıklıkla gizlemeye çalıştıkları sorusuna karşılık, %50.6'sının oldukça nadir cevabı verirken, %1.1'inin oldukça sık olarak dile getirdiği görülmektedir.

İnternet kullanım sıklığını ne derece gizleyecekleri çoğunluğun gizlemeye çalışmadıklarını görebilmekteyiz.

Kullanıcılara başkaları ile dışarı çıkmak yerine internet kullanmayı ne kadar sıklıkla tercih ediyorsunuz sorusuna karşılık %43.8'inin oldukça nadir cevabı verdiği görülürken %6.7'sinin oldukça sık cevabıyla dile getirdikleri görülmektedir. Kullanıcılara internet kullanmadıkları zamanla, kullandıkları zaman geçişinde ne kadar sıklıkla kendilerini bunalımlı, mutsuz veya sinirli hissettikleri sorusuna, %43.5'inin oldukça nadir cevabı verirken, %2.2'sinin oldukça sık cevabını verdiği görülmektedir. Günde ortalama kaç saat sosyal paylaşım ağlarında bulunuyorsunuz sorusuna %39.3'ünün 1-3 saat arası, %30.3'ünün 1 saate kadar, %22.5'inin 3-6 saat arası, %6.7'sinin 6 saatten fazla olarak dile getirmiştir.

Sosyal paylaşım sitelerinde bulunma amaçlarının ne olduğunu sorduğumuz kullanıcıların %60.7'sinin vakit geçirmek cevabını verirken, %19.1'inin diğer cevabıyla internet kullanma amaçlarının cevaplar arasında yer almadığını dile getirmektedirler. Kullanıcılara sosyal paylaşım sitelerinde gerçek isimlerini kullanıp kullanmadıkları sorusuna karşılık %62.9'unun oldukça sık cevabını verdiği tespit edilirken %2.2'sinin nadir cevapladıkları görülmektedir.

Kullanıcıların sosyal paylaşım sitelerinde kullanıcıların kendilerini oldukları kişi olarak tanıttıkları cevabını bu oranlardan çıkarabiliriz.

Sosyal paylaşım sitelerinde kullanıcıların gerçek hayatlarından bahsettiklerini sorguladığımızda, %29.5'inin oldukça sık cevabı verirken %13.6'sının nadir cevabıyla gerçek hayatlarını paylaşma taraftarı olmadıklarını göstermiştir. Kullanıcılara sosyal paylaşım sitelerinde kimseye göstermediği beni gösterdiklerini sorguladığımızda %55.2'nin oldukça nadir cevabını tespit ederken, %2.3'ünün oldukça sık olarak dile getirmekte olduklarını görebilmekteyiz. Kullanıcılara gerçek hayatta daha kolay iletişim kurdukları sorgulandığında %24.1'inin oldukça nadir cevabını verirken %11.5'inin oldukça sık olarak dile getirmekte olduklarını görmekteyiz.

Bu cevaplara göre, kullanıcıların sosyal paylaşım sitelerinde bireylerle daha kolay iletişim kurdukları sonucunu çıkarabiliriz.

Kullanıcılara vakitlerini sosyal paylaşım sitelerindeki arkadaşlarıyla geçirmeyi tercih edip etmedikleri sorusuna %39.8'inin oldukça nadir cevabını verirken %2.3'ünün oldukça sık olarak dile getirmektedir. Gerçek hayattaki karakterleri sosyal paylaşım sitelerindeki karakterleriyle uyuşup uyuşmadıkları sorusuna %51.7'si oldukça sık cevabı verirken %3.4'ünün oldukça nadir cevabını vermektedir. Kullanıcıların sosyal paylaşım sitelerindeki kişilerle kendilerini ne kadar güvende hissettikleri sorgulandığında %34.1'inin bazen cevabını verdiği görülürken, %6.8'inin oldukça sık olarak cevabı tespit edilmiştir.

Kullanıcıların, sosyal ağlardaki bireylerle olan iletişimlerinde çoğunluğun kendisini güvende hissetmediği sonucuna varabiliriz.

Cinsiyete göre internet kullanım durumunun değerlendirilmesi

Yapılan anket çalışmasındaki cinsiyet dağılımına göre, sosyal paylaşım sitelerindeki kullanicilara 'kimseye göstermedigim beni gösteririm' sorusuna verilen cevaplar doğrultusunda erkek kullanıcıların bu soruya oldukça nadir cevabı verdiği %46'lik oranla görülürken, bayan kullanıcıların ise sadece %5'inin sık sık cevabı verdiği belirlenmiştir. Bu durumda erkek kullanıcılarının iç dünyalarını yansıtmadığı, bayanların ise oldukları gibi davranmayi tercih ettiği sonucuna varilabilmektedir.

Diğer bir taraftan, internette geçirilen zaman zarfında erkek ve bayanların yükümlülüklerini ihmal etme, partnerlerine ayrılan zamanın azalması, rahatsız oldukları durumlar karisinda gosterilen tutum ve davranis, ortalama internette kalma sureleri ve sosyal paylasim sitelerinde bulunma amaclari sorulari karisinda anlamli bir fark gorulmemektedir, bununla birlikte internet kullaniminin sikintidan uzaklastirdigi dusuncesi, kullanicilarin gercek isimlerini kullanmalari, gerce hayatlarindan bahsetmeleri ve internetsiz bir hayatin bos ve nesesiz olacagi fikri cinsiyete gore cevap dagiliminda anlamli bir fark gostermedigi soylenebilir.

Yaşa gore internet kullanım durumunun değerlendirilmesi

Demografik özelliklerden biri olan yaş dağılımına bakıldığında ise, 22 yaş ve altı internet kullanma düşüncesinin ne kadar sıklıkla sizi hayatınızdaki sıkıntılardan uzaklaştırdığı sorusuna çoğunluğun nadir ve bazen cevapları verdiği görülürken, 23 yaş ve üzerinde ise, sık sık cevabının ön plana çıktığı görülmektedir. Bu durumda 22 yaş ve altı kullanıcılar sıkıntılarından uzaklaşmak için interneti tercih etmezken, 23 yaş ve üzeri kullanıcıların sıkıntılarından uzaklaşmak için interneti sıklıkla kullanmayı tercih ettiği sonucu ortaya çıkmaktadır. Gece geç saatlere kadar kullanılan internet yüzünden uykusuz kalma sorusuna verilen cevaplara baktığımızda ise, 23 yaş ve üzeri kullanıcıların bir kısmının oldukça nadir cevabı verdiği görülürken, diğer kısmın ise oldukça sık cevabı verdiği görülmüştür. Bu durumun iş veya eğitimden kaynaklanabileceği söylenilebilmektedir. Aynı soruda 22 yaş ve altı kullanıcıların ise bazen cevabı verdiği görülmektedir. Diğer bir öne çıkan durum ise, 22 yaş ve altı kullanıcıların insanlarla sosyal paylaşım sitelerinde daha kolay iletişim kurarım sorusuna bazen cevabı verdiği görülmekte, 23 yaş ve üzeri kullanıcıların ise aynı soruya oldukça nadir cevabı verdiği görülmektedir. Bu analizin nedeni olarak, iş ve sosyal çevrenin etkisinin olduğu söylenilebilmektedir.

Yapılan anket çalışmasındaki yaş dağılıma göre, 22 yaş altı ve 23 yaş üzeri internet kullanıcılarında yükümlülük ihmali, sosyal çevresinin uzun süre internette kalmasından dolayı şikayeti, ödev ve işlerin aksaması, buna bağlı olarak performans ve verimliliğin olumsuz etkilenmesi, internette kaldığı süre zarfı için sorulan sorulara karşılık kendini savunma ve paylaşmak istememe, internet kullanılmadığı zamanlarda internette olduğunu hayal etme ve düşünce meşguliyeti ve geçirilen zamanın gizlenmesi sorularında anlamlı bir fark görülmemektedir. Bununla birlikte internet kullanıcılarının sosyal ağlarda bulunma süreleri ve amacı, gerçek isim kullanma, iç dünyalarını tamamen açmaları, gerçek hayatta daha kolay iletişim kurma özellikleri ve gerçek hayattaki karakterlerinin sosyal paylaşım ağlarındaki karakterleriyle aynı olmasıyla birlikte cevaplar arasında anlamlı bir fark görülmediği açıkça söylenebilmektedir.

Katılımcıların eğitim seviyelerine göre internet kullanım durumunun değerlendirilmesi

Diğer özelliklerden biri olan eğitim dağılımına göre, Lise mezunu internette geçirilen süre nedeniyle ödev ve işlerin aksaması sorusuna %22'sinin bazen cevabı verirken, üniversite mezunlarının %40'ı oldukça nadir ve nadir cevaplarını verdiği görülmektedir. Bu cevaplara bakıldığında, üniversite mezunlarının daha fazla sorumluluk sahibi olduğu söylenilebilmektedir.

Ne kadar sıklıkla kendinizi tekrar İnternet kullanımı beklentisi içinde buluyorsunuz sorusuna lise mezunlarının %29'u sık sık cevabı verirken, üniversite mezunlarının %30'u nadir cevabı verdiği görülmektedir. Buna dayanarak, üniversite mezunları interneti bir ihtiyaç olarak duyumsamazken lise mezunları ise, internet kullanımını ihtiyaç olarak gördüğü söylenebilmektedir.

Sosyal ağlarda bulunma süresi sorusunun cevabına bakıldığında lise mezunlarının %44'ü 1-3 saat arası, üniversite mezunlarının ise, 1 saate kadar sosyal ağlarda zaman geçirdiği görülmektedir. Sosyal paylaşım sitelerinde kullanıcıların gerçek isimlerini kullanıp kullanmadıkları sorgulandığında lise mezunlarının bazen cevabı çoğunluktayken, üniversite mezunlarının büyük kısmının oldukça sık cevabı verdiği görülmektedir. Bu durumda lise mezunları kimliğini açıklamaktan çekinirken, üniversite mezunları kimliğini çoğunlukla açıklamaktadır.

Pearson testine göre ölçek sorularının önem ve ilişki durumunun değerlendirilmesi

İnternette çok zaman geçirmekten geçirilmesinden dolayı yükümlülüklerini ihmali etmeleri ile, hayatlarındaki diğer kişilerin internette geçirdikleri zaman ile ilgili olarak ne kadar sıklıkla şikayet ettikleri arasında 0,736** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir.

Buna ilaveten, öncceden kararlaştırdıklarından daha uzun süre internette kalmaları sorusuyla internet kullanırken kendilerini ne kadar sıklıkla sadece bir kaç dakika daha derken bulmaları arasında 0.635** (p ≤ 0,01) internette geçirdikleri zamanı partneriyle geçirdikleri zamana ne kadar sıklıkla tercih ettikleri sorusuyla başkaları ile dışarıya çıkmak yerine internet kullanmayı ne kadar sıklıkla tercih ettikleri arasında 338**, internetteki kişilerle ne kadar sıklıkla yeni arkadaşlıklar kurdukları sorusuyla, internette geçirdikleri zaman nedeniyle işleri/ödevleri ne kadar sıklıkla düşüyor veya aksıyor arasında 0.395** (p ≤ 0,01) , internette geçirdikleri zaman nedeniyle işleri/ödevleri ne kadar sıklıkla düşüyor veya aksıyor sorusu ile meşguliyetleri ile (iş hayatı, okul hayatı) ilgili performansı veya verimliliği internet yüzünden ne kadar sıklıkla olumsuz etkileniyor arasında 0.755** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir, Herhangi bir kişinin kendilerine internette ne yaptıkları sorulduğunda ne kadar sıklıkla kendilerini savundukları veya paylaşmak istemedikleri sorusuyla meşguliyetleri ile (iş hayatı, okul hayatı) ilgili performansı veya verimliliği internet yüzünden ne kadar sıklıkla olumsuz etkileniyor arasında 0.430** (p ≤ 0,01) ,internet kullanma düşüncesi ne kadar sıklıkla kendilerini hayatlarıyla ilgili sorunlardan uzaklaştırıyor sorusu ile başkaları ile dışarıya çıkmak yerine internet kullanmayı ne kadar sıklıkla tercih ettikleri arasında 0.597** (p ≤ 0,01), ne kadar sıklıkla kendilerini tekrar internet kullanımı beklentisi içinde buldukları sorusuyla internette geçirdikleri zamanı ne kadar sıklıkla azaltmaya çalışmalarına rağmen başaramadıkları oluyor sorusu arasında 0.610**(p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir. İnternetsiz bir hayatın sıkıcı, boş ve neşesiz olacağından ne kadar sıklıkla korktukları sorusu ile ne kadar sıklıkla kendilerini tekrar internet kullanımı beklentisi içinde buldukları arasında 0.576** (p ≤ 0,01) ,internet kullandıklarında kendilerini birisinin rahatsız etmesi durumunda ne kadar sıklıkla şiddet uyguladıkları, bağırdıkları veya sinirli oldukları sorusu ile herhangi bir kişinin kendilerine internette ne yaptıklarını sorduklarında ne kadar sıklıkla kendilerini savundukları veya paylaşmak istemedikleri arasında 0.542** (p ≤ 0,01), gece geç saatlerde internet kullandıkları için ne kadar sıklıkla uykusuz kalıyorsunuz sorusu ile internette geçirdikleri zamanı ne kadar sıklıkla azaltmaya çalıştıklarına rağmen başaramadıkları oluyor arasında 0.592** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir. İnternette olmadıkları zamanlarda düşüncelerini ne kadar sıklıkla internet ile meşgul ettikleri veya kendilerini internet kullanırken hayal ettikleri sorusu ile internette geçirdikleri zamanı ne kadar sıklıkla azaltmaya çalıştıklarına rağmen başaramadıkları oluyor sorusu arasında 0.682** (p ≤ 0,01), internet kullanırken kendilerini ne sıklıkla sadece bir kaç dakika daha derken sorusu ile internette geçirdikleri zamanı azaltmaya çalışmalarına rağmen başaramadıkları oluyor arasında 0.636** (p ≤ 0,01), internette geçirdikleri zamanı ne kadar sıklıkla azaltmaya çalıştıklarına rağmen başaramadıkları oluyor sorusu ile meşguliyetleri(iş hayatı, okul hayatı) ilgili performans veya verimliliğin internet yüzünden ne kadar sıklıkla

olumsuz etkilendikleri arasında 0.720** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir. İnternette geçirdikleri zamanı ne kadar sıklıkla gizlemeye çalıştıkları sorusu ile internet kullanmadıkları zamanlarda kendilerini bunalımlı, mutsuz veya sinirli hissederken tekrar internet kullanmaya başladıklarını bu duyguların geçtiği ne kadar sıklıkla oluyor sorusu arasında 0.574** (p ≤ 0,01), internet kullanmadıkları zamanlarda kendilerini bunalımlı, mutsuz veya sinirli hissederken tekrar internet kullanmaya başladıklarını bu duyguların geçtiği ne kadar sıklıkla oluyor sorusu ile başkaları ile dışarıya çıkmak yerine internet kullanmayı ne kadar sıklıkla tercih ettikleri arasında 0.690** (p ≤ 0,01) , sosyal paylaşım sitelerinde gerçek isimlerini kullandıkları sorusu ile gerçek hayattaki karakterlerinin sosyal paylaşım sitelerindeki karakterleriyle uyuştuğu arasında 0.446** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir, Sosyal paylaşım sitelerindeki kullanıcılara gerçek hayatlarından bahsetmeleri sorusu ile sosyal paylaşım sitelerinde gerçek isimlerini kullandıkları arasında 0.402** (p ≤ 0,01) ,sosyal paylaşım sitelerindeki kullanıcılara kimseye göstermedikleri kendilerini gösterirler sorusu ile insanlarla sosyal paylaşım sitelerinde daha kolay iletişim kurmaları sorusu arasında 0.450** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir. İnsanlarla sosyal paylaşım sitelerinde daha kolay iletişim kurmaları sorusu ile sosyal paylaşım sitelerindeki kişilerle olan iletişimlerinde kendilerini güvende hissettikleri arasında 0.511** (p ≤ 0,01) , vakitlerini sosyal paylaşım sitelerindeki arkadaşlarıyla geçirmeyi tercih ettikleri sorusu ile insanlarla sosyal paylaşım sitelerinde daha kolay iletişim kurdukları arasında 0.485** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir. Gerçek hayattaki karakterlerinin sosyal paylaşım sitelerindeki karakterleri ile uyuştuğu sorusu ile sosyal paylaşım sitelerinde gerçek isimlerini kullanmakta olduğu arasında 0.446** (p ≤ 0,01) , sosyal paylaşım sitelerindeki kişilerle olan iletişimlerinde kendilerini güvende hissettikleri sorusu ile insanlarla sosyal paylaşım sitelerinde daha kolay iletişim kurdukları arasında 0.511** (p ≤ 0,01) değerinde olumlu bir anlamlılık tespit edilmiştir.

İnternette çok zaman geçirdiklerinden dolayı yükümlülüklerini ihmal etmeleri sorusu ile internette geçirdikleri zamanı partnerleriyle geçirecekleri zamana ne kadar sıklıkla tercih ettikleri arasında 0.449* (p≥ 0,05) , önceden kararlaştırdıklarından daha uzun sürede internette kaldıkları sorusu ile internetteki kişilerle ne kadar sıklıkla yeni arkadaşlıklar sorusu arasında 0.246* (p≥ 0,05), internette geçirdikleri zamanı partneriyle geçirdikleri zamana ne kadar sıklıkla tercih ettikleri zamana tercih ettikleri sorusu ile internette olmadıkları zamanlarda düşüncelerini ne kadar sıklıkla internet ile meşgul ettikleri veya kendilerini internet kullanırken hayal ettikleri arasında 0.217* (p≥ 0,05), internetteki kişilerle ne kadar sıklıkla yeni arkadaşlıklar kurdukları sorusu ile yapmaları gereken bir işten önce ilk olarak e-postalarını ne kadar sıklıkla kontrol ettikleri arasında 0.243* (p≥ 0,05), herhangi bir kişinin kendilerine internette ne yaptıklarını sorduklarında ne kadar sıklıkla kendilerini savundukları veya paylaşmak istemedikleri sorusu ile önceden kararlaştırdıklarından daha uzun süre internette kaldıkları sorusu arasında 0.254* (p≥ 0,05), internet kullanma düşüncesi ne kadar sıklıkla kendilerini hayatlarıyla ilgili sıkıntılardan uzaklaştırıyor sorusu ile internette geçirdikleri zamanı partneriyle geçirdikleri zamana ne kadar sıklıkla tercih ettikleri arasında 0.258* (p≥ 0,05), ne kadar sıklıkla kendilerini tekrar internet kullanımı beklentisi içinde buldukları sorusu ile herhangi bir kişinin kendilerine internette ne yaptıklarını sorduklarında ne kadar sıklıkla kendilerini savundukları veya paylaşmak istemedikleri arasında 0.266* (p≥ 0,05), internetsiz bir hayatın sıkıcı, boş ve neşesiz olacağından ne kadar sıklıkla korktukları sorusu ile internet kullanmadıkları zamanlarda kendilerini bunalımlı, mutsuz veya sinirli hissederken tekrar internet kullanmaya başladıklarında bu duygularının geçtiği ne kadar sıklıkla olmakta sorusu arasında 0.232* (p≥ 0,05), gece geç saatlere kadar internet kullandıkları için ne kadar sıklıkla uykusuz kaldıkları sorusu ile internetteki kişilerle ne kadar sıklıkla yeni arkadaşlıklar kurdukları sorusu arasında 0.229* (p≥ 0,05), internette olmadıkları zamanlarda düşüncelerini ne kadar sıklıkla internet ile meşgul ettikleri veya kendilerini internet kullanırken hayal ettikleri sorusu ile internette geçirdikleri zamanı partnerleriyle geçirdikleri zamana ne kadar sıklıkla tercih ettikleri arasında 0.272* (p≥ 0,05), internet kullanmadıkları zamanlarda kendilerini bunalımlı, mutsuz veya sinirli hissederken, tekrar internet kullanmaya başladıklarında bu duygularının geçtiği ne kadar sıklıkla olmakta sorusu ile internetsiz bir hayatın sıkıcı, boş ve neşesiz olacağından ne kadar sıklıkla korktukları arasında 0.232* (p≥ 0,05), sosyal paylaşım sitelerindeki kullanıcılara gerçek hayatlarından bahsettikleri sorusu ile gerçek hayattaki karakterlerini sosyal paylaşım sitelerindeki karakterleriyle uymakta sorusuna 0.258* (p≥ 0,05), sosyal paylaşım sitelerindeki kullanıcılara kimseye göstermedikleri kendilerini göstermekte olduğu sorusu ile insanlarla sosyal paylaşım sitelerinde daha kolay iletişim kurdukları arasında 0.248* (p≥ 0,05), gerçek hayattaki karakterlerini sosyal paylaşım sitelerindeki karakterleriyle uyuşmakta sorusu ile sosyal paylaşım sitelerindeki kullanıcılara gerçek hayatlarından bahsetmekte sorusu arasında 0.258* (p≥ 0,05) ,değerlerine göre önemli bir ilişki olmadığı görülmektedir.

Sonuç ve Öneriler

Sosyal kimlik oluşumunda sosyal ağların etkileri daha geniş kitleler üzerinde incelenmeli ve bireylerin ne derece sosyal ağlardan etkilendiği ortaya konulmalıdır.

Bununla birlikte, sosyal ağlarda kendi kimliklerini kullanmayan bireyler arasında sosyal kimlikle ilgili benzerlik veya farklılıklar araştırılarak bireylerin gerçek kimliklerini saklamaya iten nedenleri de bu çerçevede araştırılabilir.

Aynı zamanda, demografik özelliklere uyruk ölçeği de eklenebilir, farklı kültürlerde ne derece farklı analizler ortaya konulacağı, sosyal ağların kullanıcılar üzerindeki sosyo-kültürel ve ekonomik bağlamda herhangi bir etkisinin olup olmadığı araştırılabilir.

İnternet bağımlıları üzerine yapılan olan çalışma ile sosyal kimliğin kişinin kimlik oluşuma ne gibi etkileri olduğu ve bu bağlamda, hızla gelişen e-sosyalleşme sürecinin toplumlar ya da kişilerarası ne derece manipülatif bir etkiye sahip olduğu araştırılabilir.

Anket sonuçlarından yararlanılarak, İnternet kullanımının kullanıcıların büyük bir çoğunluğunun özel hayatlarını engellemediğini, internet kullanımının katılımcılar arasında sorumluluk ihmalinin çoğunlukla kişiden kişiye değiştiğini, internet kullanımı sırasında bireylerin kendilerini savunma ihtiyacı hissetmeden internet kullandıklarını, internet kullanım sıklığını gizlemeye ihtiyaç duymayan bireylerin, sosyal paylaşım sitelerinde bireylerle daha kolay iletişim kurdukları ve sosyal ağlardaki bireylerle olan iletişimlerinde kullanıcıların kendilerini güvende hissetmedikleri sonuçlarını çıkarabiliriz.

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ÜNİVERSİTE ÖĞRENCİLERİNİN İNTERNET KULLANIM DURUMLARI VE SALDIRGANLIK DÜZEYLERİ ARASINDAKİ KORELASYON: GAÜ PSİKOLOJİ VE REHBERLİK VE PSİKOLOJİK DANIŞMANLIK BÖLÜMÜ ÖĞRENCİLERİNDE İNTERNET KAYNAKLI TUTUM DEĞİŞİKLİKLERİ

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Özet
Günümüzde her yaştan bireylerin yaygın olarak kullandığı sosyal medya yani internetin, özellikle ergenler ve gençler tarafından sosyalleşme aracı olarak etkin bir şekilde kullanıldığı birçok araştırma tarafından ortaya konulmuş bir bulgudur. Bilhassa genç nüfusun yoğun olduğu ülkemizde, gündelik yaşam pratiklerinde internet kullanımı yaygın bir biçimde görülmektedir. Yapılan incelemeler sonucu, Kuzey Kıbrıs'taki üniversite öğrencilerinin internet kullanımı, sosyal beceri düzeyleri ve saldırganlık arasındaki ilişkiyi irdeleyen araştırmalara pek rastlanmadığı tespit edilmiştir. Literatürdeki bu eksiklikten yola çıkarak, söz konusu eklemleme temelinde, üniversite öğrencilerin üzerinde rol oynayan etkenlerin neler olduğu ve ne düzeyde etkili olduklarının sorgulanması amaçlanmıştır. Internet kullanım sıklığı ve süresinin üniversite gençlerinin sosyal beceri düzeylerini etkileyip etkilemediğinin, etkiliyorsa da ne şekilde etkilediğinin belirlenmesi araştırmanın kapsamını oluşturmaktadır. Çalışmanın hipotezi bireylerin internet kullanma sıklığının bireydeki saldırganlık düzeyinin arttığı savı üzerine kurulmuştur. Bu doğrultuda araştırmada, GAÜ Psikoloji ve RPD bolumu öğrencilerinden seçilecek rastgele 200 öğrenciye internet kullanımı ve saldırganlık düzeyini ölçmeyi amaçlayan üç bölümlük ölçek uygulanacaktır.
Anahtar Kelimeler: İnternet, sosyal uyum, saldırganlık, sosyalleşme

Giriş
Temelleri 1960'lı yıllarda Amerika'da atılan internet, aradan geçen 50 yıl içerisinde tüm dünyaya hızla yayılmış ve 30 Haziran 2010 tarihli verilere göre tüm kitlelere ulaşmıştır,

İnternetin tüm dünyada hızlıca yayılması, pek çok farklı disiplinin konuyu ele almasına neden olmuş ve birey üzerinde yarattığı etkiler ile psikoloji literatürüne de girmiştir ve internet insanların birçok ihtiyacını karşılarken, öte yandan da bağımlılığın gelişmesine neden olmuştur (Batıgün & Kılıç, 2011).

Teknolojideki hızlı değişme ve gelişme insanların yaşam tarzlarında ve davranışlarında da köklü değişimlere sebep olmakta ve iletişim biçimleri, değer yargıları bile teknolojideki hızlı değişimden etkilenmektedir, her yenilik ve değişimde olduğu gibi teknolojideki bu hızlı ilerlemenin de olumlu ve olumsuz sonuçları ortaya çıkmaktadır (Ulusoy, 2008).

Gençlerin, interneti farklı alanlardaki kullanım sıklığı, onları internetin olumsuz yönlerinden etkilenmesine ve gençler üzerinde internet bağımlılığına ilişkin problemlerin ortaya çıkmasında bir risk grubu oluşturdukları belirtilmekte dolayısıyla gençler üzerinde bu konuyla ilgili yapılan çalışmalar önem kazanmaktadır (Gençer, 2011).

Günümüzde internet kullanımı birçok kolaylık sağlarken, Ancak bilgi akışını hızlandıran, psikolojik, sağlık ve sosyal problemleri de gündeme getirdiği görülmektedir (www.meb.gov.tr).

İnterneti hayatın merkezine alıp, araç olmaktan çıkarıp bir amaç haline getirmeye başlandığında, internet insan hayatını olumsuz yönde etkileyerek bir bağımlılık haline gelebilmektedir (Karaman & Kurtoğlu, 2009).

Genel olarak internet bağımlılığı, internetin aşırı kullanılması, isteğinin önüne geçilememesi, internet olmadığı zaman geçirilen zamanın öneminin yitirilmesi, yoksun kalındığında sinirlilik hali ve saldırgan davranışların olması ve kişinin iş, sosyal ve ailevi hayatının giderek bozulması olarak tanımlanmaktadır (Arısoy, 2009).

Bu çalışmada Üniversite öğrencilerinin internet kullanım durumları ve saldırganlık düzeyleri arasındaki korelasyon: GAÜ Psikoloji ve Rehberlik ve Psikolojik Danışmanlık Bölümü öğrencilerinde İnternet kaynaklı tutum değişiklikleri incelenmeye çalışılmıştır.

Genç nüfusun yoğun olduğu ülkemizde, gündelik yaşam pratiklerinde internet kullanımı yaygın bir biçimde görülmektedir. Yapılan incelemeler sonucu, Kuzey Kıbrıs'taki üniversite öğrencilerinin internet kullanımı ve saldırganlık arasındaki ilişkiyi inceleyen araştırmalara pek rastlanmadığı tespit edilmiştir. Literatürdeki bu eksiklikten yola çıkarak, söz konusu eklemleme temelinde, üniversite öğrencilerin üzerinde rol oynayan etkenlerin neler olduğu ve ne düzeyde etkili olduklarının sorgulanması amaçlanmıştır.

İnternet kullanım sıklığı ve süresinin üniversite gençlerinin saldırganlık düzeyleri araştırmanın kapsamını oluşturmaktadır. Çalışmanın hipotezi bireylerin internet kullanma sıklığının sosyalleşmeden uzaklaştırdığı ve buna paralel olarak da bireydeki saldırganlık düzeyinin arttığı savı üzerine kurulmuştur.

Hipotez
Çalışmanın hipotezi bireylerin internet kullanma sıklığının bireydeki saldırganlık düzeyinin arttığı savı üzerine kurulmuştur.

Varsayımlar
Öğrencilerin internet kullanım sürelerine göre saldırganlık düzeyleri arasında anlamlı bir farklılık olduğu varsayılmaktadır.
Öğrencilerin internet kullanım yerine göre gençlerin saldırganlık düzeyleri arasında anlamlı bir farklılık olmadığı varsayılmaktadır.
Öğrencilerin cinsiyetlerine göre interneti kullanım oranları ve saldırganlık düzeyleri arasında anlamlı bir farklılık olduğu varsayılmaktadır.

Kuramsal Çerçeve
Sosyalleşme Süreci, Sosyal Kimlik Oluşumu ve Sosyal Becerilerin Gelişimi
Sosyalleşme, kültürel değerler üzerinden bireye birtakım özelliklerin kazandırılması sürecidir (Aytaç, 2006). Harris (1995)'in belirttiği gibi bireylerin içinde yaşadığı toplumda onaylanan davranışlar göstermesi, diğer bireylerle ortak inanca sahip olması ve benzer tutumları paylaşması sosyalleşme sürecinin bir sonucudur. İlk olarak ailede başlayan, okul ve toplumsal çevre ile devam eden sosyalleşme sürecine, günümüzde, gençleri yoğun bir şekilde etkisi altına almış olan kitle iletişim araçları aracılığı ile popüler kültür ürünleri de katılmıştır (Kaya ve Tuna, 2010). Ashforth ve Mael (1989) sosyalleşmenin, bireylerin kendilerini sembolik etkileşimlerle ifade ettiklerini ve bu sembolleri oluşturdukları sosyal kimliklerle belirledikleri zaman ortaya çıktığını ortaya atmışlardır. Toplumsal bağlamda değerler, statüler ve roller bireylerin sosyal davranışlarını ve sosyallesmesini belirlerken sosyal kimliğin oluşumunu da sağlamaktadır (Karaduman, 2010). Baumeister (1998) kimliğin bir parçasını, diğer insanlar ve toplumun geneli ile paylaşılanı, sosyal kimlik olarak tanımlarken, Deaux (2001) bireylerin grup üyeliğini sosyal kimlik olarak tanımladı. Bununla birlikte Clarke (2008) sosyal kimlik kavramını ilişkilerimize dayanan ve diğer bireyler tarafından belirlenen aynı zamanda yaş, cinsiyet gibi atfedilmiş sosyal kategoriler olarak tanımlamıştı. Aynı zamanda sosyal kimlik, kültürel olarak tanımlanan kişilik karakterlerinin sosyal rollere atfedilmesidir (Bhugra and Becker, 2005). Diğer bir deyişle, aile, kültür, cinsiyet ve bireyin kişisel kimliği, sosyal kimliğinin oluşmasına etki etmektedir (Ilgın ve Hacıhasanoğlu, 2006). Tüzün ve Çağlar (2008)'ın da belirttiği gibi sosyal kimlik, bireylerin kendilerini tek ve ayrı bir birey olarak grubun diğer üyelerinden ayrı olarak ama grup bağlamında sınıflandırmasıdır. "Kimliğin kişiler arası düzeyi, sosyal kimlik olarak tanımlanır" (Karaduman, 2010 s. 2887). Bireylerin sosyalleşme süreci ve sosyal kimlik oluşumu sosyal ortamda kaçınılmaz birtakım özelliklerin gerektirmektedir.

Sosyal beceriler, bireyin çeşitli fiziksel veya zihinsel hareketliliği olarak tanımlanırken, dahil olma, uyum ve işbirliği gibi sosyalleşme ve sosyal kimlik oluşumunda önemli bir faktördür (Aslan ve Cansever, 2007). Sosyal becerilerin gelişmesi, genç yaştaki

bireylerin toplumun diğer bireyleri ile zaman geçirmesine bağlıdır (Özmert, 2006). Ancak, soyal beceriler genel anlamıyla yakın ilişkiler kurmak için sağlanan kişilerarası sağlıklı etkileşimler olarak tanımlanırken (Keltner ve Kring, 1998), bireylerin sosyal beceri gelişimi sosyalleşme sürecinin sağlıklı ve etkili sürdürülmesi ile ilişkilidir (Güler, 2010). Bireylerin, özellikle gençlerin birtakım sosyal beceriler kazanması, sosyalleşmeye bağlı olarak akran grubunun kültürüne katılımı ile mümkündür (Corsaro ve Eder, 1990). Nie (2001)'e göre 20. Yy'in sosyal tarihi, toplumun ve aile bağlarının bozulması ve giderek bireyselleşmesi hikayesidir. Buna bağlı olarak sosyalleşme ortamlarının mekansal değişimi, bireylerin genel sosyal becerilerinin de değişimine sebep vermektedir (Özmen, Aküzüm, Sünkür, ve Baysal, 2011). Bu değişimler, teknolojinin bireyler üzerinde bıraktığı etkinin kontrol edilemeyen sonuçları olarak belirtilebilir (Nie, 2001).

Sosyal Psikoloji Kapsamında Saldırganlık

Sosyal psikoloji, bireylerin kendilerini ve başkalarını nasıl algıladıklarını, davranışları nasıl açıkladıklarını, tutumların nasıl şekillendiğini, kişilerarası ilişkileri, grubun davranışa etkileri gibi konuları bilimsel olarak araştıran, bireylerin kişilerarası ve gruplar arası olmak üzere bireyin toplumsal durumu üzerine odaklanan, saldırganlığı ve sosyal olmayan davranışları açıklayan psikoloji biliminin alt dalıdır (Güler, 2010).

Teknolojideki hızlı değişme ve gelişme insanların yaşam tarzlarında ve davranışlarında da değişimlere sebep olmaktadır; iletişim biçimleri, alışveriş alışkanlıkları, değer yargıları hatta flört etme ve evlilik biçimleri bile teknolojideki hızlı değişimden etkilenmekte, her yenilik ve değişimde olduğu gibi teknolojideki bu hızlı ilerleme olumlu sonuçlar olduğu kadar olumsuz sonuçlar da ortaya çıkarmaktadır (Ulusoy, 2008).

Saldırganlığın kabul gören tanımlarına bakıldığında, davranışçı yaklaşım açısından saldırganlık bir davranışın başkasına zarar vermesi anlamını taşırken, duygusal tanımlara göre öfke duygusunun yol açtığı bir davranış olarak tanımlanır. Güdüsel tanımlara göre ise bir davranışın saldırgan nitelikte olup olmadığını niyet belirlemektedir (Yavuzer & Üre, 2010). Saldırganlık kavramıyla birlikte kullanılan bir kavram da şiddettir ve çoğu zaman bu iki kavram birbirinin yerine kullanılabilmektedir (Yavuzer & Üre, 2010).

İnsanın fiziksel ve ruhsal bütünlüğüne yönelik maddi ve manevi olumsuzluklarda dikkat çeken iki kavram güç ve şiddet olarak değerlendirilmekte ve bu olumsuzlukların temelinde ise güç ve saldırganlık kavramları bulunmaktadır. Güç bir olaya neden olan her türlü davranış, saldırganlık ise egemen olmak, yenmek, yönetmek amacıyla güçlü, şiddetli bir hareket, bir işi bozma, engelleme, düşmanca davranış olarak tanımlanmaktadır (Ayan, 2007).

Saldırganlık ve şiddet çeşitli sebeplerden dolayı dünyayı etkileyen en önemli sorunlardan biri haline gelmiş, hem bilimsel literatürde hem de günlük dilde pek çok anlamı olan ve son yıllarda psikoloji literatürüne bakıldığında, fiziksel şiddetten hakkını savunmaya kadar pek çok durumu içeren saldırganlık tanımları tartışmalara neden olmaktadır (Mutluoğlu &Serin, 2010).

Saldırganlığın nedenleri ile ilgili kuramlara bakıldığında konuya göre çeşitlilik gösterildiği görülmekte; Freud, McDougall, Lorenz ve birçok araştırmacı doğuştan insanlarda saldırganlık dürtü ya da içgüdülerinin bulunduğunu ileri sürmüşlerdir, Bandura ve bazı araştırmacılar ise saldırgan davranışların başkalarını gözleyerek ve model alarak öğrenildiğini belirtmektedirler (Yavuzer, 2010).

Ayrıca saldırganlığın bireysel ve çevresel özelliklerin etkileşimi sonucunda oluştuğunu öne süren görüşler de bulunmaktadır; bireysel özellikler, sosyal ve duygusal zorluklar, düşük benlik saygısı, akranları tarafından dışlanma ve akademik başarısızlık, çevresel özellikler ise; yoksulluk, alt sosyo-ekonomik düzey, işsizlik, ailenin çocuklara yönelik denetim eksikliği, çocuklara sosyal desteğin sınırlı oluşu, çocuğa uygun model olma yetersizlikleri ve aile içi çatışmalar olarak belirtilmektedir (Yavuzer, 2010).

Yapılan araştırmalar, saldırgan davranışın genellikle erken gelişim dönemlerinden itibaren kazanıldığını ve erkeklerde saldırgan davranışların kızlara oranla daha yaygın olduğunu ortaya koymaktadır (Karahan & Özcan, 2009).

Bilgi toplumu ve küreselleşme kavramlarının yarattığı sonuçların ortaya çıkardığı durum, nitelikli bireylerin davranışlarına yönelik bir takım etkileri de beraberinde getirmiş, bu durum özelikle yüksek öğretim kurumlarında daha derinden hissedilmeye başlanmıştır (Eroğlu, 2009). Günümüzde özellikle ergenlerde olumsuz davranışlardan olan saldırganlık, sosyal psikolojide oldukça çok sayıda araştırmaya konu olmuş, özellikle nasıl engellenebileceği ve medya-saldırganlık ilişkileri üzerinde durulmuştur (Ulusoy, 2008).

21. yüzyıl teknolojisinin insan hayatındaki etkisinin yüksek düzeyde olduğundan, kitle iletişim araçları gündelik hayatın en önemli bilgi kaynağı haline gelmiş, iletişim araçlarının yoğun olarak egemen olduğu modern toplumlarda insanlar artık cep telefonlarını açmadan, elektronik postalarına bakmadan ya da gazete ve televizyona göz atmadan güne başlamamaktadırlar. Dolayısıyla olumsuz davranışların yaygınlaşmasında kitle iletişim araçlarının gençler ve çocuklar üzerinde büyük etkisi olduğu düşünülmüştür (Ülkü, 2013).

Sosyal Paylaşım Ağları Ve Ergen Psikolojisi

Sosyal paylaşım ağları ergenler arasında popüler olan çevrimiçi bir iletişim türüdür (Subrahmanyam, Reich, Waechter ve Espinoza, 2008). Son yıllarda kullanım ve bilgiye ulaşma anlamında birçok kolaylık sağlayan internet ve ona bağlı olarak sosyal paylaşım ağları, gençler ve özellikle üniversite öğrencileri için yaygın bir sosyalleşme aracı olarak ön plana çıkmaktadır ve bu durum, kültürel yaşamın yanında kişilerarası etkileşim biçimini de farklı boyutlara taşımaktadır (Subrahmanyam ve Greenfield, 2008; Özmen, Aküzüm, Sünkür ve Baysal, 2011). Bununla birlikte üniversite yılları genel anlamda yaşa bağlı olarak ergenliğin son dönemlerinin yaşandığı zamandır. Üniversite yıllarındaki yeni roller ve yeni ortamlar gençler için yeni bir uyum çabasını gerektirmekle birlikte sosyal paylaşım ağlarının yaygın olarak kullanılmaya başlaması, iletişim ve etkileşim anlayışını değiştirmiştir (Baltacı, İşleyen ve Özdemir, 2012).

Moreno ve Kolb (2012)'un da belirttiği üzere son yıllarda sosyal paylaşım ağlarının kullanımının riskleri üzerinde yapılan çalışmalar özellikle ergenlerin sosyal geri çekilme durumuna dikkat çekmiştir.

İnternet Bağımlılığı Üzerine Yapılan Çalışmalar

Günümüzde her birey teknolojik yeniliklerden faydalanmak yönünde çaba gösterirken aynı şekilde üniversite öğrencilerinin de konu ile ilgili çok fazla zaman harcadıkları ve tüm alanlarda ve insanların günlük yaşamlarında bir iletişim aracı olarak elektronik haberleşme araçlarının sıklıkla kullanıldığı bilinmektedir (Dursun, 2004).

Gelişen teknolojilerin en önemlilerinden olan bilgisayar ve internet teknolojileri hayatımızın her alanında kullanılmakta ve özellikle internet kullanımı son yıllarda olduğu oldukça hızlı gelişip, keyfi olmaktan çıkıp zorunluluk haline gelmiştir (Karaman & Kurtoğlu 2009). Temelleri 1960'lı yıllara dayanan İnternet aradan geçen 50 yıl içerisinde tüm dünyaya yayılmış ve bu denli hızla yayılması pek çok farklı disiplinin konuyu ele almasına neden olmuş, ayrıca birey üzerinde yarattığı etkileri ile psikoloji literatürüne de girmesine neden olmuştur (Batıgün & Kılıç, 2011).

İnternet birçok bilgisayar sistemini bir protokol ile birbirine bağlayan, dünya çapında yaygın olan ve sürekli büyüyen geniş, kitlesel bir iletişim aracı olarak tanımlanırken, bilgiye kolay, ucuz, hızlı ve güvenli ulaşıp, paylaşmanın en kolay yoludur. Aynı zamanda, iş arama, kayıp arama, eş arama, arkadaş arama, alışveriş, bankacılık işlemleri, tanıtım, seyahat, eğitim, sağlık ve savunma gibi birçok alanda kullanılmaktadır (Dursun, 2004).

Önceleri bilgisayar ve internet kullanmayı bilmek bireylerin isteklerine bağlıyken bugün insanların günlük yaşantılarında bilgisayar ve interneti kullanmak zorunlu hale getirilerek insanların hayatlarına, yaşam biçimlerine değişik ve yeni bir boyut kazandırarak farklı seçenekler de sunmaktadır (Karaman & Kurtoğlu, 2009).

İnternetin her türlü bilgiye kolaylıkla ve herhangi bir denetim olmadan ulaşım sağlaması birçok olumsuzluğu da beraberinde getirmektedir (Karaman & Kurtoğlu 2009). Bununla birlikte dünya üzerinde yaklaşık 650 milyon insanın internet kullandığı bildirilmekte, bu kişilerden bazıları "internet bağımlısı" olarak tanımlanmaktadır. Bazı bireyler internet kullanımını gereksinim duydukları miktarda sınırlarken,

bazılarının bu sınırlamayı yapamadığı, iş ve sosyal yaşamlarında aşırı kullanım nedeniyle sorunlar yaşadıkları görülmüştür (Özcan &Buzlu, 2005).

Kısa bir zaman içinde hayatımızın vazgeçilmez bir parçası haline gelen internet, getirdiği büyük kolaylıkların yanı sıra insan hayatından önemli bazı şeyleri de götürmeye başlayarak yeni bir araştırma konusu haline gelmiş, bu alanda ilk çalışmayı yapan kişi olan Young internet kullanımını DSM IV'ün kumar bağımlılığı ölçütlerini uyarlayarak araştırmış ve Young'ın ardından birçok araştırmacı da internet bağımlılığı kavramını tartışmış, tanımlamaya çalışmış ve çeşitli testler geliştirerek bu konuyu araştırmışlardır (Kurtaran, 2008).

Yöntem
Araştırma Dizaynı
Araştırmada, GAÜ Psikoloji ve Rehberlik ve Psikolojik Danışmanlık Bölümü öğrencilerinden rastgele seçilen 200 öğrenciye internet kullanımı ve saldırganlık düzeyini ölçmeyi amaçlayan iki bölümlük ölçek uygulanmıştır.

Örneklem ve sınırlılıklar
Bu uygulamaya göre, öğrencilerin 2. ve 3. sınıflarında öğrenim gören öğrenciler araştırmanın örneklemini oluşturmuştur.
Öncelikle üniversite öğrencilerine, bilgi toplamak amacıyla araştırmacılar tarafından kişisel bilgi formu geliştirilmiş, formda öğrencilere yaş, cinsiyet, bölüm ve sınıf türünü içeren sorular yöneltilmiştir. Öğrencilerin saldırganlık düzeylerini ölçmek amacıyla Buss-Durkee'nin saldırganlık ölçeği kullanılmıştır, Türkçe'ye uyarlamasını yapan Aşkın (1981) tarafından yapılmıştır. Buss-Durkee Saldırganlık Ölçeği 48 maddeden oluşmakta ve "doğru" "yanlış" olarak değerlendirilmektedir.

İnternet bağımlılığı ile ilgili verileri toplamak amacı ile Bayraktar (2001) Young tarafından geliştirilen "İnternet Bağımlılık Ölçeği" kullanılmıştır. 20 soruluk "İnternet Bağımlılık Ölçeği" Likert tipi bir ölçek olup katılımcılardan herbir madde için "Hiçbir zaman" ve "Her zaman" aralığındaki seçeneklerden birini işaretlemesi istenmiştir. Bu seçeneklere sırasıyla 1, 2, 3, 4 ve 5 puanları verilmektedir. Toplam 70-100 arasında puan alanlar "bağımlı", 40–69 arası puan alanlar "muhtemel bağımlı" ve "39 puan ve altı" alanlar "bağımlı olmayan" olarak tanımlanmıştır. Ölçekten alınan toplam puan yükseldikçe bağımlılık riski yükselmektedir.

Bulgular ve Değerlendirme: GAÜ Psikoloji Ve Psikolojik Danışmanlık Öğrencilerinde Internet Kaynaklı Tutum Değişiklikleri
Demografik özelliklere göre katılımcıların % 42'si erkek, % 58'si kız, % 50'si RPD % 50 Psikoloji, % 42.5 2. Sınıf, % 57.5 3. Sınıf'tan oluşmaktadır. % 1.5'i 17-19 yaş arasında iken, % 62.5'i 20-22 yaş, % 37'si ise 23-25 yaş arasında olduğu görülmektedir.

GAÜ Psikoloji Ve Psikolojik Danışmanlık Öğrencilerinin Internet kullanım alışkanlıkları
Katılımcıların internet kullanma yüzdeliği incelendiğinde % 66'sı interneti hergün kullanırken, % 5'inde ayda birkaç defa internet kullanım sıklığı görülmektedir. Katılımcıların internete bağlanma yeri sorgulandığında % 61.5'i ev ve yurt ortamında internet kullanırken % 25'in diğer seçenekleri cevaplandırdıkları gözlemlenmiştir ve soruda 'Diğer' seçeneğinin yanına yazılan kısımda genellikle bağlanma yeri olarak 'telefon' belirtilmiştir. İnterneti kullanım amacını sorguladığımız katılımcıların % 47'sinin iletişim amaçlı olduğu, % 26'sının ise araştırma ve bilgilendirme amaçlı olduğu gözlemlenmiştir. Kullanıcılara internette planladıklarından daha fazla süre kalıp kalmadıkları sorulduğunda % 29'unun arada sırada, % 24'ün çok az, % 9'unun hiçbir zaman, % 7.5'in ise çok sık ve her zaman cevabını verdiği gözlemlenmiştir.

İnternet kullanım sırasında günlük işlerini ihmal durumu sorgulandığında % 27'nin arada sırada cevabını verdiği görülürken % 3'ün her zaman ihmal durumu olduğu belirlenmiştir. Katılımcılara arkadaşları ile geçirecekleri zamanı internet kullanımına tercih ettikleri sorgulandığında % 31'i hiçbir zaman, % 5'nin her zaman olduğu görülmüştür.

İnternette yeni ilişki kurma sıklığı irdelendiği zaman % 26.5'in çok az yanıtını verirken, % 53'ünün her zaman bu durumu tercih ettiği görülmüştür. Kullanıcıların, interneti kullanım sırasında akrabalarının şikayeti araştırıldığında % 30 hiçbir zaman, % 6 her zaman cevap verdiği görülmüştür. Yapılan araştırmaya göre internetten dolayı akademik başarının etkilenme sorunu incelendiğinde % 34'ünün hiçbirzaman cevabını verirken, % 5.5'in her zaman etkilendiğini belirtmiştir.

Katılımcılara e-posta kontrol sıklığı irdelendiğinde % 20.5 oranı herzaman olarak görülürken, % 12.5'inin hiçbirzaman yanıtını verdiği görülmüştür.

Katılımcıların internet kullanımından dolayı başarılılarının etkilendiği ve verimliliklerinin düştüğü sorgulandığında % 28.5'i hiçbir zaman derken, % 11'inin çok sık olarak yanıtladığı görülmüştür. İnternet kullanımı sırasında kendini savunma veya gizleme sıklığı irdelendiğinde % 29.5'i hiçbir zaman yanıtını verirken, % 5.5'nin sık yanıtını verdiği gözlemlenmiştir.

Kullanıcıların düşüncelerini dağıtmak amacı ile internet kullanımı incelendiğinde % 24.5'i çok az bu durumla karşılaştığı görülürken, % 6.5'inin çok sık yanıtını verdiği görülmüştür.

İnternete girmek için sabırsızlanıp sabırsızlanmama, internetsiz hayatın boş olma durumunda verilen cevaplar arasında anlamlı bir fark olmadığı görülmüştür. İnternet kullanımı sırasında rahatsız edilme durumunda olumsuz davranış sergileme sorunu incelendiğinde % 26'sının çok az cevabını verdiği görülürken % 7'sinin çok sık bu davranışı sergilediği görülmüştür.

Aşırı internet kullanımından dolayı uykusuz kalıp kalmadıkları konusunda ise katılımcıların % 23'ünün çok az, % 19.5'in hiçbir zaman, % 14'ünün arada sırada, % 18'inin sık ve çok sık, % 7.5'inin ise her zaman yanıtlarını verdiği görülmüştür.

İnterneti kullanmadıkları zamanlar kendilerini interneti kullanırken düşünme sıklığı irdelendiğinde % 26.5'i hiçbir zaman yanıtını verirken, % 6.5'inin her zaman cevabını verdiği görülmüştür.

Katılımcılara kendilerini internet kullanımı sırasında yalnızca birkaç dakika daha düşüncesine kapılıp kapılmadıkları sorulduğunda % 24.5'inin çok az yanıtını verirken, % 5.5'inin her zaman bu hisse kapıldığını belirtmiştir.

Katılımcıların internete harcadıkları zamanın miktarını ne sıklıkla azalttıkları fakat başarısız olup olmadıkları sorgulandığında yanıtlar arasında anlamlı bir fark olmadığı görülmektedir.

İnternette kaldıkları süreyi ne sıklıkla başkalarından gizlemeye çalışıp çalışılmadığı sorulduğunda % 35.5'inin hiçbir zaman yanıtını verdiği görülürken, % 7.5'inin çok sık cevabı verdiği görülmüştür.

Katılımcılara başkalarıyla gezmek yerine internette daha fazla zaman geçirmeyi ne sıklıkla tercih ettikleri sorgulandığında % 29.5'inin hiçbir zaman, % 7'sinin ise sık cevabı verdiği görülmüştür.

Katılımcılara İnternette olmadıkları süre zarfında ne sıklıkla kendilerini çökmüş, aksi veya sinirli hissedip tekrar internet kullandıklarında rahatladıkları irdelendiğinde %36.5'inin hiçbir zaman, %8'inin ise sık cevabı verdiği görülmüştür.

GAÜ Psikoloji Ve Psikolojik Danışmanlık Öğrencilerinin saldırganlık düzeyleri
Yapılan araştırma sonucunda katılımcıların interneti kullanma sıklıkları ile başkalarına zarar vermekten kendilerini alamamaları arasında $p \leq$ 0,01 değerinde iken 0.361** düzeyinde pozitif bir korelasyon, birinin vurmasına karşılık vermeme ile eğitim görülen bölüm arasında -0.212** olumsuz bir korelasyon olduğu saptanmıştır.

Buna ilaveten, aşırı internet kullanımı ve uykusuzluk ile kendini patlamaya hazır barut gibi hissetmek arasında 0.246** değerinde, birinin vurmasına karşılık vermeme ile internette bulunma süresi arasında 0.221**değerinde pozitif bir korelasyon olduğu gözlemlenirken, cinsiyet ile yumruk yumruğa kavgaya zorlanma arasında -0.371** değerinde ters korelasyon gözlemlenmiştir.

Araştırma sonuçlarına göre, katılımcıların kızdığında surat asması ile cinsiyetleri arasında yine $p \leq$ 0,01 değerinde iken 0.199** düzeyinde, arkadaş yerine interneti tercih etme sıklığı ile hakkını korumak için şiddette başvurmada tereddüt edilmemesi arasında -0.142** düzeyinde ters korelasyon olduğu tesbit edilmiştir.

Internet Kullanım Durumları Ve Saldırganlık Düzeyleri Arasındaki Korelasyon

Yapılan araştırma neticesinde, kendini patlamaya hazır bomba gibi hissetmek ile internette kalınan süre arasında p≤0,05 değerinde iken 0.167* düzeyinde, etraftaki insanların varlığının rahatsız etmesi ile internete girilmediğinde agresifleşme, internete girdikten sonra rahatlama arasında -0.183* düzeyindeters korelasyon olduğu görülmüştür.

Buna ilaveten katılımcıların yaşı ile gezmek ve arkadaşlarla eğlenmek yerine internete girmeyi tercih etmek arasında -0.173* ters korelasyon, katılımcılaın herkes gibi kavgacı olduğunu belirtmesi ile internette harcanan zamanı kısaltmaya çalışma ancak başarılı olamama arasında 0.179* düzeyinde pozitif korelsyon olduğu gözlemlenmiştir

Son olarak, katılımcıların internette birkaç dakika daha fazla vakit harcama isteği ile bazı zamanlarda kavga edecek bahaneler aramak arasında p≤0,05 değerinde -0.151* düzeyinde ters korelasyon olduğu gözlemlenmiştir.

Sonuç ve Öneriler
Sonuç
% 50'si RPD % 50 Psikoloji öğrencilerinden oluşan katılımcıların, % 42'si erkek % 58'si kız olarak saptanmıştır. Çoğunluğu (% 62.5) 20-22 yaşları arasında seyreden psikoloji temelli öğrencilerin % 66'sı interneti hergün kullandığını belirtmiştir.

Katılımcıların çoğunluğunun (% 61.5) internet ev ve yurt ortamında interneti kullandığı tesbit edilmiştir. internette planladıklarından daha fazla süre kalıp kalmadıkları sorulduğunda sadece % 7.5'in ise çok sık ve her zaman cevabını verdiği gözlemlenmiştir. Bu da bağımlılıklarının düşük olduğuna gönderme yapmaktadır.İnternet kullanım sırasında günlük işlerini ihmal durumu sorgulandığında sadece % 3'ün her zaman ihmal durumu olduğunun belirlenmesi de bu bulguyu desteklemektedir.

Öte taraftan İnternette yeni ilişki kurma isteği irdelendiğinde % 53'ünün her zaman bu durumu tercih ettiğinin görülmesi, internetin sosyalleşme aracı olarak kullanıldığına dikkat çekmektedir. Ancak kullanıcıların, interneti kullanım sırasında akrabalarının bu durumdan şikayetçi olup olmadığı sorgulandığında ise sadece % 6 lık bir dilimin her zaman bu durumla karşılaştığı görülmüştür. Bu bağlamda sosyalleşme aracı olarak kullanılan internette zaman geçirmenin gerçek yaşamdaki ilişkileri rahatsız edici boyutta olmadığına dikkati çekmektedir.

Bunu destekleyici bir diğer bulgu ise sadece % 5.5'in her zaman internetten dolayı akademik başarısının etkilendiğinin görülmesi, internet kullanımından dolayı başarılarının etkilendiği ve verimliliğinin düşmesinin de sadece % 11'inde çok sık rastlanması söylenebilir. İnternet kullanımı sırasında kendini savunma veya gizleme eğiliminin yalnızca % 5.5'lik bir dilimde görülmesi de, elektronik sosyalleşme ortamında bireylerin kendilerini rahat hissettiklerine gönderme yapmaktadır. Ancak interneti düşüncelerini dağıtmak amacı ile kullanımının % 6.5lik bir dilim olduğu da dikkati çekmektedir.

İnternet kullanımı sırasında rahatsız edilme durumunda olumsuz davranış sergileme sorunu yalnızca katılımcıların % 7'sinde çok sık rastlanmaktadır ki bu da bağımlılıklarının düşük olduğu çıkarımsamasına işaret etmektedir. Bunu destekleyen diğer bir bulgu olarak ise aşırı internet kullanımından dolayı uykusuz kalıp kalmadıkları konusunda ise katılımcıların % 7.5'inin her zaman bu sorunu yaşamaları gösterilebilir. Ayrıca kendilerini internet kullanımı sırasında yalnızca birkaç dakika daha düşüncesine kapılma oranı ise % 5.5'lik bir dilimde gözlemlenmiştir.

Katılımcılar içerisinde çok azınlık bir dilim olan % 7.5'lik bir oranın internette kaldıkları süreyi başkalarından gizlemeye çalışmasından da bağımlılık düzeyinin düşük olduğunu söylemek mümkündür. Ayrıca katılımcıların sadece %8'inin internette olmadığı süre zarfında kendilerini çökmüş, aksi veya sinirli hissemesi, tekrar internet kullandıklarında rahatlaması bu bulguya destek olarak gösterilebilir. Diğer taraftan katılımcıların interneti kullanma sıklıkları ile başkalarına zarar vermekten kendilerini alamamaları; aşırı internet kullanımı ve uykusuzluk ile kendini patlamaya hazır barut gibi hissemek; birinin vurmasına karşılık vermeme ile internette bulunma süresi arasında p ≤ 0.01 değerinde anlamlı bir korelasyon olduğu tesbit edilmiştir.

Son olarak, yapılan araştırma sonucunda, kendini patlamaya hazır bomba gibi hissetmek ile internette kalınan süre arasında; kavgacı olduğunu belirtmesi ile internette harcanan zamanı kısaltmaya çalışma ancak başarılı olamama arasında; p≤0,05 değerinde pozitif korelsyon olduğu gözlemlenmiştir.

Öneriler
Bir sonraki çalışmada, katılımcıların psikoloji temelli bölümler haricindeki bölümlerden seçilmesinin, eğitim görülen branş ile internet kullanım sıklığı ve saldırganlık arasındaki ilişkiye farklı bir boyut kazandırabileceği düşünülmektedir.

Buna ilaveten bir sonraki çalışmada internet bağımlılığı ile sosyal uyum arasındaki ilişki de irdelenip, saldırganlık potansiyeli ile ilişkilendirilmesinin de faydalı olabileceği düşünülmektedir.

Son olarak, internet bağımlılığının bilhassa sosyal kimlik oluşumu sürecindeki ergenlerdeki düzeyinin ölçülmesi bağlamında da ortaokul-lise öğrencilerine benzer çalışmaların yapılmasının alana katkı sağlayabileceğine de inanılmaktadır

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YENİ MEDYANIN VE SOSYAL AĞLARIN YAŞAMIMIZA SOKTUĞU YENİ BİR YAŞAM PRATİĞİ: *SOFALISING*

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Özet

Mark Zuckerberg 2004 yılında Harvard'da okuyan öğrencilerin birbirleriyle haberleşmesi için Facebook'u kurarken acaba dünyada milyonlarca insanın yaşam biçimini etkileyeceğini tahmin ediyor muydu? Kısa sürede yaygınlaşan Facebook ve benzeri sosyal ağlar, MySpace ve Twitter gibi paylaşım siteleri yalnızca İnternet kullanıcılarının yaşamını değiştirmekle kalmadı, etkileşimli biçimde, kitlelerin ilgisini fark eden teknoloji firmaları ya da servis sağlayıcılar da kendilerini bu yeni gelişmeye doğru yenilediler. Cep telefonu firmaları, cep telefonu servis sağlayıcıları, İnternete ulaşımı kolaylaştıran yenilikleri ürünlerine taşıdılar. Yahoo, Google gibi e-posta servisleri e-postanın yanı sıra sohbet pencerelerini de sayfalarına eklediler. İnternet dünyasının ilk oyun sitelerinden biri olan Yazino bu durumu araştırdı ve yepyeni bir kavramı iletişim dünyasına yerleşti: *Sofalising*. Sofa (kanepe) ve socialising (sosyalleşme) sözcüklerinden türetilen bu kavram, arkadaşlarla yüz yüze görüşmekten çok kanepede oturup İnternet aracılığıyla ve dizüstü bilgisayar ya da akıllı telefonlar yardımıyla sohbet etmeyi yeğlemek anlamına gelmektedir. Üstelik bu sohbetler sırasında çoğunlukla geleneksel kitle iletişim araçlarının da açık olduğu ve yayınlanan programlarla ilgili İnternet ortamındaki sohbetin de bu yönde gelişebildiği gözlemlenmiştir. Bu çalışmada yeni bir fenomen olan *sofalising*in nasıl işlediği araştırılmakta ve yapılacak derinlemesine görüşmelerden elde edilen bulgularla bu kavrama ışık tutmaya çalışılmaktadır.

Abstract

Did Mark Zuckerberg ever guess that he would affect the lifestyles of millions of people in the world when he installed the Facebook in 2004 for the students studying in Harvard to communicate with each other? Facebook and similar social networks which have become widespread in a short time, sharing websites such as MySpace and Twitter not only changed the life of Internet users, but also, in an interactive way, some technology companies and service providers who have noticed the tendency of the masses have updated themselves towards this new development. Mobile phone companies, mobile phone service providers have used some innovations in their products which make Internet access easy. E-mail services like Yahoo, Google have added chat windows to their pages alongside e-mails. Yazino, which is one of the first game sites of Internet world, has made a research on this topic and a completely new term has been accepted in the world of communication: *Sofalising.* This term, which is derived from sofa and socializing, means preferring to chat through Internet and laptop or using smart phone while sitting on the sofa to having a talk with friends face to face. Moreover, it is observed that traditional mass media are mostly open during these chats and the chat on the Internet can be on the programs that are being broadcast. In this study, how *sofalising*, as a new phenomenon, operates is explored and the concept is tried to be clarified through the findings obtained from the in-depth interviews.

Giriş

Sanayi Devriminden bu yana hızla ivmelenen, yaygınlaşan ve çeşitlenen kitle iletişim araçları toplumların gereksinimleri doğrultusunda işlevlerini güncellerken aynı zamanda kullanıcıların alışkanlıkları üzerinde de değişimlere yol açagelmişlerdir. Başka deyişle, kitle iletişim araçları, bu araçların işlevleri, bu araçları yönlendiren profesyoneller ve kullanıcılar arasında yoğun bir etkileşim bulunmaktadır. Öte yandan, kitle iletişim araçları arasında da bir geçirgenliğin, etkileşimin olduğunu gözlemlemek de olanaklıdır. Bu konuda Kanadalı kuramcı Marshall McLuhan'ın (1985, akt. DeFleur, Dennis) önermesi ufuk açıcıdır. Kuramcıya göre, her yeni kitle iletişim aracı kendinden önceki kitle iletişim araçlarının da işlevini, yapısını, dramatik bir biçimde değiştirmektedir. Örneğin, televizyonun yaygınlaşması radyodaki eğlence programlarının artmasına, dramatik programların sayısının azalmasına, müzik ve haberlerin birbirine eklenmesine yol açmıştır. Benzer biçimde, çevrim içi gazetelerin yaygınlaşması, hava durumu, borsa, spor gibi konuların evden erişimini kolaylaştırdığı için geleneksel gazeteciliğin doğasını da değiştirmiştir (s.98). Bu örnekleri çeşitlendirmek olanaklıdır. Burada vurgulanmak istenen nokta, her yeni kitle iletişim aracının ve yeni teknolojilerin bir gereksinimi karşıladığı ya da yeni bir talep doğurduğu için bir önceki kitle iletişim aracının doğasını ve işlevlerini değiştirmeye yönelik bir motivasyona yol açtığıdır.

Tıpkı Marshall McLuhan'ın öne sürdüğü gibi yeni iletişim teknolojileri geleneksel medyaya ilişkin alışkanlıklarını değiştirmiştir. Dubrofsky (2011), çoğu televizyon kanalının sosyal ağlardan etkilendiğini ve bu ağlardan yararlanmakta olduğunu belirtmektedir. Başka bir deyişle, televizyon kanalları ile sosyal ağlar arasında karşılıklı etkileşim söz konusudur. Pek çok kanalda yayınlanmakta olan televizyon programının kendi MySpace, Facebook sayfaları, Twitter hesapları bulunmakta ve izleyicilerin, kullanıcıların çoğu hem televizyon kanalını hem de sözü edilen sosyal ağları takip etmektedirler (s 114). Bir başka anlatımla, yeni iletişim teknolojileri ve sosyal ağlar geleneksel medyanın da evrilmesine yol açmaktadır. Yeni iletişim teknolojileri sayesinde televizyon izlemek için ya da gazete okumak için artık evde oturmak ya da bir bayiye gitme zorunluluğu ortadan kalkmıştır. Akıllı cep telefonları, yaygınlaşan notebook, tablet türü daha rahat taşınabilen araçlar İnternet kullanımını ve geleneksel kitle iletişim araçlarına ulaşımı kolaylaştırmaktadır. Söz konusu yeni iletişim teknolojileri izleyiciyi yalnızca alıcı olduğu konumundan uzaklaştırarak etkin bir kullanıcıya, hatta bazen haberin yaratıcısına dönüştürmektedir. Örneğin Twitter, kullanıcılarının geleneksel medya kadar hatta geleneksel medyadan daha hızlı habere ulaşıp yaygınlaştırmalarına olanak veren bir sosyal paylaşım sağlamaktadır. 23 Temmuz 2011'de yaşamını yitiren şarkıcı Amy Winehouse'un haberinin geleneksel medyada duyulduktan sadece bir kaç dakika sonra 20 milyon tweetin dünyada dolaşmaya başlaması buna iyi bir örnek oluşturmaktadır. Kullanıcıların bu ilgisinden dolayı olsa gerek Amy Winehouse'un ölümü kimi editörler için Norveç'te 93 kişinin ölümüyle sonuçlanan katliamdan daha önemli olarak algılanmıştır (Greenslade, 2011). Twitter'ın gücünü gösteren bir başka olay ise Türkiye'de yaşanmıştır. 28 Kasım 2010'da İstanbul'un tarihi mekanlarından biri olan Haydarpaşa Tren Garının çatısı yandığında bunu daha habercilar Haydarpaşa'ya ulaşmadan, yangın haberi televizyon ve haber sitelerinde yayınlanmadan önce haberi yayan tweetler fotoğraflarla birlikte İnternette dolaşıma girmiştir. Akıllı cep telefonlarının kullanıcıları yangını telefonlarıyla görüntülemiş ve Twitter'da paylaşmıştır. Söz konusu yeni teknolojilerin ve sosyal ağların yardımıyla elde edilen bu hız nedeniyle kimi zaman iletişim kazaları da kaçınılmaz olabilmektedir. 17 Ocak 2013'te yaşamını yitiren Türkiye'nin önemli habercilerinden Mehmet Ali Birand'ın hastanede ağır hasta olarak yattığı saatlerde, henüz hayattayken, öldüğüne ilişkin haberlerin çıkması üzerine oğlu Umur Birand babasının 32.Gün@birand32gun isimli Twitter hesabından aynı gün saat 12:42'de şu iletiyi yazmak zorunda kalmıştır: "*Ben Umur Birand, babam halen yoğun bakımda. İyileşmesi için dua ediyoruz. Gösterdiğiniz sıcak ilgi için çok teşekkürler.*" Ünlü haberci bu iletiden bir kaç saat sonra 18:29'da yaşamını kaybetmiştir. Kuşkusuz zamansız çıkan haberler ve sosyal ağlarda ilk önce bu haberi paylaşma isteği habercinin ailesine fazladan bir acı yaşatmıştır. Haberi veren ilk kişi ya da kurum olma isteği de ayrıca üzerinde durulup araştırılacak bir konu olarak belirmektedir.

Yeni iletişim teknolojilerinin ve sosyal ağların kullanım biçimleri izleyicilerin ve okurların evlerinde otururken bile yalnızca televizyonu ya da gazeteyi, dergiyi okumakla yetinmek istemediklerini düşündürmektedir. Artık izleyiciler, okurlar eleştirilerini, fikirlerini televizyondaki programı izlerken verilen SMS numarasına kısa mesaj atarak ya da okuduğu köşe yazısının yazarına e-posta atarak anında aktarmak, etkin bir rol üstlenmek istiyor. Televizyon izlerken programın içinde olmak, düşüncelerini çevrim içi olarak arkadaşlarıyla

paylaşmak, tartışmak, bir biçimde anında olayın içinde olmak istiyor. Bu eğilimin vatandaş gazeteciliği kavramının çok daha sık dillendirilen bir kavram olmasına yol açtığı söylenebilir. Geleneksel medyada artık izleyicilerden gelen yorumlar, haberler, fotoğraf ve videolar daha sık yer almaya başladığı gözlenmektedir. Bu gözlemlerden yola çıkarak McLuhan'ın argümanının bir kez daha doğrulandığını söylemek olanaklıdır. Hem iletiyi üretenlerin hem de tüketenlerin geçmişe göre çok daha farklı bir boyutta oldukları ileri sürülebilir. Bu gelişmelere bakarak genel anlamda kitle iletişiminin daha demokratik bir yöne doğru evrildiği düşünülebilir. Kuşkusuz yeni iletişim teknolojileri yardımıyla ve sosyal ağlar yoluyla gönderilen iletiler editörler tarafından belli bir değerlendirmeden geçtikten sonra yayınlanmaktadır. Dolayısıyla mutlak bir demokratikleşmeden söz etmek olanaksızdır. Ama yeni iletişim teknolojileri hem kitle iletişim yayıncılığını hem de geleneksel medyanın izleyicisinin davranışlarını derinden etkilemektedir.

Öte yandan, sosyal paylaşım ağları ve yeni iletişim teknolojileri yalnızca izleyicinin, okurun geleneksel medyayla bağını etkilememekte, aynı zamanda günlük yaşamdaki sosyal ilişkilerini de dönüştürmektedir. Sosyal ağlar kullanıcıları için yeni bir varoluş alanı oluşturmaktadır. Vorvoreanu (2009) sosyal ağların en önemli bölümünün bir kişinin kendi profilini oluşturması olduğunu ileri sürmektedir (s.74). Böylece kullanıcı sosyal ağ üzerinde bağlantı içinde olduğu, onu tanıyan ve tanımayan herkes için nasıl tanınmak istiyorsa öyle bir profil oluşturmaktadır. Paylaşılan videolar, katılınan etkinlikler, durum bildirileri, fotoğraflar, beğeniler o sayfaya bakıldığında o kişi hakkında onun istediği ölçekte ve nitelikte bilgiye ulaşılmasını sağlamaktadır.

Diğer taraftan, sosyal paylaşım ağları üzerinden yürütülen arkadaşlık ilişkileri de değişime uğramıştır. Bir taraftan kişi sokaktaki arkadaşlıklarını sürdürmekte ama aynı zamanda daha bireysel olabilmektedir. Ledbetter ve diğerleri (2011), son 20 yıl içinde çeşitli alanlardan gelen araştırmacıların çevrim içi iletişimin yüz yüze iletişimi zayıflattığı temasına yoğunlaştığına, buna karşın son zamanlarda yapılan çalışmaların bu yaklaşımın aksine sosyal ağlardaki iletişimin bireylerin yüz yüze iletişimlerini olumlu yönde etkilediğine dikkat çekmektedirler (29). Bunda ekran kuşağı (screening age) olarak da anılan yeni kuşağın iletişim biçimlerini yeni iletişim teknolojilerini ve sosyal ağların oluşturuyor olması da etkilidir. Hanson ve diğerleri (2011), çağımızın genç kuşağının önceki kuşaklara göre toplumsal ilişkilere ve bağlantı içinde olmaya daha fazla odaklandıklarını belirtmektedir. Onlara göre "(b)u kuşak, mobil telefonların, sohbet odalarının, e-postaların, bilgisayar oyunlarının oynandığı, müzik dinlenip, televizyon, video izlendiği daha çok bireysel olarak toplumsal bağlantılara girilen, teknolojik olarak zengin bir dünyada büyüdüler". Araştırmacılara göre, çağımızın genç kuşağı temel olarak yüz yüze iletişim kurmakta fakat mesajlaşma ve telefon kullanmaya daha çok zaman ayırmaktadır (23-28).

Tüm bu verilerin ışığında bir kez daha yeni iletişim teknolojilerinin ve sosyal ağların yaşamımızı derinden etkilediğini söylemek yanlış olmayacaktır.

Yeni İletişim Teknolojilerine ve Sosyal Ağlara Genel bir Bakış

Hiç kuşkusuz, kısa sürede yaygınlaşan Facebook, Google Plus, Bebo ve benzeri sosyal ağlar, Youtube, MySpace ve Twitter gibi paylaşım siteleri yalnızca İnternet kullanıcılarının yaşamını değiştirmekle kalmamış, etkileşimli biçimde, kitlelerin ilgisini fark eden teknoloji firmaları ya da servis sağlayıcıların da kendilerini sürekli bu yeni gelişmeye doğru güncellemelerini ivmelendirmiştir. Her yeni gün, cep telefonu firmaları, cep telefonu servis sağlayıcıları ya da teknoloji firmaları İnternete ulaşmayı kolaylaştıran yenilikleri ürünlerine taşımaktadırlar. Yahoo, Google gibi e-posta servisleri e-postanın yanı sıra sohbet pencerelerini de sayfalarına eklemişlerdir. Böylelikle etkileşim ortamını sağlamak daha da kolaylaşmaya başlamıştır.

Sosyal ağlardan söz etmeye başlandığında ilk akla gelen site hala Facebook olmaktadır. Örneğin, alanda yapılan çalışmalara göre, Facebook'un üç yılda ulaştığı kullanıcı sayısına bir yıl içinde erişmesi nedeniyle Google Plus'ın Facebook ve Twitter'dan sonra en etkin ağlardan biri olacağı ileri sürülmektedir (Yaşayan 26 Aralık 2012). Ne var ki, Facebook'un hayatımıza girmesiyle birlikte yarattığı sosyal ağ alışkanlığı Google Plus'ın bu sayıya ulaşmasını kuşkusuz kolaylaştırmıştır. Dolayısıyla bu olasılık da gözden kaçırılmamalıdır.

Facebook'un kullanıcı sayısı her gün biraz daha artmaktadır. Öyle ki, istatistiklerde dile getirilen rakamlar saptandıkları andan yayınlandıkları ana kadar bile güncelliklerini yitirmektedir. Örneğin, 2011 verilerine göre Facebook'un 500 milyondan fazla kullanıcısı olduğu söylenirken (Dubrofsky 2011, s.115), 2012 verilerine göre bu sayı bir milyar aktif kullanıcıyı geçmiştir (Köseoğlu 2013, s. 75). En büyük Facebook kullanıcısı 155 milyon 710 bin ile ABD'dir. Onun ardından 43 milyon ile Endonezya ve Hindistan gelmektedir. Türkiye 31 milyonu aşan aboneisyle dördüncü sırada yer almaktadır (Türkiye Bilişim Derneği [TBD] 2012, s. 7). Sözü edilen ülkelerin nüfuslarına göre kullanıcı sayıları oranlandığında Türkiye'nin bu istatistikte daha üst sıralarda yer alacağını söylemek yanlış olmayacaktır. Twitter kullanımında ise ülkemiz dünya genelinde 8. sırada konumlanmaktadır (Dijital Ekonomi E-Ticaret Zirvesi Raporu 2012, s.2). Türk toplumunun gerek yeni iletişim teknolojilerine gerekse sosyal ağlara ilgisini saptayan pek çok araştırma bulunmaktadır. Örneğin Ulaştırma, Denizcilik ve Haberleşme Bakanlığının Ağustos 2012'de yaptığı açıklamalara göre Türkiye bilgi teknolojileri alanında 2015'te tutturmayı amaçladığı hedeflerine 2012 yılında ulaşmıştır. Mobil İnternet kullanıcı sayısı bir yıl içinde %80 artmış, İnternet aboneliği on yıl içinde 100 binin altından 19 milyona ulaşmıştır. Bunun 11 milyonu mobil aboneliktir. Türkiye'de 39 milyon 3G teknolojisinin kullanıcısı bulunmaktadır. Bakanlığın verilerine göre, 2012 yılının ikinci çeyreğinde toplam mobil trafik hacmi 43,5 milyar dakika seviyelerine çıkmıştır. Türkiye abone başına aylık ortalama 299 dakika konuşma süresiyle Avrupa'da ilk sıradadır (Hürriyet 21 Ağustos 2012). Türkiye özelinde gözlemlenen bu gelişme ve değişme süreci kuşkusuz diğer ülkelerde de yaşanmaktadır. Nitekim İnternet dünyasının ilk oyun sitelerinden biri olan Yazino sosyal ağlardaki davranışları inceleyen bir araştırma yapmıştır. Kuşkusuz bu araştırmanın yapılmasını motive eden neden daha fazla üyeyi siteye çekmenin yollarını aramaktır. Sitenin kurucusu Hussein Chahine'in sözleri bu yargıyı doğrulamaktadır:

> İletişim sürekli olarak evrilmektedir. Bazı insanlar arkadaşlarının yüzünü görmek yerine avatarını görmeye alıştılar. Bir arkadaşa telefon etmek yerine ona SMS veya e-posta göndermeyi tercih eder olduk. İnsanlar uzun sohbetler yerine giderek çabuk ve hızlı ilişkileri, anında güncelleştirilen haberleri tercih etmeye başladı ve arkadaşları ile rahat bir koltuk üzerinde ilişki kurmanın yeni yollarını buldu. Oyun oynayanlar ise doğaları gereği daha sosyal gruplar oluşturma eğilimindedir ve oyun oynamak arkadaşları ile eğlenmek anlamını taşımaktadır ki bu da bir Cuma akşamı bir masada oturup kağıt oynamakla aynı şey gibi kabul edilmektedir. Eğlenmek, bu deneyimin sosyal öğelerini paylaşmak ve onu çevrim içi hale koymak istiyoruz. Yazino kullanıcılara evlerinin rahatlığında oyun oynayıp, sohbet etmesine olanak tanımaktadır (Cable Spotlight 8 Kasım 2010).

Sitenin üye sayısını artırmak ve yeni iletişim teknolojilerinin ve sosyal ağların yaratmakta olduğu değişim doğrultusunda siteyi üyelerin beklentilerine göre değiştirmek üzere yapılan bu araştırmanın sonucunda bir kavram ortaya atılmıştır: *Sofalising*. Dolayısıyla, istemeden de olsa Yazino rekabet ortamında kendini var etmeye çalışırken alana yeni bir kavram katmıştır.

Sofalising Nedir?

Sofalising, s*ofa* (kanepe) ve *socialising* (sosyalleşme) sözcüklerinden türetilen bu kavramdır ve arkadaşlarla yüz yüze görüşmekten çok kanepede oturup İnternet aracılığıyla ve dizüstü bilgisayar ya da akıllı telefonlar yardımıyla sohbet etmeyi yeğlemek anlamına gelmektedir (Daily Mail Reporter 8 Kasım 2010). Bir başka tanıma göre *sofalising*, insanların evlerinde oturup televizyon izlerken aynı zamanda çevrim içi olarak izledikleri şey hakkında arkadaşlarıyla, hatta yabancılarla görüş alış verişi yapmasıdır (BBC News The Editors Mayıs 2011). Her iki tanımdan da yola çıkarak insanların sosyal ilişkilerini sosyal ağlar üzerinde yürütme eğilimi içinde oldukları ve bunu yaparken de geleneksel medyayı da takip ettikleri sonucuna varılabilir.

Yazino'nun araştırmasına göre her on kişiden biri (%11) hafta sonları *sofalizing* eğilimi göstermekte ve dışarı çıkmak yerine arkadaşlarıyla çevrim içi buluşmayı tercih etmektedir. Bu pub, bar, restoran ve benzeri yerlere gitmenin maliyetinin giderek artması ile ilişkili olabileceği gibi kişilerin kendilerini sanal dünyayla sarmalamayı tercih etmelerinden de kaynaklanabilir. Söz konusu eğilim içinde olan kullanıcılar arkadaşları ile çevrim içi oyunlar oynamayı, Facebook ve Twitter yoluyla sohbet etmeyi yüz yüze sohbetlere tercih etmektedir.

Bir kısım *sofaliser* bunu abartmaktadır. Yetişkinlerin %3'ü haftada 25 saatlerini arkadaşları ile çevrim içi iletişime geçerek sağlamaktadır. İnsanlar arkadaşları ile sohbet için yüz yüze olmaktan çok sanal dünyada çevrim içi olarak sohbet etmek için zaman harcamaktadır. Yazino'nun araştırmasına göre ortalama bir İngiliz haftada 4.6 saatini arkadaşları ile çevrim içi konuşma için geçirirken, haftada 6 saati kişisel buluşmalar için harcamaktadır. Üstelik kullanıcılar yalnızca yeni bir sosyalleşme yolu olarak değil, günlük yaşamdaki sosyal hayatlarını organize etmek için de bu sosyal ağları kullanmaktadırlar. Yazino'nun araştırması insanların %11'inin sosyal hayatlarını Facebook, Bebo ve MySpace gibi sosyal ağlar ile düzenlediğini göstermektedir. Araştırmaya katılan her 20 katılımcıdan biri Facebook'taki daveti görmediği için bir parti veya etkinliği kaçırdığını dile getirmektedir. Tüm bunlar sosyal ağlara üye İnternet kullanıcılarının büyük bir çoğunluğunun yaşam alışkanlıklarının değişme potansiyeli hakkında fikir vermektedir. Peki bu durumu tetikleyen koşullar nelerdir? Bu değişimin yegane nedeni sözünü ettiğimiz sosyal ağların yaygınlaşması mıdır?

Kuşkusuz bir hevesle başlayan sosyal ağ üyelikleri zaman içinde kullanıcılarının hayatını kolaylaştırmaya başlamıştır. Örneğin, ekonomik krizin çok yoğun yaşandığı bir dönemde insanların dışarı yemeğe çıkmak, arkadaşlarla birlikte sinemaya gitmek gibi masrafları sosyal ağlar yardımıyla azalmaktadır. Rekabetin her geçen gün ağırlaştığı çalışma koşullarında zaman en kıymetli kavram ve bu sosyal ağlar yardımıyla yapılan organizasyonlar, hızlı ve güvenilir haberleşme uzun uzun yapılan toplantılara alternatif oluşturmaktadır. Artık takım elbise giymeden, kuaföre uğramadan da toplantılara katılmak olanaklı hale gelmektedir. Sosyal ağ uzmanı Daniel Tyte'a göre, hoşumuza gitse de gitmese de sosyal ağların bizleri getirdiği nokta görmezden gelinecek gibi değildir. Sıcak ve yumuşak kanepemizden alış veriş yapmakta, veri toplamakta, yemek siparişi vermekte, eş dostla sohbet etmekteyiz (Blake 18 Kasım 2010). Artık iş alımlarında bile adayın sosyal ağlardaki sayfasına bakılmaktadır. Yakın zamandan bu yana İngiltere'de sosyalleşmenin en yoğun yaşandığı yerel publar ve orada satış yapan içki firmaları *sofalising* nedeniyle yitirdikleri müşterilerini nasıl geri kazanacaklarını düşünmektedirler. Bira firması Tennets'in patronu yeni *sofalising* eğiliminin İskoçları ulusal publardan uzaklaştırdığını söylemektedir. Bira üretim devinin CEO'su Mike Lees, The X Factor gibi reality showların İskoçları dışarı çıkmak yerine evde içmeye yönlendirdiğini dile getirmektedir. Bu showların izleyicisi programı izlerken yarışmacılara oy vermek, yarışmacılar hakkında arkadaşlarıyla çevrim içi yazışmak ya da yarışmanın web sitesine düşüncelerini bırakabilmek için evde kanepesinde, kucağında notebooku yanında çok işlevli telefonu ve sehpasında birasıyla oturmayı tercih etmektedir. Lees, bu durumun hem yerel pubları hem de bira üreticilerini olumsuz yönde doğrudan etkilediğini ileri sürmektedir (Laing 22 Aralık 2010). Bu örnek de gösteriyor ki *sofalising* yalnızca yeni iletişim teknolojilerini ve sosyal paylaşım ağlarını kullananların dışarı çıkıp arkadaşları ile buluşmaktansa evde oturup fazla bir zahmete girmeden ve para harcamadan vakit geçirmesiyle sınırlı değildir.

Yazino'nun araştırmasından bu yana, *sofalising* başlığı altında olmasa da aynı kullanıcı alışkanlığını sorgulayan başka çalışmalar da yapılmaktadır. Örneğin, Nielsen'in Amerika'da Ekim 2011 tarihinde yaptığı araştırmaya göre, tablet sahiplerinin %88'inin, akıllı telefon sahiplerinin %86'sının TV karşısındayken aynı zamanda sosyal medyada olduğunu ortaya koymuştur (Akdeniz 16 Ocak 2013; Yaşayan 26 Aralık 2012). Dolayısıyla, genelde sosyal ağlar ve yeni iletişim teknolojileriyle ilgili gelişmeler ve etkileşimler, özeldeyse *sofalising* kavramı, üzerinde durulmaya değer konular olarak belirmekte ve bu çalışmanın da temasını oluşturmaktadır.

Yöntem

Bu çalışma nitel araştırma desenlerinden olgubilime dayandırılarak gerçekleştirilmiştir. Yıldırım ve Şimşek (2011) olgubilimi şu şekilde açıklamaktadır:

> Olgubilim (fenomenoloji/phenomenology) deseni farkında olduğumuz ancak derinlemesine ve ayrıntılı bir anlayışa sahip olmadığımız olgulara odaklanmaktadır. Olgular yaşadığımız dünyada olaylar deneyimler, algılar, yönelimler, kavramlar ve durumlar gibi çeşitli biçimlerde karşımıza çıkabilmektedir. Bu olgularla günlük yaşantımızda çeşitli biçimlerde karşılaşabiliriz. Ancak bu tanışıklık, olguları tam olarak anladığımız anlamına gelmez. Bize tümüyle yabancı olmayan aynı zamanda da tam anlamını kavrayamadığımız olguları araştırmayı amaçlayan çalışmalar için olgubilim (fenomenoloji) uygun bir araştırma zemini oluşturur (s.72).

Bu çalışma kapsamında araştırmacı *sofalising* kavramıyla uyumlu davranış biçimlerine tanıklık etmiş ve konuyu daha ayrıntılı inceleme gereksinimi duymuştur. Bu olgubilim çalışmasının amacı Facebook, Twitter gibi sosyal paylaşım ağlarına üye olan ve *sofalising* eylemi ile örtüşen pratiklere sahip bireylerin bu etkileşimi nasıl gerçekleştirdiklerinin tanımlanmasıdır. "Olgubilim araştırmalarında veri kaynakları araştırmanın odaklandığı olguyu yaşayan ve bu olguyu dışa vurabilecek bireyler ya da gruplardır" (Yıldırım ve Şimşek 2011, s.74) Sofalising konusunda daha ayrıntılı verilere ulaşmak için ölçüt örnekleme yoluyla seçilmiş 6 kişiyle *görüşme formu yaklaşımıyla* Facebook'un etkileşimli ve anında mesajlaşma olanağından yararlanılarak görüşmeler yapılmıştır. Araştırmanın ilk aşamasına katılan 6 kişiden biri yeniden bağlantı kurulamadığı için ikinci aşaması 5 kişi ile yapılmıştır. Bu da araştırmada bir sınırlık olarak belirtilmiştir. Bu yaklaşımda "(g)örüşmeci önceden hazırladığı konu veya alanlara sadık kalarak hem önceden hazırlanmış soruları sorma, hem de bu sorular konusunda daha ayrıntılı bilgi alma amacıyla ek sorular sorma özgürlüğüne sahiptir. Sorular veya konuların belirli bir öncelik sırasına konması zorunlu değildir" (Yıldırım ve Şimşek 2011, s. 122). Alınan yanıtlardan yola çıkılarak katılımcıların *sofalising*le ilgili sosyal ağları kullanım alışkanlıklarına ilişkin elde edilen veriler derlenmiştir.

Bulgular Ve Yorum

Daha önce de değinildiği üzere *sofalising* konusunda daha ayrıntılı verilere ulaşmak için 6 kişiyle *görüşme formu yaklaşımıyla* Facebook üzerinden iki aşamalı görüşme yapılmıştır. İlk görüşmeden elde edilen verilerden yola çıkarak bir görüşme daha yapılmıştır. Bu görüşmeler etkileşimli olarak yine aynı sosyal ağ üzerinden gerçekleştirilmiştir. Bu yolla görüşmek planlanmış bir şey olmamakla birlikte katılımcıların hepsi Eskişehir dışında yaşadığı için bir araya gelme güçlüğü yaşanmış, bu sosyal ağ üzerinden görüşmek bu durumu kolaylaştırmıştır. Öte yandan incelenen konunun doğası gereği Facebook üzerinden görüşme yapmak da anlamlı olmuştur.

Katılımcılara İnternet üzerinden hangi işlemleri gerçekleştirdikleri sorulduğunda her birinin birden fazla işlem yaptığını ortaya çıkmıştır. Alış veriş yapmak, araştırma yapmak, iş başvurusu yapmak, bankacılık işlemleri yapmak, müzik dinlemek, gazete okumak, işlerine ilişkin, gelişime yönelik yazılar okumak, yabancı diziler izlemek çevrim içi etkinlikler olarak sıralanmıştır. Dolayısıyla, katılımcılar için İnternetin kütüphaneye, bankaya, alış verişe gitmek gibi zaman gerektiren işleri kolaylaştıran bir araca dönüştüğü gözlemlenmiştir. Öte yandan İnternetin gazete, radyo ve televizyon gibi geleneksel medyanın yerine geçtiği de görülmektedir.

Katılımcıların Facebook dışında da sosyal ağlara üyelikleri olduğu görülmüştür. Facebook dışında ilk sırada gelen sosyal ağ Twitter'dır. Bunu LinkedIn takip etmektedir. Katılımcılardan birinin Youtube hesabı bulunmaktadır. Biri ev hayvanlarıyla ilgili bir sosyal paylaşım ağına, diğeri de mezun olduğu fakülteyle ilgili bir paylaşım ağına üyedir. Sosyal paylaşım sitelerinde ne kadar süreyle çevrim içi oldukları sorulduğunda farklı yanıtlar elde edilmiştir. Katılımcılardan biri telefonunun İnternet erişimine her an açık olduğunu, bunun da yaklaşık 8 saatini her gün kullandığını belirtmiştir. Bir katılımcı akıllı telefonu sayesinde İnternet bağlantısının sürekli olduğunu, takipçi sayısı çok olduğu için sık sık çevrim içi olduğunu dile getirmiştir. En kısa süre sosyal paylaşım ağlarında çevrim içi olan katılımcı ise 1 saat çevrim içi olduğunu dile getirmiştir. Ne var ki aynı katılımcı gün içinde 5-6 saat çevrim içi olduğunu ama bunu işi için kullandığını vurgulamıştır. Diğer katılımcılar ortalama 4 saat sosyal paylaşım ağlarında çevrim içi olduklarını belirtmişlerdir. Genelde İnternete, özelde sosyal ağlara erişimi akıllı telefonlar ve bilgisayar yardımıyla bağlanmaktadırlar. Dolayısıyla sosyal paylaşım sitelerinin iletişim kurmak için önemli bir araç olduğu ortaya çıkmış ve evden/iş yerinden olduğu kadar ev dışındayken de bağlanma şanslarının olduğu gözlemlenmiştir.

Katılımcılara sosyal ağlarda çevrim içi olduklarında başka işlerle uğraşıp uğraşmadıkları sorulduğunda hepsi televizyon izlediklerini söylemiştir. Ayrıca, radyo dinlemek, müzik dinlemek, gazete okumak playstationda oyun oynamak, kahve hazırlamak, ders çalışmak, telefonla konuşmak, ev işi yapmak dile getirilmiştir. Televizyon izlerken sosyal ağlarda çevrim içi olmalarının nedeni olarak

özellikle dizilerin ve reklamların çok uzun ve sıkıcı olduğunu, o nedenle iki işi birden yaptıklarını böylece hem dizide olup bitenleri takip ettiklerini hem de çevrim içi olduklarını belirtmişlerdir. Katılımcılardan biri iş dışındaki zamanının kısıtlı olduğunu ve TV izlemek ve çevrim içi olmanın ayrı ayrı yapılmasını gerektirecek kadar karmaşık olmadığını, o nedenle eşanlı olarak birden fazla işle uğraştığını dile getirmiştir. TV programı izlerken sosyal paylaşım sitelerinde yorum yapıp yapmadıklarına ilişkin soruya cevaben katılımcılardan ikisi yorum yazmadığını ama yazılanları okuduğunu, biri nadiren haber ve siyasi haber programları hakkında yorum yazdığını, diğer ikisi ise etkin olarak Twitter'a yorum attıklarını belirtmişlerdir. İçlerinden biri izlediği programda ironi varsa kesinlikle yorum yaptığını, izlediği ya da okuduğu şeyin kendisinde yarattığı hissi paylaşmaktan hoşlandığını dile getirmiştir. Söz konusu katılımcı genellikle eleştiriye dayanan   yorumlar yaptığını, bunu yüz yüze yapmaya kalktığına çok az kişiye ulaşacağı oysa Facebook ve Twitter hesabında toplam 42 bin kişiye neredeyse Radikal ve Cumhuriyet gazetelerinin tirajı kadar takipçisi olduğunu, yaptığı eleştirilerin zaman zaman ertesi gün gazete, radyo ve televizyonlarda dile getirildiğini belirtmiştir. Bu durumda bir kanaat önderi gibi hareket edip etmediği sorulduğunda durumun buna yakın olduğunu, ortak bir akıl için paylaşımlarda bulunduğunu, durumun bir çeşit örgütlenme olduğunu dile getirmiştir. Dolayısıyla, katılımcıların yalnızca eşanlı farklı iletişim araçlarını takip etmekle kalmayıp arkadaşları ve takipçileriyle de izledikleri hakkında etkileşim içinde oldukları ortaya çıkmıştır.

Biri dışında katılımcılar görüşme sırasında genellikle haftada bir kez dışarı çıktıklarını, biri kışın dışarı az çıktığını ama diğer mevsimlerde hafta daha bir-iki bazen üç kez çıktığını dile getirmiştir. Bu grubun dışında kalan bir katılımcı ise her gün arkadaşlarıyla dışarıya çıktığını belirtmiştir. Katılımcıların hepsi etkin olarak sosyal ağlar aracılığıyla iletişim halinde olsalar da yine de yüz yüze iletişimi tercih ettiklerini vurgulamışlardır.

Katılımcılarla bu ilk görüşmeden bir süre sonra bir kez daha yine Facebook üzerinden etkileşimli görüşmeler yapılmıştır. Bu görüşmelerden elde edilen verilere göre katılımcıların hepsi İnterneti, sosyal ağları etkin ve yoğun olarak kullanmalarına karşın yüz yüze iletişimin her zaman daha değerli olduğunu dile getirmişlerdir. Sosyal ağlar, var olan arkadaşlıkların yoğun iş ve şehir yaşamı nedeniyle sekteye uğrama olasılığını ortadan kaldırmaktadır. "*Gözlerin içine bakmadan karşıdaki kişinin doğru söyleyip söylemediğini anlamak olanaksızdır*" (A., 43, E.); "*His alışverişi. Yani iki nokta üst üste ve kapa parantez işareti arkadaşlarımın kahkahalarıyla karşılaştırılamaz*" (M., 27, K); "*Yüz yüze iletişimin yeri ayrı. Tek geçerim. İfade, mimikler, ses tonu, gözler yüz yüze iletişime anlam katıyor*" (İ, 43, E); ve benzeri ifadeler tüm katılımcılar tarafından dile getirilmiş, yüz yüze iletişim üstünlüğü kabul edilmiştir. Buna karşın sosyal ağlardaki iletişimin var olan iletişimi kuvvetlendirdiği, gündüz yarım kalan görüşmeleri tamamlanabildiği, işle ilgili bağlantı ve görüşmelerin yapılabildiği iyi bir ortam olduğu, mesafe olarak birbirinden uzakta olan arkadaş ve akrabalarla haberleşmek için iyi bir araç olduğu dillendirilmiştir. Bir katılımcı, "*Hem irtibatı koparmıyorsun, uzaklaşmamış oluyorsun, hem de zaman, para, mekan gibi faktörleri de değiştirmiş ve kullanmış oluyorsun.   İletişimde kalmak için.   Hani, anneme bile ki Almanya'da mesajlaşmayı öğrettim ya,   telefon faturam rahatladı*" (A., 42, K) demiştir. Bir diğer katılımcı ise sosyal ağlarda iletişim halindeyken kılık kıyafete dikkat etmenin gerekmemesini bir avantaj olarak dile getirmiştir. Sosyal ağlar üzerinden iletişimi devam ettirmek maddi avantajlar sağladığı gibi ayrı şehirlerde yaşayan arkadaşlar, tanıdıklar için bağlantı içinde olmanın, aynı şehir de bile olunsa günlük olaylara dair görüş ve düşüncelerin paylaşılmasının olanağını sağlamaktadır. Katılımcılardan biri, "*İzlediğimiz programlar hakkında arkadaşlarımla konuşurken eğer ortak izlediğimiz bir programsa fikir alış verişinde bulunuyor ya da ilgimizi çekecek programlar hakkında birbirimizi bilgilendiriyoruz; karşı tarafın da o program hoşuna giderse takip etmeye başlıyor.*" (G.,28, K.) derken, bir diğeri, "*Özellikle gazete haberleri hakkında yazıştığım oluyor.   Çünkü, güncel haberler ile ilgili duvarımda veya mesajlarımda yazı yazdığım oluyor. Genellikle TV programları ile ilgili yazmıyorum*" (A., 42, K) demiştir.

Katılımcıların arasında İnternetin bireyi yalnızlaştırdığından, sürekli iletişim halinde olmanın yoruculuğundan yakınanlar olurken bazıları bilinçli olarak, bazıları da dolaylı yoldan İnternete bağımlı olduklarını ifade etmişlerdir. 40 yaş üzerindeki katılımcılardan bazıları bilgisayarla büyümedikleri için genç kuşağa göre İnternete sosyal ağlara ve yeni iletişim teknolojilerine daha az bağımlı olduklarını söylemişlerdir. Oysa hepsi aktif kullanıcılardır. Örneğin katılımcılardan biri görüşmenin yapıldığı dönemde Twitter hesabının bir haftadır kapalı olduğunu belirtmiş, geçmişte üç kez Facebook hesabını kapattığını söylemiş ve neden tekrar hesabı açtığı sorulduğunda "*Face'te ise bir 3-5 ay sonra açmıştım.   Sanıyorum, yorulduğum ve özel hayatımın, sıkıntılarımın yoğun olduğu dönemlerdi.   Muhabbet edip, geyik bile yapamadım herhalde.   Sonra da özledim.   Kendime gelip insanları özlediğimi fark ettim   ve açtım*" (A, 42, K). Bir diğeri ise işi nedeniyle İnternet bağlantısının zayıf olacağı bir inşaat alanında çalışacağı için endişeli olduğunu şu sözlerle ifade etmiştir: "*Örneğin bu hafta içi Didim'e gideceğim yine… Ufak bir inşaat ve işletme kurulumu için. Detayları daha sonra bildiririm. İnşaat bitimine kadar, o da yaklaşık 1 ayı bulacak, İnternete düzenli bağlanamayacağım. Açıkçası ne yapacağım diye kara kara düşünüyorum*" (İ, 43, E). Bir katılımcı katıldığı bu çalışma sayesinde farkındalığının arttığı, İnterneti, sosyal ağları bu denli yoğun kullanıyor olmaktan dolayı rahatsız olduğunu şöyle dile getirmiştir: "*Mutsuzum bu durumda olmaktan. Bu çalışma ciddi bir farkındalık yarattı bende. Ama bu görüşmenin bugün olması bence çok önemli çünkü yüz yüze görüşünce alınan haz sosyal medya aracılığıyla 'iletişmekten' çok daha mutluluk verici.   Teşekkür ediyorum.*" (M., 27, K). Dolayısıyla söz konusu katılımcıların yaş, iş fark etmeksizin sosyal ağları kullanma eğilimi içinde oldukları ve yokluğunda eksiklik hissettikleri söylenebilir.

Katılımcıların biri dışında hepsi İstanbul'da yaşamaktadır. İçlerinden biri geçen sene İstanbul'dan İzmir'e taşınmıştır. Yoğun bir yaşam temposunun İnterneti, sosyal ağları ve yeni iletişim teknolojilerini kullanmayı neredeyse kaçınılmaz kılabileceği varsayımından hareketle katılımcılara, daha sakin, daha küçük bir şehirde yaşamaları halinde söz konusu alışkanlıklarının nasıl etkilenebileceğini düşündükleri sorulmuştur. Katılımcılardan biri artık mesleği olan gazeteciliği yapamayacağını ve sürerken dijital bir araca ya ihtiyaç duyacağını belirtmiştir. Oysa bu katılımcı İstanbul'a göre daha küçük olan İzmir'e taşınmış ve İstanbul'da geride bıraktığı dostlarıyla sosyal ağlar aracılığıyla haberleşmektedir. Diğer katılımcılar ise alışkanlıklarının aynen devam edeceğini söylemiş, sosyal ağların arkadaş, akraba ve/veya tanıdıklarla iletişimi korumaya yaradığını değişik biçimlerde dillendirmişlerdir.

Sonuç

Bu çalışma 2010 yılında Yazino isimli çevrim içi bir oyun sitesinin yaptırdığı bir araştırmanın sonucu olarak ortaya çıkan *sofalising* kavramından yola çıkılarak desenlenmiştir. *Sofalising*, s*ofa* (kanepe) ve *socialising* (sosyalleşme) sözcüklerinden türetilen *sofalising* arkadaşlarla yüz yüze görüşmekten çok kanepede oturup İnternet aracılığıyla ve dizüstü bilgisayar ya da akıllı telefonlar yardımıyla sohbet etmeyi yeğlemek ve/veya insanların evlerinde oturup televizyon izlerken aynı zamanda çevrim içi olarak izledikleri şey hakkında arkadaşlarıyla, hatta yabancılarla görüş alış verişi yapması olarak tanımlanmaktadır. İnternete bağlanma, sosyal ağlara üyelik ve yeni iletişim teknolojilerini kullanma anlamında Dünya genelinde üst sıralarda yer alan Türk toplumunda benzer bir eğilimin olup olmadığını araştırmak bu çalışmanın motivasyonu olmuştur. Buradan hareketle olgubilim deseninde yola çıkılarak ilk etapta 6, ikinci etapta 5 katılımcıyla iki aşamalı görüşmeler yapılmıştır. İkinci aşamada ilk aşamaya katılan görüşmecilerden birine ulaşılamamıştır. Bu görüşmeler etkileşimli olarak Facebook üzerinden gerçekleştirilmiştir. Facebook üzerinden görüşmek planlanmış bir şey olmamakla birlikte katılımcıların hepsi İstanbul'da yaşadığı için bir araya gelme güçlüğü yaşanmış, Facebook üzerinden görüşmek bu durumu kolaylaştırmıştır. Öte yandan incelenen konunun doğası gereği Facebook üzerinden görüşme yapmak da anlamlı olmuştur.

Yapılan görüşmelerin ve araştırmanın ışığında *sofalising* kavramının bireylerin düşüncelerini daha geniş gruplarla, hatta kitlelerle paylaşma gereksinimine karşılık geldiği gözlemlenmiştir. Öte yandan hayatı kolaylaştıran bir yanının olduğu da gözlemlenmiştir. Daha önce de dile getirildiği üzere, Hanson ve diğerleri (2011), çağımızın genç kuşağının mobil telefonların, sohbet odalarının, e-postaların, bilgisayar oyunlarının oynandığı, müzik dinlenip, televizyon, video izlendiği daha çok bireysel olarak toplumsal bağlantılara girilen, teknolojik olarak zengin bir dünyada büyüdüğünü, temel olarak yüz yüze iletişim kurduklarını fakat mesajlaşma ve telefon kullanmaya daha çok zaman ayırdıklarını belirtmişlerdir (23-28). Bu bulgular yapılan bu çalışmayla anlamlı bir farklılığın olduğunu göstermiştir. Çünkü birlikte çalışılan katılımcıların üçü kırk yaşın üzerindedir. Diğerleri de yirmili yaşlarının sonundadır. Ekran kuşağının bir parçası olmamalarına karşın İnternet, sosyal ağlar ve yeni iletişim teknolojilerinin bu kişilerin hayatının bir parçası olduğu, işlerini kolaylaştırdığı, günlük iletişimlerinin önemli bir

parçası olduğu ve ideallerine hizmet ettiği görülmüştür. Bu da Türk toplumunun bu yenilikleri kullanmada üst sıralarda olmalarıyla uyumlu bir veridir. Öte yandan sosyal ağları kullanma biçimi, gün içindeki işlerin ve/veya iletişimin devamı, uzaktaki görüşülemeyen dostlarla birlikte olmak, büyük bir grup üzerinde farkındalık yaratacak bir kanı önderliği, geleneksel medyadaki program ve haberlere ilişkin görüş ve düşüncelerin paylaşılıp tartışılması olarak öne çıkmaktadır. Buradan hareketle *sofalising* kavramının yaşamın her alanına değişik biçimlerde nüfuz ettiği söylenebilir.

Bütün bunlardan yola çıkarak Türkiye'de henüz İngiltere'nin yaşadığı anlamda bir krize yol açacak bir eğilimin var olduğunu söylemek olanaklı olmayabilir. Ne var ki gerek sosyal ağ kullanımı, gerek yeni iletişim teknolojilerini kullanım anlamında ilgisi, eğilimleri yüksek bir toplum olan Türk toplumunda yaşam biçimlerinin, geleneksel medyayı izleme biçimlerinin değişme potansiyeli yüksektir. Yalnızca televizyon izleme ya da yalnızca İnternet kullanma eğiliminden hızla uzaklaşılmakta olunduğu söylenebilir. Çok açık ki İnternet aracılığıyla gerçekleşen iletişim, İnternet yayıncılığı geleneksel medyanın işlevlerini kopyalayıp geliştirmektedir. Eğer geleneksel medya da kendini yenilemez ve gelişmelere uyumlanmazsa yakın gelecekte izleyicisini kaybetme tehlikesiyle karşı karşıya kalabilir. Türkiye için popüler bir format olan dramalar artık pek çok İnternet sitesinde çevrim içi olarak ve reklam kuşağı olmadan izlenebilmektedir. Bu nedenle başta bu diziler olmak üzere pek çok program için format değişikliği gerekli görünmektedir. Sosyal ağların kullanıcıları, akşamları yalnızca kanepelerine gömülüp televizyon izlemek istemiyor artık. Aynı anda televizyon açıkken, cep telefonundan mesaj atan, sosyal ağlarda televizyondaki programlara dair görüş beyan eden, twit atan izleyici eğilimi yükseliyor. Kullanıcıların, izleyicilerin tüm bunları evinin sağladığı konfordan vazgeçmeden yapmak istediği öne sürülebilir. Kuşkusuz bu sosyalleşme biçimi nedeniyle bireyin giderek yalnızlaşacağı düşüncesi gündeme gelebilir. Oysa, bazı görüşlere göre, evde oturup çevrim içi olmak yüz yüze iletişimin yerini tutamaz ama sağladığı olanaklar nedeniyle ve evde yaşamı motive edip yeni insanlar tanıma imkanı sağladığı için avantajlı bir iletişim biçimidir. Her yeni gelişme gibi bu da toplumları şüpheye sürüklüyor. Kuşkusuz *sofalising* yüz yüze iletişimin yerini tutamaz. Ancak her yeni gün ortaya çıkan bir yenilik bu gerçekten yola çıkarak görüntülü sohbet sağlayan servislerin, bilgisayar ve akıllı telefon üreticilerinin bu açığı kapatmak için çalıştıklarını kanıtlamaktadır. Bu durumu görmezden gelmek ya da sadece yermek olası gelişmeleri yavaşlatacaktır. İletişimcilerin, medyanın ve elbette girişimcilerin bu potansiyeli görmesi gerekmektedir. Aksi halde kanepemizde yapacağımız tek şey "şekerleme" yapmak olacaktır.

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BİLİM TEKNOLOJİ VE YENİLİK HABERLERİ OKURLUĞU: GELİR DÜZEYİ DEĞİŞKENİ ÜZERİNDEN BİR ALIMLAMA ÇALIŞMASI[*]

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Özet
Gazetelerdeki bilim teknoloji ve yenilik haberlerine Türkiye'deki okurların yaklaşımını değerlendirmeye yönelik ve alımlama analizi uygulaması içeren bu çalışma, kuramsal olarak Berger ve Luckmann tarafından 1960'ların sonunda kavramsallaştırılan toplumsal inşacılığa dayalı bir bakış açısını benimsemektedir.

Yöntem olarak toplumsal inşacı yaklaşımla uyumlu bir biçimde haber metinleri okurları üzerinde bir alımlama çalışması gerçekleştirilmektedir. Alımlama çözümlemesi aracılığıyla, farklı toplumsal gruplar arasında varolan iktidar ilişkilerine yön veren belirleyici dinamikler ortaya çıkarılmaya çalışılmaktadır. Alımlama çalışmaları, sözkonusu belirleyici dinamikleri bağlamsal olarak bütünüyle görmemize elvermese de, inşa edilen anlam biçimlerinin hangi toplumsal grupların çıkarına ve lehine olduğunu yorumlamaya elverir sonuçlar sunabilir. Bu çalışmada Bilim Teknoloji ve Yenilik haberlerinin okuma pratiği bu teorik önkabullerden hareketle araştırılmaktadır. Katılımcıların okudukları haberlerle ilgili inşa ettikleri anlamlar, ifade ettikleri kadar ifade etmedikleriyle de birlikte, toplumsal güç ilişkilerinin bir izdüşümüdür.

Çalışmada özellikle bilim teknoloji ve yenilik haberlerinin okurlarının gazete okuru olarak genel profilleri, haber okuyucusu olarak genel eğilimleri ve bilim teknoloji ve yenilik haberi okuru olarak kendilerini nasıl konumlandırdıkları ortaya çıkarılmaya çalışılmıştır. Gelir düzeyi değişkeni üzerinden oluşturulan (az gelirliler grubu-yüksek gelirliler grubu) iki odak grup çalışması yoluyla, gelir düzeyinin bu haberlerin alımlamasında oynadığı rol analiz edilmektedir.

Giriş
Gazetelerdeki bilim teknoloji ve yenilik haberlerine Türkiye'deki okurların yaklaşımını değerlendirmeye yönelik ve alımlama analizi uygulaması olan bu çalışma, toplumsal inşacılığa dayalı bir bakış açısıyla gerçekleştirilmiştir. Bilgi sosyolojisinin önde gelen isimleri Berger ve Luckmann tarafından 1960'ların sonunda teorize edilen toplumsal inşacılık, toplumsal gerçekliğin toplum üyelerinin etkileşimleri yoluyla yaratıldığı düşüncesi üzerinde temellenir (Berger ve Luckmann, 1966). Buna göre insanların dışındaki olaylar, insanların bu olaylara ve olgulara ilişkin birbirleriyle etkileşimleri boyunca gerçek anlamını kazanırlar ve inşa edilmiş olurlar. İnşacılar, insanların yaşam bilgisi olarak inandıkları şeylerin, kişilerin zihninden nesnel biçimde keşfedilebilir olduğunu değil, karmaşık söylemsel pratikler yoluyla yaratıldığını öne sürer. Yani yaşam bilgisi, nesneyi inşa eder. Böylelikle toplumsal olguların kaynağı da, insanların çeşitli uzlaşımlar boyunca gösterdikleri bilişsel çabalar olarak görülür. Bu görüş, bu dünyanın fiziksel bir gerçekliğe sahip olmadığı anlamına gelmez. Ama fiziksel gerçekliğin, herhangi bir ayrıcalığının olmadığı anlamına gelir. Çünkü toplumsal gerçeklik alanı, insanların bilincine, bilişsel durumuna, iç dünyasına güçlü bağlarla bağlanmıştır. Bu bağlar doğrultusunda insanlar, içine doğduğu verili dünyada çeşitli durumlara ilişkin ürettikleri anlamlarla toplumsal gerçekliği meydana getirirken, aynı zamanda kendilerini de bu gerçekliğin bir parçası kılmaktadır. Ürettiği anlam ile birlikte insan, kişisel gerçekliğini, onun bir izdüşümü olan toplumsal gerçekliği ve kimliğini de inşa etmiş olur.

Toplumsal gerçekliğin ne olduğunu ve nasıl yapılandığını saptamak, tam da bu yüzden hayati önemdedir: çünkü insan bilinci için en hakiki gerçeklik, kendi günlük hayatının gerçekliğidir. Düzenli bir gerçeklik olarak insanın günlük gerçekliğe erişimi ve inşası ise dil ile sağlanır. Dil edimleri sayesinde anlam üretilir. Anlam sayesinde insanlar, kendi günlük deneyimlerine, somut yapıp etmelerine belirli bir bakma tarzına sahip olur (Dursun, 2012).

Günümüz toplumlarında bu bakma tarzı/anlam, büyük ölçüde medya dolayımıyla gerçekleşmektedir. İnsanın bilinci ile toplumsal gerçeklik arasındaki ara yüzeyi, medya içeriği büyük ölçüde doldurmaktadır. Günümüzün karmaşıklaşmış ve derinlik kazanmış toplumlarında gerçeklik, insanlara kitle medyası ve elektronik medya tarafından sunulmaktadır. Toplumsal inşacı yaklaşım, toplumsal bilginin inşasının hem de izleyici/okur kitleleri tarafından birlikte gerçekleştirilen bir süreç olduğunu vurgular. Toplumsal bilgiyi inşa ederken medya, belirli anlamları ve yorumları tercih eder, bunlara dayalı sınıflandırma ve düzenlemeler ile belirli gerçeklikler içerilir, diğerleri dışta bırakılır. Medya, paylaşılan bir toplumsal fenomeni tanımlamasıyla birlikte, aynı zamanda onun oluşturulmasına da yol açmaktadır. Medyanın tanımlamaları, adlandırmaları, sınıflamaları, kurduğu neden-sonuç ilişkileri, toplumsal alana, sıradan insanların günlük dünyasına geçer ve yayılır. İnsanlar, kendi öznel dünyalarını ve elbette kimliklerini de, medyanın inşa ettiği sembolik gerçekliğin sunduğu başvuru çerçevelerine göre kurarlar. Toplum/toplumsal içindeki insanlar, medya içeriklerinde karşılaştıklarıyla gerçekleştirdiği özdeşlikler ve yadsımalarla, kendisini tutarlı bir bütünlüğü parçası kılmaktadırlar. Gerçekliğin verili olgular dizisi olarak görülmekten vazgeçilip, belirli bir tarzda kurulan bir şey olarak anlaşılması, karşılığını medya eleştirisinde de buldu. Medya, artık gerçekliği yeniden üreten bir aygıt olmaktan çok, onu dil ve sembolik pratikler aracılığıyla tanımlayan bir ortam olarak görülmeye başlandı. Medya gerçeği temsil etmektedir. Temsil etme, temsil eden ile edilen arasındaki farkın sonucudur. Temsil, yansıtmadan farklı olarak, bir seçme, bir araya getirme, sunma ve biçimlendirme işlemini işaret eder. Bu, şeylere anlam vermenin etkin sürecidir ve medya da bu sürecin en önemli bileşenidir. Medya, anlamlandırma failidir. Yani medya, herhangi bir mesajı X'den Y'ye göndererek etkide bulunup bulunmadığıyla değil, genel ideolojik çerçeveyi biçimlendirme ve sürdürme rolüyle değerlendirilmektedir.

Bu ideolojik rolü biraz daha açarsak, medya:

1- Sadece yönetici sınıfın dünyasından daha fazla sayıda ve çeşitlilikte dünyayı temsil
ederek, bir çoğulluk sunmak
2- Bazı anlamlara ve yorumlara dair yaptığı sınıflandırmalarla ve düzenlemelerle,
belirli gerçekliklerin (söylem alanında) içerilerek diğerlerinin dışarıda bırakılmasını
sağlamak
3- İktidarın kurumsallaşmış merkezlerinin sözüne daha büyük bir ağırlık vererek,
uylaşımın yapılmasında ve meşruluğun inşasında onları etkin kılmak görevlerini
yerine getirmektedir (Hall, 1996)

Daha çok başat ideoloji tezine dayalı medyaya ilişkin eleştirel yaklaşımlar zamanla revize edildi. 1980'lerden itibaren ise medya, dünyaya farklı bakma ve konuşma biçimleri öneren ve birbirleriyle çarpışan söylemlerin meşruluk için mücadele ettikleri daha açık bir alan olarak değerlendirilmeye başlandı. Buna göre herhangi bir medya metniyle karşılaşmak, ondaki anlamı açımlayıp tüketmek değildir. Daha çok, metnin başat ideolojik yapısı ile izleyicinin/okurun toplumsal konumu arasındaki bir müzakere sürecidir. İzleyicilerin/okurların metinle ne yaptıkları, hangi anlamların nasıl hareketlendiği konusunu çalışanlar için Hall'ün ortaya koyduğu bu konumlar, medya çalışmalarında somut

çözümlemelerde başvurulan analitik kavramsal araçlar haline geldi. Metni okuyan ile ilişkisi içinde ele almakla birlikte, bu yöntemsel strateji karşılığını pembe dizilerden yarışma programlarına, haberlerden reality showlara kadar farklı medya metinlerinin çözümlenmesinde buldu. Etnografik yaklaşımların güçlenmesiyle anlamlar, metin içine yerleştirilmiş şeyler değil, metin ve okur/izleyici arasındaki etkileşim içinde oluşan ve üzerinde mücadele edilen dinamik inşalar olarak kavranmaya başlandı. Metindeki anlamın potansiyeli, çeşitli yollarla harekete geçirilebilir görüldü. Farklı kişiler aynı metinden farklı anlamlar çıkaracak okumalar yapabilirdi. Ancak bu okumalar sonsuz çeşitlilikte ya da sayıda olamazdı elbette. Toplumsal-ekonomik ardyöreleri ve oluşmuşlukları açısından birbirine yakın izleyiciler, belirli yorumlayıcı çerçeveler ya da yorum şemalarını paylaşarak anlamları ve gerçekliği etkin bir tarzda inşa etmekteydiler. Anlam ve metin üzerine bu yeni kavrayış, izleyici/okura muhalefet, direnme ve mücadele olanağı vererek etkin özne anlayışını güçlendirmiştir. Böylelikle medya ve ideoloji eksenindeki çalışmalar, izleyicilerin metinleri alımlamasına odaklandı. Bu yaklaşıma dayalı olarak artan alımlama çalışmaları, toplumsal eyleyenlerin yaşadıkları deneyimi anlamaya veya eyleyenlerin durumları nasıl tanımladıklarını kavramaya yöneliktir. Paradigmanın sağladığı bu zeminden hareketle çalışmamızda, toplumun farklı yaş, eğitim ve gelir grubundaki insanların, hem bilim teknoloji ve yenilik haberlerine ilişkin yaklaşımları; hem de bilim teknoloji ve yenilik içerikleriyle olan ilişkileri ve bu konulardaki toplumsal olarak inşaedilmiş bakış açılarına dair ipuçlarını yakalamak amaçlanmıştır. Bu bildiri kapsamında yalnızca gelir düzeyi ve alımlama ilişkisi irdelenmeye çalışılacaktır.

Toplumsal inşacılık paradigmasının bilenin bilinen şeyden ayrılamazlığına dair ön kabulü ne dayalı olarak, elbette elde edilen sonuçlar odak grup katılımcılarının kendi yaratımları olduğu kadar, başta soruların biçimlenmesi olmak üzere araştırmacının kendi inşalarının da bir bileşimi sayılabilir. Ne de olsa neyin sorgulanacağının seçiminden sorgulamanın sonuçlarına kadar her şey toplumsal olarak inşa edilmiştir (Olson, 2008: 111). Bununla birlikte analize katılan kişilerin söylemsel pratikleri incelenirken, kişisel olarak inşa ettikleri anlamların onların toplumsal davranışına ve konumlanışına ilişkin belirli ipuçları sunduğu da gözetilmek durumundadır. Toplumsal inşadan söz etmek, bu inşanın güç ilişkilerinden muaf gerçekleştiği anlamına gelmez. Tam tersine, toplumsal inşacılığa dayalı alımlama çözümlemesinde, farklı ilişkilere varolan iktidar ilişkilerine yön veren belirleyici dinamikleri de hesaba katmak gerekmektedir. Ancak alımlama çalışması, sözkonusu belirleyici dinamikleri bağlamsal olarak bütünüyle görmeye elvermez. Bununla birlikte inşa edilen anlam biçimlerinin hangi toplumsal grupların çıkarına ve lehine olduğunu yorumlamaya elverir sonuçlar sunabilir. Çünkü toplumsal güç ilişkilerinin, inşa edilen anlamlar boyunca eklemlendiğini kabul eder.

Bu çalışmada da BTY haberlerine ilişkin alımlama çözümlemesi, yukarıdaki teorik ön kabullerden hareketle gerçekleştirilmiştir. Yaklaşımımız gereği, katılımcıların okudukları haberlerle ilgili inşa ettikleri anlamları, ifade ettikleri kadar ifade etmedikleriyle de birlikte, toplumsal güç ilişkilerinin bir izdüşümü olarak görmekteyiz.

Araştırma Bulguları

Araştırma bulgularına geçmeden önce araştırmanın safhalarına ve kimler üzerinde yürütüldüğüne açıklık getirmemiz gerekir. Az gelirliler kategorisi için aylık kişisel kazancı 1500 TL ile asgari ücret aralığında olan katılımcılar; yüksek gelirliler içinse aylık kişisel kazancı 3000 TL ve üzerinde olan katılımcılar belirlenmiştir. Sorulara geçilmeden önce katılımcılara "bu toplantı BTY haberlerine ilişkin olarak okurların görüşlerini almak üzere düzenlenmiştir…" diye başlayan ve araştırmanın amacı, tekniği, araştırma ekibinin üyeleri, katılımcılardan beklenenler ile ilgili kısa bir bilgi sunulmuş, ardından gönüllülük esasına dayalı bir uygulama olabilmesi için bilimsel etiğe uygunluğu sağlamak adına Gönüllü Katılım Formu dağıtılmıştır. Katılımcıların bu formları okuması ve soruları varsa cevaplanmasının ardından imzalı olarak formlar geri toplanmış, böylelikle katılımcıların araştırma sürecine ilişkin rızaları alınmıştır. Daha sonra katılımcılardan kendilerini kısaca tanıtmaları istenmiş, yaka kartlarına K1,K2,K3,E1,E2,E3 yazarak katılımcıların sorulara rahat ve özgürce yanıt verebilmeleri için kimlikleri anonimleştirilmiştir. Uygulama boyunca sadece ses kaydı alınacağı ve başlangıçta da izin vermeleri durumunda fotoğraf çekerek uygulamanın yapıldığının kayıt altına alınacağı belirtilmiştir (bkz.EK2). Onayları üzerine fotoğraf çekimi de tamamlandıktan sonra sorular aynı zamanda projenin yürütücüsü de olan moderatör Prof.Dr. Çiler Dursun tarafından yöneltilmeye başlanmıştır. Katılımcılara herhangi bir konuşma sıralaması yapılmadığı ve istedikleri zaman söz alarak konuşabilecekleri hatırlatılmış, kimseden ses çıkmadığı durumda konuşmaya davet işini moderatörün yapacağı belirtilmiştir. Grup tartışmasının ilk 1 saati sonrasında spesifik BTY haberlerine geçilmeden 10-15 dakikalık aralar verilerek katılımcılar dinlendirilmişlerdir. Odak grup çalışmasında 24 soru hazırlanmıştır. 19 soru sözlü olarak yanıtlanan, 5 soru da yazılı olarak yanıtlanan sorulardır. Sorular, katılımcıların genel gazete okuru olarak profillerini ve tercihlerini saptamaya yönelik 5 başlangıç sorusundan; genel bilim teknoloji ve yenilik haberleri okuru/izleyicisi olarak tercihlerini, eğilimlerini saptamaya yönelik 8 geçiş sorusundan; araştırma için BT&Y haberlerini temsil edici özellikte görülen spesifik haberlere dair 9 gelişme sorusundan ve 1 bitiş sorusundan oluşmaktadır. Bu sorulardan yazılı olarak yanıtlanan soruların bir kısmına katılımcıların sözlü olarak da yanıt vermeleri sağlanarak,haberlere dair duygu ve düşüncelerini ifade ederken ne tür anlamlar ürettikleri daha etraflıca görülmeye çalışılmıştır. Yazılı yanıtlanan sorular, cümle tamamlama ve boşluk doldurma şeklindedir. Yazılı sorular, "ben" eğiliminin gruplarda oluşmasının önüne geçerek katılımcılara kişisel deneyimleri temelinde yanıt verme olanağı sağladığı için faydalı görülmektedir (Krueger, 1994:61).

Çalışmanın *düşük ve yüksek gelirli gruplar* üzerinde gerçekleştirilen grubuna ilişkin sorularından elde edilen " Gazete okuma sıklığı, okunan ve okunmayan haber türleri ve haberin ne olduğuna dair genel algıların" verileri şöyledir:

Düşük gelirli grubunda yer alan katılımcıların çoğu arasıra gazete aldıklarını, düzenli olarak gazete okumadıklarını belirtmişlerdir. Yüksek gelirli grubunda yer alan katılımcılar ise günlük olarak gazeteleri hem basılı hem de internet ortamından düzenli takip ettiklerini ifade etmişlerdir.

Düşük gelirli grubun katılımcıları ağırlıklı olarak siyaset, spor, ekonomi bölümlerini okuduklarını ve gazetelerin daha çok ana sayfalarında yer alan haberleri takip ettiklerini dile getirirken, yüksek gelirli grubunda yer alan katılımcılar iç-dış siyaset, spor, sağlık, ekonomi, bilim-teknoloji haberleriyle, köşe yazılarını okumaktadırlar. Düşük gelirli grubun katılımcıları magazin ve ekonomi bölümlerini okumadıklarını belirtmişlerdir. Yüksek gelir grubundakiler ise; magazin, spor ve ikinci sayfa haberlerini okumadan geçmektedirler. Düşük gelir grubunda katılımcılar haberin ne olduğundan çok ne olması gerektiğini tarif etmişlerdir. Bu gruptaki katılımcılardan gören haber, kamunun yararına ve tarafsız bir şekilde, bağımsız olmalıdır. Ülke sorunlarıyla ilgili olmalı ve siyasete alet edilmemelidir. Ancak grupta haberlerin varolduğu şekliyle böyle tarif edilemeyeceği ve haberlerin habercinin bakış açısına bağımlı olarak şekillendirildiği yönünde bir kanaat hakimdir.

Düşük gelirli grup haberlerin gerçeği kurduğunu, haberi yapan kişinin ve siyasetin haber yapma biçimine müdahil olduklarını belirterek, haberin objektif bir yapı arzetmediğini dile getirmiştir. Yüksek gelirli grup ise bu konuda ikili bir tutum benimsemiş, haberin hem gerçeği yansıtabileceği hem de kurgu bir yapı yeniden edilebileceği, bunun tercihe ve kaynağa bağlı bir durum olduğu vurgulanmıştır. Ayrıca habere yorum katmanın kaçınılmaz hatta bazen gerekli olduğu da belirtilmiştir. Düşük gelirliler açısından haberin kurgu bir metin olması tamamen olumsuz bir nitelik arzederken, yüksek gelirliler grubunda bu çok da olumsuz bir durum olarak algılanmamakta, doğal kabul edilmektedir.

Düşük gelirli ve yüksek gelirli grubun katılımcılara ilişkin gözlem notlarından yararlandığımızda; düşük gelirli grupta belirgin bir siyasi ve ekonomik bakış açısının hakim olduğunu ve sorulara daha politik yanıtlar verildiğini söylememiz mümkündür. Katılımcıların konuşma potansiyeli yüksek eğitimliler grubununkine benzer bir yoğunluktadır. Aralarındaki temel farklılık yüksek eğitimliler grubunun kavramlarla, düşük gelirliler grubunun olgulara dayalı olarak konuşmalarını yapılandırmalarıdır. Konuşmalar içinde sıkça kişisel hikayeler ve örnekler verilerek, konular somutlanmaya çalışılmaktadır. Bu grupta katılımcılar sorularla ilgili olarak kendi aralarında konuşmalar gerçekleştirmişler ve gerekli gördükleri noktalarda moderatöre sorular yöneltmişlerdir. Katılımcılar genellikle sorulara doğrudan ve net yanıtlar vermek yerine, daha dolaylı ve kendi görüşlerini yansıtan yanıtlar vermişlerdir.

Yüksek gelir ve düşük gelir grubunun katılımcılarının, eğitim ve yaş değişkenlerine dayalı olarak kurulan gruplara göre değerlendirilen, "Haber okuyucusu olarak eğilimlerine ilişkin" veriler ise şöyledir:

Hem düşük hem de yüksek eğitimli kişiler, hem gençler hem yaşlılar, bir şekilde gazete okuma alışkanlığına sahipken ve bunu sürdürürken, düşük gelirli grupta gazete okuma oranı düşüktür ve düzensiz bir yapı arzetmektedir. Tüm çalışma gruplarında gazete okuma oranının en düşük olduğu grup, bu gruptur. Düşük gelirli grup, düzensiz gazete okuma pratikleri dahilinde en çok siyaset, spor, ekonomi gibi haberleri takip etmektedirler. Yüksek eğitimli grup siyaset haberlerini iç-dış olarak ayırt etmekte ve her ikisini birden takip ettiklerini, spor, sağlık, ekonomi gibi haberleri de okuduklarını ifade etmektedirler. Bilim ve teknoloji haberleri yüksek eğitimli grubun gazete okuma pratiği içinde yer alırken, düşük eğitimli grupta bu haber türü özel olarak okunmamaktadır. Düşük gelirli grup haberin normatif tanımını yapmakta ve haberi "ideal" bir yapı içinde nesnel bir kamusal enformasyon sağlama, kamu yararına bir yapı olarak düşünmektedirler. Mevcut haber üretiminin ise bu yapılanmadan uzak olduğunu söyleyerek, eleştirel bir tavır geliştirmektedirler. Yüksek eğitimli grubun yaklaşımı ise, düşük eğitimli gruba göre daha gerçekçi ve haberi zaten "nesnel" bir yapı olarak tarif etme yönündedir. Düşük gelirli grupta haberin nesnel olması, ideal bir durumken, yüksek eğitimli grupta mevcut olan durumun Aynı zamanda haber bir kurgu da olabilir, ancak haberin bir kurgu olması tercihe ve kaynağa bağlı bir durum olarak tanımlanmakta ve doğal kabul edilmektedir.

Yüksek ve düşük gelir grubu katılımcılarının BT&Y haberlerine ilişkin sorulara verdikleri yanıtlar şu şekildedir:

Düşük gelirliler grubu bu haberleri düzenli olarak takip etmediklerini, dikkatlerini çektiği zaman ya da sağlıkla ilgili güncel bir gelişme olduğunda takip ettiklerini ifade etmişlerdir. BTY haberlerine yönelik özellikle de sağlık alanındaki haberleri takip etmektedirler.

Yüksek gelirli grupta da benzer bir takip pratiği sözkonusudur. Katılımcılar dikkatlerini ya da ilgilerini çeken bir şey olduğunda ve habere zaman ayırabilecek bir durumda olduklarında bu haberleri takip ettiklerini belirtmişlerdir. Bu tür haberleri düzenli olarak takip edenler ise bu konuyla ilgili yayın yapan bilim-teknoloji dergileri üzerinden konuları takip etmektedirler. BTY haberlerinin zaman alıcı ve dikkatlerini yoğunlaştırabilecekleri zaman dilimlerinde takip ettiklerini vurgulamıştır. Başka bir katılımcı da benzer bir şekilde bu tür haberleri daha çok hafta sonu okuduğunu ifade etmiştir.

Düşük gelirliler-yüksek gelirliler grubunda 9. ve 13. sorulara verilen yanıtların analizi şu şekildedir:
Düşük gelirliler grubunun katılımcıları en çok hangi BTY haberlerini takip ettikleri yönündeki soruya, sağlık, genetik, uzay, biyo-teknoloji gibi alanlardaki haberlerin en çok dikkatlerini çeken haberler olduğu yönünde yanıt vermişlerdir.

Düşük gelirli grup katılımcıları 13. soruya ilişkin olarak; Türkiye'ye ilişkin haberlerin daha çok dikkatlerini çektiğini belirtmişlerdir. Katılımcılar özellikle çevreyle ilgili haberler açısından Türkiye kaynaklı haberlere özel bir ilgi duymaktadırlar. Bu açıdan haberin konusuna göre yurtdışı haberleri de takip ettiklerini ancak Türkiye'yle ilgili bir haber varsa önce onu okuduklarını ifade etmişlerdir. Gelir düzeyi yüksek grubun katılımcılarının tamamı ise yurtdışı kaynaklı bilim haberlerini takip ettiklerini ve gazetelerin en çok bunlara yer verdiğini dile getirmişlerdir.

Düşük gelirliler-yüksek gelirliler grubunun 10.11. ve 12. sorulara verdikleri yanıtların analizi şu şekildedir:
Düşük gelirli grubun katılımcıları BYT haberlerinden edindikleri bilginin kesinlik ve doğruluğundan emin olmak için haberin kaynağına, yayınlandığı yere baktıklarını belirtmişlerdir. Gazeteleri, televizyona göre daha güvenilir bulduklarını ifade etmişlerdir.

Yüksek gelirli grubun katılımcıları bu konularda özellikle de sağlıkla ilgili yapılan haberleri doğru ve güvenilir bulmadıklarını ifade etmişlerdir. Haber farklı kaynaklarla desteklendiğinde daha güvenilir bulunmaktadır. Katılımcılar işlerine yarayan bilgileri içeren haberleri daha güvenilir, geri kalanı daha az güvenilir bulduklarını belirtmektedirler. Aynı haberin farklı mecralarda farklı biçimde verilmesi haberin güvenilirliği ve doğruluğunu zedeleyen bir unsur olarak karşımıza çıkmaktadır. Ayrıca özellikle sağlık konusunda verilen bir bilginin belli bir zaman sonra başka/farklı/bir öncekiyle çelişen bir bilgiyle yer değiştirmesi de haberlerin güvenilirliği konusunda kuşku uyandırmaktadır. Habere ne kadar ve nerede yer verildiği güvenilirlik ve doğruluk konusunda önemli bir kriterdir.

Düşük gelirli gruptaki katılımcılar, haberlerin sade bir dille yazıldığında daha anlaşılır olabileceğini belirtmektedirler. Terimlerin kullanılmasının haberlerin anlaşılırlığını zorlaştırdığını ileri sürmektedirler. BTY haberlerinde kullanılan dilin eğitimli ve kültürlü kişilere hitap ettiğini, diğer insanlara ise karmaşık geldiğini söylemektedirler. Yüksek gelir grubundaki katılımcılar bu konuda ikili bir görüş bildirmişlerdir. Bir bölümü haberlerin anlaşılmadığını ifade etmişlerdir. Katılımcılardan bir kısmı ise haber dilinin anlaşılır olduğunu, özellikle gazete haberlerinin herkesin anlayabileceği bir dille yazıldığını belirtmişlerdir. Ancak dergi ve internet haberciliği açısından anlatımın biraz daha karmaşık bir yapıda olduğunun da altı çizilmektedir.

Düşük gelirli grup katılımcıları görselliğin haberde oluşunu, önemli olarak değerlendirmekte ve dikkat çekiciliği ve anlaşılırlığı artırdığını belirtmektedirler. Yüksek gelirli grup katılımcıları ise görselliğin haberi pekiştirdiğini, haberin resimle desteklenmesinin dikkat edici ve okuyucuyu tatmin edici olduğunu düşündüklerini ifade etmişlerdir. Haberde kullanılan fotoğrafların akılda kalıcılığı artırdığı söylenmiştir. Haberle ilgisi olmayan ya da klişe haline gelmiş bir görsel, okuyucunun ilgisini çekmekten çok itici ve okuyucunun dikkatini dağıtan bir unsur haline gelmektedir.

Düşük gelirli-yüksek gelirli grubun 8. soruya ilişkin yanıtlarının analizi şöyledir:
Düşük gelirli grubun katılımcıları BTY haberlerinin gündelik hayatlarına pratik uygulamalar açısından doğrudan bir katkı sunmadığını ancak insanlık için faydalı gelişmeleri aktardığını, kendileri için vizyon açıcı olduğunu, cehaleti engellediği ve bilgi birikimlerini artırdığını dile getirmişlerdir.

Yüksek gelirli grubun ifade ettiği katkı düzeyi içinde ise, haberlerin bilgi aktarması, ufuk açması, sağlık ve çevreyle ilgili olan haberlerin mesleki yaşamda işe yaraması, ticari ürünleri destekleyici bir bilgi olarak işlerlik kazanması, günlük hayattaki sorunların çözümünde kullanılması tanımlanmaktadır. Düşük gelirli grup bu haberlerin daha çok bilgi ve vizyon genişlemesi gibi daha kişisel gelişim boyutlu olarak katkı sunduğunu belirtirken, yüksek gelirli grubun katılımcıları edindikleri bu bilgileri mesleki pratiklerine katkı verecek düzeyde kullanabilmekte daha doğrusu buna zemin hazırlayan işlerde çalışmaktadırlar (sağlık sektörü, inşaat sektörü vs.). Mesleki alanda bu haberlerin işe yararlılığın yanı sıra, yüksek gelirliler grubunun katılımcıları özel yaşamlarında ya da kişisel yaşamlarında da bu bilginin kullanışlılığının altını çizmektedirler.

Çalışmanın bir sonraki safhasında bu bilgiler derlendikten sonra BT&Y haberlerine ilişkin üç haber seçilerek katılımcılara okutulmuştur. Bu haberler şöyledir:

1- Genel olarak sağlık, tıp teknolojisi, genetik vb. haberleri kategorisini temsil etmek üzere "Yapay Organda İlk Nakil Başarısı" başlıklı haber;
2- Fizik, uzay çalışmaları ve temel bilimler alanındaki haberleri temsilen Avrupa Nükleer Araştırma Merkezi'ndeki araştırmalara dair "Tanrı Parçacığı Bulundu" başlıklı haber,
3- Bilgisayar- iletişim teknolojileri alanındaki gelişmeleri içeren "Dünyanın En Büyük Teknoloji Şovunda Tabletler Savaşacak" başlıklı haber.

Düşük gelir grubundan olan okurlar da her üç habere ilişkin düşünce ve duygularını yazılı olarak ifade etmişlerdir. Bu okur kategorisindeki katılımcıların çoğunluğu, daha az eğitimli oldukları için, haberlere ilişkin değerlendirmeleri az eğitimli okurlarla paralellik göstermektedir. Yapay organ nakli haberi, düşük gelirli okurlar tarafından da kendi gündelik hayatlarındaki karşılığı üzerinden anlamlandırılmıştır. Tanrı parçacığı haberi ise daha itidalli değerlendirilmektedir. "Türkiyemiz için hayırlıysa hoşumuza gider, hiç birşey anlamadım" (K1), "bizim için hayırlı olursa olsun, neden olmasın" (K2), "bunun bulunmasının insanlık için faydası nedir?" (K3) cümleleri, bu mesafeli ve itidalli ele alışın ifadeleridir.

Yüksek gelirli katılımcılar genel olarak beyaz yakalı olarak hizmet sektörü içerisinde çalıştıkları için üniversite eğitimi de almış insanlardan oluşmaktadır. Yazılı cevaplarını daha uzun cümlelerle, düşüncelerini artiküle ederek vermişlerdir. Yapay organ nakli haberi, bu grup okurların tümünde genel bir memnuniyetle karşılanmıştır. "Tıpta önemli bir gelişme" (K1), "tüm organlar için yapılabilse ne kadar güzel olurdu" (K2), "tıp alanında ilerleme olduğunu düşündüm, gelecekte daha sağlıklı insanlar olacağız" (K3), "yapay organ buluşunun bir ileriki kademesini hayal ettim" (E1), "başarılı bir girişim, tüm insanlığın yaşam kalitesini artıracağı için memnun oldum" (E2), "bir çok hastalığın tedavisi olabilecek, eğer doğru ise sevindim" (E3) cümleleri, yüksek gelirli katılımcıların bu haber karşısında olumlu ve benimseyici bir izlenim içinde olduklarını göstermektedir.

Tanrı parçacığı başlıklı haber, katılımcılar tarafından tıptaki gelişmeye nazaran daha büyük sonuçlar yaratacak bir haber olarak algılanmıştır. Tablet savaşları haberi yüksek gelir grubundaki okurlar tarafından "teknolojinin ilerlemesi" (K3), "bilişim sektöründeki rekabetin hızla artması" (E1), "yeni buluş ve teknolojilerin çok hızlı gelişmesi" (E2), "teknolojinin hızla ilerlemesi, hayatı kolaylaştırması" (E3) cümleleriyle bilgisayar teknolojisinde varılan ileri bir aşama olarak görülmektedir. Bu gelişmenin aynı zamanda "tüketim çılgınlığına bir ek daha" (K2), "insan hayatının büyük kısmını sanal bir ortama sürükleyen" (E1) yönleri olduğu da kimi katılımcılar tarafından dile getirilmiştir. Genel olarak yüksek gelirli katılımcılar, bilgisayar teknolojisindeki gelişmeleri diğer iki haber konusu kadar heyecanla ele almamışlar; zaten uzun süredir seyreden gelişmelerin yeni bir aşaması olarak daha olağan bir durum olarak görmüşlerdir.

Üzerinde çalışılan üç BTY haberinden farklı yaş, cinsiyet, eğitim ve gelir durumunda olan okurlar açısından yoğun olarak en olumlu ve iyimser yaklaşıma sevk eden haber, yapay organ nakli haberidir; en olumsuz ve karamsar duyguyla ya da kayıtsızlıkla karşılanan haber ise tablet savaşları haberi olarak belirmektedir.

Sonuç
Bilim iletisimiyle ilgili haber üretim süreçlerinde büyük kurum ve kuruluşların gazetelere yönelik olarak gerçekleştirdikleri halkla ilişkiler çalışmaları, giderek bu alanın ticari bir etkinlik haline doğru evrilmesine yol açmaktadır. Bu durum haber yapma pratikleri açısından yönlendirici unsur olarak bir soruna işaret etmektedir. Ayrıca bilim haberciliği henüz bir uzmanlık olarak medyada tanınmış değildir (Dursun, 2010: 26-27). Bunun yanında haber okurlarının bu haberleri nasıl algıladıklarına ilişkin olarak yapılan çalışmalar henüz tatmin edici bir düzeyde değildir. Bu çalışma alımlama çalışmalarına yönelik olan bu eksikliği gidermeyi hedeflemiştir. Alımlama çalışmaları bu anlamda okurların BT&Y haberlerine ilişkin olarak kavrayışlarını ortaya çıkarması açısından önemli bir yöntemsel tercihtir. Düşük ve yüksek gelir grubuna sahip katılımcıların BT&Y haber okurluğuna ilişkin olarak ortaklaştıkları ve ayrıştıkları pek çok yön vardır. Gelir grubu değişkeni esasen bir başka değişkenler yüksek eğitimli-düşük eğitimli değişkenleriyle de paralellik içermektedir. Çünkü düşük gelir grubuna mensup kişilerin aynı zamanda büyük oranda düşük eğitim düzeyine sahip oldukları görülmektedir. Bu nedenle gelir grubu değişkeni tek başına ve yalıtılmış bir durum olarak ele alınmamalıdır. BT&Y haberleri okurluğu aynı zamanda yaş ve cinsiyet değişkenlerine göre de farklılıklar göstermektedir. Düşük gelir grubunun katılımcıların haberin yapısına ilişkin "Haberlerin yanlı bir durum" arzettiklerine ilişkin saptamaları da önemli bir bulgu olarak karşımıza çıkmaktadır. Haberin kurgu bir metin olarak ayrıştırılması düşük gelir grubu katılımcıları için olumsuz bir durum arzetmektedir. Yüksek gelir grubunda ise bu tür bir eleştirel mesafenin net olmadığı, haberlerin hem gerçek hem de kurgu olabilecekleri ve esasında kurgu oluşlarının da doğal olduğunun benimsendiği görülmektedir. Aynı eleştirel duruş yüksek gelir grubu için geçerli olmamaktadır. Düşük gelir grubunun katılımcıları düşük eğitim düzeyinin de etkisiyle haberleri daha az anlaşılır bulmakta ve basitleştirilmesine ihtiyaç duymaktadır. Ancak yüksek gelir ve yüksek eğitim düzeyine sahip olan katılımcılar da haberlerin anlaşılırlık oranı yüksek olarak saptanmıştır. Haberlerde görsel kullanımı düşük gelir grubunun katılımcıları için anlaşılırlığı destekleyen bir unsur olarak gösterilirken, yüksek gelir grubunu katılımcıları bu görsellerin haberin içeriğiyle ilgili ve uyumlu olması halinde bunun geçerli olduğunu dile getirmişlerdir. Tüm bu noktalar eğitim düzeyiyle birleşen bir gelir düzeyinin okurluk deneyimi açısından farklılık gösterdiğinin kanıtıdır.

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IS THE DAY-CARE INSTITUTION PART OF THE OVERALL EDUCATIONAL PROGRAMME FOR ALL CHILDREN IN DENMARK?

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Abstract
This presentation focuses on the importance of the day-care institution in Denmark as part of the overall educational programme for all children and adolescents. In Denmark virtually all children attend day nursery until they start school, and research within this field has very much contributed to strengthen the day-care institution's impact on children's readiness and skills to manage the academic requirements of the school. On the other hand, a number of research studies through later years indicate that the day-care institution continues to have difficulty in supporting and helping socially exposed children in order to achieve and acquire skills to manage the demands of the school. Thus, for this group of children the day-care institution does not contribute as part of the overall educational programme for children in Denmark.
Keywords: education, day-care institution, social pedagogy, socially exposed children, school, life opportunities

Introduction
In Denmark virtually all children attend day nursery when they are 1 year old (vuggestue), then kindergarten from age 3-6 until they start school. Thus, 96 % of all Danish children attend a day-care institution before starting school (Petersen, 2006, 2009, 2011a, 2011b).

Thus, within educational research it is several years ago the importance of the day-care institution became a central issue in the research field as a coherent and significant part of the overall educational programme for all children and adolescents (Nordahl et al. 2012). Our knowledge about the day-care institution's impact on children's development and future in relation to school and education in a Danish context is still relatively limited and thus international findings are drawn upon – findings that emphasize so-called societal gains by focusing on the early pedagogical efforts for children and adolescents' education. International research has contributed to strengthen the importance of the day-care institution including the importance of the pedagogical personnel's education skills and that the day-care institution works with scheduled curriculums with a focus on children's learning and development as it contributes to improve children's language development and social skills (McCartney et al. 1995; Schweinhart et al. 1993). A comparison of different types of day-care institutions in the U.S. has shown that children who attend day-care institution with scheduled learning programmes focusing on preparation for school life managed the early school years better compared to the group of children who did not attend day-care institution (Magnuson et al. 2004).

In the English study "The Eppe Project" by Sylvia et al. (2003) and Sammons et al. (2003, 2004a, 2004b) a comparative analysis of the importance of the day-care institution has also been conducted. Again this comparison must be reviewed in relation to the various types of childcare existing in England. The findings of the research show that the children's cognitive and social behavioral development improves in terms of whether they attend a day-care institution before starting school or whether they are kept at home. Children, who attend a day-care institution, show significant better test results in terms of social and cognitive development while those children who were kept at home also mainly appeared to have domestic relations characterized by the mother's unemployment, lack of education, low income and with another ethnic background than English.

Thus, common to both the Danish and the international research is the day-care institution's impact on children's development of social skills and readiness for school, and it is obvious to maintain and further develop the importance of the day-care institution as part of the overall educational programme for all children and adolescents. However, during the last few years several studies contribute to underpin the contours of the fact that even though the day-care institution is for all children in Denmark differences appear on how much the children gain from being in the day-care institution (Palludan 2005; Jespersen 2006; Jensen et al. 2003, 2005; Petersen 2009, 2011a). Especially in terms of socially exposed children and this group's well-being and development opportunities in the day-care institution several studies show that this group of children in different ways has difficulties in coping with the everyday demands and dealing with rules, norms and activities with other children and pedagogues in the day-care institution (Warming 2000; Schwartz 2007).

The present paper thus focuses on the importance of the day-care institution as part of the overall educational programme for the socially exposed children in particular and this paper explores why and in what ways it is difficult for the day-care institution and the pedagogues to organize a pedagogical practice in order to improve the life chances[1] for socially exposed children before starting school. Initially, the paper defines the group of children in question when the concept of socially exposed children is brought up.

Socially exposed children
During the last few years the concept of socially exposed children has been subject of public attention and political debate. Social disadvantage is not an unequivocal theoretically or empirically substantiated concept, but is often used in academic research, the political sphere and in the pedagogical field as a general term for a group of children who for various reasons has a particularly difficult upbringing.

However, it is quite difficult to identify when the various concepts are used and why, just as there in reviewing both Danish and international research studies can be identified a wide range of concepts apparently about the same, namely children who have a particularly difficult life situation, but both reasons, the extent and the duration of the particularly difficulty vary depending on the research studies' theoretical and empirical design.

These circumstances contribute to create a wide uncertainty in knowing what we in fact are talking about when it comes to developing social pedagogical efforts in the context of the day-care institution targeting socially exposed children. This issue is far from being clarified in the research field. Another factor that also contributes to haze is identified by Ebsen (2007a, 2007b), who in a review of the social legislation in this area points out how the concept or definition of socially exposed children appears under many different terms in a legislative context. This gives raise to many different assessments of when a child in fact is in need of support in its development, when the support should be enforced and how concerned must the professionals be in their work. In the social legislation this group of children is described from a comparison with other children in relation to a risk perspective, i.e. to which extent is this group of children considered a life deviating from the majority in a negative context.

However, a number of Danish research studies have contributed to identify both reasons as well as signs of particularly difficult upbringing and in this context it can be used for clarifying the real issues. Schultz Jørgensen et al. (1993) use for example the term "risk children", dividing the children who in different ways are in a risk zone into three groups; children who were genuine "problem-children" and who had already been exposed to extensive strains in their childhood, children who were "threatened" in their development because they had experienced serious strains which required special pedagogical help; and finally children with special needs who are, at the same time, children who have also experienced difficulties in their childhood, but where the problems have not been so extensive that they have had a vital influence on the child's development and well-being. The conclusions of the studies at that time contributed to providing a rough estimate of risk children in Danish society of 10-15%. Ten years later Schultz Jørgensen (2002) assessed, in the light of the earlier study, that the group of risk children had not been reduced through this period of ten years. It is more as if, within the model of three groups of children referred to above, we can see an increase of the number of risk children in general. Thus, the group of problem children is estimated to have grown from a documented 5% in 1993, on the basis of which, firstly, we can identify an increase of the number of children

referred to special-education; secondly, an increase of children with medical/neurological diagnoses; and thirdly, that the number of children placed away from their home has been fairly constant over this period of ten years. For the group of exposed children Schultz Jørgensen (2002) also estimates that it has remained constant at about 5% within the period of ten years. This estimate has to be considered in the light of the fact that the number of families with social problems has not been reduced during the same period. Therefore, we can assume that the children still live under strained conditions. In addition to that, we should also include children who are estimated as being isolated or lonely, as well as children who are exposed to massive and frequent bullying. For the last group of children, which consist of children with special needs, it is also estimated that there is an increase in relation to the period, because references to PPR have been rising during this period, and it is the same when it comes to divorces in society. When Schultz Jørgensen et al.'s (1993) earlier research over ten years ago indicated that it was probably a group of 10 to 15%, then Schultz Jørgensen (2002) argues that, ten years later, we should talk about an increasing number of risk children and assess the number to be between 15-20%. If we start from Schultz Jørgensen's (2002) assumption then there can be shown an increase of the number of socially exposed children in Danish society – over a period of ten years.

The international research studies of socially exposed children generally identifies that children's sign of being exposed are visible through a number of problem descriptions: emotional difficulties, problems with behavior and manners, cognitive problems and delay in development related to language, understanding and concentration. To this must be added that exposed children begin their school-lives with problems connected to the social, the emotional as well as the cognitive area.

Viewing broadly over the international research studies we can, as a starting point, capture a predominant *individual explanation* (also see Petersen 2006, who examine these studies). The so-called individual explanation is about psychological and psychiatric causes and reasons where the child's exposed life is analyzed in relation to the child's behavior (e.g., being tested with psychometrical testing methods and descriptions of diagnosis).[2] Here the child's behavior is pointed out as the primary explanation of the child's exposed life situation. More specific the children's exposed lives are described in the international research studies within three psychological main areas:[3]

First and foremost social and emotional signs which refer to problems such as low self-esteem, aggressive behavior and low impulsive control (Fantuzzo et al. 1995; Raver et al. 1999; Kaiser et al. 2000; Lutz et al. 2002). Then learning signs involving socially exposed children's delayed language development, general cognitive problems as well as problems related to schooling. Thus, a number of research studies identify the connection between the child's exposed life and learning disabilities (Trocmé & Caunce, 1995; Wright et al., 2000; Conroy & Brown, 2004). Last but not least interactional signs referring to the interaction between child and parents and includes signs of vulnerability in relation to the child's interaction with parents/other children/other grown-ups. Thus, a number of research studies identify a connection between the parent's social and economic status in relation to the child's difficulties which assume to have an important impact on the child's development (Baxter & Kahn 1999; Primavera 2000; Hubbs-Tait et al. 2002; Gross et al. 2003). A picture of a group of children who in different ways has difficulties in handling demands and challenges in relation to the ordinary childhood including those demands that prepare them for schooling turns up. However, it is important to point out that this type of research indeed focuses on the child itself and the child's difficulties as they assess to emerge in specific contexts, but without including these contexts in an overall analysis of the child's difficulties (Petersen, 2009, 2010, 2011a, 2011b).

Why is it difficult for the day-care institution to support socially exposed children?
In recent years the focus on the day-care institution's opportunities to promote and support socially exposed children's life chances in a Danish context has increased. Common for the research in this field is the fact that the research points out a number of problems related both to the economic and structural conditions of the day-care institution as well as the skills and educational level of the pedagogical personnel. One is Christensens' (1996) study of the day-care institution's ability to function as preventive option for children at risk. The results of the study point out a number of important factors. Firstly, the difference in how many socially exposed (endangered) children the different day-care institutions hold. Some day-care institutions have many socially exposed children while others have none. The concept of social segregation in this context covers this unequal allocation of socially exposed children which is defined in the way local authorities allocate children in the day-care institution; if the child lives in a socially deprived area, the child automatically belongs to the day-care institution nearby. Significantly in this context is the fact that Christensen (1996) points out that extra resources not necessarily have been provided to those day-care institutions housing many socially exposed children. Secondly, the study identifies that the pedagogical personnel are experiencing difficulties in conducting interviews with parents dealing with the child's exposed situation at home. And thirdly, the cooperation between day-care institution and local authority is considered having considerable shortage, e.g. lack of information about the child's exposed life when the child are enrolled in the day-care institution.

Jensen et al. (2003) also points out significant factors in the pedagogical practice which contribute to an increased risk of exclusion for the socially exposed children so that they in fact find themselves in a *double exposed* position. The marginalizing processes taking place in society can also be found in the pedagogical practice of the day-care institution, however without the pedagogical personnel being aware of this. The day-care institution emphasizes the individual child's development and the importance of being part of a social community. These particular factors themselves can be difficult for socially exposed children to handle which may cause the day-care institution to fail in supporting socially exposed children and instead, however without the pedagogical personnel being aware of this, create exclusion mechanism simply because the socially exposed children has difficulties in handling the general pedagogical demands.

Jensen et al. (2005) also examines the day-care institution's opportunities to make a difference for children growing up under difficult social conditions facing a negative social inheritance. The findings in this study point out in particular that the pedagogical personnel estimate being in need of further education to meet this pedagogical task in the context of the day-care institution. In the study Jensen (2005) also identifies two overall different approaches to the work. A *compensatory* approach that focuses on the socially exposed children's shortcomings and needs and an *innovative* approach that mainly focuses on capturing the exposed children's intellectual, social and emotional resources and capabilities.

Jespersen (2006) supports earlier studies in the field in studying socially exposed children in day-care and also point out a need for more research-based knowledge about the importance of social segregation in the day-care institutions as well as knowledge about the effect of specific pedagogical efforts towards socially exposed children in the pedagogical settings.

Ploug (2007) and Bengtsson (2007) have examined the day-care institution's opportunities to identify socially exposed children including the options and the knowledge that the pedagogues possess to carry out the pedagogical work. This study identifies in particular the difficulties in providing unequivocal descriptions of the concept of socially exposed children while at the same time a diversity of signs of vulnerability occur working together in complex ways. At the same time study results also show that the knowledge pedagogues possess about socially exposed children from their education is reflected by limitations in the form of for example lack of systematic knowledge and lack of pedagogical knowledge about international studies. Furthermore, Ploug (2007) identifies that the day-care institution's cooperation with other public authorities that have direct impact in terms of helping the socially exposed child, such as the department of social services, is still not sufficient which support previous findings (Jensen et al. 2003; Jensen 2005).

Another important fact that also emerges through the current research points out that the day-care institutions in different places in Denmark do not have the same terms and conditions to implement scheduled pedagogical efforts towards socially exposed children's development opportunities (Petersen, 2009, 2011a, 2011b).

Despite the fact that Denmark is a relatively small country in a European context and despite, as opposed to other European countries, the absence of a wide range of child care facilities for children aged 0-6 years, but instead a day-care institution tradition which emphasizes

equal opportunities for all children, yet major differences in terms of the pedagogical work with this group of children in particular can be identified (Petersen 2008a, 2008b, 2008c, 2009, 2011a, 2011b).

These differences in terms are indeed connected to the different day-care institutions' location on the Danish map and refer to the concept which by Christensen (1996) is termed social segregation covering the fact that children in Denmark are allocated to a day-care institution close to their home. The fact that children are allocated to a day-care institution close to their own residential area is connected to a so-called social political condition (Kofod 2007) as the day-care institution's development indeed is connected to the parents working life as well as a so-called *residential segregation* (Børresen 2002) where some people can afford to choose where they want to live while others are referred to social housing. "*A general tendency is, that socially and economically disadvantaged people are gathered in certain geographical areas and in the least attractive parts of the houses. In these 'low income' and 'low status areas' immigrants from third countries seem to be strongly represented*" (Børresen 2002, p. 4).

Thus, research studies have identified three different overall types of day-care institutions, dependent on the physical location of the day-care institution and whether the pedagogical personnel estimate that they have socially exposed children in their day-care institution (Petersen, 2009, 2010, 2011a, 2011b).

Type A: day-care institutions where the pedagogues estimate that there are no socially exposed children.

Type B: day-care institutions which the pedagogues describe as having a large group of socially exposed children and also a large group of so-called "normal, well-functioning children". Also identified is a growing group of children, a so-called "grey area group", which is children whom the teachers are periodically worried about.

Type C: day-care institutions where the pedagogues estimate the group of children primarily to be socially exposed children and where the group of so-called normal children is very small.

Moving closer to the three types of day-care institutions it becomes clear that type A institutions are located in areas with nice single-family houses, and that these day-care institutions often have large green outdoor areas with plenty of room for play and activities while type B institutions are located on the border between these areas of single-family houses and areas with so-called social housing and thus receive children from both areas. However, type C is day-care institutions often located in the center of so-called ghetto-like residential areas[4] often in large cities and most children in this type of institution come from the ghetto area nearby. Type C institutions, which are estimated to have many socially exposed children, are often also institutions where up to 85% of the children have a different ethnic background than Danish which simultaneously requires a substantial focus on language stimulation for the children to learn the Danish language before starting school (Petersen, 2011a, 2011b).

Very significantly, as argued in the different types of institutions, major differences appear in the working conditions, workload and tasks of the pedagogical personnel in the three types of institutions. Thus, research studies show that pedagogues in type C institutions do indeed experience having many tasks not traditionally associated with general pedagogical work in the day-care institution but instead focused on helping and supporting parents who seems very vulnerable in their general living conditions including economically, work-related as well as linguistically and culturally while type A institutions mainly have time and focus on preparing children for starting school. In type B institutions the pedagogical personnel estimate to having difficult working conditions as they must organize the pedagogical efforts aimed towards the so-called well-functioning children and at the same time must organize special social pedagogical efforts aimed towards socially exposed children who are considered to require much time and resources but without adding additional financial resources to the day-care institution.

Conclusion

Directly, it seems as if all day-care institutions in Denmark are alike and that they are subject to identical social political laws and adoptions, and the day-care institution also has a strong tradition of being for all children. Remaining is the fact that it is still very difficult for the day-care institution as a pedagogical effort in the Danish welfare state to support and help socially exposed children especially in terms of improving socially exposed children's life chances in relation to school and education. Despite the identical conditions research suggests that the day-care institutions have major mutual conditions and differences especially in relation to the number of socially exposed children. While some pedagogues in some institutions almost never encounter a child who may be characterized as socially exposed, other pedagogues in other day-care institutions have a large group of socially exposed children and parents who are in special need of help and support but without adding additional resources to this often very demanding pedagogical work. If the day-care institution is supposed to serve as a pedagogical supportive effort in order to increase the socially exposed children's life chances, this very much calls for an increased attention towards the structural conditions and terms of the different day-care institutions for carrying out pedagogical efforts perhaps far more than it is about focusing on individual-oriented perspectives on children's difficulties as the research field in a Danish as well as in an international context traditionally has been engaged in.

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[1] Hansen (2003, 2005), who is inspired by Weber, clarifies in an educational sociological perspective that it is still – despite the development of the Danish welfare society – difficult for children from the working class to obtain access to higher education, better jobs and in this way also better housing conditions and other social benefits. The concept of life chances is used defined as differences in positions in the social structure of society and focuses on the societal inequality that emerge in forms of different life conditions between different social classes.

[2] WHO ICD-10, mental disorders and behavioral disorders – classification and diagnostic criteria.

[3] The three psychological main areas have been identified through international research studies in the survey "*Daginstitutionens betydning for socialt udsatte børn – en forskningsoversigt*" (Petersen, 2006), in which the psychological understandings and main areas are elaborated.

[4] The Government's ghetto overview illustrates the following factor which underlie the term ghetto: a residential area has a least 1,000 inhabitants and at least 40% of the residents aged 18-64 years are outside the labor market; or, has at least 5,000 inhabitants and at least 30% of the residents aged 18-64 years are outside the labor market. These areas often have an overrepresentation of people with immigrant background, but it is not a condition for getting listed.

MIXED RACE: A NEW STEREOTYPE OF BEAUTY IN ADVERTISING?

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Abstract
It has been increasingly striking that for the last decade the media has been deploying images of mixed race people. It could thus be argued that the paradigm of what constitutes beauty has begun to change. According to an investigation conducted by psychologist Michael B Lewis (2010) mixed race people are perceived as more attractive. This paper intends to interrogate and expand on this hypothesis, proposing a series of complementary theoretical models to support this idea.

The study conducted by Lewis (2010) revealed that the majority of the participants voted mixed race people as more physically attractive; Lewis attributes this to a genetic process called heterosis or hybrid vigour which draws on Darwinian evolutionary theory. However, in an attempt to understand this phenomenon in more depth, this paper will place Lewis's study in a broader context that explores notions of creativity and marketability. In order to explain why mixed race images have became so prevalent in advertising, this paper will therefore propose adopting theoretical approaches drawing on notions of globalisation, multiculturalism and "The Exotic".

The controversial topic of this article is at an early stage of development as a research topic and open to discussion. The article examinesthe noticeable increase of mixed-raced people appearing in the media and predicts an emergence ofa new stereotype of beauty in advertising as a consequence.

Mixed race is one of the fastest growing ethnicities in Western societies. The rapid increase of interracial marriages reflects a more relaxed attitude towards race in Britain as reflected in British Future's 2011 Census: "The Melting Pot Generation".

According to the British National Statistics, mixed race represent 1.8 % among ethnic minorities.

"The most recent data give Britain the highest rate of interracial relationships
in the world, with a rate ten times of the European average"
Parker, D and Song, M (2001:p2)

The population in England and Wales: by ethnic group, 2009
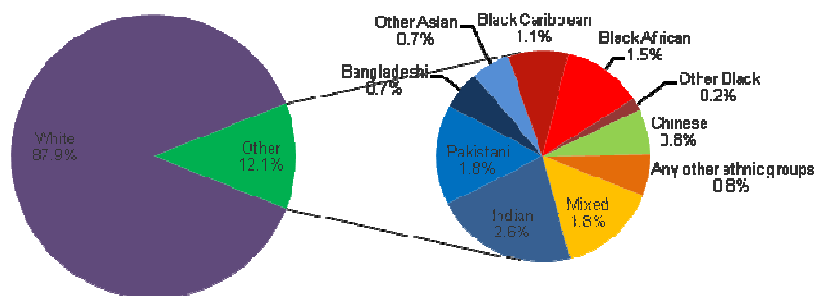
Source: Experimental Population Estimates by Ethnic Group for local authority distrcts and higher administrative areas for England and Wales for 2009, Office for National Statistics.

In order to understand the fast-growing population of mixed race people in Britain, it is important to reflect upon changes in technology, culture and society; In this era of increasing globalization, interracial relationships are more likely to happen partly because of the easyaccessofcommunication with "virtually anyone" in the world via internet and social media platformssuch as Facebook and Twitter; social media and low cost travel together, facilitateand provide opportunities for interracial relationships to happen, which in many cases, end up in marriages.

Globalization also contributes towards transnational marriageswith companies expanding to different countries and sending representativesto work abroad; migration provides with no doubt, another reason to mix.

While statistics point to a broadening of the ethnic palette in the UK, contrasted views in relation to "mixed race" people can be found in today's British society. The classical opposition towards multiculturalism and antipathy to racial mixture are present in conservative parties such as UKIP and BNP. A clear example is The United Kingdom Independent Party (UKIP) manifesto stating as one of their priorities to stop immigration.

Priority 6: Proper controls on immigration
"Our housing, education, health and social services cannot cope with constantly rising numbers of people coming to live and work here from abroad. We must end open door immigration from the EU and run a properly controlled system to admit manageable numbers of people who have something to offer our country". (UKIP Manifesto)

The British National Party (BNP) supports similar attitudes in regards to immigration. This party's policies, that can be accessed in their website, suggest actions against immigration to prevent the loss of British identity and declare the following:

"To ensure ...that the British people retain their homeland and identity, we call for an immediate halt to all further immigration…(BNP Manifesto)

Politicians against immigration, have valid reasons for urging a change in the immigration controlsystem. For example, the abuse of public benefits such as the National Health Service (NHS) by illegal immigrants currently affecting Britons. Paradoxically, the easy access to benefits such as work allowance that England offers to immigrants could be another cause for mixed race and other ethnic groups to be increasing so rapidly.

Previous examples of political oppositions against multiculturalism and immigration are contradicted by data revealed in the 2011 census where only 15% of the public have a problem with multiracial relationships, compared to 50% in the 80s and 40% in the 90s.

Just by the title of the 2012 Census by Future British report: "The melting Pot Generation: How Britain became more relaxed on race", one

can argue that interracial relationships are more sociably acceptable in Britain than in previous years.

"Whether it is the sporting triumphs of Jessica Ennis and Lewis Hamilton, the pop music of Leona Lewis, or a couple from different races holding hands in the street, mixed Britain is fast becoming the new normal"
(British Future 2011 census, "The melting Pot generation")

My interest in mixed raced people emerged from previous research about the use of white models in Latin-American countries, particularly in my homeland of Mexico where 80% of the population is non-white or "mulatto".As a former art director and now as a lecturer in advertising,I reflect on my practice with specific emphasis on the process of selecting models for the brands I worked for such as American Express, Duracell and Fisher-Price; In any piece that I have produced, I employed a non-white model. All the people I have selected for my campaigns had the same look: white. This made me question: why is a white woman on the television and nearly 50 million non-white women watching it?

This example indicates a disparity between representation and reality. White models are used to represent Mexican men and women in the media every day. White is the norm, the stereotype of beauty. An example is an awareness campaign for American Express®Traveller Cheques®; the campaign objective was to communicate the peace of mind American Express® Traveller Cheques® provide while on holidays. The whole concept and execution of the campaign was unrealistic: A white good looking couple in a private boat sailing the Caribbean ocean, smiling relaxed because their money is safe"

After the client approved the idea, the casting agency started the process of selecting models. One of the casting's requirements was that the model should have a"Latin International look" which is in fact, white. Analysing the Latin American lookfeatures it was remarkable the similarities with Caucasians.The pictures below exemplify the similarities between ethnic groups.

Caucasian.		Gettyimages®
Latin-International		Gettyimages®

The tendency of using white models in Mexican advertising remained the same for the last ten years. In my last visit to Mexico and talking to ex-colleagues about this, I confirmed that nothing has changed and castingsdo not contain other than white models in recent days.

The cultural, historical and sociological factors underpinning the paradigm of using white models to represent non-white societies are vast and complex. In one hand, this phenomenon relies partly on the colonialism, the aspirations and naïve dreams of non-white population believing that whiteness signifies happiness, wealth, status, beauty and popularity, making the idea of becoming white an ideal of a better life. Mexican people chasing the American dream have not changed over the time.

On the other hand, the desire to be white could be related to the principle of "The Exotic" and the idea to be differentas the popular saying suggests: The grass is greener on the other side of the fence.

Whitening creams are sold in Mexico to make the skin lighter. Self-tan creams are sold in America to make the skin darker.

White models are also predominant in other Latin American countries such as Brazil, Argentina, Colombia and Chile to name a few. Moreover, the white dominance in the media also prevails in Western Europe.

A study by Richard Dyer (1997) reveals that white seems to be the norm in Western Culture and Society. In a book called "White", the author states that white people are in control of Western media, politics and education across the globe.

"Research -into books, museums, the press, advertising, films, television, software- repeatedly shows that in Western representation whites are overwhelmingly and disproportionately predominant, have the central and elaborated roles, and above all are placed as the norm, the ordinary, the standard".
(Dyer, 1997:13)

According to Dyer (1997), whites do not belong to a particular race; they are just the human race.

Sixteen years ago, Dyer recognised that, although the world was more open to hybridity and multiculturalism…"we have not reached a situation in which white people and white cultural agendas are not in the ascendant"

He also predicted a tendency towards the homogenisation of culture with the aid of US TV programmes and Hollywood films. Of course,he would never imaginethe power and the impact of Google and Facebook!

Social changes and people's perceptions do not change over night. Other contextual phenomena need to take place in order for a cultural and sociological shift in people's perceptions to occur. White popularity and predominance in the media is not an exception of this principle.

However, statistics and recent studies demonstratea noticeable increase in the appearance of mixed race people in UK media. An article by The Daily Mail (2012) suggests the popularity of shows like the X Factor, featuring a high number of talented mixed race contestants could be one of the reasons for such increase of this ethnic group public appearance. The golden look of Beyoncé and JLo

evokes luxury lifestyles and celebrity success; Formula one Lewis Hamilton and President Barack Obama can be two examples of successful mixed-race men. All these public figures have proved the world that with talent and effort, racism is not a barrier for success in Western countries whatever your ethnicity is.

This phenomenon is certainly a consequence of globalization and the mixture of cultures the world is living today. Whether people accepts mixed race or not, "Mixed race Britons… are among the nation's fastest-growing ethnic-minority groups, according to official figures. (Sunday Times, 2012)

Not only mixed race people are more present in the media these days, they are also perceived as more attractive as suggested bypsychologist David Lewis (2010) in an article by the Daily Mail based on his paper:'Last but not least. Why are mixed-race people perceived as more attractive?" Heattributes the attractiveness of this ethnic group as result of a biological effect called heterocyst or hybrid vigor that draws back from the Darwinian evolutionary theory.

Heterosis, also called **hybrid vigour**, the increase in such characteristics as size, growth rate, fertility, and yield of a hybrid organism over those of its parents. Plant and animal breeders exploit heterosis by mating two different pure-bred lines that have certain desirable traits. The first-generation offspring generally show, in greater measure, the desired characteristics of both parents. (Encyclopedia Britannica)

After his study, Lewis (2010) concludes that:

"…people whose genetic backgrounds are more diverse are, on average, perceived as more attractive than those whose backgrounds are less diverse. This can be taken as evidence for heterosis among human population groups, albeit in just one domain-attractiveness.

Humansare subject to this process, according to Lewis (2010) who explains that the mixing of diverse genetic background leads to greater genetic fitness 'which tends to be linked to attractiveness'.

It is interesting to highlight the polarized thoughts about mixed race people in the 1960's. In his book "Why mixed race people are healthier and more attractive", Ziv(2006) explains that Colonies such as Georgia in the US outlawed miscenegation using the excuse of preventing inferior offsprings to legitimize these laws.

"A Georgia court in 1869 claimed, "The amalgamation of the races is not only unnatural, but is always productive of deplorable results" (Ziv 2006:9)

Similarly to Lewis, Lee (2006) talks about the beauty of mixed raced people with a particular emphasis on Eurasians known as "hapas" (half in Hawaiian) stating that: "Eurasians may possess genetic advantages that lead to greater health and enhanced beauty"
He also argues that in Hong Kong and Singapore "hapas" are representing brands all over the cities where leggy blonds used to reign.

After 2012 London Olympic games, the heptathlon medalist and mixed race Jessica Ennisdid not only become the face of the Olympics but also the face of the British Future 2011 census "The Melting Pot Generation".

Daughter of a black father and white mother, Jessica Ennis became the perfect target for advertisers and marketers, who are in continuous search for iconic idols and public figures to endorse their brand values.

"£1million Olympic Golden Girl: Jessica Ennis is first female athlete to earn huge sums from lucrative sponsorship deals" (Mail Online, 20 July 2012)

By the time the above article was published, Jessica Ennis had secured sponsorship deals with Adidas, BP, Aviva, Olay, Omega, British Airways, Jaguar and Powerade.
In February 2013 she became the face of Santander as the first female face of the Spanish bank in the UK.

Based on this study, one can predict that advertisers might take advantage of the current "trend" of mixed race popularity among society and adopt this new stereotype of beauty that can be a powerful way to attract a wider audience. It is too pretentious to suggest that mixed race would replace the "white model" predominance but perhaps it will increase within the next five to ten years.

Advertising acts as a mirror of culture and society. Further research will examine if the number of mixed race models in advertising increases in the upcoming years and whether mixed race popularity is just a trend or the beginning of a cultural shift.

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OES VS SIES: EXPLORING THE CROSS-CULTURAL ADJUSTMENT OF HOTEL EXPATRIATES IN A MULTICULTURAL SOCIETY

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Abstract

The study examines the cross-cultural adjustment of organizational and self-initiated expatriates. Specifically, the study aims at identifying whether the two groups of expatriates differ in their adjustment. The focus of the study is on Malaysian hotel expatriates. Since expatriate adjustment is conceptualized as a multifaceted construct encompassing work, general, interaction and overall adjustment, the study also looks at the variations in the patterns of work adjustment, general adjustment, interaction adjustment and the expatriates' overall adjustment. Two hundred and three expatriates participated in the study, of which, 95 respondents (46.8%) were organizational expatriates (OEs) and 108 (53.2%) were self-initiated expatriates (SIEs). With respect to adjustment, while the data which was drawn from a drop and collect method show some variations in work, general, interaction and overall adjustment, the composite measure of the overall adjustment reveals that, on the whole, respondents are well adjusted to working and living in Malaysia. The results, discussions and limitations of the study are presented in the paper.
Keywords: expatriate adjustment; organizational expatriates; self-initiated expatriates; hotel industry

OEs vs SIEs:

Exploring the Cross-Cultural Adjustment of Hotel Expatriates in a Multicultural Society

Studies on expatriation have shown the association between cultural environment and adjustment and how the relationship affects the individual adjustments, attitudes and behaviors (see for example Selmer, 2001; Yavas & Bodur, 1999). Church (1982) notes that culturally adjusted expatriates are open to the host culture and thus, able to adjust their behaviors, norms and rules to the present environment. On the other hand, maladjusted expatriates will experience anxiety which leads to various negative work-related consequences such as lower job satisfaction and performance (Naumann, 1993), to the extent that it leads to premature return to the home country (Harzing, 1995). Hence, expatriate cross-cultural adjustment has become an important research area in international business and cross-cultural communication literature. Although research on expatriation, especially on the factors that may facilitate or inhibit expatriate adjustment have been implicit, there is still lack of empirical research investigating the adjustment of SIES, especially those attached to the hotel industry. As argued by Shay and Tracey (1997) and Causin, Ayoun and Moreo (2010), more studies are needed to look at adjustment among hospitality practitioners as to date only a handful of published studies have explored the issue in hotel industry. Causin et al. (2010) point out that desirable attributes for expatriates in the hotel industry are somewhat different from those of other industries. Shay and Tracey (1997) and Tung (1981) further noted that adaptability, flexibility and good communication skills may be desirable attributes for expatriate managers in general, the nature of the hospitality industry requires a highly developed set of interpersonal and relational skills. Furthermore, this group of expatriate must understand the local culture and comprehend the needs of a diverse customer base.

Besides, it was also found that most research on expatriation had the tendency to concentrate on homogeneous and developed cultures such as Hong Kong, China, Japan and North America as assignment destinations (Black, 1988; Black, 1990a, 1990b; Black & Gregersen, 1991a; Selmer, 2001), as well as those originated from a single country like North America or Japan (Black, 1988; Black & Gregersen, 1991b; Black, Mendenhall & Oddou, 1991; Myers & Pringle, 2005; Selmer, 2001; Peltokorpi & Froese, 2009). As argued by Kittler, Rygl, MacKinnon and Wiedemann (2011), studies on expatriates in Asian countries (mostly conducted in homogeneous cultures) seem to have dominated past research efforts. While it is acknowledged that there has been research conducted on expatriates originating from a number of different countries locating in a single location (see for example Peltokorpi & Froese, 2009; Selmer, 2001; Shaffer, Gregersen, Harrison, Black & Ferzandi, 2006; Shaffer, Harrison & Gilley, 1999), these research however, did not look at the difference in adjustment of expatriates to the country of assignment.

Reviews of the literature have also revealed that empirical studies comparing adjustment of expatriates in a developing, multiracial country are still scarce. Copeland and Griggs (1985, p. xix), noted that "almost 20 to 50 per cent of international relocations end with premature return" and the failure rate has been high (almost 70 per cent) to those assigned to developing countries. Among the reasons attributed to higher failure rates, especially among American expatriates are: (1) the inability of the spouse to adapt to the host culture; (2) the inability of the expatriates themselves to adapt to the host culture; and (3) family-related problems associated with foreign assignment. The higher failure rate in developing countries is described as rather frightening as this is the region where the most "attractive" and "growing" countries of the world are located (Shay & Tracey, 1997, p. 32). As the literature reveals, studies conducted specifically in Malaysia are also scarce (see Subramaniam, Raduan, Jegak & Naresh, 2010; Mohd. Tahir & Ismail, 2007). It is strongly believed that as a developing, multicultural society, Malaysia is worth investigating especially when the country has become one of the preferred foreign direct investment (FDI) destinations in the South East Asia (MIDA, 2009). Together with aggressive promotion on Malaysia as a tourism destination, it is anticipated that the country will experience a continuous increase in the number of expatriates working in the country. A report by MIDA (2009) revealed that in 2007, there were almost 35, 593 expatriates working in the country.

Based on the arguments presented above, it is therefore believed that more research is needed to investigate the phenomenon of adjustment of hotel expatriates working in Malaysia.

Types of Expatriates

While the literature on OEs are now abundance and the phenomenon is now becoming well-understood, another group of expatriates which offers another alternative for research and understanding is explored, that of those who travel abroad to find job opportunities, experiences and challenges (the SIEs). This group of individual expatriate has been traveling all over the world for a long time and their numbers are increasing. However, though they form a larger and even more potent labor market segment (Myers & Pringle, 2005, p. 1) very little is known about them. Inkson, Pringle, Arthur and Barry (1997) pioneered the research on this group of expatriates in 1997 but only in recent years the number has begun to increase. Regardless, only a handful of research focusing on this group is available (refer Myers & Pringle, 2005; Richardson, 2006; Richardson & Mallon, 2005; Selmer & Lauring, 2011) and mostly, research on SIEs looked at those in other industries, especially academic and not in hotel industry even though for individual hospitality expatriates, many are attached to the hotel industry. Even though it is acknowledged that there have been research distinguishing OEs and SIEs in terms of adjustment (see for example Peltokorpi & Froese, 2009), the research were more focused on academic expatriates and those attached to other industries such manufacturing, oil and gas and finance. Even though Peltokorpi and Froese (2009) acknowledged that SIEs and OEs are separate groups of expatriates that should be distinguished in conceptual and empirical accounts and beside their notable differences (i.e Inkson et al., 1997; Suutari & Brewster, 2000), these two groups of expatriates have often been lumped and examined together with possibly misleading empirical results. Thus, preventing researchers to obtain accurate information about SIEs. If no distinction is made between the two groups of expatriates and across the industry and data consists mostly of OEs in manufacturing and other business-related industries, findings of research are unlikely to provide accurate presentation of expatriate adjustment.

Research and academic discussions of SIEs are increasing, highlighting emerging distinction between OEs and SIEs. As scholars have now began to show interests in SIEs, more information can be obtained about the differences in the adjustment between OEs and SIEs. As discussed in the literature, most research on OEs and SIEs are more focused on expatriates attached to various industries such as manufacturing, engineering and academic (Inkson et al., 1997; Peltokorpi & Froese, 2009; Suutari & Brewster, 2000). A specific research by Peltokorpi and Froese (2009) shows that OEs and SIEs are two expatriates types who are different in their adjustment and are more adjusted to general cultural aspects. Their differences are attributed to the differences in motivation and frequency of cross-cultural interaction with the host. This can be related to the nature of SIEs themselves. Looking at the definition again, SIEs are the group of expatriates who initiate their own mobility and hence, they are often motivated by the interest in a given foreign country. OEs on the other hand, are sent by parent companies and they may know little about the country of assignment. Even though they receive more assistance from the organization (such as housing or area of residence), they are still less adjusted than SIEs.

Since SIEs initiate their own move to other countries, they are anticipated to be more motivated to learn faster and more about the country. The easier the learning process, the better their adjustment will be. This is consistent with what is described in the social learning theory (SLT) about learning behavior which suggests that in order for organizational learning (expatriation) to be successful, the expatriate has to be motivated to initiate positive behaviors that have been modeled (Bandura, 1977). During the process, communication and interaction with hosts is crucial as it helps expatriates to obtain information regarding what is appropriate and what is not in the new society. Through the feedback received from people of the host country, an expatriate will be able to adjust their behavior to comply with the current situation.

Therefore, having to discuss the differences, it is also anticipated that SIEs and OEs in hotel industry also differ in their adjustment to a new cultural environment. Thus, the following hypothesis is formulated to test the significant differences in the pattern of adjustment between OEs and SIEs in hotel industry and if there is, in which area of adjustment (general, interaction or work).

Hypothesis 1: There is a significant difference in the pattern of adjustment between OEs and SIEs in hotel industry?

Perspectives of Adjustment

Previous works on expatriate adjustment suggests that adjustment is a multidimensional construct (Black & Gregersen, 1991a). The multidimensionality of the adjustment process has been discussed from various perspectives in the cross-cultural communication, acculturation and expatriation literature. The following section takes a closer look at how the different literature views adjustment.

Communication Perspective

In the cross-cultural communication framework, two areas of adjustment have been identified: social adjustment (Furnham & Bochner, 1982) and communication adaptability (Wheeless & Duran, 1982). Studies on these two facets of adjustment mainly focus on adjustment of sojourners, particularly international students. Furnham and Bochner (1982) suggest that the stress experienced by international students is caused by the inability to socially adjust to the host culture. This largely results from their lack of social skills needed to deal with the new situation. It is also suggested that an individual might face a major source of stress when dealing with an unfamiliar culture, especially in everyday interpersonal encounters with people of the host nation such as being in the streets, shops, bars and around strangers. There are a variety of factors that affect the social adjustment process. The inability to communicate that includes speaking and understanding the language used in the host country is important in ensuring the development of social relations with the host nationals.

Adaptability on the other hand, is an important concept in communication competence (Cegala, 1981). It focuses "on the ability of the communicator to be flexible in communicating with a variety of people in a variety of situations" (Wheeless & Duran, 1982, p. 54). This, according to Wheeless and Duran "centers around a variety of experiences and the ability to be flexible and feel comfortable with a variety of people" (p. 55). Researchers have identified how an individual's personal characteristics such as personality, psychological and socio-demographic variables influence their communication behaviors (McCroskey, Daly, Richmond & Falcione, 1977; McCroskey, Daly & Sorensen, 1976). Beside personality, cultural differences are also found to affect an individual's communication behavior.

Acculturation Perspective

Three areas of adjustment are identified in the acculturation literature. Searle and Ward (1990) propose psychological and sociocultural adjustment while Aycan and Berry (1996) and Hawes and Kealey (1981) propose work adjustment. Psychological adjustment refers to psychological well-being and satisfaction, which includes a feeling of satisfaction with the various aspects of life. Unlike psychological adjustment, sociocultural adjustment refers to the social skills or the ability to "fit in" into the new cultural environment (Searle & Ward, 1990). Simply, this refers to an individual's ability to handle problems associated with living their lives, how they work toward becoming effective in the new culture and how they engage in positive interactions with the host nationals (Aycan, 1997). Work adjustment simply refers to how an individual accomplishes their tasks and their attitude towards work (Dawis & Lofquist, 1984) and this is marked by good performance and a positive attitude towards the new job. The concept of psychological adjustment is actually based on a problem-oriented view that focuses on attitudinal factors in the process of adjustment (Oberg, 1960), whilst the sociocultural adjustment is based on the cultural learning theory. It focuses on the social behavior and social skills that underlie attitudinal factors (Black & Mendenhall, 1991).

In the acculturation literature, acculturation attitudes are considered important for successful adjustment (Aycan, 1997). Berry (1980) who proposed a model of acculturation attitudes addresses two critical issues with regard to an individual attitude toward the host culture (Figure 1). While the first issue concerns whether or not an individual values maintaining his/her own cultural characteristics, the second issue concerns whether or not maintaining relationships with people of the host culture is considered to be of value. The model suggests that if the response to the first issue is "no" and to the second issue is "yes", "assimilation" occurs. This means that the acculturating individual does not wish to maintain his/her cultural characteristics but instead, seeks to relate with groups in the host society. "Separation" is the opposite of assimilation. This is the urge to maintain one's own culture and identity. As a result, the individual does not want to interact with host nationals. Meanwhile, "integration" occurs when the individual is willing to interact with others in the host society, but at the same time, still maintains his/her cultural identity. The final sector, "marginalization" takes place when an individual is not interested in maintaining his/her own culture or even interacting with host nationals. Berry notes that among the four, integration predicts good mental health and produce lower level of stress among sojourning individuals.
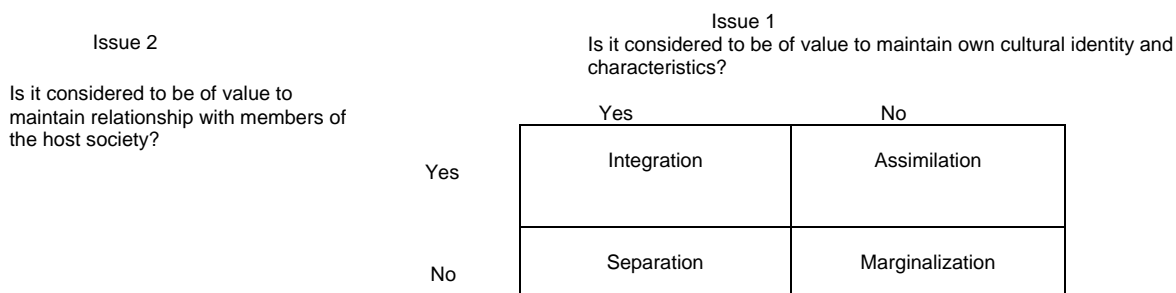
Issue 2

Is it considered to be of value to maintain relationship with members of the host society?

Issue 1
Is it considered to be of value to maintain own cultural identity and characteristics?

	Yes	No
Yes	Integration	Assimilation
No	Separation	Marginalization

Figure 1: Model of Acculturation Attitudes
Source: Berry (1980)

Aycan (1997) notes that the application of acculturation attitudes is more evident in the organizational behavior literature, but the framework has never been utilized in studies of expatriate adjustment. The model of acculturation attitudes discussed earlier predicts that an integrationist attitude in both work and social life will yield successful adjustment. This is based on two reasons. Firstly, as the expatriate moves to a new culture, it is necessary for them to adopt the norms and values of the host country. This is to ensure that they function efficiently in the social and work contexts. In this case, willingness to interact with people of the host nation is crucial at this stage. The SLT also suggests that interaction with hosts helps expatriates to obtain information regarding what is appropriate and what is not in the new society. Secondly, interaction with hosts and the efforts shown in learning their ways of doing things help the expatriates to prove to the locals that they value and appreciate the new culture and that they are putting the efforts into learning their ways. In return, the hosts will display greater acceptance and co-operation towards the expatriate.

Ward and Kennedy (1993) believe that there are three main points that need to be considered when theorizing cultural influences on psychological and sociocultural adjustment. Firstly, they believe that variables that affect adjustment should be distinguished either as cultural general or cultural specific. Secondly, they also claim that the level of psychological and sociocultural adjustment differs according to the characteristics of the group and the purpose of the sojourn (i.e. expatriation, travelling, studying and so on). Lastly, they also believe that the relationship between psychological and sociocultural adjustment also varies according to the expatriate or sojourner's experiences, and this includes their adjustment strategies and how they integrate into the host society. They maintain that the distinction between psychological and sociocultural adjustment has proven to be very useful in cross-cultural adjustment and even though the two forms of adjustment are conceptually interrelated, they are actually distinct concepts and are being predicted by different variable.

Expatriation Perspective
The earlier research on adjustment to a foreign culture mainly focuses on adjustment to social contexts such as food, weather, interaction with host nationals or the culture in general. However, the later research on adjustment has suggested that there are three areas of adjustment: adjustment to the general environment, adjustment to interaction with host nationals and adjustment to work (Black & Stephens, 1989; Black et al., 1991). Adjustment to the general environment is the area that has been widely studied by researchers and scholars. It encompasses those factors that affect the daily lifestyles of expatriates such as weather, food and entertainment. When expatriates enter a new culture, they must learn the whole new set of norms, values and practices of the host culture, which are different from their own. This new set of norms, values and practices is not stated anywhere and it is the responsibility of the expatriate to learn and adjust. Studies have revealed that the more similar the home country and the host country, the easier the adjustment will be. Expatriates who come from China to Malaysia for example, would experience less difficulty in adjusting to the new culture as compared to those who are being assigned to the middle-east. In one of the studies conducted by Black and his colleagues, they found that successful adjustment which eventually leads to the completion of foreign assignment is linked more closely to expatriates ability to adjust to the new culture rather than to adjustment to work.

Adjustment to interaction, on the other hand, involves the level of comfort that employees feel when interacting with members of the host culture. Black et al. (1992a) believe that this is the most difficult area of adjustment because usually the differences between individuals will be revealed when they communicate. Mendenhall and Oddou (1985) state that an individual with good relational skills will find less difficulty to interact with people of the host nation. Those with good interpersonal communication skills in their home culture will normally adjust better to the new culture as compared to their counterparts who possess lower levels of interpersonal communication skills. It is also noted that expatriates with good relational skills are able to apply the principles of human interaction in different cultures. Thus, this makes it easier for them to relate to the host nationals.

Adjustment to work is described as the level at which employees are adjusted to their job tasks, work roles and work environment, as well as the level at which they are able to perform within that environment. This is thought to be the easiest area of adjustment if compared to the other two (Black et al., 1992a) though it does not necessarily mean that it is easy to do. The suggestion is made as studies on American, European and Japanese expatriates revealed that their adjustment to work is very much influenced by the similarities in "procedures, policies and requirements" (p. 117) of the job in the home and host countries. Even though those factors could be similar, other factors such as business practices could be different and this is the time when the expatriates have to adjust to suit to the local practices but still manage to achieve the target outcomes. Some of the work-related variables that are found to be related to work adjustment are role clarity, role discretion, role conflict, role novelty and organizational culture.

Black et al. (1991) maintain that the combination of the three areas of adjustment (general, interaction and work adjustment) is important in determining the overall degree to which expatriates are able to adjust to their new cultural environment. They also argue that cultural adjustment should be viewed as a multidimensional concept and not as a single variable. However, it is also important to treat each area of adjustment separately as some important variables that affect adjustment may not be equally related to all three areas of adjustment (Black et al., 1992a).

Hypothesis 2: There are variations in the patterns of work, general, interaction and the overall adjustment among the expatriates

Methods
Participants
The unit of analysis of this study is the individual expatriate (both OEs and SIEs) attached to the Malaysian hotel industry. As most research seem to suggest that international studies usually had low response rates due to the lack of available research channels to reach the target population (Naumann, 1993), this study tries to ensure as large participation as possible from the respondents. Thus, several

steps were devised in order to reach the target respondents. First, after several failed attempts in obtaining the sampling frame, an expatriate association in Kuala Lumpur was contacted via email to request for information on hotel expatriates. The organization was very helpful and supportive of the project and it provided a list of all hotels in Malaysia (multinationals and international joint venture hotel companies), listed under their membership. The list contained the name of hotels, rankings, addresses, contact numbers, as well as the availability of expatriates at the premises. From the list, it was found that there were a total number of 667 hotels in Malaysia and 337 of them (3-, 4- and 5-star hotels) are located in Peninsular Malaysia. Stratified random sampling was the most appropriate sampling method used in the study, as these hotels were stratified based on the rankings and regions where the hotels are located.

From that, calls were then made to all 3-, 4- and 5-star hotels in Peninsular Malaysia (the study did not include hotels in the Borneo) to identify the number of expatriates working at each identified premise. Their positions ranged from General Managers (GMs) to non-managerial positions such as chef and technical experts. Hotel policies require that any information pertaining to expatriates cannot be revealed, only the numbers can be released. Based from the calls, it was identified that there were 323 expatriates attached to hotels in Peninsular Malaysia and this would mean that the appropriate sample size identified for the present study should be 175 (Saunders, Lewis & Thornhill, 2007), at a 95 per cent level of certainty (5 per cent margin of error).

Instrumentation
The questionnaire survey, specifically the self-administered questionnaire was the key part of data collection used in the study. The drop and collect method was used in the distribution of the survey. To ensure the safety and privacy of the expatriates, the questionnaires were distributed to the GMs' or human resources' office and from there, these offices would distribute the questionnaire to the individual expatriate working at the premise. This would also mean that the distribution of questionnaire was left to the discretion of the respective offices. The hotels advised that the questionnaire could only be collected in a week or so, so that the expatriates would have enough time to respond to it. Of the total number of questionnaires distributed, 241 questionnaires were returned and after the cleaning process, 203 usable data were analyzed, which yielded a 74.6 per cent returned, usable rate. The response rate is comparable to previous studies conducted by authors in different geographical settings (Kittler et a., 2009) and was considered a respectable figure for research involving expatriates (Selmer, 2006).

Measurements
The information on whether these expatriates were OEs or SIEs were obtained from the self-report obtained in the demographic information section of the questionnaire. The question asked "How did you come to Malaysia?" with the choices of answers being 1=sent by parent company; and 2=individual/own initiative.

Measures for the expatriates overall adjustment were based on a 14-item instrument developed by Black (1988). The items were divided into three dimensions—general, interaction and work adjustments. Respondents were asked to indicate on a scale from 1 (not adjusted at all) to 5 (very well adjusted), the degree to which they are adjusted to the items. The reliability value of the instrument was α = .92, which was rather high. For each dimension, the reliability values are: general adjustment (α = .87), interaction (α = .93) and work (α = .82).

Results
Descriptive Statistics
Of all the respondents, 95 respondents (46.8%) were OES and 108 (53.2%) were SIEs. One hundred and thirty one expatriates (64.5%) were married, and only 35.5 % were still single. The expatriates had been in the country from nine months to more than 20 years. The age of respondents ranged from under 35 to 50 years, with a majority (30.5%) fell under 35 years of age. Ninety-six respondents (47.4%) had a college degree and 58% had a bachelor's degree. A majority of the expatriates (48.3%) came from European countries, 52 (25.6%) were from Australia/New Zealand region, 42 (20.7%) were from Asian countries and 11 (5.4%) came from North America. Most of these expatriates (90.6%) had experiences working in foreign countries prior to expatriation in Malaysia. Only 19 expatriates (9.4%) had no experience before coming to Malaysia. It was also found that 179 respondents (88.2%) held managerial posts as compared to those holding the non-managerial positions (11.8%).

When asked whether the respondents speak other languages than their native, 200 respondents (98.5%) claimed they speak other languages than their native and only three (1.5%) did not speak other languages at all. Ninety-three (45.8%) admitted that they were very fluent in language(s) other than their own, 85 (41.9%) were somewhat fluent and only 22 (10.8%) were not fluent.

In describing their ability to speak the native language of Malaysia, 121 (59.6%) admitted that their ability to speak the native language (Bahasa Malaysia) were limited to very short and simple phrases only. Fifty-eight (28.6%) knew basic grammatical structure and spoke with a limited vocabulary. Seventeen respondents (8.4%) indicated that they understood conversation on simple topics and only seven (1.4%) rated themselves as fluent in the language. A majority of the respondents (170 or 83.7%) indicated that they had no training prior at all prior to expatriation, while the remaining 33 (16.3%) did undergo a certain type of training related to expatriation.

Hypotheses Testing
This hypothesis aims at looking at the pattern of adjustment between two groups of expatriates—OEs and SIEs. Previous studies seemed to show a different pattern of adjustment. Thus, a *t*-test was conducted to test hypothesis 1. Table 1 displays the results of the *t*-test. The table shows that the mean for OEs is higher than that of the SIEs. This means that OEs, on average, have higher adjustment than SIEs. The results show that there is no significant difference in the adjustment pattern of the two groups of expatriates. Since the results shows that there is no significance difference between the two groups, further analysis on the adjustment pattern could not be conducted. Clearly, the results of the analysis did not support the findings by Peltokorpi and Froese (2009), which found that there was a difference in the adjustment of OEs and SIEs.

Table 1: T-Test Results of Differences between OEs and SIEs

Variable	Coming to Malaysia	N	Mean	F	SD	Sig
Adjustment	Sent by parent company	95	4.56	4.94	.414	.027
	Individual/voluntary Basis	108	4.45		.354	

*p<.05

Hypothesis 2 aimed at identifying the variations in the patterns of work, general, interaction and the overall adjustment among the expatriates. The results of the analysis revealed that that respondents displayed high levels of adjustment, with all respondents (100%) indicating levels of four and above (4=adjusted and 5 very well-adjusted). The respondents' general adjustment appeared more varied with a range from 4.06 to 4.69. Even though some of the scores were a lower as compared to the other two dimensions, the mean level of general adjustment was still considered high, which is 4.48. For the interaction adjustment, the scores range between 4.37 and 4.46, with

an average of 4.40 and it also suggests a slightly high interaction adjustment to the new culture. The mean level of work adjustment was 4.70 (scores ranged from 4.61 to 4.81). Finally, the average level of overall reported adjustment is 4.50 with a standard deviation of .39, signaling that on the whole respondents appeared to be adjusted to general, interaction and working with Malaysian co-workers.

Discussions and Conclusions
Discussions
The main objectives of this article were to examine the relationship between work-role characteristics and the adjustment of Malaysian hotel expatriates and to explore the extent to which the characteristics would explain variations in the adjustment patterns of the expatriates. The adjustment patterns were examined based on the overall adjustment and the dimensions of this adjustment. Besides, the paper also looked at the difference of adjustment between OEs and SIEs of hotel industry.

As the analysis revealed, a majority of the expatriates came from European countries. This has been consistent since Ruddy's (1991) study on career development of hotel managers in the Asian Pacific, where he found that 68% of the respondents surveyed were from Europe and North America. It seems that the pattern of movement of European expatriates is still consistent until now, where more Europeans are keen to explore, travel and work in a foreign country.

Of the total number of expatriates surveyed, most were SIEs. This also fits the recent and changing trend in expatriation whereby individuals were more interested in taking charge of their career trajectories without the direct support of an organization (Carr, Kerr & Thorn, 2005). The percentage of SIEs also supports Myers and Pringle (2005) claim that this group of expatriates forms a larger and even more potent global labor market segment that OEs these days.

Interestingly, the result suggests no significant difference in the adjustment pattern between the two groups of expatriates. That means, the two groups of expatriates in hotel industry did not differ in their adjustment to Malaysian culture. Even without the support from parent companies, SIEs had proven that they were still able to learn, adjust and adapt to the lives in the new culture. This could be due to their ability to learn and cope with the new environment, together with their perception of the facilities available in the country. As SIEs initiated their own travel, they could be more open about the new culture and more motivated to explore the culture without having to depend much on the organization. The results clearly contradict previous findings by Peltokorpi and Froese (2009) which found that OEs and SIEs differ in their adjustment, specifically in general and interaction adjustments.

The results could be explained in two ways. First, empirical studies conducted within the context of hotel industry have generally suggested that emphasis placed on certain skills and competencies may not completely conform to the more generic skills proposed in general expatriation literature. For example, for the OEs, they seemed to have no adjustment problem as those in hotel industry usually possess the most desirable attributes such as people skills, adaptability, flexibility, emotional security, language ability, cultural sensitivity, interpersonal skills, functional and technical skills and international motivation (Kriegl, 2000; Shay & Tracey, 1997). Only a small percentage of these expatriates admitted that they had had some sorts of training prior to the move to Malaysia, but interestingly, more than 90 per cent of them reported that they had experience working abroad before coming to Malaysia. In fact, most claimed they had been on foreign assignments more than twice. Of the expatriates sent by parent companies, only a few had some sort of training prior to expatriation. This suggests that training did not play an important role in expatriate adjustment but previous experience that they had could have helped them in adjusting to Malaysian culture. The international nature of the hospital industry, coupled with the experience that these expatriates had, could have served as a buffer toward their adjustment in the country.

On the other hand, it is known that SIEs made their own decision to move and work abroad. They perceived their overseas experience as a means of self-development or part of some other personal agenda (Peltokorpi & Froese, 2009) but about exploring new cultures and looking for new opportunities. The motivations would have enabled them to easily explore the new environment. The interaction and possible formation of social relationships with Malaysian could have allowed SIEs to gain insights into cultural norms, facilitating further interaction with the hosts. With the self-motivation and willingness to venture a new life abroad, SIEs would also face less adjustment problem in the country.

Taken together, the pattern of adjustment of the two groups of expatriates should be taken into consideration in conceptual and empirical accounts of research in expatriation. In the past, research on expatriates mainly examined expatriates as a group, without differentiating the two (OEs and SIEs). Despite the notable differences that exist (e.g. Inkson, 1997; Suutari and Brewster, 2000), only limited research were found to focus on SIEs. This could possibly lead to misleading empirical results since very little is known about the pattern of adjustment of SIEs as the differences between the two have not been widely researched. Only recently research on SIEs has begun to highlight on the emerging distinction between the two groups of expatriates. One of the reasons that that could explain this is that we began to realize that globalization has allowed for rapid movement of SIEs and their numbers are now increasing. Besides, scholars have begun to recognize the added value that SIEs could bring to the individual's career capital (Inkson & Myers, 2003).

Meanwhile, the analysis on the variations in the patterns of work, general, interaction and the overall adjustment among the expatriates confirms the value of unpacking concept of adjustment and presenting it as a multidimensional concept. As hypothesized, while on the whole, the respondents are well-adjusted to working and living in Malaysia, they do show variations across the adjustment dimensions examined.

Limitations
In spite of the significant contributions we discussed above, several limitations need to be acknowledged. The first is the reliance on a single respondent for the independent and dependent variables may have contributed to common method variance. Although this issue is pervasive in field research in social sciences, it is particularly salient when measuring variables more susceptible to perceptual bias. Therefore, when designing the questionnaire survey for the study, attempts were made to minimize same source bias by placing the independent and dependent variables in separate sections of the questionnaire. Furthermore, if the same respondent bias or common method bias was in effect and inflated the correlations among the variables, the self-rated individual, organizational and nonwork variables should have had stronger effects on the expatriate adjustment, which was not the case. Hence, the concern for same respondent bias or common method bias was further reduced.

Secondly, this study also has limitations in its statistical techniques and data as it only looked at only one particular industry (i.e. hotel). The hotel industry was chosen because despite the extraordinary interest of MNHCs and IJVHCs in expanding their operations globally, very little is known about expatriates in this industry. Another limitation with regard to this is the sample size itself. Response rates within groups are particularly important for all multivariate analysis (Klein, Dansereau & Hall, 1994). In the present study, the 203 respondents are rather small samples for multivariate analyses and this could lead to some problems when estimating regression weights in relation to hypotheses testing, especially on SEM technique. But due to the time constraints and the small population of expatriates in the industry, the number of respondents was considered appropriate (return rate of more than 70 per cent). Also, owing to the constraints of time and financial resources, the samples of this study are also limited to expatriates located in Peninsular Malaysia. Thus, generalization of the results (that all expatriates in Malaysian hotel industry) should be made with appropriate caution. Besides the statistical techniques, data and sample size, there is also a limitation with the instruments adopted by the study.

Even though it is acknowledged that the instruments used in the data collection were adopted from past research as they had shown high reliability and validity, the instruments were still applied with caution as in hotel industry some of the supports (especially human

resource support) could have not been provided by the organizations or they are already available to the expatriates due to the nature of the industry (i.e. car, housing, etc.).

Next, the cross-sectional nature of the present research also contributes to the limitation of the study. Clearly, a longitudinal research that tracks the adjustment progress and communication activities during expatriation is needed. In addition, statements of causality based on the results of statistical techniques (such as multiple regression and SEM) are useful in making inferences, but must be treated with caution given the correlational nature of the data.

Conclusions

Although research on expatriation management has been numerous, the findings from the present research represent an incremental step towards better understanding of the complex phenomenon of the adjustment pattern of SIEs and the relationship between work-role characteristics and expatriate adjustment. This research also extends our understanding of expatriate adjustment by looking at those in the hotel industry and SIEs in the industry as past research seemed to focus on OEs and those in other industries, especially manufacturing. Expatriates in this industry, as well as the SIEs are relatively under-researched groups as the focus of previous research was normally on OEs of multinational companies of industries other than hotel. Hotel OEs and the high proportion of SIEs give support to the importance of studying further these under-explored groups. The results of the study indicated that in hotel industry, expatriate assignments and those who initiated work abroad did not differ in term of their adjustment. This contradicts a previous study (involving expatriates in multi industry) which found that these expatriates differ in their adjustment especially in interaction and work-related adjustment.

The analysis of the study also confirms the value of unpacking concept of adjustment and presenting it as a multidimensional concept. As hypothesized, while on the whole the expatriates in our sample are well-adjusted to working and living in Malaysia, they do show variations across the adjustment dimensions examined.

In sum, the findings from the study provide further understanding of adjustment among expatriates and it is hoped that the study will be a step further in enhancing our understanding of expatriates, especially in the hotel industry located in a multicultural society like Malaysia.

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SPECTRAL ANALYSES OF THE IMAGE

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Abstract
Spectral analyses application to study the characteristics of closed circuits of planar objects is considered in the article. The possibility of obtaining data defining the basis properties of circuits of this kind on a truncated spectral portrait containing several components of the original spectrum the number of which is virtually not dependent on the number of points in the circuit is demonstrated.
     The submitted results can be used in solving the problems of defectology of planar structures of microelectronic techniques.

Introduction
An image circuit of an object set on a grid of *M x N* nodes has a form of a broken line. Any point of a circuit can be considered to be the initial one. In a closed circuit with *K* points the first and the last points are the same. We agree to number the circuit points in the clockwise direction (Fig. 1).
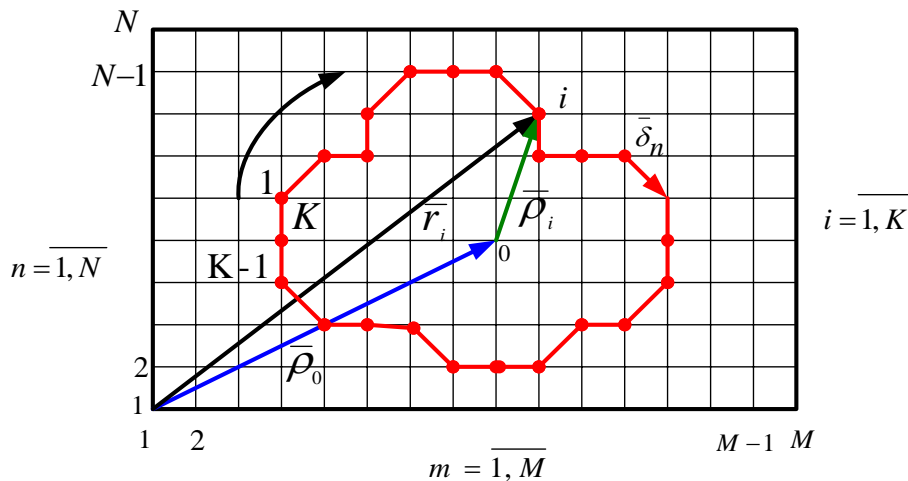
Figure 1. Image circuit of an object

Points array which determines the circuit can be set in different ways [2]:
-   by the aggregate *K* of the radius vectors r_i , i=1, *K* , $r_i = r_K$;
-   by the aggregate *K* of the vectors ρ_i, i=1,K , $\rho_i = \rho_K$ the general origin of which is in some point *O* inside the circuit;
-   by the aggregate *K-1* of the vectors $\delta_n = r_{n+1} - r_n$, n=1, *K-1* conditioned to closure $\sum_n \delta_n = 0$.

According to Fig. 1 the relation between the vectors r_i and ρ_i is determined by the equality

$$r_i = \rho_0 + \rho_i , \qquad (1)$$

where ρ_0 – the radius vector of the point *O*.

Any vector on the plane is defined by a pair of its projections on the axis of coordinates. However to solve the problem of circuit analyses it is convenient to use a complex form of vectors presentation. Thus, conformably to the radius vectors r_i we put down indicating the projections of the vector on the axis of coordinates as m_i , n_i and $\sqrt{-1} = j$:

$$r_i = m_i + j\, n_i , \quad i=1,K . \qquad (2)$$

The equality (2) is actually a parametric form to define the curve of the complex function of an integer argument with integer values. For example, the circuit of the planar object [1] in a form of a regular tetragon with dimensions 16×16 is defined by the function (*K=61*):

$$r_i = \begin{vmatrix} [5+(4+i)\times j] \ if \ \ 1 \le i \le 16 \\ (i-11+20\times j) \ \ if \ \ 17 \le i \le 31 \\ [20+(51-i)\times j] \ if \ \ 1 \le i \le 16 \\ (66-i)+5\times j \ if \ \ 1 \le i \le 16 \end{vmatrix}$$
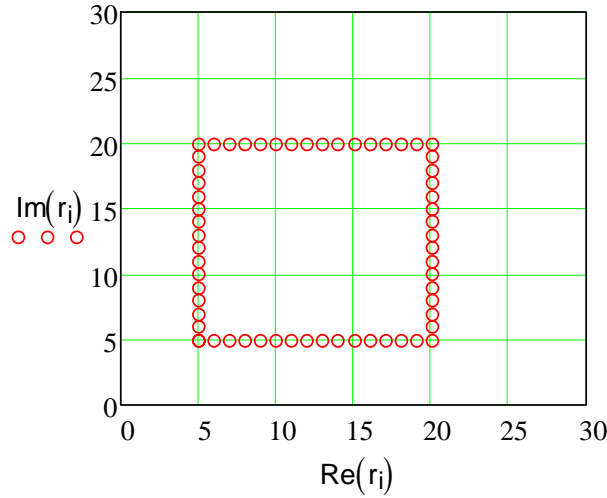
The image of the circuit is shown in Fig. 2.

Figure 2. The image of circuit

The circuit spectrum will be defined by the discrete Fourier transform

$$s_v = F\{r_i\} = \sum_{i=1}^{K} r_i \exp\left(-j\frac{2\pi}{K} i v\right), \quad v = 0, K. \tag{3}$$

Fourier inversion restores the circuit according to its spectrum

$$r_i = F^{-1}\{s_v\} = \frac{1}{K} \sum_{v=0}^{K-1} s_v \exp\left(j\frac{2\pi}{K} i v\right). \tag{4}$$

We can say that the spectra of the closed circuits possess the following basic properties:

1. The choice of the location of the initial point on the circuit does not effect its amplitude spectrum $|s_v|$ Fig. 3.
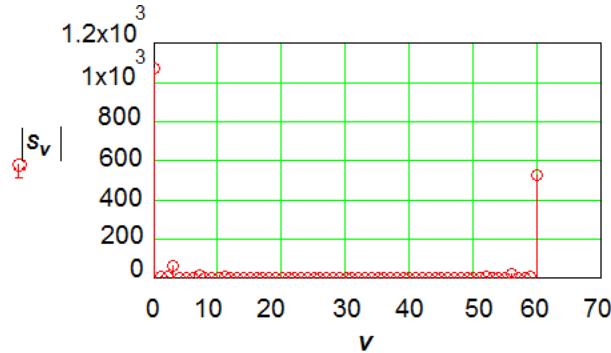
Figure 3. Amplitude spectrum of circuit

2. Change in the direction of path-tracing does not affect its amplitude spectrum.
3. The component s_0 of the spectrum determines the position of the geometrical center of the circuit, and from the equation (4) we have:

$$\rho_0 = \frac{1}{K} \sum_{v=1}^{K-1} s_v \exp\left(j\frac{2\pi}{K} i v\right). \tag{5}$$

4. The amplitudes of the central components of the spectrum are significantly less than the edge amplitudes. Therefore the most informative in terms of completeness of the circuit parameters determination are several pairs of spectral components (s_1, s_{K-1}), (s_2, s_{K-2}),…, (s_N, s_{K-1-N}), and the number of these pairs is as a rule considerably smaller than the number of the circuit points.

$$z1_i = \frac{1}{K}\left\{s_1 \exp\left(j\frac{2\pi}{K} i\right) + s_{K-1} \exp\left(j\frac{2\pi}{K} i (K-1)\right)\right\}, \tag{6}$$

$$z2_i = \frac{1}{K}\left\{s_2 \exp\left(j\frac{2\pi}{K} 2i\right) + s_{K-2} \exp\left(j\frac{2\pi}{K} i (K-2)\right)\right\}, \tag{7}$$

$$z3_i = \frac{1}{K}\left\{s_3 \exp\left(j\frac{2\pi}{K} 3i\right) + s_{K-3} \exp\left(j\frac{2\pi}{K} i (K-3)\right)\right\}, \tag{8}$$

Spatial harmonics corresponding to the selected pairs of spectral components, etc., define the ellipses of the first, second order which superposition in accordance with (4) completely determines the original circuit. A partial sum of ellipses gives its approximate and smoothed representation. As an example in the Fig. 4 the images of the original circuit (Fig. 2) and its approximation by a superposition of the first three ellipses are presented in the Fig. 4.
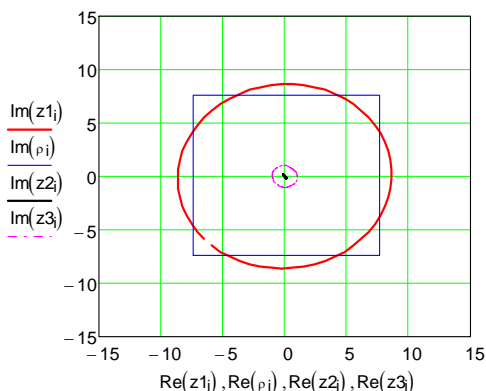

Figure 4. Superposition of the first three ellipses

Circuit restoration with respect to N spectral components can be used to reduce circuit distortion by the disturbances, to remove low-sized details, to define the decisive classification rules of the objects according to their images which are invariant to the number of points in the original circuits, etc. In order to formalize the operations on circuit smoothing and to present the circuits in a standardized scale a normalization factor,

$$Q = \frac{1}{K}\sqrt{|s_1|^2 + |s_{K-1}|^2} \qquad (9)$$

and a rejection filter with an amplitude characteristic will be defined Fig. 5

$$H_\nu = \Phi(\nu - 1) - \Phi(\nu - N - 1) + \Phi(\nu + N - K), \qquad (10)$$

where $\Phi(u)$ – a unit function (inclusion function) , $N= 20$
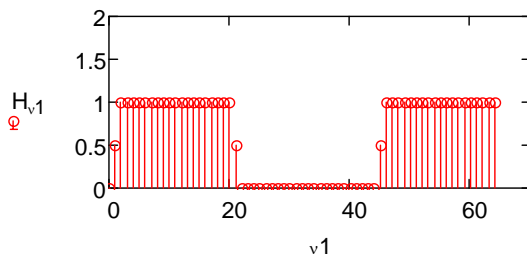

Figure 5. Rejection filter with an amplitude characteristic

Then on a truncated and standardized spectrum by the inverse Fourier transform a smooth

$$S_\nu = \frac{H_\nu}{Q}s_\nu \qquad (11)$$

circuit of standard dimensions independent from the original circuit dimensions is defined,

$$\rho Q_i = F^{-1}\{S_\nu\}. \qquad (12)$$

In the spectrum (11) with K components the values of the first N and the last N are significantly larger of the rest ones. With this in mind we define the compact spectrum which includes as opposed to the spectrum (11) only $2N$ component.

$$G = stack(G1, G2), \qquad (13)$$

where $$G1 = submatrix(S, 1, N + 1, 0, 0), \qquad (14)$$

$$G2 = submatrix(S, K - 1 - N, K - 1, 0, 0). \qquad (15)$$

Therein in recording the operation of the spectrum compact the Mathcad symbology was used [3].

On any array that circumscribes the circuit of a planar object numerical parameters characterizing the features of its shape are defined. They in particular can be used as classifying criteria in objects defectology [1]. The following are the most often used parameters: perimeter P, horizontal and vertical dimensions – Hr and Vr, respectively, the overall area SV, shape factor ξ, and the norm W. Taking into consideration the limitations concerning the size of the paper the calculated ratios are presented only in application to the circuit defined by the array (12):

$$P = \sum_{i=1}^{K-1} \left| \rho Q_{i+1} - \rho Q_i \right|, \tag{16}$$

Graphs of the real *Re* and imaginary *Im* parts are shown in Fig. 6.

$$Hr = \max_i R_e(-\rho \ Q_i) + \max_i R_e(\rho \ Q_i), \tag{17}$$

$$Vr = \max_i \mathrm{Im}(-\rho \ Q_i) + \max_i \mathrm{Im}(\rho \ Q_i), \tag{18}$$

$$SV = Hr \times Vr, \tag{19}$$

$$\xi = \sqrt{\frac{P^2}{SV}}, \tag{20}$$

$$W = \sqrt{\frac{1}{K} \sum_{k=1}^{K} \left| \rho Q_i \right|^2}. \tag{21}$$

Evaluation of circuit parameters defined by the original array are calculated by the same formulae with the replacement of the values ρQ_i for r_i.
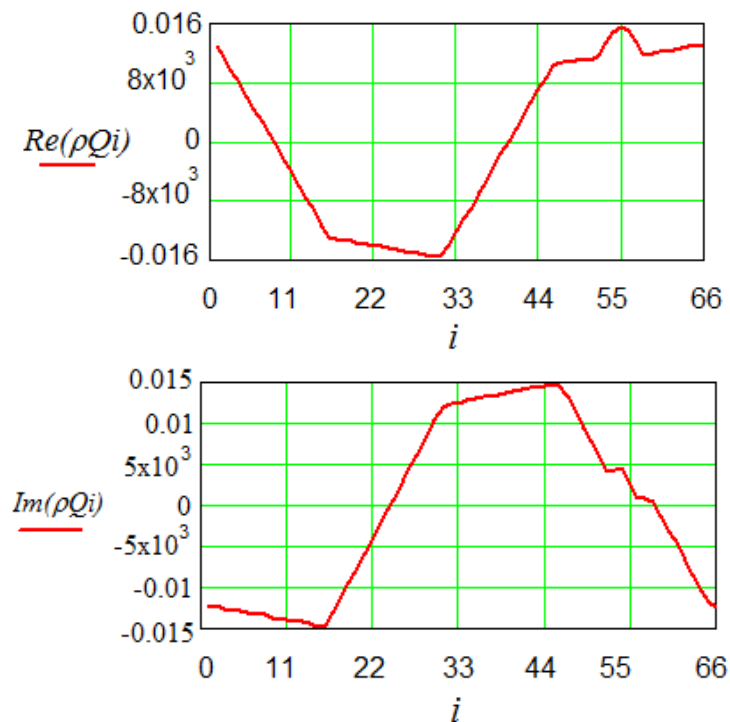
Figure 6. The real *Re* and imaginary *Im* parts

Replacing the indicated values by their presentation through the inverse Fourier transform we can obtain ratios to calculate the circuit parameters using the corresponding spectra.

Conclusion

With regard to the specific spectra properties of closed circuits of planar objects images a compact circuit spectrum can be determined. It differs from the original in fewer numbers of the components. This makes it possible to solve the problem of circuit analysis (to detect and classify defects in products of microelectronics as well) by operating with data files of a smaller volume compared to the original ones.

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STORM SYSTEM: WEARABLE SHELTER FOR THE ALPHA TIME ERA

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Abstract
STORM SYSTEM is a wearable complex design prototype that integrates technical textiles, lighting and heating technologies as well as a visual communication system, featuring a brand new era of interaction between Man and the environment.
Approaches:

- Manifesto – STORM SYSTEM is a call for action and an awareness of behaviour concerning the environmental issue, and the consequent modification of our identity.
- Design / Identity – STORM SYSTEM materializes a concept and communicates the metaphor by shape and by the integration of technology. Its visual result, supreme protection for an individual both in terms of mental, anthropological and social processes, and in terms of physical appearance, corresponds to the maximum modification of individual identity, by technology, as we know it.
- Technology – Working close with two Portuguese technological centres and international textile companies, the results of the concept materialization bring more comfort and protection to the user on a wearable level.

Keywords: product design; technology integration; social identity; human protection; environmental changes

Introduction
In this environmentally and demographically complex start to a post-industrial millennium, it is urgent to reflect on the transformations that occur from the interaction between individuals, the city they inhabit, its surroundings and protection conditions. Today's population growth forces a reorganisation of space, in a variety of contexts that individuals face on large urban surfaces, as well as an interiorisation of the impacts resulting from behavioural changes. An unbearable logistic and environmental excess is therefore propagated (and vice versa), favouring unlikely scenarios of human coexistence. Pollution and adverse weather conditions hamper natural and urban ecosystems, resulting in a greater immediate instability of individuals per se and the collectives they form. Thus new logistic, habitation and protection needs arise, which require the evaluation of a new living context for Man. These needs catalyse crucial contextual design thinking regarding its ability to respond appropriately to the new global habitat. The territory and the context establish the parameters for the combined intervention of design and technology. Similar to a prosthetic exoskeleton, STORM SYSTEM not only comprises the necessary formal characteristics, but also the symbolic essence we crave today. In its relationship with the human form, STORM SYSTEM is yet another prelude to the era of the redesigned man, a hybrid between the organic and technology, and consequently, with its identity necessarily altered. This man, a possible cyborg with prosthetically enhanced capabilities and limitations, is conceptualised as attuned to the requirements of a modus vivendi of a future that has already arrived.

Design And Technology Within The Design Project
Various models currently connect Design and Technology. So it is not difficult to identify examples of the application and achievements of these two disciplines in the objects that surround us: the Microlattice material by HRL Laboratories, a Smartphone or an item of sports clothing for high level completion.

We do not normally realise it, but we do in fact depend on this symbiosis. We almost consciously ignore the impact of technology on our daily lives, and its consequences are still being assessed. Moreover, as designers, we use available tools and solutions in favour of a better quality of the processes and solutions we envisage, within the contexts we create.

Pondering the motivation and impacts of these results originated the STORM SYSTEM project. It transposes the realm of the object, in addition to being a statement and a call for action. In other words, the integration and interaction of technology and the actual design project will condition and restructure the appearance of the human body – the beginning of a new identity, and will elevate STORM SYSTEM to a leading role in a predictably adverse socio-environmental context.

Scenario: Alpha Time
"The fact remains that it has no walls, no ceilings, no floors: it has nothing that makes it seem a city, except the water pipes that rise vertically where the houses should be and spread horizontally where the floors should be: a forest of pipes that end in taps, showers, spouts, overflows. Against the sky a lavabo's white stand out, or bathtub, or some other porcelain, like late fruit still hanging from the boughs. You would think the plumbers had finished their job and gone away before the brick-layers arrived; or else their hydraulic systems, indestructible, had survived a catastrophe, an earthquake, or the corrosion of termites." *in* Le Città Invisibili, Italo Calvino (Calvino, 1972)
The context of this project can be a post-civilisation era.

Post-urban landscapes, ravaged by adverse weather conditions, are proof of technical achievements that at the height of their glory perished into oblivion, becoming ubiquitous and inanimate nature. Forests of steel, dense and sterile, doomed to witness intentionally absent men drifting, primates of the post-technology era. They are primates because of the unique civilisation forged at some point in time, which we call Alpha Time, confining them to a blind acceptance of reality (Alpha Time is a scenario envisaged by the author. It is defined as temporal ambiguity). They are primates that inhabit a ubiquitous space, filled with memories and signs that lack significance.
So, in this confrontation between our time and Alpha Time, there are mirrors that show Man a civilisational reflection of himself. The new primates are introduced to the memory of the space they inhabit, with the memory of their own condition. It is within this historic perspective that STORM SYSTEM emerges, as a design object. It accompanies the message and simultaneously is the message, consolidating within itself both the experience of a prior era (archaeology of the future) and a device for this new era.

BACKGROUND AND CONTEXT
The author heads a company, whose core business is design, and fosters regular partnerships with a variety of artistic, commercial and entrepreneurial sectors. These partnerships are highly important for technology-based projects and are supported by strong collaboration with several specialised technological centres, such as CITEVE – Technological Centre for the Textile and Clothing Industries of Portugal; CeNTI – Centre for Nanotechnology and Smart Materials; or FCT | UNL - Faculty of Science and Technology of the Universidade Nova de Lisboa. The author therefore encourages a philosophy of rigour and simplicity in processes and methodologies, which manifests as an increase in levels of creativity, combined with the logic of the objects and their functions.

Accordingly, the author defines his work through collaborations, as well as the constant search for new concepts and technical innovation. Of equal importance is the creation of projects that transcend a first, more disruptive phase on a technical and conceptual level, to give way to innovative solutions that are more in tune with the market reality.

The author is motivated by the desire to understand phenomena resulting from the transformation we are collectively and individually facing, and the urgency of responding to these new challenges. He has positioned himself at the crossroads of design practice and the contextual analysis of civilisation's modus operandi. In his work, the interaction of design and technology provides a response to the new challenges of urban contemporaneity.

His portfolio includes several projects in which new technologies are an integral part of the product, both in terms of materials used and in terms of incorporating technological devices into clothing, thus creating new properties and functions.

Literature, Theory And State Of The Art

"We are now faced with the fact, my friends, that tomorrow is today. We are confronted with the fierce urgency of now." Martin Luther King Jr, "Beyond Vietnam" (Address delivered to the Clergy and Laymen Concerned about Vietnam, at Riverside Church, 4 April 1967, New York) in "An Inconvenient Truth", 31 May 2006

In a general but essential way, the author references the work of two artists in defining the preliminary phase of the STORM SYSTEM project. They have been influential in terms of their ideals, the results they have achieved and the doors they have opened for new developments. They are: Stelarc, a cybernetic, electronic performance and body art artist (together with Brazilian artist Eduardo Kac), whose work focuses on extending the capabilities of the human body; and Lucy Orta, a designer and visual artist who links architecture to fashion design, social awareness and activism.
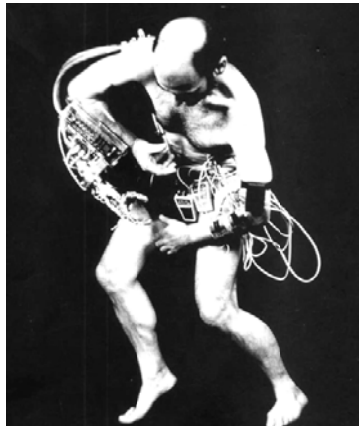

Figure 1 - Stelarc Remote Gestures / Obsolete Desires: Event for Scanning Robot – Edge Biennale London – 1992. Photo: M. Burton (© Stelarc)

Regarding the transformation of the human body and its relationship with technology, Stelarc questions this very body. He views it as a not particularly efficient or resistant structure, which in itself is not an appropriate biological form. This artist does not view the body as a subject, but rather as an object whose architecture can be modified to adapt and expand its knowledge of the world. Just as Stelarc's work is a vital reference for this project, in which the author also perceives it as a statement for his thought process, Donna Haraway (1991) is equally influential as she claims that "at the center of my ironic faith, my blasphemy, is the image of the cyborg".

Likewise, it is important to mention the work of Lucy Orta. In her Refuge Wear project, and since 1992, Orta has systematically anticipated issues pertaining to the environment, emerging urban problems and natural disasters. Her work aims to capture the attention of an audience that participates in social work, and to create an ethical framework for social development and assistance, by exploring the boundaries between the body, clothing, architecture and the environment (Orta 1996).

Figure 2 – Refuge Wear Intervention London East End - 1998. Photo: Lucy Orta, (© Lucy Orta)

It is clear that these kinds of practices embody the collective conscience that is repeatedly generated by these issues, with which the author identifies. The emergence of this type of conceptual and project-based approaches is critical for establishing a peremptory context of action as a catalyst for change. The crisis we face today is also a context in which a vast field of new opportunities can be identified. Al Gore, politician and environmental activist, made a strong appeal regarding these issues, specifically in the film An Inconvenient Truth (2006): "The voluminous evidence now strongly suggests that unless we act boldly and quickly to deal with the underlying causes of global warming, our world will undergo a string of terrible catastrophes, including more and stronger storms like Hurricane Katrina, in both Atlantic and Pacific."

In line with this thought, we can observe that in the last century our modus vivendi has undergone various changes due to scientific and technological progress. This progress has undoubtedly provided Man with more comfort and better living conditions. However, Man believed that everything Earth supplied was endless and this led to irresponsible behaviour. Deforestation, water, soil and air pollution,

and the depletion of natural resources are destroying the planet, resulting in further environmental changes. These are real indications that the scenario envisaged by the author for this project (Alpha Time) is more than an idea, it is a serious possibility.

Methodology
The overall creative conception of STORM SYSTEM is based on knowledge of the aforementioned contexts, supplemented by research into current debates and exhibitions about this topic. It employed the following methodology:

Phase 1: Collecting information on the object of study
a) Situation:
Gathering various projects, statements and studies that reflect the state of the art, in addition to indicators that define the reality of cities, in general, and extreme situations that cause deprivation – more or less long periods of social or natural catastrophe.
b) Object of study:
In light of our object of study – people in situations of social and climatic deprivation, analysis focused on information that supported or explored the real life experience and needs of this group, such as journal articles, books, websites and publications.
This research shaped the project's initial specifications, based on:
- Studying current situations, and the future international repercussions of political, social and environmental discourse.
- Understanding reality and awareness of ongoing actions.
- Gathering specific needs in real-life threshold situations – temperature, lighting, communication.
- Perceiving a need to make a discussion of these issues public.

Phase 2: Design
Conceptual and formal research, based on the information and specifications gathered in the previous phase.
- Conceptual and formal research.
- Preliminary studies and sketches (macro and micro design).
- Research into materials, suppliers, manufacturers.
- Technical advice and follow-up of component development by chosen external entities.
- Identification of the most promising solutions in terms of formal, technical (materials and production), and technology components.
- Production of prototypes-proof.
- Validation.
-

Figure 3 – Preliminary studies for STORM SYSTEM / macro design (© author)

Phase 3: Systematisation and details
- Review of compliance with project objectives.
- Concept testing with direct and indirect stakeholders.
- Decision on materials and development of technical drawings for production.
- Production of four final prototypes with every project component (design/technology).
- Validation.

Phase 4: Presentation
- Project presentation:
Public multimedia presentation of the adopted methodology, end product, and conclusions derived from the process. Portuguese media and relevant bodies are invited to attend the event for a public discussion of the themes addressed within the project.
- STORM SYSTEM website:
Creation of a bilingual website, with a strong communication component. It will illustrate the entire process and results of the project and the presentation / dissemination event. This site will be activated in tandem with the presentation event.

Partnerships
To supplement the development of the STORM SYSTEM creative and technical project, partnerships were established with three technological centres – CENTIMFE (Technological Center for the Mouldmaking, Special Tooling and Plastics Industries), CITEVE and CeNTI, according to the author's brief and guidelines. The technicality of the project made these partnerships essential, since the inherent constraints of each step of the construction process was basically an investigation of the potential and limitations of the intervening technologies.

Various specifications were considered for STORM SYSTEM:
- Structures (fabrics, trilaminates, spacer fabrics, meshes, plastics).
- Electronic components (conductive strips, conductive wires, LEDs, circuit boards, batteries, buttons).

- Composition (polyamide, polyester, PVC)
- Elasticity and thickness.
- Functional technologies (application of waterproof and breathable membranes, water- and dirt-repellent coatings).
- Printing technologies (transfer, Plastisol, rubber).
- Cutting technologies (blade, laser).
- Bonding technologies (traditional sewing, use of waterproofing tapes, fusion bonding, adhesive bonding).
- Shapes and fittings.
- Incorporation of electronic components, developed by CeNTI, into the prototypes.

For both these partners (CITEVE e CeNTI), the development of the project was based on gathering data on the state of the art, the technical properties of the materials, the technological specifications and requirements for printing and manufacturing, and the inherent performance of this kind of product and its functions.
Technologies belonging to CITEVE's Dyeing and Confection Workshop and CeNTI's Workshops were used to develop this project. Other relevant services, such as embroidery and printing, were outsourced.

The methodology employed to develop the project was divided into two parts:
- Product development (formal appearance of the object, with use of textiles).
- Development and incorporation of electronic systems.

The methodology used to specify and develop the textile element comprised the following core activities:
- Technical specifications of the project - identification and technical definition of requirements, specification of materials and technologies to be used (research into raw materials, state of the art of most appropriate materials), production of solutions, their analysis and validation, and acquisition of materials to produce prototypes.
- Technical development - production of prototypes, their analysis and validation, reengineering (adjustments and optimisation) and production of the four final prototypes.
- Tests / evaluation - study of preservation and cleaning requirements to define the information for the label.
- The methodology employed to specify and develop the electronic part comprised the following core activities:
- Idealisation of electrical circuits - Radio Frequency (RF) communication circuits, circuit control devices (two-button control board, which forms the touch pad), circuit monitor for the heating strips, and LED operation circuit.
- Research and requisition of electronic material - listing and ordering all material needed for the various circuits.
- Production of PCBs (Printed Circuit Board) - CAD drawing, PCB of the RF transmitter circuit, PCB with RF receiver circuits, monitoring heating strips, and operation of the LEDs.
- Assembly and testing of electrical circuits - assembly of all PCBs, and electrical interconnection between them and peripheral equipment, functional testing of the system.
- Incorporation of the heating and conductive strips - incorporation of the heating strips in the 3D structure, incorporation of the conductive strips in the 3D structure, and incorporation of peripheral equipment in the 3D structure.
- RF communication - guaranteeing that operating the control buttons affects peripheral equipment as intended.
- Heating strip - guaranteeing temperature control of the heating strip by using the automatic ON/OFF system of the heating, guaranteeing the strip remains within a comfortable temperature range, and creating a protection system to guarantee the temperature of the strip never exceeds a specified value.

Storm System: Critique and Achievements
To give continuity to his vision, specifically with regards to the relationship between design and technology as a response to the new challenges of contemporary urban living, the author introduces STORM SYSTEM: a piece of clothing with contextual and technological intelligence. This product is a conceptual response to the emerging needs of contemporary city living, or a potential post-metropolis or post-civilisation scenario (which the author calls Alpha time) if this kind of political and social situation ever occurs.

STORM SYSTEM, a smart raincoat, is intended to exceed its immediate clothing function. It is a body protection device, whose physicality visually and formally reconfigures the shape of its user. This effect is created by a "capsule" that envelops and transforms the body, augmenting its protective nature. It prolongs the body's vital capacity beyond its organic limits, particularly in extreme weather conditions.
STORM SYSTEM evolved from the human body and its performance needs in a new urban scenario. It is a solution that encompasses protection, mediation and visibility, as well as an integrated thermal component, all of which were formal stipulations of the project. This item of protection from the elements comprises two key elements (interior-vest and exterior-raincoat), which are currently interdependent but may also exist separately in the future. STORM SYSTEM thus endeavours to respond to the development paradigm, proposing a new concept of shelter. Similar to a prosthetic exoskeleton, STORM SYSTEM not only comprises the necessary formal characteristics, but also the symbolic essence we crave today. In this context, exoskeleton is a device that extends an individual's organic resistance and which performs the vital functions of protection and mediation. Accordingly, STORM SYSTEM embodies a concept integrated into the front end of an industrial production cycle.

In anticipation of an unprecedented technological and civilisational upheaval, STORM SYSTEM, and its relationship with the human form, is a potential prelude of an era of a redesigned Man, a hybrid between the organic and technology (Capucci 1994). This man, a possible cyborg with prosthetically enhanced capabilities and limitations, is conceptualised as attuned to the requirements of a modus vivendi of a future that has already arrived.

To synthesise the underlying thought process, this project can be defined by four interrelated approaches: Manifesto, Design, Technology and Identity.

Manifesto
STORM SYSTEM is a "call for action", an awareness of behaviour concerning environmental issues, and the consequent modification of our identity through the use and implementation of technology. The new individual in an unknown adverse era becomes more primal. We live in turbulent weather conditions times. We might not know the immediate causes or the main actors. However, the media send us almost daily warning signals regarding the position of various governmental and non-governmental actors in relation to this issue. So, in light of the current environmental and political conditions, the author believes that the future (that has already arrived) demands the design of a protection system with opposing characteristics (aggression vs. protection), a STORM SYSTEM. This is not intended as an apocalyptic or Messianic project. The author views it as a call for action and an immediate response to a reality that we may yet have time to prevent.
According to a new understanding of the human body, in adverse weather conditions, STORM SYSTEM is a statement with a certain degree of aggression and discomfort towards the formal, technological and visual transformations imposed on it. It thus contaminates the

canonical body, transposing it to a fictional realm that is already a part of our collective imagery. It is also a metaphor for the emerging individualism of our culture; a symptom of the mediation of technology, where any association with the surroundings is mediated by other devices with apparently unfamiliar functions, bypassing the human being. But, in contrast to this renewed concept of individual cocoon, the STORM SYSTEM's visual code communicates the physical presence of its user. It explores a greater exposure of the individual to the collective, in an attempt to impact others via this visual language mechanism.

Design
Working from the author's background (reasoned logic, project methodology, R&D resources, and design policy), STORM SYSTEM materialises a concept and communicates the metaphor through shape and by the integration of technology. It is a conceptual product for an urban environment, pioneering commercial apparel for the cities of today.

STORM's external component was designed to have a mimetic relationship with the human body, through the use of protective and visual formal means. It fulfils its primary function as a shelter for the body in adverse weather conditions by employing waterproof materials.

Likewise, the premises of an organic shape and body mimicry, in which the user's body is communicated via visual abstraction, warrant a new typology of visual code (The inherent concept of this visual code was created by Detanico Lain, a team of Brazilian visual artists, for the STORM SYSTEM project.) throughout the surface of the piece. This code, the Rainfall Intensity Code (see Figure 4), accentuates the user in low contrast environments through the use of reflectors and high visibility effects. The author feels that it also responds to the expression and communication mediums present in Alpha Time - a "bio-techno-primitive" time, which is the result of Man's reorganisation according to the new technological era.
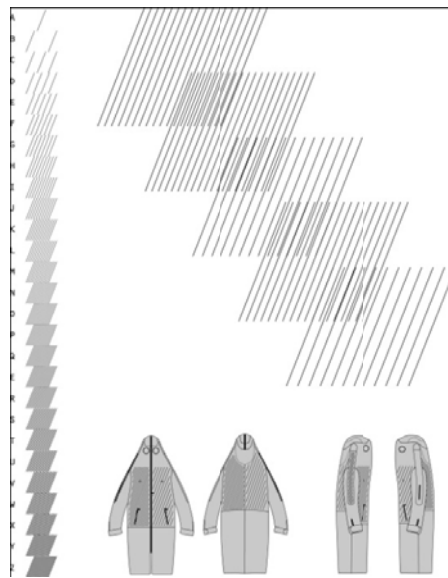

Figure 4 – Rainfall Intensity Code (© author)

Alongside these characteristics, mediation is also achieved through the incorporation of visors, respirators and simple auditory devices. These permit STORM SYSTEM's capsule shape, without compromising its comfort and the performance envisaged for this piece in the aforementioned urban-environmental context.

The exterior piece can be defined by the following aspects:
- From the perspective of urban imagery, this piece transports us to scenarios of weather-ravaged cities.
- The incorporation of technology into STORM SYSTEM makes it a visual protection, as well as waterproof.
- In a city with a more complex organisation, in which dangers exist on a larger scale, this project is also an attempt to renovate visual codes, by implementing the Rainfall Intensity Code and pictograms devised for this project - high visibility and reflectors.

The interior component is envisaged as an exploration of the aforementioned concept of exoskeleton, which is supplemented by protection of a more physiological nature. Besides transforming the volume of the body through its technical add-ons (devices that foster its technological functions), this piece is a link between the body and the exterior protective component.

The characteristics of this component are divided into:
- Protection of the user via a heating system (vital for heating the torso), which can be regulated via a touch pad to preserve optimal body temperature.
- Protection of the user from physical collision, focused on areas of the body with greater sensitivity, through the strategic incorporation of three-dimensional technical materials.
- Mediation, through a lighting system that extends the field of vision via frontal LEDs (link to the exterior).

Figure 5 – Exterior and Interior Component (© author)

Technology

Working closely with Portuguese and international partners, the materialisation of the concept brings added comfort and protection to the user on a wearable level (lighting, heating, and sensors | control | touch pad).

The integration of electronics in the wearable piece has been analysed in order to enhance functionality and minimise constraints in terms of ergonomics and freedom of movement. Another factor that was considered was the cleaning, preservation and maintenance of the piece. Parameters such as weight, size, flexibility and likelihood of contact with water were important premises when it came to choosing the electronic components it would incorporate.

Once the location and most practical position of each component had been studied and established a schematic draft, to scale, was prepared of the proposed layout for the front and back.

Technically, to construct an efficient lighting and heating system for a raincoat that uses LEDs for lighting and strips for heating the back area, batteries were the option as a source of energy and these were commanded and controlled by two electronic systems.

The features presented for the three systems were:
- Lighting system (with incorporation of LEDs).
- Heating system (incorporation of heating strips).
- Control and sensor systems (incorporation of temperature sensors, radio-frequency circuits for controls, and energy control circuits of the heating strips and LEDs).

Certain requirements were specified for development, to enable such development of specific project activities: assumptions for heating and lighting time, area of illumination, sizing of the modules and their location were defined.

These were the premises:
- Heating strips located in the upper back area.
- A duration of four hours for the system, when active.
- Definition of four temperature ranges: 32-35ºC, 34-37ºC, 36-39ºC e 38-41ºC, to experience optimal temperature according to environmental conditions.
- LED light projection: 3 metre span for a distance of 3 metres; 5 metre span for a distance of 5 metres.
- Small-sized electronic systems.
- Removable electronic systems for washing and maintenance.

The system comprises heating strips, LEDs, receiver circuit, transmitter circuit, batteries and circuit box.

The heating strips were developed so as to heat the user's back. The areas to be heated were therefore defined, along with the maximum temperature they could reach and the materials into which they are incorporated. Once this was done a thermal simulation study was performed to calculate the spacing of the heating coils to achieve as uniform a temperature as possible.

Sensors are incorporated into the heating strips to constantly measure the temperature. An electric signal is triggered if they exceed the established limits to prevent users from experiencing discomfort.
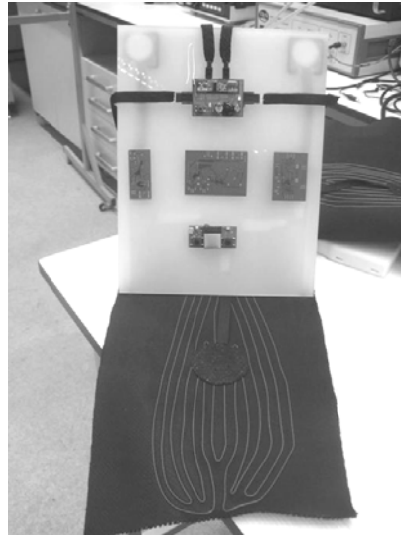
Figure 6 – Electronic components mock up – preliminary studies. Elements of the system – receiver circuit; transmitter circuit; heating strip; temperature sensor, textile bands (© CeNTI)

LEDs have been used for lighting in the STORM SYSTEM, but they had to be adapted before being integrated into it. The LEDs used have a copper dissipator to prevent the textile structure from overheating, with consequent degradation of the fabric. They are connected to the control circuit by means of a conductive textile strip, which provides better integration and flexibility of the energy transmission system.

The transmission circuit consists of a radio frequency transmitter that sends data via wireless communication to the receiver circuit, indicating the functions of switching the strips and/or LEDs on and off.

The receiver circuit consists of a radio frequency receiver that operates on several electronic power systems that switch the power supply to the associated circuits on or off. When a radio signal is received it is decoded in a decoder circuit that subsequently switches the power on or off, to either the heating strips or the LEDs. For the heating strips there is, after it, a current limiting circuit that stops a higher current than that prescribed from circulating in the strips. This prevents short-circuits.

A box to protect the electronic circuit has been developed by CENTIMFE using rapid prototyping methods.

Identity

It was G. H. Mead who proposed that the 'self' of individuals is defined, in terms of sociology, by the exercise of difference, by interaction with and recognition of the other (Mead, 1982). A. Giddens sees personal identity as an imperative object, fruit of a modernity that glorifies the values of individualism but which simultaneously removes from it the safety of enduring group entities (Giddens, 1982).

In the wake of the discourses of these two thinkers, we expect that users of the STORM SYSTEM will adopt a new identity in the eyes of others, because they will not know them, but they will be recognisable from the other elements of their conceptually abstract community. This new identity, which is reflected in this project, thus arises from the reflections of the author about the Alpha time. This means that users will as much ward off any potential enemies by the aggressive image they portray through the STORM SYSTEM as they will draw near to their peers.

This project focuses on understanding design and technology as extensions of Man on a number of levels. Of particular importance are the symbolic aspect and the way in which any accessory created for the human body can (re)build our identity. The visual result of STORM System, supreme protection for an individual both in terms of mental, anthropological and social processes, and in terms of physical appearance, corresponds to the maximum modification of individual identity as we know it.

Does technology have the ability to shield and transform the appearance and identity of humans in the new Alfa era? In this sphere of development, the author feels that it does.

Conclusions and Discussion

As a product, the STORM SYSTEM is highly complex in terms of both the shape and the materials and technologies it uses. To achieve a good result (development of a physical piece incorporating the features planned in the conception phase of the idea for the product), it was necessary to carry out a detailed study of each step, which required research and development, funded by considerable (private) investment.

Conceptually, as already mentioned, this does not set out to be an apocalyptic or Messianic project. The author sees it as a wake-up call and an immediate response to a situation that we may yet have time to prevent. The author sees himself as a Problem Finder, not as a Problem Solver.

The STORM SYSTEM intends to be made public as a manifesto, calling for discussion and serving as a platform for interaction between design and technology – resulting, in the end, in an arguable change of identity.

As we had initially hoped, the arrival of technology in the modern world in general, and in design in particular, has profoundly changed the planning approach to and type of all kinds of objects. In recent years we are witnessing the progress made since that arrival in a garment object | wearable object; progress that has influenced the materials that are used, the assets that these objects acquire at various levels (quality, production / fabric, functions and features, and many more besides) and the way we perceive, use, name and contextualise them.

While on the one hand there are significant gains, nonetheless, in an extreme scenario we will be at serious risk of a change of identity. Taking protection as a primordial objective, and emphasising this as a defensive behaviour, which is itself a prime need, then it is essential to protect the body and the main senses and condition them in an almost obligatory fashion. In this way the expression of identity is regulated, but rather than changing it there is a serious possibility of nullification. The solution makes us anonymous.

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THE NEED FOR A NEW PERSPECTIVE AND APPROACH ON COMMUNICATION TECHNOLOGIES IN EDUCATION FOR AFRICA.

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1. Introduction

The dynamics of today's world require a new approach to learning and communicating for one best world, and especially for African peoples or anothers peoples of underdeveloped countries. Rather then tinkering with the current educational practices aiming at improving the situation, we should approach the current crisis of schooling from a completely different perspective. The need to learn how to learn and to provide multichannel learning opportunities through a variety of flexible delivery mechanism forms the basis of this new perspective. Communication and information technologies (ICTs) have become an integral part of society in many countries, not only in industrialized countries but also more and more on the African continent. These technological developments are contributing to expanding opportunities for engaging in teaching and learning at individual, community and society levels. For example, the Internet has completely changed the life of the human being and now a full role in the most timely and proportional use of the time in all areas of the life of the human being and affects all aspects of our life, including the methods we use in research and teaching and education in schools, universities and workplaces. The question is how can we create this new approach adapting to a new technologies of information and communication for promoting Education in African countries? In this paper, we introduce the rationale behind this project and elaborate on the opportunities and challenges we are facing with the implementation of Creating Learning Networks for African Teachers for new technologies of information and communication is a project that is currently being implemented in the framework of UNESCO's Learning without Frontiers (LWF) initiative. The project aims to benefit from the emerging powers of modern information and communication technologies to stimulate processes of change within the broader objective of rethinking education and learning.

2. Learning, Educating and Communicating in a Changing World

2.1 Lifelong learning: learning to live

Today's world is rapidly moving towards a more open and global society, bringing opportunities for economic growth, peace, human rights and international partnership, but also creating new sets of problems related to changing patterns of labor, multi-cultural societies and environmental disruption. Knowledge is dynamic: what is true today may have no value tomorrow. At the same time, access to information is perceived to be vital to economic development and power. The increasing variety of media sources and growing amount of accessible data create a situation in which the individual or community at the receiver end is increasingly becoming responsible for the selection of relevant, useful and accurate information, a responsibility requiring critical media awareness. While information and communication technologies more and more allow for many people to also generate and disseminate information, and thus play an active role in the processes of interaction between professionals, laymen, learners, policy makers, peers, etc., it requires skills and knowledge and access to resources to effectively do so. A pressure of the contemporary age require people, communities and institutions to continually develop and uses different kinds of knowledge frameworks, value systems, intelligences and skills in order to make sense of, adapt to and contribute to change in constructive and non-violent ways. There is a need for people to learn how to deal with the changing demands of our society and at the same time, develop the capacity that allows them to change in order to take control. Learning has become an essential condition for personal and societal growth and development. The report of the Delors Commission defines the vision of the coming century as one 'in which the pursuit of learning is valued by individuals and by authorities all over the world, not only as a means to an end, but also as an end in itself.

2.2 Building flexible and open learning environments

During the second half of this century education received more and more attention as a major factor contributing to development, mainly driven by the thinking represented in the emerging human capital and modernization theories (). This resulted in expansion of school enrolment and increases in educational expenditure in absolute terms on a global level. Such actions have been stimulated and reinforced by international conferences such as the World Innovative Summit on Education ,**Dr Tshibaka Kanyinda, Patrick** and the mid-decade meeting of the **Dr Tshibaka Kanyinda, Patrick** (2012) workshop on World Innovative Summit of Education, Doha, 13-15 November, 2012. While these actions have to be applauded for the achievements in achieving higher enrolment figures, we see at the same time how schools increasingly fail to provide the learning opportunities required in today's communities.

Both human capital theory and modernization theory have been criticized on their weak argumentation regarding the role of schooling in development. (**PETELO NGINAMAU, Pierre, Professor** argue that schooling is mostly adaptive in nature and reproduces existing social and economic systems rather than triggers change and development. Apart from theoretical critique we can observe now, in the late 90s, that also reality has proven us wrong in our belief in the expansion of the school system as such. In the 70s and 80s, Africa had the highest growth figures in educational enrolment at all levels as well as in expenditures for education as a percentage of GNP (UNESCO, 1995). In the 90s these figures have stagnated or even declined. In Africa more than 200 million adults are illiterate (44% of the adult population) and the gross enrolment figures in sub-Saharan Africa are 73,1% for primary level, 23,1% for secondary and 3,3% for

tertiary level education. We also see increasing numbers of drop outs and alarming high unemployment figures among educated youth. Furthermore, the fast increasing enrolment during the 70s and 80s has resulted in ongoing excessive pressures on school systems through increased need for training and re-training of teachers, for more schools, for adaptation of curricula, for more textbooks and learning materials and for improved communications and administration systems. The Africa example teaches us that society's learning needs cannot be addressed only by expanding the formal education system but require new ways to look at both access to and quality of education and learning. Rather then only aiming at the building of more schools and training more teachers to allow for higher enrolment figures, a new perspective is required in which we look at how we can create more open and flexible learning opportunities for all. We argue that it is not so important to have as many people as possible in the classroom; rather we believe that the focus should be on the creation of learning environments, as the Amman Affirmation (UNESCO, 1996a) states:

'Given the trend toward more open societies and global economies, we must emphasize the forms of learning and critical thinking that enable individuals to understand changing environments, create new knowledge and shape their own destinies. We must respond to new challenges by promoting learning in all aspects of life, through all institutions of society, in effect, creating environments in which living is learning.'

Below we will elaborate on how the Amman Affirmation provides the basis for shaping a new learning environment. At the same time this gives us the opportunity to present three interrelated principles underlying UNESCO's Learning without Frontiers program
The need to learn how to learn
We are living in a world that is dramatically different from our world just six years ago, the time it takes to for an individual to complete primary school. The rate of change is so dramatically that it no longer suffices to teach our children what we think is important. Rather than us preparing our children for their life tomorrow, we have to give this task in the hands of the coming generations themselves.
*Whereas in the past, change could be managed through generational processes, each generation preparing the conditions for the next generation to adapt to change, this process has now become and intra-generation one (****Lambert Mende , OMALANGA.).*** *The capability to cope with change requires the capacity to learn. It is essential that each person develops a concept of 'self-as-learner.' Learning to learn involves developing oneself to engage in critical reflection and creative thinking. Such processes can be stimulated through approaches that are learner-centered, self-directed and focus on problem- and activity-based learning. A big challenge lies in stimulating the learners' ability to build and enhance their own knowledge structures that are flexible and adaptable.*

Multichannel learning approaches
People are part of different communities with diverse social and cultural backgrounds and are therefore at times exposed to different situations from which one can learn. Only a part of their time children spend in the classroom; in developing countries and also in urban areas of less developed countries, they are watching 3-4 hours of TV per day. Teachers often feel they are competing with modern media for children's attention and interest. Rather then trying to compete, we believe that the teacher can very much benefit from such 'outside' influences in a constructive way. In order to create effective learning opportunities, learning process facilitators should build on these experiences and stimulate the development of an integrated model of learning that involves classroom teaching as well as interaction with other learning channels such as family members, others in the community, social experiences, other learners and a variety of media within this framework, teachers should be encouraged to link up more actively with the communities they belong to and build a multichannel learning approach. At the same time, teachers should assist learners in developing a critical eye in judging the varying, and sometimes conflicting, information that these different channels provide.

Flexible delivery mechanisms
As learning can no longer be viewed as a ritual that one engages in during only the early part of one's life with an occasional refresher course but rather a continuous necessity, opportunities for learning need to be provided that are more flexible and open to the specific needs of individuals or groups of learners. People should have the opportunity to engage in learning whenever and where-ever required without being hindered by barriers such as age, distance, and time, social, economic or cultural circumstances. The above three principles imply an approach to learning which promotes the constructive and active contribution of individuals to their dynamic environments. But also, the principles reflect an approach to learning which is able to continually adapt itself to the needs of the learners.

2.3 *Educational reform and teachers development*
If we take the existent school establishment and look at what opportunities there are to really do things different, rather then tinker with ongoing practices, or worse, try to do more of the same, teachers are the actors who really are in the position to make things happen, given their central role in the current practice of education.
        The idea of teachers as change agents is key to many education reform programs that emphasize the importance of improved teacher training. But somehow such programs never seem to have the expected results. Teachers constitute the 'largest single group of trained professionals in the world' (UNESCO,1996b, p1). A tremendous challenge when we realize that they are also often considered the largest force against change ( ) Roy Damary describes teacher training as society's missed opportunity:
*'Teachers and teacher educators do not know enough about subject matter, they don't know enough about how to teach, and they don't know enough about how to understand and influence the conditions around them. Above all, teacher education - from initial preparation to the end of the career - is not geared towards continuous learning' (,*Roy Damary*, p. 108).*
        Teachers often operate in isolation; they mostly have no opportunity to reflect on their own practice or to exchange experiences and ideas with colleagues due to high work pressure and/or the necessity to have more than one full time job. At the same time, those teachers who are enthusiastic, capable and highly motivated, are frustrated with their contribution to change and having a long-lasting impact, as often a supporting and understanding environment seems to be lacking. Triggering teachers to initiate processes of change involves not the imposition of measures by the school management but rather should be the result of self motivated processes of learning by the teachers. **Dr Roland KIBANDA MATUNGILA** identifies four aspects of the teacher as learner which are crucial in the improvement of classroom practice and functioning of schools as a whole. We would like to go further and argue that the following four aspects promote a process of opening up the classroom as learning environment, merging the activities that take place in surrounding communities with what is happening in school: development of the instructional repertoire in teachers: the range of instructional strategies and capability to put to work a variety of learning channels; development of reflective practice facilitates clarity, meaning and coherence for the teacher in regards to his/her functioning and role in the learning process; stimulation of research activities to develop an attitude of investigation and exploration, widening the horizon of the teaching practice beyond the constraints of the classroom; promotion of collaboration with colleagues nearby and long distance enables teachers to exchange experiences, receive and give ideas, feedback and assistance. It is not so much the four activities as such **Dr Roland KIBANDA MATUNGILA**, and his colleagues see as important, it is the fundamental underlying attitude: '... not just being good at cooperative learning, but at an array of instructional models; not just being involved in a reflective practice project, but being a reflective practitioner; not participating in a research investigation, but conducting constant inquiry; not being part of a peer coaching project, but being collaborative as a way of working' (**Dr Roland KIBANDA MATUNGILA**, **Création des réseaux pour promouvoir les nouvelles technologies de l'information et de la communication en Afrique: Pratiques et théories, 1(2), 193-211, Presses Universitaires de Kinshasa**.).

2.4 Information Technologies of Communications as a catalyst to change: providing opportunities for learning
Communication and information technologies (ICTs) have become an integral part of society in many countries, not only in industrialized countries but also more and more on the African continent (*Dr Roland KIBANDA MATUNGILA - Presses Universitaires de Kinshasa 2001*). These technological developments are contributing to expanding opportunities for engaging in teaching and learning at individual, community and society levels.

Through their potential to facilitate communication and access to information, ICTs can contribute to collaboration and partnership and are as such key to professional development and educational reform. Using applications like email, computer mediated conferencing, discussion lists, bulletin boards and the World Wide Web, these new technologies have shown to create opportunities for, among others: collaboration among teachers and their partners to break through their traditional isolation (**Presses Universitaires de Kinshasa- 2001**); partnership across the globe (children, parents, teachers) for international peace and understanding of global issues related to e.g. cultural diversity and environmental health (see for example international learning projects as promoted through Kidlink; the Globe Program; Intercultural Email Classroom Connections; access to nearly unlimited resources on the Internet and to locally stored information (graphical, audio and text) for the manipulation of materials retrieved or locally produced by users in a variety of ways, for presentation purposes, for experimentation purposes, for exploration purposes, herewith enhancing the development of locally relevant learning and teaching materials; learner-centered and self-directed learning approaches. We don't believe in ICTs as such. We believe in the creative power of collaborative networks, combined with easy access to learning resources which are possible through ICTs. It is in this context that UNESCO has developed the project 'Creating Learning Networks for African Teachers' linking teachers through electronic networks to stimulate educational change.

3. Creating Learning Networks for African Teachers who promote new technologies of communication and information for a new approach and perspective
3.1 A description
The project 'Creating Learning Networks for African Teachers' aims to improve the quality of education and learning by connecting teacher training colleges in Africa to each other and to the Information.

Highway, thereby enhancing their capacity to respond to new challenges to teaching and learning by facilitating and stimulating innovative experiences: opening up teacher training colleges to the communities by becoming information, communication and learning resources for educational planners and researchers, for teachers and for specific learning communities; changing perceptions among educational planners and policy makers, researchers, teacher educators and teachers, to begin seeing themselves as lifelong learners and agents for transformation in multi-faceted environment involving teachers and others as learners in a process in which they are not anymore passive receivers of education, but instead actively contribute to the definition of their learning needs, the planning and execution of their learning and as such participate in the ongoing process of constructing knowledge useful to themselves and their communities.

The project, still in its pilot stage, will connect a number of teacher training colleges (four to six in twenty African countries) to the Internet in order to develop local, national and regional networks to initiate activities that focus on: enhancing dialogue between teacher training colleges, educational planners and policy makers, researchers and practicing teachers on issues related to learning and teaching; accessing and assessing information on latest concepts, developments and experiments in the field of learning, teaching and education to enhance professional development, building local knowledge structures and stimulate processes of change; stimulating the development of locally adapted and relevant curricula, appropriate teaching and learning materials - print based- through group work and groupware, using locally relevant images and sounds (including otherwise inaccessible artifacts', in close collaboration with the relevant national education authorities); promoting the development and implementation of learning projects, targeting different learner groups of the communities around them; through the development of these activities, providing room for creative initiatives of teacher trainers and other parties, the project aims at opening up the school system and the development of an approach to learning which is more in line with the needs and requirements of today's African society.

4. Concluding Remarks
To end this paper we would like to draw the following conclusions and make some observations based on our current experiences with our University and others the countries of African and other experiences around the world. An expanded vision on lifelong learning requires a perceptual change among teachers, professors and educators to see themselves as learners, as well as facilitators of learning processes that focus on developing capacities among learners to construct their own knowledge base for future development. Teacher development programs should therefore focus on professional growth and educational reform, rather than on knowledge transfer and skill training. Teacher development could be stimulated through networking and collaboration among peers, researchers and learners. The emerging powers of modern communication and information technologies to enhance communication and facilitate access to information could play and important role to build such partnerships. However, past experiences taught us that introducing Information Communications and Technologies in education is a complex process and its success does not only depend on the technology itself, but rather on sets of attitudes and expectations of the different actors involved, as well as on the organizational and managerial context in which the technology is being introduced. In most developed countries, academic research formed the basis for electronic networking. After its growing success, the commercial sector came in and took over. In most African countries, however, the development and growth of the Internet is a process driven by commercial interest, and specific policies and programs will be required to ensure democratic participation of the public sector and in particular the poorly resourced educational institutions. Introduction of networking technology in industrialized countries followed the introduction of computers in education. In Africa, however, these processes take place simultaneous, offering both an opportunity to have access to the latest equipment, where computers, for example, are too old for access to the World Wide Web, and a challenge to address the general lack of basic computer skills among teachers as well as learners.

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