KADIR HAS UNIVERSITY

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PROGRAM OF NEW MEDIA

HIGHLY EDUCATED PEOPLE'S APPROACHES TO NEWS ON NEW MEDIA

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MASTER'S OF NEW MEDIA THESIS

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KADIR HAS UNIVERSITY

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ACCEPTANCE AND APPROVAL

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HIGHLY EDUCATED PEOPLE'S APPROACH TO NEWS ON NEW MEDIA

ABSTRACT

This thesis aims to reveal approaches of well-educated people who are willing to take responsibility and interrogate, especially to the contents published in news websites. In this context, 11 questions modal were asked to 25 highly educated people. According to the findings, positions of beginners and some emerged levels can be summed up in one sentence: "They are over-impressed by what it is seen first while interrogating." Those media literacy concerned people may be most able to flit between news websites, Internet blogs and forums, and TV news programs. But still when it comes to evaluating information, they can easily substitute their reading and questioning the ability to their looking and easy-deciding part according to what they see at first glance. It shows that the visual-shape values still moreover important than words among educated people contrary to popular belief.

Key Words: Digital Media Literacy, New Media, Internet news, Internet Advertorial, Native Advertising, Fact-Checking, Click-Bait, Manipulation, Fake News, Visual Literacy

YÜKSEK EĞİTİMLİ İNSANLARIN YENİ MEDYADAKİ HABERLERE YAKLAŞIMLARI

ÖZET

Bu tez, sorumluluk almaya ve sorgulamaya gönüllü iyi eğitimli kişilerin özellikle haber sitelerinde yayınlanan içeriklere karşı yaklaşımlarını ortaya koymayı amaçlamaktadır. Bu bağlamda, yüksek eğitimli 25 kişiye 11 soru modeli yöneltilmiştir. Bulgulara göre, başlangıç seviyesindekilerin ve bazı ilerlemeye başlama seviyesindekilerin durumları bir cümleyle özetlenebilir: "Sorgularlarken ilk gördüklerinden fazla etkinleniyorlar." Medya okuryazarlığı ile ilgilenen bu kişiler en çok haber siteleri, internet blogları ve forumları, ve TV haber programları arasında geziniyor olabilir. Ancak yine de sıra bilgiyi değerlendirmeye gelince; ilk bakışta gördüklerine dayanarak, okuyup sorgulama yetenekleri ile bakıp hızlı karar verme tarafları kolayca yer değiştirebiliyor. Bu bulgu, eğitimli insanlar arasında görsel-şekil değerlerinin, yaygın inancın aksine, hala kelimelerden daha önemli olduğunu göstermektedir.

Anahtar Kelimeler: Dijital Medya Okuryazarlığı, Yeni Medya, İnternet haberleri, İnternet Reklamları, Doğal Reklam, Haber Doğrulama, Tık Tuzağı, Manipülasyon, Sahte Haber, Görsel Okuryazarlık.

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1. INTRODUCTION

Over the past decade, after the expansion of digital media in all over the world, the view and approach to the media contents; so its literacy has changed too. Since then, the readers of traditional media can be active publishers on digital media. Passive consumers of mainstream media; old TV, newspaper, and radio content now can publish almost whatever they want without any permission on the web to the new consumers of the digital media world. So Internet users incur much fake news, fake news websites, fake well-known persons' social media accounts, and their contents. Even there are so many ways to verify the truth of a digital media text, photograph, video, etc. first internet user needs to know what it is necessary to verify.

Nowadays digital media shows users hundreds of thousands of websites that publish news, but most of them are not reliable enough and need to be interrogated if it is a news website or fake news website and if there is another purpose such as manipulation. The fake news of those websites can be realized at one point or another and may be removed through a legal decision. However, their effect cannot be stopped so quickly. Ordinary fake news on digital media can cause essential consequences that are not deemed as fake.

> In the 2016 US presidential election campaign, fake news stories were shared widely on the Internet including false claims that 'Pope Francis backs Trump', 'Hillary Clinton sold weapons to the Islamic State,' and 'Donald Trump was born in Pakistan.' Some of the pro-Trump fake news stories were produced by teenagers working at fake news factories in Macedonia. The influence of fake news on the outcome of the 2016 US election remains uncertain. (The Hutchinson unabridged encyclopedia with atlas and weather guide, 2018)

Cambridge Analytica, one of the companies, promises politicians to find voters and move them to action on social media during their election campaigns. The company "exploited Facebook to harvest millions of people's profiles and used that data to target voters with personalized political adverts." (Tarran, 2018) The problem is not just the usage of millions of personal data without permission; the problem is also the usage of them in order to manipulate voters in their election decisions.

Fake news is one of the most significant new disturbing Internet trends that must first be resolved if the Internet is to be capable of fulfilling its true potential to serve humanity.

(Lee, 2017) Misinformation by fake news has the power to change a country's agenda. In November 2018, fake news propagation from WhatsApp messaging platform caused two people to be killed in Mexico. There were internet rumors but used as news, and it was sufficient to expand among the public and to cause to bring people up to speed. (Martinez, M. 2018, BBC, Burned to death because of a rumor on WhatsApp)

Misinformation and manipulation impacts increase according to the wide-spreading use of the internet among the young here in Turkey as well. Therefore the situation in Turkey is not so different from the whole World. American Sociologist Noam Chomsky once praises Turkish President of Turkey; Turkish air forces had bombed Kurdish groups in Syria; some of the half-naked Gezi protesters attacked a woman in the hijab. (Lowen, M. 2018, BBC, Fake news in Turkey: The hunt for the truth in the land where conspiracy theories are all around) These were all unproved manipulated news samples from Turkey. All of them were discussed in social media by many people for days. While some were discussed for the sake of nothing, some caused essential political and social consequences.

The uncontrollable and unstoppable speed of internet publishing is also a disadvantage for real newsrooms. Even the old newspapers' and news channels' websites can make the same mistakes with an ordinary Internet user and can put fake news into their news feed as if it is real. According to Daniel Funke, who covers fact-checking and fake news for Poynter Institute, the most vulnerable time for newsroom is during breaking news events, such as foreign attacks, transportation accidents, and weather incidents. (Tornoe, 2018) Hoaxers and fake news writers use this environment, produce fake photographs, fake videos, and fake claims. Even journalists can accredit those products.

On the other side, another problem is the manipulation by real newsrooms on purpose. Some manipulations here are just for getting the attention of Internet readers in order to take their clicks maybe through an addictive headline but with misinformation. Alternatively, news website editors can permit displaying advertorial contents as if they are real news contents by not marking sponsored enough. Those are the problems for a reader because corporations manipulate reals on purpose by masking the truth while the reader expects to trust them rather than to any other Internet forum or blog. So on a news website, the reader/audience is in the position of deciding if a piece of presented news is news or not. Besides, that kind of content can be expanded much faster by force of news

websites. So again, the reader needs to verify content on social media. Another problem that feeds fake news: Most people do not verify fake content before sharing on social media. (Dion News, 2019)

In recent years the non-profit organizations for verification of news have been increased across the world. Doğruluk Payı established in 2014 and Teyit established in 2016 are the most popular ones among Internet readers in Turkey. Those organizations claim responsibility for the truth of news verified by them. That situation reveals the authority of newsrooms that are not enough anymore. Also, that lack of authority is another problem for the reader. When millions of content production are published in one second just on social media (Allen, 2017), the problem on the Internet is more significant than on traditional media. While institutions such as Radio and Television Supreme Council of Turkey is given responsibility to audit traditional media contents; there is no capacity for such controlling on digital media. Here discussion about ethical and liberal parts of the controlling system is another issue.

Nevertheless, the reputation of verification organizations is still controversial for an Internet reader. For instance, the level of awareness and use of those organizations is low among the students in Turkey. One reason behind this is a trust issue towards them. (Kavaklı, 2019)

In this chaotic digital media environment, the reader/audience sometimes cannot know what to do. Clicking, liking, sharing, texting; all digital media user actions can be a part of a viral effect that has a manipulation purpose. That is why the Internet user's action has a determinant role. However, while some internet users as a reader take responsibility and interrogate content more before any action, some Internet users do not. Not all Internet users are biased: Susceptibility to partisan fake news is better explained by lack of reasoning than by motivated reasoning. (Pennycook, G. et al. 2018) Some points of view on digital media literacy importance are partly based on policy and democracy issues. So the importance is based on a social terrain.

However, on the other hand, for some digital media literacy importance is a very individual issue; in this new cyber world, a person creates new personas, new expressions and locates himself/herself to this new cyber life from scratch since the beginning of Internet usage. From the 1990s' world to 2010s new types of personas have been occurred

on the Internet. Netizen -citizen of the Internet- is begun to be used as a term since the beginning of the 1990s. It is used to describe people who care about to use the net and the bigger net and work towards building the cooperative and collective nature which benefits the larger world. (Hauben, 1995) That larger world has other personas of course, who prefer to be seen in sorts of outlooks and with different aims.

> They contribute to online mobilization by attracting Internet users' attention to the specific government action or policy and to build an online consensus about the nature of the problem, its causes, and the most suitable course of action. (Tkacheva, O. 2013, Internet Freedom & Political Space)

Internet users, who are close to using the ability of reasoning and evaluating, would be very close to being the digital media literate person. The lack of that kind of literacy is a problem both in the individual, social, and political sense. Scholars and educators have long hoped that media education is positively related to pro-social goals such as political and civic engagement. (Ashley, Maksl and Craft, 2017)

In light of this information, this thesis attempts to contribute to current digital media literacy knowledge by analyzing a group of people who already possess an awareness of media literacy and who want to develop their skills in this area. In digital contexts, media production, distribution, and consumption are increasingly 'vernacular' (Burgess, 2007) So does its digital media literacy. Therefore this research was studied here in Turkey and asked Turkish questions from mostly national websites to volunteers.

The digital media usage in Turkey is high because of the young population and people use social media very much. For instance, "When the Internet is asked, social media comes to mind. 35% first think social media for communication and to follow up political news or life news." (Bozdağ, Ç. et al. 2017) Parallel to this, "Turkey is the fakest news seen country in all over the world. And the ratio of people who are worried about meeting with fake news on the Internet in Turkey is 60%." (Reuters Institute, Digital News Report, 2018)

Furthermore, "Turkey's readers are the second resistless country to fake news after Macedonia." (Open Society Institute Sofia, 2018, The 2018 Media literacy index) In

addition to that, the level of news literacy in Turkey is not high enough. (Oxford University Reuters Journalism Institute, Turkey Supplementary Report, 2018)

> We see that one-third (32%) did not get any of these (3) questions correct: 45% of respondents answered one question correctly, and 21% two questions. Only 3% answered all three questions correctly. When we look at the relationship between news literacy level and other variables, we see that age and gender do not impact much on these scores. However, as expected, news literacy increases among the more educated and more affluent respondents. (Yanatma, S. 2018, Oxford University Reuters Journalism Institute, Turkey Supplementary Report, 2018)

Therefore, highly educated people's digital media literacy forms the test group profile for this study. The study aims to question the sufficiency of a higher education degree in the possession and use of media literacy skills. The aim is based on an existing presumption that educated people must already be media literate. The second related question arises from the effects of digitalization because, on digital media news, it is harder to identify news and non-news content. And this is based on another existing presumption that media literacy is not enough for digital media; so digital skills are required. However, when a reader sees a website page, some signs push the reader to query about that fact without any requirement of digital techniques such as observing the background of a page or searching that website past on search engines. Therefore the style of the study was offline, on printed pages in order to analyze people's first glance of a website page and if they could interrogate with what they see.

Within this framework, those questions were also tried to analyze: Is basic high literacy enough for media literacy? How can the reader or user or consumer or audience of digital media cope up with digital media contents? Is it enough to take just a skeptic position about any new information in digital media? Alternatively, does the reader need to be more than a highly educated, skeptic person? How the glance of highly educated people to the news which each of them are digital contents that are so open to being manipulated?

For research, it has collaborated with the Association of Doğruluk Payı, which is a non-profit organization establishing for serving the verification of controversial news contents that can be viral on the Internet easily. The association is one of the biggest ones in Turkey in this area. The research group has consisted of Doğruluk Payı's verification course's 25 attendees who are volunteers to expertise himself/herself on interpreting news contents on digital media by that course. In course day, I met with them and asked them if they

could help this research by answering the test questions prepared for this research, including the contents of news websites. Those test questions were prepared according to the first pre-test work with the 8 volunteers of attendees of BBC News Workshop at Kadir Has University in March 2018.

In the research method, it was inspired by an academic research example of Stanford University in 2016 about evaluating fake news and sponsored contents named Evaluating information: The cornerstone of civic online reasoning. (Wineburg, S., McGrew, S., Breakstone, J. and Ortega, T., 2016) The method of their test types, which were contained of news website contents, were replicated. Their approach to each content questions such as asking "do you think that it is a news or not and explain why it is" instead ask yes or no questions were also replicated. Their style of scoring the responses such as mastery, emerging, and the beginning were used in valuation duration too. In this research, the mastery ones are always questioning and looking for a reason, meaning of content. So beginning ones are mostly the bias ones who avoid questioning deeply.

When 25 participants respond to the 11 test questions and collect 275 responses, there are endless variations. That was undoubtedly the case inexperience. Nevertheless, the responses were analyzed and could finally focus on a common situation almost in every beginning level answer. They forget to question the content meaning and decide with the shape or image of that content instead of putting a query.

Overall, highly-educated people's ability to reason about the information on the Internet news content can be summed up in one sentence: "They are over-impressed by what it is seen first." That 25 highly-educated and more importantly, media literacy concerned people may be most able to flit between news websites, Internet blogs and forums, and TV news programs. But when it comes to evaluating information, they can easily substitute their reading and questioning the ability to their looking and easy-deciding part according to what they see at first glance. It shows that the visual shape value still over-important among educated people contrary to popular belief.

The first chapter, Review of The Literature, provides information about the background of the thesis, the definition of key terms, the relationship between literacy, media literacy, and digital media literacy.

The second chapter focuses strictly on the objects of the study what news, fake news mean in New Media; the differences of native advertorials seem like news and finally semi-fake news which fit almost perfect near-real news under the dynamic feature of websites.

The third chapter provides a detailed description of the Methodology of The Research. The chapter concentrates on the test questions, the participant group, data collection, approach, methods of analysis, and limitations.

Moreover, in the fourth chapter, Findings are revealed in three parts with an analysis of the data collected on test replies of participants. In the end, the fifth chapter examines the results with an overall discussion.

2. REVIEW OF THE RELATED LITERATURE

2.1 LITERACY

The notion of literacy is not just relevant about the ability of reading and writing, but it is also relevant about the ability to learn something, and focusing on that thing, and being kind of an expert of that thing. A literate person is an expert in his/her subject, who has excellent knowledge about that subject, who has the ability of well-commenting and interpreting new information about that subject… The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. (Toffler, 1990)

While Futurist Alvin Toffler was referencing the people of the 21st century; it is also a reference to the information age. The 21st century, itself, brings a new way of getting information to humanity. Massive data could come to people faster via the Internet, like never before. This diversity of information forces people to know more and find new ways of learning much more. Focusing on a subject and gaining ability in this regard together with learning and relearning about it creates new literate persons for society.

The definition of literacy becomes more than the ability to read and write. Besides its cognizing part of the meaning; it is also about perceiving the symbols that have meanings. So literacy is a set of socially organized practices that make use of a symbol system and a technology for producing and disseminating it. (Scribner, S. and Cole, M. (1981) Almost every definition underline the basic meaning of literacy that is an ability to read and write, the definition becomes enlarged in time by the developing of literature and culture in general. In another conceptual definition, literacy is also being skilled at deciphering complex images and sounds as well as the syntactical subtleties of words. (Lanham, 1995)

However, the developed definition of literacy, which is more than the meaning of an ability to read and write can also be matched with the term of information literacy. Information literacy forms the basis for lifelong learning and is common to all disciplines, to all learning environments, and to all levels of education. (American Library Association, 2007) On the other hand, while the subtitle of literacies is growth, the relation has changed:

> Not only must the idea of digital literacy find its place among information literacy, computer literacy, ICT literacy, e-literacy, network literacy, and media literacy, but it must also be matched against terms that avoid the "literacy" idea, such as informacy and information fluency. Indeed in some cases, mention of information or anything similar is avoided. (Bawden, D., 2008. Origins and concepts of digital literacy. Digital literacies: Concepts, policies, and practices, 30, pp. 17-32.)

However, now literacy is the second word of each expression of many specialized fields such as financial literacy, mapping literacy, health literacy, technology literacy, data literacy, game literacy, visual literacy, media literacy, etc. Every field has its way and method to read. For instance, a mapping literate cannot be an expert of visual subjects at the same time; one is just about kinds of maps, and the other is about kinds of graphics and columns, etc. Alternatively, to give another example, a health literate can interpret the language of a pharmaceutical prospectus even he or she is a doctor or a nurse or a chemist.

In other words; while the traditional meaning of literacy is defined by Merriam-Webster Dictionary, such as, "Educated, cultured" "Able to read and write" in first meanings. Also, the second meaning is modern ones: Versed in literature or creative writing and having knowledge or competence. (Merriam-Webster, 2014)

> Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and broader society. (The United Nations Educational, Scientific and Cultural Organization, 2004)

This knowledge should be based on different skills; every kind of message has a different type, and a literate person should have that type of background of knowledge for that message, and that makes the sort of literacies sense: A text might be a comic book, a novel, a poem… Each of these different types of text requires somewhat different background knowledge and somewhat different skills. (Gee, Hull, and Lankshear, 1996)

So to get back to the issue at hand, in the modern world, the specialized fields can be read and written; and also can be interpreted by the literate persons. Literacy can be considered

on a preferential basis, and maybe the niche areas of literacy can be considered as sub-titled ones. So the usage of literacy, media literacy, and even digital media literacy should be used apart from one another. To find a proven finding if digital media literacy is a sub-notion of media literacy is difficult; but in the light of the definitions of literacy, it can be said that both media literacy and digital media literacy are the sub-notions of the notion of literacy. However, some other aspects are also available:

> Reading literacy includes the ability to extract relevant information from texts and also to understand, use, and reflect on written texts. The ability and incentive to engage with texts and address their content is also examined. Aspects of reading literacy in the digital age are thus examined, including the ability to find, relate and assess information via the navigation on websites. (OECD Programme for International Student Assessment, PISA, 2018)

So finally, in every definition, literacy is related to methods of understanding the message, data, or information. Understanding data is a very personal situation, and to define what the recipient of that data/message is hard; it seems that it cannot be standardized. Understanding relations and patterns of a message is again a personal situation Ackoff (1989) describes how it is seen in general with a diagram called DKIW hierarchy: Ackoff, R. L., "From Data to Wisdom" (Ackoff, 1989)
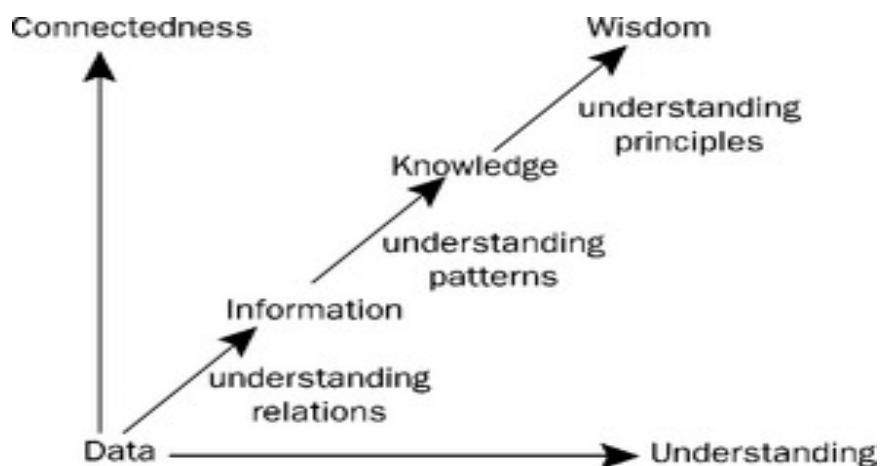
Figure 1. Ackoff, R. L., "From Data to Wisdom" (Ackoff, 1989)

The diagram figures out that when understanding becomes increased, a person can understand data relations than patterns and finally principles; which draws a way of transformation of data from information to knowledge and finally to wisdom. Data is raw and the final part, wisdom is upon all the previous levels of consciousness, and

specifically upon particular types of human programming -moral, ethical codes, etc. (Bellinger, Gene, Castro, Durval and Mills, Anthony, 2004) According to Cleveland the origin of the DIKW hierarchy is a poem by T.S. Eliot in 1934 entitled 'The Rock':

> "Where is the wisdom we have lost in knowledge?
> Where is the knowledge we have lost in information?" (Cleveland 1982)

Moreover, Historian Harvey Graff's explanation about literacy: Literacy learning was increasing outside of formal settings (such as schools) and this uncontrolled, potentially critical reading could lead to increased radicalization of the populace. (Graff, 1991)

In this point of view, the notion of literacy can be criticized if it is committing an open-minded, questioning people or not. On the other hand, the notion itself should say: Criticize everything. Because in the way of getting expertness to read the language of a subject; the way of criticizing thinking and questioning are inevitable for the sake of reaching the transparent information. So in Graff's view mass schooling was meant to temper and control literacy, not expand it. (Graff, 1991)

The power of controlling literacy because of moving away from reasoning and questioning; being out of rationalism, is a controversial issue. While teaching, reading, writing, interpreting, and commenting on a fact, subject, or issue; it might be a difficult aim to make people not to criticize and be suspicious more. Controlling literacy is like Controlling the way of understanding and the way of thinking. Even in this controversial situation, the notion itself is enough to question the main aim and essence of reading, writing, and focusing on a subject and being an expert on it and more.

From this point of view, it can be said that being suspicious, curious and being interrogator as possible as it is; is equal to a very fresh beginning to being literate; and to learn, unlearn and relearn. (Toffler, 1990) That is why the first criteria while analyzing the test questions to the participant group of the thesis; it is tried to distinguish the replies according to the approach of respondents if they were suspicious or curious to investigate more. Even in the position of lack of knowledge, maybe they could accept and reflect honestly that they were not sure.

2.2 MEDIA LITERACY

Everything that we know comes from one of two sources: direct – real-world experience or mediated experience. It is why people can become fascinated with language, media, and technology in all its many forms. (Hobbs, 2011) When the power of media firms, the effects of it; so to be able to read that effects and its consequences became crucial. It means that seeing media was not equal to seeing what it tries to do. So a brand-new literacy started to form.

The phrase of media literacy is first used in an issue of American Council for Better Broadcasts - ACBB's regular newsletter in 1955. (Silverblatt, 2013) In those years, media was generally containing the contents of newspapers, radios, and television channels. Year after year, the phrase has become popular, especially among the academicians in the communication discipline and media employees.

In the BBC's plan for delivering the Public Purposes, Media Literacy is loosely defined as the ability to "access, understand and create different types of media." (BBC, Media literacy strategy, 2013) To be able to access and understand is expected from the audience but, at the same time in one level further, it is expected to be nearly a media creator by mentioning creating different types of Media. In traditional media, those creators are surely expected to be media literate, but do the users out of that employee also excluded a literate? Such users are not just the audience but also the ones who attended to the media industry as a publisher in the digital media. So this is the next chapter's point. However, apart from this: Must the term of media literacy merely correspond to the media without digital media literacy? The US-based National Association for Media Literacy Education's (NAMLE) definition for media literacy:

> Media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators, and active citizens. (NAMLE, 2010)

That analytic person who evaluates, creates and, empowers by media literacy becomes a critical thinker, and as a consequence of this, becomes an active citizen. Not only the

other parts of the disciplines but especially media literacy is associated and linked with being an "active citizen," almost directly. A citizen who is informed can react to subjects that are related to the country, society, governmental works, policy, etc. Thus citizen can be awake in circumstances and possibilities of manipulation and disinformation of media contents; to be able to choose the rightest one for himself/herself.

> Now involves a shift from receiving – a process through which it was relatively easy to ensure universal access and positive societal goals such as informed citizenship – to seeking, where the onus is much more on the users to find out things for themselves. (Davies, 2013)

Acceptors of media contents are not just users and just audiences: When media creators and publishers can take the mass that they want to reach as citizens of their public, and present their news without manipulation; they also become kind of antidote of manipulation and disinformation. Today's public editor should be a watchdog, perform public relations functions, be a conduit between readers and a newsroom, and build trust with readership. (Ferrucci, 2019) Fake news and disinformation is not just the reader's problem, also a problem of the whole society across democracy.

Precisely at the very moment when the field seems to be reaching its status as normal science, we need to hold tight to a notion of media literacy education as a force for strengthening civic imagination and expanding democratic life in the mediated public sphere" (Thompson, 1995)

That is why either for beneficial citizenship or for being a capable user - reader, media literacy learning becomes crucial. The necessity of media education is not just in order to be able to avoid the harmful effects of media, but also to encourage much better media outlets to prefer to consumption. (Hobbs & Jensen, 2009) Media literacy education should help individuals analyze social, economic, political, and historical factors that influence media. (Hobbs, 2005)

2.3 DIGITAL MEDIA LITERACY

With the term of digital, it means that media literacy is not alone anymore; audiences are now users, and ready to create media contents as well as the traditional publishers. As

one of the first ones, digital literacy is defined as the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. (Gilster, 1997) This definition in 1997, when there were no social media, except forums; there was also no "digital media" at all; until - not so far away - at the beginning of the 2000s.

Digital media literacy contains social media but at the same time web 2.0 features which users began to talk in the digital world, and contributed to create and publish content-firstly with text content, and then in order of images, pictures, sounds, and videos. Furthermore, digital media is a combination of skills, knowledge, and understanding in order to participate fully and safely in an unceasingly digital world. (British Educational Communications and Technology Agency, BECTA, 2010) Digital literacy relates to:

- The functional skills of knowing about and using digital technology effectively
- The ability to analyze and evaluate digital information
- Knowing how to act sensibly, safely and appropriately online
- Understanding how, when, why and with whom to use technology (BECTA,2010)

With the difference from Gilster's definition, BECTA also underlines knowing how to act sensibly online, but still, that definition does not underline the media effect either. Whereas, it can be said that every media literate person is not also a digital media literate person. He/she may know and distinguish a message on digital media, but may not interpret an icon, an emoticon, a jargon, ways of sort of usages of a medium of content, etc. The review of the term is only about technological literacy would not be enough to execute the meaning of digital media literacy. Media literacy is underlined in the digital part as, the ability to use, understand and create media and communications, and point out that in an online environment where the possibility for direct content regulation diminishes, the need for media-literate public increases. (Office of Communications - Ofcom, 2018)

From this point of view, can we say that media literacy regulations of traditional media have remained incapable and could not respond to the meaning of digital utilities, so could not regulate the digital media?

> Digital media literacy differs from traditional literacy education because of its specific
> focus on non-written modes afforded by media communications technologies such as

> film, television, print media, radio, video games, online and mobile media and the increasing convergence among these. (Jenkins, 2006)

The technological transformation; rising of social media, the use of smartphones, citizen journalism, etc. have effected media by generation to generation. The old generation audience had difficulty in adapting to new media tools and mediums sometimes.

In Digital World, the ones who are digital natives are luckier than the ones who are digital immigrants. (Prensky, 2001) Digital natives: The ones born in the digital world, especially after 1980 and can use, adapt, and explore every single brand new tool easily like knowing them by their-birth. (Prensky, 2001) The term of use of media literacy changes according to this idea.

Media has enlarged its mediums it presents as well as its literacy from the end of the 1990s until nowadays. According to this, in an opinion, all technological innovative about media and digital changes can be subtitled under media, and there is no need to underline a word like digital media. However, to find the verse definition is possible. There is no clear demarcation between digital literacy and literacy and the idea that pedagogical practice should take into account the degree of integration of technologies. (Kearney, 2012)

For an answer to both Prensky and Kearney, another academic research may be cited as an example of Stanford University in 2016 says that students cannot distinguish the difference between fake news and sponsored news. So they cannot understand an embed message in it. (Wineburg, S., McGrew, S., Breakstone, J. and Ortega, T., 2016)

Then it can be said that being a digital native is not enough to be a literate, even if the user can explore to use a brand new tool immediately. The technical capability is in the secondary importance of digital media literacy: Even if a user highly professional about how to explore and use a common platform such as Facebook, it does not mean that that user understands and sees what he/she chooses to read.

The increasing convergence of contemporary media means that we need to be addressing the skills and competencies—the multiple literacies—that are required by the whole range of contemporary forms of communication. (Buckingham, 2006) Moreover, still we

cannot trust the ability of usage without the ability of interpreting and questioning skills: A digitally literate individual is one who can search efficiently, who compares a range of sources, and sorts authoritative from non-authoritative, and relevant from irrelevant, documents (Livingstone et al. 2005) A new literate requires technical information for a complete interrogation but with the approaches of critical thinking and interpreting. Also, broader 'new literacy' theories identify how young people read and write across a variety of textual forms to socially participate and learn in digital cultures. (Knobel & Lankshear, 2007)

In this thesis, the part that is considered is not whether the reader/user/audience takes his/her political tendency as a criterion. The first considered part is whether the reader is capable enough to know his/her ability limits if he/she is questioning the position that he/she has faced. If the reader is just a passive consumer, like in the traditional world, literacy is crucial for the sake of a decision-making mechanism for a democratic society. On the other hand, if the reader is also an active user, and a creator - publisher of the digital media world, the literacy is again crucial for the sake of many building blocks of many subjects; not just for policy, but also for education, environment, science, etc. The purity of information becomes in danger across through the viral power of disinformation.

2.4 MEDIA LITERACY OF EDUCATED PEOPLE

Based on the meta-analysis study regarding postgraduate theses prepared on media literacy, it is seen that more studies were written between 2010 and 2013 than previous years and that there are more studies on determining the level of media literacy, influence, and perception. (Maden, Maden, Banaz, 2017) Before the literacy review and research, there were two presumptions to me. One of them was that media literacy might be increased with the general education level. And other was media literacy might be almost equal with the level of media interest or involvement. However, that perception was shaken with the research says more than 80% of students believed that the native advertisement, identified by the words sponsored content, was a real news story. (Stanford History Education Group, 2016) That finding is opposite to popular belief says digital natives are better users than digital immigrants. The style of sponsored content belongs to the digital media world, but its natives could not recognize it although they have high interest.

On the other hand, according to a UK research, there was no evidence to suggest that screen media exposure adversely influenced vocabulary size in a sample of highly educated families with moderate media use. (Taylor et al., 2018) Another study says higher neighborhood involvement and higher education tended to characterize readers who shared hyperlocal news via channels in person, over email, and through social media. (Bobkowski et al. 2019) Interest and involvement on a subject mean that people pay attention to that subject more than others. People may be talk and read about that subject more, and this is what media can feed. So what about the impact of the general education level in order to be media literate? Could a highly educated adult identify what he/she read and surpass a digital native adolescent? Many students have no idea what "sponsored content" means, and this is something that must be explicitly taught as early as elementary school. (Stanford History Education Group, 2016)

A study of the University of Linz shows students reflect upon the information presented in mass media following their education but have a hard time accepting information that is contrary to prior established ideas. (Prandner, 2013) This expression is the opposite of a strong belief that says education increases literacy and teaches interrogation. If there is a resistance to contrary to prior established ideas, it may cause bias, and bias is a kind of opposite way of thinking with interrogation. School and university education may be seen in a strong relationship with digital media, media, and news literacy. After all, information literacy has importance in media societies. A person can learn so many things about events and can have so much information by both school education and media. Both of them have ways of teaching information to persons. And not only media, but it also seems education can have negative ways.

In order to research how can be a media literate, it can be focused on learnings from media and school education. A study shows contrary to the original knowledge gap hypothesis, lower educated voters gained knowledge more rapidly from increased alternative media use than more highly educated voters. It indicates that the press system itself influences the knowledge gap. (Goh, 2015) If there is no interrogation, knowledge gaps can fulfill by media overloads; if there is bias, education can feed them or decrease them. Eventually, a digital native who knows and involves digital media well or a well-educated person may be influenced by both media and education in both negative and positive ways.

In Turkey, where research of this thesis is studied, media literacy is an issue placed near the top. Turkey's readers of the country are the second resistless country to fake news after Macedonia." (Open Society Institute Sofia, 2018) And there are many studies on media literacy education but few on news literacy from Turkey in literature. Recent research about Turkey says that age and gender do not impact much news literacy scores. However, news literacy increases among the more educated and more affluent respondents. (Yanatma, 2018) Besides for Turkish young adults self-determining and interpersonal understanding competences--the components of skepticism--have a positive effect on news media literacy. The search for knowledge and questioning mind has the potential to positively affect news media literacy. (Kartal et al. 2017) The children - aged between 11 – 14 - in Turkey: The students who take the media literacy class pay more attention to smart signs, and they and their families are more controlled in their behavior regarding television than those who do not take the class. (Türkoğlu, 2017) So gender; teyit.org (a non-governmental organization on fact-checking) indicates its women followers are conspicuously less than men and that is also another fact-checking websites' problem, one reason is the general attendance to media usage. (Çavuş, 2017)

In Turkey's education system media literacy is one of the courses in the syllabus of high schools. However, prospective teachers are not capable enough. The prospective teachers who participated in a study did not have enough awareness about the basic concepts determined by the Media Literacy Center. (Bozkurt, Coşkun, 2018) The teachers are ineligible because of their low education level. The teacher candidates are unaware of some subjects, which are the main requirement for a critical standpoint concerning media literacy concepts. (Filiz, Fisun 2012) However, it is concluded that the (media literacy) course, which is not given by expert teachers, is still useful. (Türkoğlu, 2017)

So media professionals have a prior role for media literacy. In Turkey, some media professionals say that they use social media as a source for their investigation. However, they do not take social media as an utterly trustable source. (Taşkıran, Kırık 2016)

Add to those, Turkey's media contents usage with the sample of banners on news websites that plays part in the test subjects of this thesis: A study in Turkey focuses on the frequency of banner uses; and as a result it underlines users should not allow banners to distract their attention on behalf of media literacy. (Sezer, Yılmaz Sert, 2013)

So media audit in Turkey: Media outlets have a responsibility to Radio and Television Supreme Council and the Council of Information Technology has authorization on Internet websites in order to provide legality. However, their provisions are under the control of President of the Turkish Republic, and it may cause a disadvantage for a proper audit and so successfully expanding media literacy.

In a clear point of view, people would decide their own free will for policy and civic responsibility. So media literacy is mostly related to constitutional issues. However, media literacy education should also help individuals analyze social, economic, political, and historical factors that influence media. (Hobbs, 2005).

A kind of manipulation not just affect people's political thoughts, it affects every subject, even health. Recent research in Turkey says many people tend to share health news on WhatsApp without investigating its truth: WhatsApp, a popular texting application, a platform of creating anxious about health in society or spreading dramatic fake news about sick people. (Ünal, R. Taylan, A. 2017).

It was seen that though there are many sources in this area, there are a few studies about highly educated people approaches to internet news subject as a subtitle of media literacy.

As a result, media literacy is more than being knowledgeable about policy, language, history or health, etc. or just education of those. Media literacy education focuses on developing critical thinking and analysis skills to become a more mindful media consumer. (Livingstone, 2004)

3. OBJECTS OF THE STUDY

3.1 NEWS AND ITS ROLE IN NEW MEDIA

In this research, because of being the starting point, the manipulation problems of media were considered as the main subject while designing test questions to the volunteer group. Questions were chosen mostly from news websites contents which are needed to be as pure and far from manipulation as the fact itself is. Otherwise, the contents except for news websites could be more controversial to consider objectively. Also, therefore, news and its role in new media are comprised object of the study.

The role of news in new media becomes stronger in time due to the new trends in digital media. This impact has come by the massive power of the Internet worldwide, so the power of digital media and by being capable of generating news at an all-time high. Everyone can generate news at any time as quick as possible.

> News and news production have to be seen concerning trends – the impact of new media technologies, the trans-nationalization of media ownership, the privatization of public media services, and the globalization of message/meaning systems. (Watson, Hill, 2015)

Not even just globalization and privatization effects on News, but also "technical features" are a metric to localize the position of news as the content in new media.

> As the technology of information delivery through Web advances, more options are available for the Internet newspapers to construct their Web sites. There are three dimensions concerning the Web design approach: information structure, presentation style, and navigation path. (Xigen, 2003)

In the comparison of traditional printed techniques to the digital and especially online techniques; the second new one presents more flexible features to the media content production like never before. These features can be summed up briefly as the difference of permanence. While a printed newspaper article cannot be changed anymore after publishing, or while a displayed video on television cannot be changed anymore after publishing, news content on new media can be changed, furthermore easily, after publishing. Because of the timelessness feature of new media, the content can be put back.

Even under the same URL address and spot, one hour later it may be displayed in very different content from one hour before. At this point, timelessness should be underlined — the mixing of times in the media or non-sequential time of cultural product. Space of flows and timeless time are the material foundations of new culture. (Castell, 1996)

The new reader of new media adopts new culture quickly to the mixing of the times in the media: New reader or audience consumes news in the time whenever he/she wants, not in the time when a media platform displays to him/her. When comparing the traditional methods of news production and consumption of old culture to a new culture; it can be said that the featured on-demand contents present comfort and freedom of access to the audience, but on the other hand because those changeable contents feature under the same link URL address, those shareable, and later readable news contents also carry the danger of manipulation. Transformation of time makes space flow, so the role of news in new media, the space of news in new media is damaged directly and irrevocably.

In the old culture of the medium of the news, the audience used to know that the information which is arisen by the news was as the presented as it was and was not going to be changed so soon. However, in the new culture of new media mediums, the news contents are such living products that can be evolved at any moment. This situation can be discussed in the form of news.

The form of news in the new culture proves that it can be changed at any moment. In the meantime, this character makes not only news but any type of content less confidential and less dependable. While old consumers of the content of traditional media -includes TV and newspaper- used to exposed to form of limited information sources; now in a new culture, both the forms of the content and channels of a source of information are so much as nearly cannot be counted.

When examining the test questions of this thesis, it is seen that many respondents first prefer to consider the content by its visual side, by its form. It started with a question which can be defined as simple, such as "Is there any advertorial on this main web page of the News website?" it also refers to the question of " Is it News or Not?" Because it can be said that the entire content of a news website can be split in half: The contents of news and the contents of advertorials.

However, when it is time to distinguish the non-news ones, the controversial answers from respondents of that test come because of the searching of the visual elements of that News website, rather than looking for the meaning of the contents. This point of view can be shown in some examples from the replies of the test while answering the question of "Please explain why you think it is an advertorial." The website includes a private school advertorial and some promotions of its application product. So the approach of both signs to advertorial or signs to promotion one give signals of consideration.

Respondent 1 (Female, 20, Undergraduate, Statistics), Reply 1: (Signs the advertorial) It is located apart from the news, in the corner of the page.

Respondent 2 (Male, 29, Postgraduate, International Relations), Reply 1: (Signs the advertorial) I understand (that it is an advertorial) from the sign of the i (information) and x (exit) in the right corner of it and the vertical shape.

Respondent 7 (Male, 22, Postgraduate, International Relations), Reply 1: (Signs the advertorial) I thought it is an advertorial because of the (i) (information) and x (exit) icons. I recognize it from the icons.

The written "sponsored contents" is examined in the next chapter; what written near to content itself is also important; but not the determinant first criteria. Even the shape, form of the content can be deceptive or misleading, but when the main focus comes to examine what the content says, the content can achieve the goal. Looking at the shape and form of the content first can be very manipulative that it is the subject of another chapter.

3.2 FAKE NEWS AND ITS ROLE IN NEW MEDIA

Nowadays, one of the problems is the disinformation of readers. To find the most evident news, even in news channels both on their TV side or their website, is getting harder maybe more than ever. The verification of news, a fact, a story of content means to race against time and against the ones who aim to expand a disinformation content on purpose or just because the content is interesting.

That racing against time equals to racing the power and speed of technology which digital media use well. In the previous journalism, a century before when only there were

newspapers had used to write fake news too. It was called yellow journalism. The contents used to tell a story by exaggerating, scandal-mongering, or sensationalism. It had a power of worth of mouth, but at least people used to know that it comes from another person. However, today's yellow journalism which can be called as fake news can expand its content with its first source; more dangerously can create such a trustable source to expand the content, and can achieve even the newsrooms to it is true. "Yellow journalism is used today as a pejorative to decry any journalism that treats news in an unprofessional or unethical fashion" (Biagi, 2012)

So besides this, Fake News has an incredible speed of spreading, sometimes at the same time throughout the World. This speed of spreading is the main difference between yellow journalism and new media's fake news journalism.

The character and humor of fake news can be differentiated more easily by the distinction of it with the character of native advertorial contents. Furthermore, when fake news is undoubtedly disinformation; every native advertorial content is not; but is misinformation. So while the disinformation aim of fake news is almost lying; the misinformation aim of a native advertorial is to miss some information from the reader and get attention to a different point; while another point in the same story deserves to be considered as news.

By that disinformation with fake news, the counter platform should be an experienced newsroom. However, newsrooms' credibility cannot be said that it is getting higher in recent years. Visa Versa, not just in Turkey, in many even developed countries, faces the wrong direction of very old newsrooms and their incapable position across fake news. Many almost ancient journalism brands such as BBC, CNN become unable to serve the most real news. Just an example from BBC, one of the most authorized media corporations from all over the world: A photo was taken in Iraq about the massacre in 2003, was posted on the BBC's homepage on May 27, 2012, to accompany an article about a massacre in Houla, Syria. Syrian activists on social media had distributed it. BBC took down the image—90 minutes after it had been posted. However, 90 minutes were enough a redistribution of that photo by a credible newsroom. BBC's social media editor Chris Hamilton:

We should have made more checks, as is normal practice, and the decision to publish should have been delayed, something we are very happy to do in an environment where being right is more important than being first… There are many potentials for activists to be faking and spinning things in a way that puts their cause forward… There are very few things that can give you 100 percentage of certainty. (Turner, 2012)

A reader should know that there is no 100 percentage of certainty even in the news or in other story contents. However, even so, the reader who wants to get informed about news deserves clear news channels. That is why verification centers, fact-checking institutions established. In Turkey, there are a few organizations such as Dogrulukpayi.com -which collaborate with this thesis survey part- and Teyit.org. Such kind of fact-checking organizations has crucial missions on struggling with disinformation but do not naturally have prior roles for producing news. The reader who wants to consume news is alone to find the path of choosing credible news and even credible words/sentences in that news.

Fake news sites which become increasingly prevalent show that media literacy is needed to be taught in a top priority. To distinguish and recognize the source of content, digital literacy, or digital media literacy is also needed. In order to find the path of choosing credible news, the reader needs much more than the old traditional methods. Learning of media literacy should also remain as a life-long method parallel to the developing of media utilities. NCSS (National Council for the Social Studies) believes that media literacy starts at young age.

Students learn to become critical consumers of information by researching, planning, and making their own media messages… Still, fake news is not the most pressing challenge confronting schools, said Sam Wineburg, a Stanford education professor. Far more worrisome is the prevalence of private groups pushing their agendas under the guise of unbiased news. (Herald, 2016)

By extension, soon, it seems that the acceleration of the expansion of fake news will able to get slower but will not be stoppable. While in the speed of fake news production groups in the online world; more Media Literate people should rise against those groups and should spread easier, reachable verification methods for fact-checking. This kind of readability comes with a reflex of questioning; what if it is not true or what if it is fake news.

3.3 NATIVE ADVERTISING AND THE PLACE OF IT IN NEW MEDIA

The term "Native Advertising" is a new one for literature.

> "An online advertising technique in which the advertising material is made to match the surrounding website in style and function, thus being less intrusive and more likely to engage the interest of the user of the site." (Macquaire Dictionary, 2017)

In native advertising, the primary purpose is to advertise a brand / a product by telling and mentioning it with the shape of news: As if the news editor wrote it because it was newsworthiness. Advertiser finds a story in that brand and advertises it as if it was about general public interest like whole other news in that platform. Plus, a sine-qua-non feature of Native Advertising: It must appear in-stream among news! It is a leak method to show its advertising message to the reader who used to skip the advertorials. In some definitions, the notion of business underlines as a distinction.

"In business and marketing, native advertising refers to paid advertisements that look similar to the regular content and design of the online platforms on which they appear. Through native ads, publishers earn revenue from their content feeds." (Salem Press Encyclopaedia, 2017)

So what is the difference between traditional - regular advertising and native advertising? Why is it call native advertising now? One of the differences appears in the term: It is called "native" because it can embed among real newscasts as if it is a piece of news in any news website's form, it can shape a news form, can seem like it is native. On the other hand, the word itself has a contradiction: If it were just advertorial, it would not seem like news. So a native advertorial is not "pure" advertorial and therefore not native because of its advertorial character. Then it means it is called native because its shape is the same with news and does not have to seem like an advertorial anymore; so the native word comes from its news look-alike shape. It reflects the native tongue of the website platform. However, it is not "pure" news and again, therefore not native.

However, it must be underlined that; though native advertising is a new one, the mother of the technique can also be seen in the older previous media platforms easily. Near classical advertorials, paid advertorials could be seen in traditional media in very early times. Advertorials which appear to be unpaid content, but are advertising, first appeared

in the late 1800s. (And) Well-known advertorial for Cadillac appeared in the Saturday Evening Post in 1915 (MacManus, 1999) long before the native advertising method. So he defines the paid advertising in that article as "that mimics unpaid content." (MacManus, 1999) It means that expression can also be adapted for today's native advertising.

Still, there should also be a difference between traditional paid advertising that MacManus told and native advertising. The difference between them can be found in their definitions: Both in the first and second definition of native advertising, it is emphasized that native advertising is an "online" technique; it can only be used in online news websites. Moreover, paid advertising is a similar method used in traditional print media. What native advertising makes unique is the feature of preview like news before clicking. There are two steps to reach the content, the first reader sees it on the first page - home page just with the headline and then be persuaded to click it. So before clicking the content pretends like a news headline. After clicking it can be understood from its body titles subject that it is not news. It is the shorter duration in print paid advertising; even its shape seems like other news, a reader can understand that it is not; while he/she read the complete content of it. News platforms are instanced on purpose rather than on another magazine and blog websites, etc. Newspaper page and news website page is compared because of Native Advertorials news masks pretending as news.

The latest incarnation of advertorials is native advertising which closely matches the look and feel of unpaid news and editorials, but it is actually paid content. (Vega, 2013) Once for all both paid advertising and native advertising takes mass in the same way. Their approach is the same: Even they aim to get a position among news; the mass of the platform is still consumers for them; not readers or users. So in both advertising modal, the contents are arranged in such pages that only related to the brand/product that aimed to advertise. If it is a brand/product related to women, probably it takes place in the category of life news. Alternatively, for instance; if it is a brand/product to advertise for men probably, it takes place in the category of business - economy news. So the primary purpose is not the same with the newspaper/news website like to reach every reader but to reach every consumer that can be related to the brand/product.

For that purpose of native advertising; there are many sorts of it to reach the consumer in different kinds of ways: Some contents primarily (for meeting the demand of news

website owner) are written in its headlines, that it is a sponsored content. For instance, Facebook uses sponsored posts. Some contents are written in its headlines, that it is a promoted content. Alternatively, some indicate even the brand as an advertiser; by using content by Terms of Partner Content, Paid Post, or Brand Publisher are the ones used while publishing a native advertorial.

An article about native advertising asks a question with the use of the word of the consumer instead of the reader: "Going Native: Can consumers recognize native advertising: Does it matter?" (Hyman, Franklyn, Yee, Rahmati, 2017)

In the article, the recognition is told by digital data based on a test to a participant group. As an example, one question from the test: One assessment required middle schoolers to explain why they might not trust an article on financial planning that was written by a bank executive and sponsored by a bank. (Hyman, Franklyn, Yee, Rahmati, 2017) According to the result, only 37% of respondents thought that the tested examples of native advertising were paid content, compared to 81% for regular advertising. (Figure 1, Hyman, D. A., Franklyn, D., Yee, C., & Rahmati, M. 2017)

So when examining that critical question: Can consumers recognize native advertising and does it matter? That research says only 37% of them recognize it. Does it matter? It does mean that native advertorial serves advertiser's purpose, and it means that 63% of respondents thought that they were pure newscast. It matters for advertisers. Does it also matter for the news website owner as a host? In the condition, they earn revenue from their content feeds, and it matters for advertisers as financiers: It also matters for the news website owner as a host too.

So the last question: Can readers (not consumers) recognize native advertising, and does it matter for digital media literacy? In the point of view of digital media literacy; first of all, the mass of a website should not be considered as consumers but should be considered as readers. Does it matter? Native advertising is a reflection that misguides the reader as if he/she read real news at least for one second until by showing that it is a sponsored content or for forever by not showing or indicating any mark that it is a native advertorial. In order to be indistinguishable to the reader and attract his/her consume desire.

Consequently, it is a problem for beginners. Literacy is for guiding, but this method is misguiding. Based on a survey of 231 media executives from 51 countries, the sharp rise of native in the advertising mix captured: 11% in 2016, 18% this year 2017, and projected to be 32% by 2020. (Native Advertising Institute, 2017)

It grows up, and by misguiding at every turn, the method directly feeds the Post-Truth eco-system, which is the problem of our age and the generic name of the threat of Media Literacy. Publishers say they are open to "going to war" with advertising agencies and media agencies since the alternative would be they will be left with a low-margin business model. (Native Advertising Institute, 2017)

3.4 SEMI-FAKE NEWS ON NEW MEDIA AND ITS MANIPULATIVE IMPACT

Nowadays, the problem is that readers cannot recognize the essence of digital content. It is not just for news but also other contents except news. In new media, a web page can be misleading in time for the reader because of its dynamic structure. It may not be seen as a problem for the first time. However, for most audiences who do not know to read the digital background, it cannot be realized. So it becomes a problem because it would be a manipulative impact at the end of the day.

On the other hand, in traditional media, there is another problem that causes the readers cannot recognize the essence of the contents again: Manipulative headlines and spots. They are printed; permanent and not dynamic so their expression cannot be changed. However, the headline and spots make it possible before the content body. If the headline does not give the primary central meaning of the story; and pervert the meaning of the story; then again, it serves to the purpose of manipulation against media literacy.

Despite the term of semi-fake news is not used in the literature so much; this title of the thesis is focused on it because it is a problem of traditional and digital media that should not be ignored.

Media manipulation is a series of related techniques in which partisans create an image or argument that favors their particular interests. (Coxall, 2013). Such kind of significant manipulation is another ethical problem. What this title is focused on apart from this kind of manipulation: It does not seem as much intensity like that, but its effects matter. Both

in news media and other media, not whole but some headlines tend to pervert the meaning of a story. Those are the platforms whose contents aim to give the reader information about any subject. So the reader firstly focused on the headline of the content. The reader/audience gets the first message with that headline and its almost two-sentenced spots, and then come to a decision step: to keep reading - listening - watching the content or skip it. If the headline and the body content does not include suitable enough and headline manipulates the reader it may cause a reflex in time: Reader thinks that the content can be manipulative so, he/she can ignore it.

Indeed, maybe the content body does not have any wrong information, but when its headline says something different; it serves manipulation. Therefore, the content cannot be called as the fake news but because of perverting it can be called as the semi-fake news. Ultimately while some readers read the whole of an article and examine it; some readers just read the headline and spot but skip the body and do not read it. So, if the meaning of the headline is redirecting to another point, it causes misleading.

Difference between fake news and semi-fake news: Fake news is written and serviced to public media on purpose, in order to cover the truth and get the attraction to another subject. Even the subject and story are fake; the main goal is to stop people talking about the truth that was covered.

> In the second decade of the 21st century, social media platforms in particular facilitated the spread of politically oriented "fake news," a kind of disinformation produced by for-profit Web sites posing as legitimate news organizations and designed to attract (and mislead) certain readers by exploiting entrenched partisan biases." (Britannica Academic, 2018)

The aim is clear: To twist the truth. So when it is once relieved that it is fake, maybe the distribution of content on new media platforms decreases. The verification portals make another news release to point to the truth. Also, comparing the fake news and semi-fake news; the manipulated headlines, spots or a part of the content but not the whole of it; seems more dangerous; it cannot be tagged as fake for once, and that kind of content can polarize its readers.

In addition to those, any fake news plays a vital role in the process of decision making of what the truth is and not. Therefore, politicians may see it as an occasion to reach the reader and make them convinced. It causes an effect on democracy indirectly, and the damages can keep the effect circularly. So media literacy becomes a very crucial relationship in terms of democracy.

> We saw a proliferation of disinformation online. "Fake news" sites interfered with political discourse and sentiment around the world… As we started 2017, we heard new terms, such as "alternative facts… Is this the beginning of the end of reliable information? Were the hopes for an open and inclusive web misplaced? Is this the dark age of the internet? (Wales, 2017)

Jimmy Wales, one of the founders of Wikipedia the free online encyclopedia -which helps to develop the Literacy via digital media- asks if this is the dark age of the Internet by underlining fake news on the Internet and disinformation. (Wales, 2017)

The thought of nowadays, users are in the dark age of the internet depends on the beginning of brand new experience for humanity with the using of this new technology. Because the Internet and digital media experiences are new because there is too much uncertainty that the users are and will be faced; there is a lack of formal regulations, lack of information technology law, lack of international legal determined practices, etc.

However, the problem for digital media does not just come from fake news but also semi-fake ones exactly like in traditional media. The difference is, on digital media platforms the shape of news content is not stable; it is dynamic, like it is alive: A dynamic content means that it can be changed after the reader reads it, likes it on social media and maybe then he/she shares it.

A digital media content that is created with a video, a text, or audio, is published and presented to the user - audience on a web page. However, the problem is that the page is not certainly going to be permanent as same as the first time when it is published. Because of the dynamic structure of web pages; the texts of it can be changed, the video can be deleted and uploaded again, if it is a blog page, despite the address of that web page is stable, the same; the contents of it can be changed. Does it matter? Each reader would see another different piece, at different times at the same address that is referenced on social

media and forms, etc. Maybe it would not be a problem until each reader shares that address on a social media page. So it would not be manipulative: Under the same web page address and same headline; the expression of the content that the reader likes on social media can already be changed. So that content can keep disseminated by other users who take that the same reader as a reference. As Wales points out, because of the manipulated content -and their usage of the viral character of social media- the media literacy is not in a very brilliant age.

So is the social media that has a strong viral effect on fake - manipulated news a threat to the development of media literacy? Are social media platforms a problem of digital media? Should a social media platform also take responsibility for this kind of a problem, Facebook's Vice President?

> Facebook itself should not be the one to decide which news to promote. In a polarized world, turning things over to any third party invites criticism which that body of experts is... Facebook will not let people self-select into its survey of trusted media and that it will be statistically representative. (Fried, 2015)

According to the completion of the statement, the social media platform defends to move to let users determine which media is credible.

As a result, a lonely reader, on a brand new world, in a dark age covered with uncertain rules against manipulated content. Does it matter? For the sake of digital media literacy, it does; besides there is new kind of media associations establishing for verification for the contents maybe give hope to the lonely readers, in fact, some of those readers take much more responsibility before going out to media traffic.

4. METHODOLOGY OF THE RESEARCH

4.1 RESEARCH PURPOSE

In this research I have focused on a group of people who are willing to read the news in a more specific point of view, for not miss a thing: In case of disinformation, manipulation, etc. Those people are generally well educated; a bachelor's degree graduated.

The primary purpose was to question the people who are at least willing to more "query" of the truth of the news. So the aim was to find an analytical approach in people's perspectives to the content that is presented as news.

4.2 PARTICIPANT GROUP

The group was 25 persons (12 women and 13 men) who were in two same classes of fact-checking courses of dogrulukpayi.com organization. Doğruluk Payı is a non-governmental organization that searches the truth of the controversial speeches of politicians, the claims, and the news. In the situation of proving the claim by numbers or particular information, the organization publishes research about that controversial subject. So the courses of this organization on fact-checking aims to reach out more people who can read the news in a more query way, and sometimes aims to work with ones who are willing to continue to investigate and write in dogrulukpayi.com. The people who had attended these courses were hoped to be more literate on digital media news; however, the first purpose is to reveal their point of view to the digital media lets; not to measure if the course was useful or not. So technical, digital, or media information was not needed; but a query, quizzical point of view was a necessity for each content in the test.

The attended courses were on 9th March 2018 in Doğruluk Payı's office in Beyoğlu and 25th March of 2018, a conference hall in a hotel in Beyoğlu. From both events, replies of 25 people who had accepted to answer the test questions were questions gathered.

4.3 DATA COLLECTION

4.3.1 Participant Group Recognition

To recognize focus groups, with their written permission, several questions about their education, routines about social media usage, habits of reading newspapers, and the frequency of their usage and reading; their approach to the old and new tools of media, and their access limitations were asked.

4.3.2 Test Questions

The criteria while picking the test questions were based on the contents that aim misinformation, disinformation, or manipulation. The test questions were composed concerning over seven years of experience in news channels and new media, and then native advertorial production experience for B2C and B2B companies, and also concerning my many practices in courses such as BBC fact-checking courses.

As also because of being the starting point, the manipulation problems of media were considered as the main subject while designing test questions to the volunteer group. The total question number is 11. Each of them was chosen mostly from news websites contents which are needed to be as pure and far from manipulation as the fact itself is. Otherwise, the contents except for news websites could be more controversial to consider objectively.

Because of the primary purpose of this test, not to focus on the technical, digital abilities of a user; but to focus on a reader's ability to question; and any objectionable part cannot be found while asking readers by showing them printed screenshots of the newspapers, etc. On the contrary, the readers have just focused on what they saw; so the area could be restricted where they were searching for the answers. If the test questions were in a digital platform but not printed, the methodology would not be worked; they could not be followed up on their way of searching on the Internet, at the same time. Moreover, there is evidence from the OECD that critical abilities for evaluating online sources can be measured offline. (Organisation for Economic Cooperation and Development, 2015) On the other hand, the main focus is the reasoning part; not the technical part. So while

considering replies, it is tried to care about their approach; rather than the truth of the answer.

On behalf of restricting the test subject area, only the news websites were chosen to research. Samples from forums were picked to present them as a counter-content for news. A 9GAG sample was picked for this one. Except this, all of the rest of 10 questions were used from the website pages of Cumhuriyet Newspaper, Milliyet Newspaper, T24 News Platform, aHBR News Platform, Posta Newspaper, Hürriyet Newspaper, Sabah Newspaper, HaberTurk News Platform.

The Newspapers and platforms were chosen from the most popular and read ones; and in this series, some of them represent a political tendency from the left while some of them tend to a right political view.

4.4 Approach

Although it should be tried quantitative research in the results of test questions, the general methodology will be in qualitative research. The approach is inductive. So, the results are not under my consideration but also is open to comments of the thesis reader.

The qualitative research results under the favor of the precious contents and details that they provide combine the indicated opinions of the attendee and the opinions of readers and finally helps to present the general opinion in the most meaningful and coherent method. (Stake, 1978)

4.5 Validation of Test Questions

For replies of 11 questions, there were 3-grade note: beginning, emerging, and mastery. The research of Stanford University about media literacy; named "Evaluating Information: The Cornerstone of Civic Online Reasoning, Stanford History Education Group." was modelled in this 3 part of the grade.

Beginning: Reader incorrectly identifies the item in the right form, and does not look for the meaning of the content.

Emerging: Reader correctly identifies the item but provides limited or incoherent reasoning.

Mastery: Reader correctly identifies the item and provides coherent reasoning.

This method helps validate may be a controversial answer so fairly. The first aim was not to find out true or false so that I could get focused on Emerging and Mastery graded answers that were acceptable for reasoning ability. Moreover, it could be a focus on the beginning graded answers (and also some emerging ones) why they are out of reasoning and in the wrong way of thinking.

The whole question was classified mainly in two parts. The first part is searching if the reader can differentiate a piece of news and content that pretends as a piece of news and an advertorial. So first easy questions such as "Do you see any advertorial on this page?" were asked. Then native advertorial and company business news which can also be considered wrongly by some as a native advertorial was asked. The readers' reflexes to the click-baits and their abilities for fact-checking were also searched in the second part.

4.6 Limitations

At the beginning of the work, there were some limitations for the test; it might be stressful because of its question-answer form; the answers might be not in the same way in another time for the same reader. There was no time limit, and each participant was informed that they could feel free for thinking.

Before the 25 total people I gathered from two different courses of Doğruluk Payı, I tested my test question on a group of people (8 persons) who had attended on a BBC News Workshop at Kadir Has University March 2018. All of them were post-graduated or bachelor's degree. The testing research questions had to be more apparent and out of any contradiction.

On the other hand, there was a time limitation for researching; courses like fact-checking were a plus, but there are not so many courses that could be involved. Besides these, willingness was another limited; some of the attendees used the right of not to cooperate.

Because all participants' mother language is Turkish, and so the quiz questions were in Turkish, and they were expected to express themselves as well as they could. That is why the quiz questions and answers were in Turkish.

In the case of preventing any worries about it, this research aimed a political purpose; almost every popular news website brand from left to right political point of view was used; while preparing the questions. Anyhow this might be a limitation for accepting the test for a participant.

5. FINDINGS OF THE RESEARCH

25 volunteer persons aim to learn more than their high education in order to interpret the news and media contents much better. It is the participant group for this thesis test questions. 12 women and 13 men. Both 25 persons (and more others) had applied the two same courses for how to verify the news contents by The Association of Doğruluk Payı in March 2018. The Association of Doğruluk Payı is a non-profit organization establishing for serving the verification of controversial news contents that can be viral on the Internet easily.

The presence of association is on a formal web-page of www.dogrulukpayi.com and its social media accounts. It meets and connects with readers via online platforms and transmits their messages to the public via those channels. Readers can follow up on the verified news content via Doğruluk Payı's or via other similar organizations' (such as teyit.org) social media accounts. (Unfortunately, such kinds of non-governmental organizations for verification of news contents are not more than 5 in Turkey.)

Because of the formation of Doğruluk Payı, it searches and investigates the truth of online news mostly. The volunteer people for replying to this thesis questions about Media Literacy were also known to be the course attendees who were going to check the online news in the course. Therefore the thesis questions were chosen from the online news samples. Another reason for preferring online news samples is to be able to present more "tricky" questions because the online platforms have rich examples for that. So lastly, many of the newsreaders in Turkey consume the online news. So catching up and adopting the online trend is getting more critical.

The primary purpose of the thesis question is to research the attitude of readers to contents; if the reasoning tendency of them becomes active while replying to the questions. The answers were not categorized as true or false. They were categorized as Beginner - Moderate -Advanced; in the level of questioning the reason while replying. So the purpose is not to measure the information level of a respondent but to measure for having an idea about the respondent's approach if he/she is looking for the reason. This measuring style is copied by the research about media literacy at Stanford University. (Stanford History Education Group, 2016).

The measuring is parallel to media literacy practices, if a reader wants to be a media literate then he/she should ready to look for the reason for publishing a content; should ask why it was published.

Even most questions of the thesis test were chosen from news websites, 11 questions in total are not only focused on the news; they are divided into 4 categories. Some of them are for the shape of the content, and some of them are for the information of the content: Regular Advertorial, Native Advertising & Company News, Click Baits, and finally Fact-Checking. Add to those, based upon a close number of male (13) and female (12) replies were analyzed according to gender as well. However, any evidence could not be found signs of men and women approaches differentiate.

5.1 THE PARTICIPANT GROUP'S APPROACH TO THE ADVERTORIALS

Advertising is a part of media literacy, and media literacy is defined as a set of perspectives that we actively use to expose ourselves to the mass media to interpret the meaning of the messages we encounter. (Potter, 2011) If to be able to read a news website is vital for the digital media literacy advertising fields of a webpage is also necessary to be focused.

The reader can ignore an advertorial in a news webpage, or can be very aware of what a content says; if it is an advertorial or not. If it is not an advertorial, then is it an announcement, a bulletin, and non-news? Like in the next chapter of replies for Native Advertising test questions, to be able to distinguish an advertorial by its content meaning is as necessary as to be able to distinguish an advertorial by its shape.

Unfortunately, in a fundamental advertorial question, some respondents could not explain the question of "why is it an advertorial" except the reasoning of its "shape." Based on the observations, if an advertorial content's shape or form is not attractive or different enough from the other news content, the reader can be in a contradiction, and cannot be sure. This thinking duration gives the content a time to convince the reader that it is news, valuable content that is worth to pay attention to. However, a reader comes to a news website to first look at the news to be informed; not to buy a product like in an e-commerce website. That thinking duration is sometimes getting a tricky way for an advertorial presentation by seeming as if it is native news. (The news editor is also using

the reader's decision time to make him/her focus more and more on headlines; even if the headline does not give the message that it covenants before clicking and opening that news page.)

Consequently, based on the observations, if the reader were able to firstly focus on what the content says instead of that content shape, form, color and etc. his / her decision time would pass more qualified, and that kind of reflex would improve the reader's literate level. By extension, the observation does not execute "ignorance and not clicking some headlines is a good thing." It is seen that very media literate people could fall in a click-bait news; click-bait advertorials; or click-bait fake news. The point is; even a click-bait steals a reader's time and convinces him/her to click it; to keep going on is reader's decision: If a reader can realize that it is a click-bait, fake content, he/she can stop his / her duration about that content. Moreover, he/she cannot attend to the distribution of that content on social media or on any forms.

Again that thinking and decision duration of the reader is what precisely the click-bait editorial content owners looking. Apart from the click-bait news, a click-bait advertorial (native advertorial) a basic advertorial can be click-bait or even if it is not, the message of it is the one that should be questioned not just only the shape of it.

In the thesis test, 3 questions about Advertorial were asked. One is a basic one. It is also the 1st question of the thesis: "Please mark the Advertorial area(s) if there is. And explain why it is an advertorial from which feature of it."

Out of 25 respondents, who are high-educated (undergraduate or postgraduate), 6 of them could not relate the advertorial content message and could recognize the advertorial from its shape.

Respondent 1 (Female, 20, Undergraduate, Statistics), Reply 1: (Signs the advertorial) It is located apart from the news, in the corner of the page.

Respondent 2 (Male, 29, Postgraduate, International Relations), Reply 1: (Signs the advertorial) I understand (that it is an advertorial) from the sign of the i (information) and x (exit) in the right corner of it and from the vertical shape.

Respondent 3 (Male, 21, Undergraduate, Journalism), Reply 1:

…It is Ad because of the usage of Apple and the Android logo. (Respondent signs another content on the same page)

Respondent 7 (Male, 22, Postgraduate, International Relations), Reply 1: (Signs the advertorial) I thought it is an advertorial because of the (i) (information) and x (exit) icons. I recognize it from the icons.

What is looked for in this question is the reasoning criteria, there was a basic advertorial on that page, and it says "Private Yeşilköy Schools" and advertises the school's features. The advertorial advertises the school. However, still the focused group, who is well-educated even half of them firstly explains the shape of advertorial, but what matters is the meaning, not the shape. Only 5 of them reply to it as in the level of Master.

5.2 THE PARTICIPANT GROUP'S APPROACH TO THE NATIVE AD & COMPANY BUSINESS NEWS

In the newspaper, mostly the locations of traditional advertorials are apparent and very different from the location of the news. Most of the time, their locations are nearly the same in the footer or a corner below. The shape is mostly framed, and they are most colorful. This definition is essential for the ones who firstly focused on the shape of the content. It is necessary but not alone enough alone at the same time: The meaning of its message is everything.

On television, the traditional, classical, regular advertorial models are most apparent as well. That kind of advertorials are started with an announcement after a break during a usual broadcast program, and they are finished with a similar announcement. So the audience can see where it starts, and ends and where he/she can continue to watch the program that has paused.

The same can be said for digital media. Nearly same general shape rules are executed as in the traditional newspaper advertorials. Also, nearly the same general rules are executed in the television for video content.

So it can be said that regular advertorial is nearly the same in all mediums, in print, on television, and in the digital world. So the adaptation of the reader/audience/ user can be easy. But advertisers always try a new method to access their messages to the consumer.

Advertising has always been a success as it reaches society's unconscious mind without being present and having to analyze those advertising messages. (Potter 2004) And for this success advertisers always try a new method. While the sorts of media channels are increased more and more, advertisers find another way for their messages to make them received by customers.

While preparing the test questions, to ask a fundamental question to participants was necessary. Even the questions were asked to well-educated persons; it does not also mean that they are a well digital media literate for every subject.

2 questions were asked for research to see if the reader can understand the difference between Native Advertising and the usual news. Because of the paid feature of the native ad. was matched with a business - economy news. Native Advertising is content published by a brand by paying. And the news is a content published by the editor for the newsworthiness. Anyhow for native advertising, a fundamental sample was chosen: which was marked as "Sponsored."

For this fundamental question, the answers from 25 participants are quite pleasant. 10 of them questioned what the message says, and indicated the mark of "Sponsored." Just two of them cannot question enough:

Respondent 1 (Female, 20, Undergraduate, Statistics), Reply 3: Probably it is an advertorial. Because it is not unusual for me, I cannot comment.

Respondent 6 (Male, 21, Undergraduate), Reply 3: It is not an advertorial. It seems like it is the website's content.

Respondent 1 cannot say that if it is "sponsored," then it is an advertorial. But on the other hand, the different answer which says "it is not an advertorial" just focused on the form and shape of content. Because of the content, was among the news, and written a headline

put an image like news, the reader said it is not an advertorial. So his/her decision making just focused on the shape of the content; instead of what it is meaning.

For the second question, which indicates the business-economy news, headlined as "Middle East investors keep a close eye on the Worldwide Turkish Brand: The meetings about Vakko's sale come to life." The question was asked to fill the blank by marking: "It is news / not the news, because…"

Despite an open meaning of headline and spot, the answers were worrisome. Most of the participants could not be sure, could not give a precise answer, and could not focus on what the headline says. While only 3 of them could focus on the meaning of it; the replies of 9 participants were at the Beginner level.

Again the same problem can be seen easily: In the beginner level answers, the reader firstly tries to focus on the shape of content and form of the website in general. While they present a reason, they justify such kind of points.

Respondent 2 (Male, 29, Postgraduate, International Relations) explains his / her reason by comparing the regular advertorial of left on the page: "It is news. Except for Trendyol (the regular advertorial), all of them are news."

Except for that regular advertorial, all of the other contents seem as same.

Respondent 3 (Male, 21, Undergraduate, Journalism): "It is not news. The image used in that news emphasizes the reputation of the brand more than an economic collaboration."

In the image photo of the news asked, the brand's logo is seen. It is not irrelevant for using it in that kind of economic news. The emphasis cannot be said that over measured indeed.

Respondent 6 (Male, 21, Undergraduate): It is news because it seems like it is the content of the website.

Respondent 7 (Male, 22, Postgraduate, International Relations): It is news. As a visual, I cannot see any mark that will differentiate it from other content.

For both in Respondent 6 and Respondent 7 replies, the main point while considering those replies; is not based on the Yes or No answers. Even the respondent says it is the news correctly; when it comes to reasoning, the focus becomes apparent. For considering the important thing is not the correct answer. The vital point is if the respondent can reason it in a query way for meaning of the content or not.

Moreover, when a reader indeed decides according to his / her first glance; it becomes a widely open door for advertisers who aim to leak their messages under the mask of news by Native Advertising. It seems that when a native advertorial will not be marked as "sponsored" etc. It may not be distinguished if it is an economy - business news or not. The point of view which gives over-high priority to the shape of contents makes advertisers work easier and invites them to produce and promote native advertorials more. As a result, a content which seems undistinguishable for reader proves that the importance of the level of Media Literacy.

5.3 THE PARTICIPANT GROUP'S APPROACH TO CLICK-BAITS

In journalism, click-bait refers to headlines on online content that entice readers to click on a link to a story. Online news and commentary websites rely on click-bait to drive up the number of clicks to their articles, thereby increasing traffic to their sites and attracting advertisers. (Kivak, 2017) To drive up several clicks is almost everything if a website editor if he /she prefers to use the method of click-bait for writing headlines.

A Click-bait featured article's body under the headline does not give what it is promised in the headline before clicking. A Click-bait headline can do this by drawing the reader's curiosity. Some of them are also called as curiosity-bait and trick-bait. The expectation of a reader from the article that the headline directed is high, however, after clicking and reading the whole of the article reader realizes that the real story is beyond what he/she thought; out of what the headline promised or covenanted.

Also, why this kind of trick does use so much by news editors, even their primary purpose would give precise information, not a mystification? What is asked here is not for qualified contents that are great with both its headline and body; a headline which creates curiosity can be a good news/content sample. What is asked is the unmatched feature of

a headline told with its article told after it is clicked. A website's traffic and its click numbers determine the overall value of that website. Moreover, the value of the advertising fields while selling those fields. So many click times mean much money. So news and other content creator websites push the limits for getting more and more click. For instance; in a report by the Columbia Journalism Review highlighted a case of online magazine Slant, which pays writers $100 per month, plus $5 for every 500 clicks on their stories. (Frampton, 2015) Fees for every click force writer more. As a consequence, if Content is king (Gates, 1996) then in digital media Headline is as valuable as the crown of the king.

Furthermore, not just only among in a website's newscast published by editors; Click-baits also have a great place in the fields of Native Advertising in sponsored content published by advertisers. The click baited feeling here would be more tragic for the reader who does not know that field is reserved for sponsored firms; or who do not see any mark just as "sponsored content." Most of the time, the URL direction of this field's content goes to an utterly different webpage; it means the utterly different article (maybe even not an article) than expected.

On the other hand, Backlash is growing over the use of Click-bait: Readers have expressed frustration when articles do not deliver the content they promised. In response, Facebook announced in 2014 that it would crack down on stories fronted by click-bait headlines. (Chowdhry, 2014) It is significant because every social media platform pushes more content to be shared, and displays those contents headlines; so does Facebook.

The backlash of Click-baits can be seen as a result of those extreme usages. Those headlines have a place on websites more and more day by day, and the readers see that the news is not like what it promised; so readers begin to get much confused in time. As a result, a new type of reader is formed: Readers who react to not click to over exciting headlines that "seem" shady anymore. (In fact, it may also be seen that "Not clickbait" headlines be derived nowadays. Some content creators prefer to use "not click-bait" word in their headlines in order to seem more trustable as a last resort.)

A similar approach from respondents can be seen easily in Click-bait questions of the thesis test, too. 2 questions are directed to respondents. In 7th question of the test is a curiosity-bait headline just without an image on the main page of the news website. It

says, "Surprise decision: He forgives!" The headline does not give a clear idea about its content: Reader cannot guess if it is the policy news, economy news, or a paparazzi one. The editor's prior purpose is not to help the reader for this. The purpose is to make it clicked and make the reader see what had happened only when he/she clicked.

However, according to educated people, the participant group; easy Click-baits cannot work anymore! From 25 respondents; only 3 of them say, "I would click because I wonder what it is." So the rest of the 22 respondents say that they would not click it, and more importantly, some of them especially underline that the reason is "they are not interested." (In test consideration clicking or not clicking headline is not the point. The main point is to be able to see how that kind of click-bait impacts a reader in this participant group.)

Respondent 6 (Male, 21, Undergraduate): I would not click because I am not interested in it.

Respondent 7 (Male, 22, Postgraduate, International Relations): I would not click. I am not interested in News, which does not give any idea with its headline and image.

Respondent 9 (Female, 25, Journalist): I would not click. I am not interested in it.

Those are replies which make a decision just at first glance news; readers refuse to click. This kind of approach causes and feeds prejudice and bias. Some respondents say one step further than "not interested" they comment as if they knew what news told behind the headline:

Respondent 18 (Male, 23, Undergraduate): I would not click. It is the paparazzi news.

Respondent 16 (Male, 21, Undergraduate, Company Owner): I would think that it is the paparazzi news and I would not click because it does not appeal to me.

Respondent 4 (Female, 24, Sociologist Bachelor): I would not click. I would think that it is the paparazzi news. If it were essential, they would write who he/she is. They would use his/her name for click numbers. (I thought it was not a very famous one)

Readers either were not interested and did not click or guess what the news was and did not click. The last step/reason for that grade is Backlash. The reader no longer thinks to click not even a moment. So the reader precisely defined that it is something out of what it "seems."

Respondent 21 (Male, 19, Undergraduate): I would not click. I find those headlines aimed to try to be attractive are annoying.

Respondent 17 (Female, 23, Undergraduate): I would not click. Like a paparazzi headline. It had written to arouse curiosity, but I think it is a non-starter.

Respondent 11 (Female, 21, Undergraduate): I would not click because I thought that the headline and content would not match.

In 6th question of the test, a click-bait has a severe primary effect on the meaning of the headline. It says "State of emergency is declared in the U.S." (Feb. 2018) It is not fake, but very Click-bait: It is not a state of emergency in the general of the country but in a state of the country. (The focused point here is not to judge the test respondent if he/she knows the background of the news. Again the main point is to be able to see how that kind of click-bait impacts a reader in this participant group.)

To not be able to click that headline in the expectation of a vast political state of emergency, the reader should have a background a little bit about US policy balances. If the reader knows the recent past examples of the state of emergencies in that country, probably he/she would guess that it is something about a natural disaster in a region and not a general issue. Because the state of emergency was a hot headline for Turkey's political balance in that time (as an editorial tactic), the headlines like this are used in order to make it clicked by readers who are willing to follow up the agenda of the world news. However, the willing would be decreased at the end of the news article because of the Click-bait impact. However, comparing those answers to the 7th question above; the reader is more patient to be informed about a state of a country. Some of them click because of if it is the political news or they thought that it is a political one:

Respondent 4 (Female, 24, Sociologist Bachelor): I would click. I would wonder if it is interesting and real; it would be important news. However, probably they manipulate the news to make it clicked.

Respondent 25 (Female, 25, Postgraduate, Communication): I would click. I would want to know the reason and how long it was going to take and how it would affect international relations.

Respondent 7 (Male, 22, Postgraduate, International Relations): I would click. I do not expect a state of emergency in the U.S in the daily flow of life.

Whether respondents say they would click or not; comparing to other question above, in this question most of them interrogate the headline and keep away from prejudging. 6 of respondents directly ask for the medium source of the news:

Respondent 1 (Female, 20, Undergraduate, Statistics) I would not enter A Haber website. However, if I would, I would click that headline because it is interesting. (The website is known as it is close to the government.)

As a consequence; it is evident that editors bother the reader with magazine and paparazzi news Click-bait. The decision making of some of the readers is in the state of Backlash. So it might be reflected on other political news too. The reader cannot find any idea in the headline, he/she tries to get an idea from the appearance of the website; because the headline pushes them to do that. Does it matter for Click-bait creators? At least the reader still looks for the medium source of news. However, to make the reader decide with face value is a negative approach for Media Literacy.

6. CONCLUSION AND DISCUSSION

The thesis starting point was the manipulation effects of media and its impacts on our daily life, even on our governmental regime. By the Internet age, this has become an enormous problem that grows up; yet many Internet news sites, anonymous social media accounts, forums, blogs, people on social media are now able to manipulate a situation on purpose or indirectly. Fake news is not the most pressing challenge confronting schools, said Sam Wineburg, a Stanford education professor. Far more worrisome is the prevalence of private groups pushing their agendas under the guise of unbiased news. (Herald, 2016) Fake news is one of the most significant new disturbing Internet trends that must first be resolved if the Internet is to be capable of fulfilling its true potential to serve humanity. (Lee, 2017) So under any news type; fake news, advertorials pretend as news, semi-fake news, click-baits, etc.; a manipulated news would harm the reader.

In this chaotic digital media environment, the reader/audience sometimes cannot know what to do. Clicking, liking, sharing, texting; all digital media user actions can be a part of a viral effect that has a manipulation purpose. That is why the Internet user's action has a determinant role. Internet users, who are close to using the ability of reasoning and evaluating, would be very close to being a digital media literate. The lack of that kind of literacy is a problem both in the individual, social, and political sense. Scholars and educators have long hoped that media education is positively related to pro-social goals such as political and civic engagement. (Ashley, Maksl and Craft, 2017)

But at this point, a question came up in the review of literature for this thesis: Is a well-educated person enough in order to be a media literate? What is a literate person and media literate person? Moreover, there is another question: Is digital media literacy can be expressed by media literacy information?

The idea is that introducing literacy to illiterate people enhances their cognitive skills, improves their economic prospects, and makes them better citizens, regardless of the social and economic conditions that accounted for their illiteracy in the first place. (Street, 2003)

Being suspicious, curious, and being interrogator as possible as it is; is equal to a very fresh beginning to be literate; and to learn, unlearn, and relearn. (Toffler, 1990) However,

a media literate person's difference is his/her involvement in media. A media literate analyses, evaluates, or produces media messages. (Martens, 2010) So finally a digital media literate:

> Digital media literacy differs from traditional literacy education because of its specific focus on non-written modes afforded by media communications technologies such as film, television, print media, radio, video games, online and mobile media and the increasing convergence among these. (Jenkins, 2006)

On the other hand, a suggestion that media literacy increases with the general education level is not always correct. In some examples, it is seen that more educated people are not always advantaged. Higher education did not widen the knowledge gap with increased media information. (Goh, 2015) And there is another suggestion that media literacy might be almost equal with the level of media interest or involvement. It was seen that even being a digital native cannot be enough in some researches. (Chapter 1.4)

So what about the impact of the general education level in order to be media literate? Could a highly educated adult identify what he/she reads and surpasses a digital native adolescent? Many students have no idea what "sponsored content" means, and this is something that must be explicitly taught as early as elementary school. (Stanford History Education Group, 2016) So consequently, those were comprised of research questions for this thesis.

Therefore, the attempting was to contribute to current digital media literacy knowledge by analyzing a group of people who already possess an awareness of media literacy and who want to develop their skills in this area. It is why highly educated people's digital media literacy formed the test group profile for this study. So the research aimed to question the sufficiency of higher education degrees in the possession and use of media literacy skills.

As also because of being the starting point, the manipulation problems of media were considered as the main subject while designing test questions to the volunteer group. And questions were chosen mostly from news websites contents which are needed to be as pure and far from manipulation as the fact itself is. Otherwise, the contents except for news websites could be more controversial to be considered objectively.

25 participants responded to 11 test questions and collected 275 responses. When examining the test questions of this thesis, it was seen that many respondents first prefer to consider the content by its visual side, by its form. Almost every beginning level answer had the same point: They forget to question the content meaning and decide with the shape or image of that content instead of putting a query. For example, some respondents could not explain a fundamental advertorial question of why it is an advertorial except the reasoning of its shape. In another business news question, respondents who gave beginner-level answers firstly tried to focus on the shape of content and form of the website in general. While they present a reason, they justify such kind of points.

In click-bait question readers either were not interested in and did not click or guess what the news was and did not click. The last step/reason for that grade is a backlash. The reader no longer thinks to click not even a moment and precisely defined that it is something out of what it seems. Those are the reasons that push the reader to be biased, and bias is a kind of opposite way of thinking with interrogation.

While the review of the literature for this thesis, it was seen that even a digital native person could not be enough in some digital content queries. Besides, even well-educated people could have disadvantages across illiterate people.

> The spectrum of media literacy education runs from protectionism, where media literacy is seen as the antidote for harmful media, to laissez-faire or normalization, where formal media literacy education is seen as unnecessary because of the perceived beneficial effects or innocuousness of media. (Hobbs, Jensen, 2009)

So does a media literacy instruction focus on protection against harmful effects of media or instead of this, does he focus on to unlimited reader for interrogating?

The necessity of media education is not just in order to be able to avoid the harmful effects of media, but also to encourage much better media outlets to prefer to consumption. (Hobbs & Jensen, 2009) Thus a media literate would also focus on beneficial effects and have a broader point of view even he is a highly educated people or not.

On the other hand, according to test analysis, highly-educated people's ability to reason about the information on the Internet news content can be summed up in one sentence: "They are overly impressed by what it is seen first." That 25 highly-educated and more importantly, media literacy concerned people may be most able to flit between news websites, Internet blogs and forums, and TV news programs. However, when it comes to evaluating information, they can easily substitute their reading and questioning the ability to their looking and easy-deciding part according to what they see at first glance. It shows that the visual shape value still over - prominent among educated people contrary to popular belief.

> In print, language is the primary element, while visual factors, such as the physical setting or design format and illustration, are secondary and supportive. In modern media, just the reverse is true. The visual dominates, the verbal augments. The print is not dead yet, nor will it ever be, but our language - dominated culture has moved perceptibly toward the iconic. (Dondis, 1973)

So why visuality can be dominant for humans?

> Soon after we can see, we are aware that we can also be seen. The eye of the other combines with our eye to make it entirely credible that we are part of the visible world. If we accept that we can see that hill over there, we propose that from that hill we can be seen. The reciprocal nature of vision is more fundamental than that of spoken dialogue. Also, often the dialogue is an attempt to verbalize this - an attempt to explain how, either metaphorically or literally, you see things and an attempt to discover how he sees things. (Berger, 2008)

Is not visuality be featured enough in specific to news literacy or media literacy education? Are high-education systems that involve media education sufficient? Scholars argue that production is essential for media literacy because it provides students with insight into the constructed nature of media, allowing them to be more effective media analysts. (Buckingham, 2007)

There were a few journalists in the test group, the whole of the group, not media producers; at least professionally. But the whole of them was a daily internet user who reads news websites, blogs and uses social media so produces their content for social media occasionally.

Can using and consuming social media make them more fast consumers while they were surfing on the internet?

Internet users used to wait so much for downloading websites before. The user could download a text in seconds but used to wait for more for the visual part of that content. Photographs, illustrations, images, etc. used to be downloaded slowly. Video streaming could take minutes. Now a mobile phone can stream, for example, an Instagram feed just in seconds, and the user begins surfing and skipping images in the same duration under the favor of high-speed internet and 4G technology.

Can users be more focus on visual sides of content while streaming the feeds of Facebook, Twitter, etc. and news websites now? One of the most popular social media platform in the world, and here in Turkey is Instagram that provides users to share just images. In 2013 Instagram had 130 million monthly active users in all over the world. Since then, it is grown 10 times. Now it has over 1 billion monthly active users. (Constine, 2018) After all, Turkey is the second country that has the most active users on Instagram, with 41% percent (of the population) after Sweden. (Digitalage, 2018)

An internet user can use the action of surfing & skipping quickly for content both on Facebook, Twitter, Spotify, or any social media music platform, Snapchat, Youtube and Instagram, etc. All of them can be consumed by fast streaming. So sometimes it is too fast that it cannot be comparable with TV channel zapping or turn over a page of the newspaper.

So, can surfing & skipping contents so quickly be the new trend on digital media usage and can it change internet user experiences so their behaviors permanently? Because of the fast streaming technology, do internet users' attention and perception change as well? According to the review of literacy, those are questions to be answered in detail.

It can also be observed that Facebook, Twitter, Blogs, and even news websites and many digital media sites have become more visual with their content more than ever. It means visuality, and visual literacy becomes essential for media and internet users. Ultimately there are billions of active users on the internet that affect the sharing of information, that impacts even decision of citizens about policy.

> Contrary to criticism of online political content as inaccurate, the Internet had been a reliable and active, albeit limited, source in helping citizens become more knowledgeable about alternative parties, their candidates, and positions on policies and issues. (Goh, 2015)

Either positively or cynically, digital media has many influencers about any subject. So digital media needs media literate people to become also an influencer in this world. Media literacy education is not for protection but also to encourage much better media outlets to prefer consumption. (Hobbs & Jensen, 2009)

> However, from a critical point of view it is erroneous to suggest that literacy can be given neutrally—if it can be "given" at all; maybe it can only be achieved, or more precisely, acquired with others—and its social effects only subsequently experienced. In any case, this strand of digital literacy debate pertains to what can be labeled as "prolonged exchange value of well-educated citizens." (Lankshear, Knobel, 2008)

Though there are many sources in this area, there are a few studies about highly educated people approaches to internet news subject as a subtitle of media literacy, and that kind of studies and educations should be increased. After all, the civic responsibility of society can get better with more media literate people. Add to those, it is suggested that studies on media literacy should be increased not just in the postgraduate fields and levels but also in the (Turkish) education realm, and accordingly, it should be employed to create awareness both at classes and students. (Maden, Maden, Banaz, 2017)

So finally, visual literacy can be added to all those as well; it can be mentioned more in order to emphasize its essence: Internet users changing experiences, ways of usages and behaviors can be adopted to digital media literacy education as fast as the changing. Although every image embodies a way of seeing, our perception or appreciation of an image also depends upon our way of seeing. (Berger, 2008)

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A.1 RESPONSES OF ADVERTORIAL QUESTIONS

	PAGE 1	REPLY 1	PAGE 2	REPLY 2	PAGE 4	REPLY 4	Eğitim durumu	Bölümü	Meslek	Cinsiyet	Yaş
Question 1	Varsa reklam ve /veya tanıtım alanlarını işaretleyiniz. Hangi özelliğinden dolayı öyle olduğunu açıklayınız.		Sağ alt köşedeki "Ücretsiz Canlı Borsa" içeriği reklamdır/reklam değildir çünkü... /// İçerik bence güvenilir - güvenilir değil çünkü...		Varsa reklamları işaretleyiniz, neden öyle olduğuna kanaat getirdiğinizi açıklayınız.						
Respondent 1	Beginning	Kendi bağımsız olarak sayfanın köşesinde kopuk bir şekilde konumlandırılmıştır.	Emerging	Reklamdır. İçerikten bağımsız bir şekilde alt köşede konumlandırılmıştır. Dilersek reklamı pasif hale getirebiliriz. /// Bence güvenilir değil, yüksek ihtimal linkin altında virüs bulunmakta.	Emerging	Gündem haberlerinin arasında konudan bağımsız alt köşede konumlandırılmış.	Öğrenci	İstatistik - Mimar Sinan G.S. Üni.	-	K	20
Respondent 2	Beginning	Sağ alt köşesindeki bilgi ve çarpı işaretinden ve dikey boyutundan anladım.	Emerging	Reklamdır. Standart boyutu, sağ üst simgeleri ve site içeriğinden bağımsız olduğu fazlaca belli. /// Güvenilir çünkü reklam ve haberler ayırt edilebiliyor.	Emerging	Açıklama boş, sadece işaretleme var	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkiler / YTÜ	Editör	E	29
Respondent 3	Beginning	(Apple ve Android logolarını işaretleyerek) Tüketime yönlendirebilir. Logo kullanımı nedeniyle reklamdır.	Emerging	Reklamdır. Her yerde karşıma çıkıp, herhangi bir aralık yoktur. /// Güvenilir değildir. Ücretsizlik vaad ediyor.	Mastery	Pazarlama amacı taşıyor.	Öğrenci	İletişim Fak - Gazetecilik - İÜ		E	21
Respondent 4	Mastery	Özel Yeşilköy Okulları. Sayfayı uzunlamasına kesip bütünlüklü olması, içeriği reklam olduğunu gösteriyor. Apple, Android, FB, TW logoları uygulama içi kullanım için olsa da logoların üstünden reklam yapılıyor, imaj yaygınlaştırıyor.	Emerging	Reklamdır. Her yerde karşıma çıkıp, ürüne tanıdıklık yaratmaya çalışıyorlar. /// Güvenli değil çünkü spam ve her yerden çıkıyor güvenli olduğu hissi vermiyor.	Emerging	Bilinçli olarak bu firmaların ilanları paylaşılmış, markaların reklaminin yapılması için.	Yüksek L. Öğrencisi	Marmara Üni. Sosyoloji mezunu ve Sosyoloji yüksek lisans öğrencisi	Sosyolog	K	27
Respondent 5	Emerging	Sağ tarafta okul reklamı bulunuyor.	Emerging	Reklamdır. Çünkü web sitesi adresi bulunuyor ve sağ tarafta. /// Güvenilir olabilir ancak benim ilgimi çekmiyor.	Emerging	Milliyet emlak reklamı olduğu açık bir şekilde duruyor.	Yüksek L. Mezunu	MEF Üni. BDA Yüksek Lisans	Satış Koordinatörü	K	35
Respondent 6	Beginning	Google reklamı var.	Emerging	Reklamdır. /// Güvenilir değil bence tıklamazdım.	Emerging	Milliyet emlak içeriği bir reklam olabilir. Çünkü sitenin kendi içeriği değil.	Öğrenci	YTÜ		E	21
Respondent 7	Beginning	Google reklamı. i ve x ikonları sebebiyle öyle olduğunu düşündüm. // App Store ve Google Play Store için app link yönlendirmesi. Yine ikonlardan tanıdım.	Mastery	Reklamdır. Hem site sayfasıyla alakasız hem de sağ üst köşede ikonlar var. /// Google reklamlarının denetlediğini düşünüyorum.	Emerging	Aynı firmaya ait olsa da farklı içerikten ötürü reklam olduğunu düşünüyorum.	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkiler / İÜ		E	22
Respondent 8	Emerging	Okulların reklamını yaparak daha çok kişiye ulaşmasını sağladığı için.	Emerging	Reklamdır. borsadirekt.com'un reklamını, daha çok kişiye ulaşmasını sağlıyor. /// Siteyi kullanmadan bilemeyiz.	Beginning	Haber içeriğinde yazan "Sponsorluk için ilk aklımıza gelen Beko oldu" spotu Beko'nun da reklamını yapmaktadır.	İletişim Fak - Gazetecilik - Mar.Üni.	Gazeteci	K	30
Respondent 9	Emerging	Özel Yeşilköy Okulları bariz reklam, hepimizin bildiği gibi web sitelerine yerleştirip tıklanması için	Emerging	Google reklamıdır. /// İnternette bazı sayfalar bizi güvensiz sitelere yönlendiriyor.	Mastery	Milliyet emlak, ev, kira'ya yöneltiyor bizi.	Üni. Mezunu	İletişim Fak - Gazetecilik - KATÜ	Gazeteci	K	25
Respondent 10	Mastery	Özel Yeşilköy Okulları. sağ üstteki google reklamlarında çıkan işaretler ve özel okul tanıtımı olması sebebiyle.	Emerging	Reklamdır. Google reklamlarında çıkan semboller var. Cumhuriyet sayfasında bir yeri yok. /// Güvenilir "değil" ücretsiz ibaresi bende şüphe uyandırdı.	Mastery	Ticari amaç güden bir linke yönlendiriliyor.	Üni. Mezunu	Endüstri Mühendisliği - Sabancı Üni.	Fiyatlandırma Uzmanı	E	25
Respondent 11	Emerging	Daha önce tarayıcıdan kişi bu reklama yönelik arama yaptığı için karşıma çıkma ihtimali daha yüksek	Emerging	Reklamdır. İnsanların bu alanda okumaları olma ihtimali yüksektir veya takip etme /// Güvenilir değil çünkü genel olarak bu tarz reklamlarda tıklama sonrasında farklı bir sayfa yönlendirme oluyor.	Emerging	Siteye tıklama yapan insanların çoğu daha öncesinde emlak sektörü üzerine arama yapmış oldukları için bu ilan çıkmıştır.	Öğrenci	İstatistik - YTÜ		K	21
Respondent 12	Mastery	Özel Yeşilköy Okulları ile ilgili içerik reklamdır, çünkü toplumu ilgilendiren bir konuya dair değil özel bir kuruma dair içeriktir.	Emerging	Reklamdır çünkü belirli bir siteye gönderme yapar. Zaten reklamlara özel içeriği kaldırma butonları da var. /// Güvenilir değil çünkü reklam.	Emerging	Milliyet Emlak köşesinde "The Mandarin Acıbadem" "Anteras" gibi tanıtım amaçlı olarak belirli şirket/holdinglere ait olduğu olan paylaşımlar var. "Sponsorluk için ilk aklımıza gelen Beko oldu" haberi ise reklam amaçlı diye düşünüyorum. Muhtemelen gazete sahipliği ile ilişkili var.	Üni. Mezunu	İletişim Fak - Gazetecilik - Ege Üni.	Gazeteci	K	24
Respondent 13	Mastery	Cumhuriyet logosu-ilgili gazetenin tanıtımı, ekranın hakim tepesinde // Apple - Android logoları - Gazetenin mobil uygulama tanıtımı ve apple - android reklamı // FB - TW logoları ilgili gazetenin sosyal medya hesaplarının tanıtımı ve sosyal medya platformlarının reklamı // Yeşilköy Okulları ekranın büyük bir kısmını kaplayan standart bir reklam // Sürmanşet - gazetenin ideolojik seçimine uygun bir manşet	Beginning	Ücretsiz diyerek manipülasyon yapılmaya çalışılıyor. /// Güvenilir çünkü domain adresi açık yazılmış.	Mastery	Sağ alt emlak reklamı	Üni. Mezunu	Bilgisayar Müh. - Sak.Üni.	Siber Güvenlik Araştırmacısı	E	21
Respondent 14	Mastery	Haber içeriği taşımıyor.	Mastery	Reklamdır çünkü haber sitesiyle bağımsız bir içeriğe sahiptir. /// Güvenilir değil çünkü ücretsiz ve borsa	Beginning	Yok	Öğrenci	Sosyoloji - Sak.Üni.		K	21
Respondent 15	Beginning	Yok	Emerging	Reklamdır. Sağ üst köşede Google tarafından konan ve reklam olduğunu belirten kapatma ve bilgi alma seçeneği var. /// Emin olmamakla birlikte güvenilir olduğunu düşünüyorum bir nedeni yok.	Mastery	Milliyet doğal olarak kendi kuruluşu olan Milliyet Emlak reklamını oraya yerleştirerek kullanıcıların dikkatini çekmeyi ve ürünlerini pazarlamayı amaçlamaktadır.	Öğrenci	Endüstri Mühendisliği - Galatasaray Üni.		E	20
Respondent 16	Emerging	Sol taraftaki okul reklamını görüntülü reklam ağı vasıtasıyla web sitesinde gösterilen bir reklamdır. Temelde kullanıcıya yönelik reklamlar çıkıyor websitelerinde. Okul araması / araştırması yapan bir bireyin karşısına bu tarz bir reklamın çıkma ihtimali diğer ziyaretçilere nispeten daha yüksektir.	Emerging	Bu bir reklamdır. Websitelerinde bazı alanlar reklam için kiraya verilmiştir. Bu reklam da bu şekilde burada görülmektedir. /// Güvenilir olmadığını düşünüyorum. Çünkü herkes istediği şekilde bu alanlara reklam verebiliyor.	Mastery	Satışa yönelik bariz bir reklam görüyoruz. Böyle düşünmemin bir sebebi de proje isimlerinin bu alanda olduğu gibi gösterilmesidir.	Öğrenci	Endüstri Mühendisliği - Boğaziçi Üni.	Öğrenci - Şirket sahibi	E	21
Respondent 17	Emerging	Bir gazetenin amacı apaçık bellidir; kamuoyuna belli konularda bilgi vermek. İşaretlediğim alanlar, maddi bir karşılık olsun ya da olmasın bir ürünün satın alınmasına ilişkin öğelerdir.	Emerging	Reklamdır. Çünkü bir ürünün (bu bir site bile olsa) tanıtımı yapılıyor. /// İnternet site adreslerinde .com uzantısı çok güvenilir olmayan kaynaklarda kullanılır.	Mastery	Çünkü bir ürünün tanıtımına ve olursa satışına teşvik içeriyor.	Öğrenci	Radyo - TV - Sinema / Yeni Yüzyıl Üniversitesi		K	23
Respondent 18	Emerging	Rekabet olan bir alanda bir firmayı öne çıkarttığı için reklam olduğunu düşünüyorum. Sağ tarafta ise gazete kendi mobil uygulamaları reklamını yapıyor.	Mastery	Reklamdır. Çünkü "borsadirekt.com" dışında da başka borsa şirketleri var, ancak bu durumda belli bir firma öne çıkartılıyor. Sanal borsanın önde gelen şirketler haricinde güvenilir olduğunu düşünmüyorum.	Emerging	Milliyet emlak, milliyete bağlı farklı bir kuruluştur. Bence reklamdır. Sponsorluk anlaşmasının manşeti Beko'yu önce çıkarmaktadır. Bence haber değiş ancak manşet reklam.	Öğrenci	Siyaset Bilimi ve Uluslararası İlişkiler / Marmara Üni.	-	E	23
Respondent 19	Mastery	Ekranda günün tarihini göremedim ama muhtemelen okul kayıt zamanında verilen bir reklam. Google reklamı. Özel okul olduğu için zaten direk reklam.	Emerging	Reklam. Ücretsiz olması güven duygusunu azaltıyor. Trendyol zaten reklam.	Emerging	Beko reklamı gibi görünmese de sonuç olarak fayda sağlayan bir içerik. Milliyet emlak kendi sitesinde ama bir sürü reklam içeriği sunuyor.	Üni. Mezunu	Gazetecilik / Kocaeli Üni	Gazeteci	K	35
Respondent 20	Mastery	Özel Yeşilköy Okulları: Gazetede bir özel okulun bilgisi verilmiş.	Beginning	Reklamdır. Cumhuriyet Gazetesi'ne ait bir şirket olduğunu inanmadım ve genel olarak reklamların bulunduğu kısımda bulunuyor. // Güvenilir değil çünkü profesyonel durmamakla beraber click-bait veya "dolandırıcı" olma ihtimali var diye düşünüyorum.	Emerging	Üzerine düşünmeden ilk söylediğim reklam olmayacağıydı; fakat bir ürün tanıtımı mevcut.	Öğrenci	İktisat / Galatasaray Üni.		E	22
Respondent 21	Emerging	Reklam banner'ı açık bir tanıtım sağlıyor.	Mastery	Reklamdır. Çünkü sitenin tanıtımını yapıyor. Güvenli olduğunu düşünmüyorum ancak ilgimi çeken bir konuya tıklayıp araştırma yaparak karar veririm.	Beginning	Reklam yok.	Öğrenci	Amerikan Kültürü / İÜ		E	19
Respondent 22	Mastery	(Reklam banner'ı işaretlenerek) Haber sitesi ve haber değeri yok.	Emerging	Reklamdır çünkü google ads. // Güvenilir değil çünkü birçok kez güvenilir olmayan siteler veren bir gazete.	Emerging	(Beko içeriği ve Milliyet emlak içeriği işaretlenerek) Marka vurgusu.	Öğrenci	Siyaset Bilimi / ODTÜ		E	26
Respondent 23	Emerging	Özel okul reklamı olduğu aşikar. Reklam kapama özelliğinin de açıkça göründüğünü fark ettim. (Apple - Android ikonları da işaretlenmiş)	Mastery	Reklamdır. Başka bir websitesine yönlendirme gerektirip, haber içeriği taşımamaktadır. // Güvenilir olup olmadığını bilmiyorum.	Emerging	(Ekonomi bölümünden "Yerli oto 3 model ön sipariş kapalı" başlığı işaretlenmiş) Haber içeriğinde belli bir marka ve model ağ vererek reklam yapacağını düşünüyorum. (Milliyet emlak içeriği işaretleyerek) Başka bir bağlantı vererek ev satış / kiralama reklamı yapıldığı görselleri desteklenmiş.	Üni. Mezunu	İngilizce Öğretmenliği	Öğretmen	K	25
Respondent 24	Mastery	Kurumun görünürlüğünü artırmak için bir girişim. Müşteri kazanımı amaçlıyor.	Mastery	Reklamdır. Tık sayısını arttırarak gelir elde etmeyi amaçladığını düşünüyorum.// Güvenilir olup olmadığına dair yorum yapmayı sağlayacak kanıtım yok.	Mastery	Milliyet emlak görünürlüğünü / müşteri sayısını artırmayı amaçlıyor.	Üni. Mezunu / Yüksek Lisans öğrencisi	Ekonomi / Boğaziçi Üni. MBA / Yüksek Lisans		E	24
Respondent 25	Mastery	Reklam alanında yer alıyor ve özel bir okulun web sitesine yönlendirme yapıyor.	Emerging	Reklamdır. Reklam alanı içerisinde, web site ismi yer alıyor, dikkat çekici renk kullanımı. // Güvenilir bulamadım, ücretsiz ve borsa kelimelerinin birlikte kullanımından dolayı.	Emerging	Milliyet emlak bir emlak sitesi ve alt kuruluşu olduğu Milliyet'te reklamı çıkıyor. Sponsorluk için... diye başlayan haberin de Beko'nun sponsor olduğu bir kurumun Beko'nun PR'ı için konuşma yaptığını düşündürttü.	Üni. Mezunu	İletişim / Gazetecilik / ERÜ	İletişim ve Sosyal Medya Yöneticisi	K	25
Masteryy:		Geçerli sebepleri sunabiliyor veya bilmiyorsa bilemediğini dile getirerek araştırmaya ihtiyaç duyuyor.									
Emerging:		Sorgulamaya başlamış ama yeterli değil.									
Beginning:		Kaynak ya da fotoğrafın manipülasyona uğrama ihtimali ya da yayınlanan mecra ya da benzeri sorgulamalar yapılmıyor.									

	PAGE 3	REPLY 3	PAGE 5	REPLY 5	Eğitim durumu	Bölümü	Meslek	Cinsiyet		Yaş
Question	(Yeşil çerçeveye aldığımız) "Saç ekimi nedir?" içeriği reklam amaçlıdır / reklam amaçlı değildir / bilemiyorum çünkü…		Bu bir haberdir / haber değildir çünkü…							
Respondent 1	Beginning	Yüksek ihtimalle reklam amaçlıdır. İlgimi çekmeyen bir durum olduğu için pek yorum yapamıyorum.	Beginning	Haber değildir. Çünkü bilinen bir gazete sayfası değil.	Öğrenci	İstatistik - Mimar Sinan G.S. Üni.	-	K		20
Respondent 2	Mastery	Reklam amaçlıdır. Sponsorlu ibaresi var.	Beginning	Haberdir, trendyol dışındakiler haber.	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkiler / YTÜ	Editör	E		29
Respondent 3	Mastery	Reklam amaçlıdır. Çünkü sağ alt köşesinde içeriğin sponsorlu olduğu zaten belirtilmiştir.	Beginning	Bu bir haber değildir. Haberde kullanılan görsel, ekonomik işbirliğinden çok markanın imajı vurgulanmış.	Öğrenci	İletişim Fak - Gazetecilik - İÜ	-	E		21
Respondent 4	Mastery	Reklam amaçlıdır. "Sponsorlu" ibaresi var, kadın çok bakımlı, özenilmiş bir fotoğraf çekimi, en önemlisi yanında marka adı var.	Mastery	Haberdir. Satışa dair bilgi veriyor.	Yüksek L. Öğrencisi	Marmara Üni. Sosyoloji mezunu ve Sosyoloji yüksek lisans öğrencisi	Sosyolog	K		27
Respondent 5	Mastery	Reklam amaçlıdır. Sağ köşede "sponsorlu" ibaresi bulunuyor.	Beginning	Reklam içerikli bir habere benziyor.	Yüksek L. Mezunu	MEF Üni. BDA Yüksek Lisans	Satış Koordinatörü	K		35
Respondent 6	Beginning	Reklam değildir. Sitenin kendi içeriği gibi duruyor.	Beginning	Haberdir. Çünkü sitenin içeriği gibi duruyor.	Öğrenci	YTÜ	-	E		21
Respondent 7	Mastery	Reklam amaçlıdır. Sağ alt köşede zaten sponsorlu içerik olduğu yazıyor.	Beginning	Haberdir. Görsel olarak diğer içeriklerden onu ayıracak bir ibare göremiyorum.	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkiler / İÜ	-	E		22
Respondent 8	Mastery	Reklam amaçlıdır. Bu tür içerikler genelde. Saç ekimi nedir sorusuyla birlikte bir kuruluşun reklamını yapar. Üstelik kenarda yazan "sponsorlu" yazısı reklam olduğunu gösterir.	Mastery	Haberdir, ekonomiyi ilgilendiren bir markanın satışı hakkında son durumu içeren bir haberdir.	Üni. Mezunu	İletişim Fak - Gazetecilik - Mar.Üni.	Gazeteci	K		30
Respondent 9	Mastery	Reklam amaçlıdır. ... Muhabirlik yaptığım süre içerisinde yaptığımız reklam dili kullanılmış. Sponsorlu olarak karşımıza çıkmış zaten.	Beginning	Bazıları haber, bazıları reklam	Üni. Mezunu	İletişim Fak - Gazetecilik - KATÜ	Gazeteci	K		25
Respondent 10	Emerging	Reklam amaçlıdır.	Beginning	Haberdir. Görsel olarak reklam intibası uyandıracak bir şey bulamadım.	Üni. Mezunu	Endüstri Mühendisliği - Sabancı Üni.	Fiyatlandırma Uzmanı	E		25
Respondent 11	Mastery	Reklam amaçlıdır çünkü site bu saç ekimi merkezinden sponsorluk alıyor. Reklamın altında da bunu belirtiyor.	Emerging	Haberdir çünkü her kategoride ilgi çeken tüm başlıklar sayfanın ilk görünümünde mevcut.	Öğrenci	İstatistik - YTÜ	-	K		21
Respondent 12	Mastery	Reklam amaçlı olduğunu düşünüyorum. Çünkü saç ekimi ile ilgili bilginin yanı sıra görselde saç ekimi yapan belli bir kurumun logosu var ve sponsorlu olduğunu yazıyor. Genel olarak saç ekimi ile ilgili olsaydı böyle düşünmezdim.	Mastery	Bir ekonomi haberidir. Her ne kadar bir markaya dair olsa da temeli bilgilendirme amaçlıdır. İş dünyası açısından bir haberdir.	Üni. Mezunu	İletişim Fak - Gazetecilik - Ege Üni.	Gazeteci	K		24
Respondent 13	Emerging	Sponsorlu yazıyor.	Beginning	Reklam gibi geliyor.	Üni. Mezunu	Bilgisayar Müh. - Sak.Üni.	Siber Güvenlik Araştırmacısı	E		21
Respondent 14	Mastery	Reklam amaçlıdır, çünkü sponsorlu içerik	Emerging	Haberdir ancak reklam içeriği taşımaktadır.	Öğrenci	Sosyoloji - Sak.Üni	-	K		21
Respondent 15	Emerging	Bana göre sayfanın tamamı reklam amaçlıdır. milliyet.com bir haber sitesidir, ancak ben bu sayfada haber değeri olan bir bağlantı göremiyorum.	Emerging	Kullanıcıları bilgilendirmeyi amaçlamaktadır.	Öğrenci	Endüstri Mühendisliği - Galatasaray Üni.	-	E		20
Respondent 16	Mastery	Reklam olduğunu açıkça görüyoruz. Sağ alt tarafta sponsorlu olduğu da belirtilmiş zaten. Aynı zamanda ilgili reklamı veren markanın adı aynı şekilde reklamın içeriğinde yer alıyor.	Mastery	Sektör bazlı bir haber olduğunu açıkça görüyoruz. Bir ürün ya da hizmet satışı değil; bir dünya markasının satışına ilişkin bir haberdir. Yerli ve tüm dünyada saygınlığı / popülaritesi olan bir markanın yabancı sermayeli bir şahsa / şirkete / kuruma satılmasının bir haber değeri taşıdığını düşünüyorum.	Öğrenci	Endüstri Mühendisliği - Boğaziçi Üni.	Öğrenci - Şirket sahibi	E		21
Respondent 17	Mastery	Reklam amaçlıdır. Bir konuda bilgi aktarımı vardır ama bu aktarım çok açık olmayan şekilde ya da şöyle söyleyeyim, çok fark ettirilmek istemeksizin bir kurumun sponsorluğunda gerçekleştiriliyor.	Mastery	Bu bir haberdir. Çünkü haber değeri olan bir konu hakkında.	Öğrenci	Radyo - TV - Sinema / Yeni Yüzyıl Üniversitesi	-	K		23
Respondent 18	Beginning	Bence değildir çünkü alanında uzman olan (Dr) biri tarafından açıklama yapılıyor. Kişinin reklamı arka planda.	Emerging	Bence haberdir. Çünkü bilgi içermektedir. Markayı öne çıkarmak arka plandadır.	Öğrenci	Siyaset Bilimi ve Uluslararası İlişkiler / Marmara Üni.	-	E		23
Respondent 19	Mastery	Reklam. Yeni reklam yerleştirme metodlarından biri. Artık reklama duyarlı hale gelen dijital medya okurlarını farkına varmadan reklama çekme amaçlıdır. Habermiş gibi sunulup, hem doktorun hem de yöntemin reklamı.	Beginning	("1 ayda 10 kilo verilebilir" başlığı işaretlenerek) Reklam. // Vakko içeriği: Reklam.	Üni. Mezunu	Gazetecilik / Kocaeli Üni	Gazeteci	K		35
Respondent 20	Mastery	Reklam amaçlıdır. Sponsorlu olan içeriklerin gazete tarafından değil, reklamcılar tarafından oluşturulduğunu düşünüyorum.	Beginning	Haberdir. Sık sık görülen bu içeriklerin artık haber olduğunu düşünüyorum.	Öğrenci	İktisat / Galatasaray Üni.	-	E		22
Respondent 21	Mastery	Sponsorlu içerik reklam amaçlıdır, konu hakkında soru işaretleri giderilse bile tanıtım yapılıyor.	Beginning	Haberdir.	Öğrenci	Amerikan Kültürü / İÜ	-	E		19
Respondent 22	Mastery	Reklam amaçlıdır. Dr. adı var, altında sponsorlu ibaresi var.	Beginning	Haber değildir. Marka vurgusu çok yoğun.	Öğrenci	Siyaset Bilimi / ODTÜ	-	E		26
Respondent 23	Mastery	Sağ üstünde büyük ihtimalle o firmaya ait bir logo yer almaktadır ve altında da "sponsorlu" ibaresi var.	Mastery	Haberdir. İçi boş bir reklamdan ziyade Vakko satışına dair bilgiler vereceği görüşündeyim.	Üni. Mezunu	İngilizce Öğretmenliği	Öğretmen	K		25
Respondent 24	Mastery	Sponsorlu olmasından dolayı reklam olduğunu düşünüyorum. Sağ üst kısımdaki "Trans" yazısının bir markayı temsil ettiğini sanıyorum.	Beginning	Haberdir.	Üni. Mezunu / Yüksek Lisans Öğrencisi	Ekonomi / Boğaziçi Üni. MBA / Yüksek Lisans	-	E		24
Respondent 25	Mastery	"Saç ekimi nedir?" içeriği reklam-haberdir. Bunu sponsorlu içerik olmasından anlayabiliriz. İçerikte ise saç ekiminde doktorun ve firmanın ne kadar iyi operasyonlar gerçekleştirdiğinden bahsedildiğini düşünüyorum.	Beginning	Reklamdır. Haberde marka ismi geçiyor ve satışının hızlandığına dair algı çalışması.	Üni. Mezunu	İletişim / Gazetecilik / ERÜ	İletişim ve Sosyal Medya Yöneticisi	K		25
Mastery:		Geçerli sebepleri sunabiliyor, içerikleri sorgulayabiliyor. Bilmiyorsa bilemediğini dile getirerek araştırmaya ihtiyaç duyuyor.								
Emerging:		Sorgulamaya başlamış ama yeterli değil.								
Beginning:		Kaynak ya da fotoğrafın manipülasyona uğrama ihtimali ya da yayınlanan mecra ya da benzeri sorgulamalar yapılmıyor.								

	Page 6	Reply 6	Page 7	Reply 7	Eğitim durumu	Bölümü	Meslek	Cinsiyet	Yaş
Question	"ABD'de OHAL ilan edildi" başlığına tıkladım / tıklamazdım, çünkü…		Sol üst manşette yer alan "Sürpriz karar: Affetti" başlığına tıkladım / tıklamazdım, çünkü…						
Respondent 1	Emerging	(En başta A Haber'in internet sayfasına girmezdim.) Eğer sayfaya girmiş olsaydım, kastedilen linke tıklardım. Çünkü başlık ilgi çekici.	Mastery	Tıklamazdım, muhtemelen magazin haberi olduğunu düşünürdüm.	Öğrenci	İstatistik - Mimar Sinan G.S. Üni.	-	K	20
Respondent 2	Emerging	Tıklardım, çünkü ne olduğunu merak ederdim.	Mastery	Tıklamazdım. Muhtemelen başlıkla içeriğin alakası yoktur. Veya beklediğimden başka, tahminden uzak bir foto galeri olabilir.	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkiler / YTÜ	Editör	E	29
Respondent 3	Beginning	Tıklamazdım. Çünkü haber kaynağı (daha önceki deneyimlerime göre) güvenilir bir kaynak değildir.	Mastery	Tıklamazdım. Haber herhangi bir bağlam, görsel ya da ifadeyle kendini anlatmıyor.	Öğrenci	İletişim Fak - Gazetecilik - İÜ	-	E	21
Respondent 4	Mastery	Tıklardım, Gündem yaratıcı, ilgi çekici ve gerçekse önemli bir haber olacağı için merak ederdim. Ancak muhtemelen tıklama almak için manipülasyon yaptıklarını düşünürdüm.	Mastery	Tıklamazdım. Magazin haberi olduğunu düşünürdüm. Ayrıca çok önemli bir kişinin affından bahsediyor olsalar, reklam değeri, tıklanma oranı artsın diye kişinin ismini kullanırlardı, demek ki önemsiz (çok medyatik olmayan) biri diye düşünürdüm.	Yüksek L. Öğrencisi	Marmara Üni. Sosyoloji mezunu ve Sosyoloji yüksek lisans öğrencisi	Sosyolog	K	27
Respondent 5	Emerging	Tıklamazdım. Çünkü altından çok alakasız bir haber çıkabiliyor.	Mastery	Tıklamazdım. Çünkü çok "tırt" bir haber çıkması muhtemel.	Yüksek L. Mezunu	MEF Üni. BDA Yüksek Lisans	Satış Koordinatörü	K	35
Respondent 6	Emerging	Tıklardım. Çünkü yanlış da olsa insan merak ediyor, içerisinde ne yazdığını.	Emerging	Tıklamazdım. Çünkü ilgimi çekmiyor.	Öğrenci	YTÜ	-	E	21
Respondent 7	Emerging	Tıklardım. Hayatın günlük akışına ABD'de OHAL ilan edilmesi çok beklediğim bir şey değil.	Mastery	Tıklamazdım. İçerik hakkında hiçbir bilgi vermeyen (görsel veya başlık olarak) haberler ilgimi çekmiyor.	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkiler / İÜ	-	E	22
Respondent 8	Beginning	Tıklardım.	Mastery	Tıklamazdım. Tıklama için hazırlanan, ilgi çekici başlıklar atılan magazin haberlerinden hoşlanmıyorum.	Üni. Mezunu	İletişim Fak - Gazetecilik - Mar.Üni.	Gazeteci	K	30
Respondent 9	Emerging	Tıklardım. Siyasete ilişkin haberleri takip ediyorum.	Emerging	Tıklamazdım. İlgimi çekmiyor.	Üni. Mezunu	İletişim Fak - Gazetecilik - KATÜ	Gazeteci	K	25
Respondent 10	Emerging	Tıklardım. Yüksek düzeyde merak uyandırıyor.	Beginning	Belki, merak uyandırıyor, görsel uyaran var.	Üni. Mezunu	Endüstri Mühendisliği - Sabancı Üni.	Fiyatlandırma Uzmanı	E	25
Respondent 11	Emerging	Tıklardım. Çünkü içinde bulunduğum ülke gündeminde de bu tarz olaylar yaşandığı için / durum bulunduğu için merak ederdim.	Mastery	Tıklamazdım. Çünkü başlık ve içeriğin uyuşmayacak olduğunu düşünürdüm.	Öğrenci	İstatistik - YTÜ	-	K	21
Respondent 12	Emerging	Tıklardım çünkü ülkemizde de halihazırda yaşadığımız şartlarla "OHAL şartları" ile ABD'de OHAL şartları ve nedenlerini karşılaştırmak isterdim.	Mastery	Canım sıkıldığında magazin haberlerine tıkladığım için bunu da bir magazin haberi olarak görüp tıklamazdım muhtemelen.	Üni. Mezunu	İletişim Fak - Gazetecilik - Ege Üni.	Gazeteci	K	24
Respondent 13	Beginning	Bu haber sitesinin yanlı olduğunu düşünüyorum.	Mastery	Neyi kime ne affetti. Clickbait.	Üni. Mezunu	Bilgisayar Müh. - Sak.Üni.	Siber Güvenlik Araştırmacısı	E	21
Respondent 14	Beginning	Tıklamazdım. Çünkü ilgimi çekmiyor.	Mastery	Tıklamazdım. Çünkü hiçbir bilgi içermiyor. Okuyucuyu çekme amaçlı gibi duruyor.	Öğrenci	Sosyoloji - Sak.Üni	-	K	21
Respondent 15	Emerging	Tıklamazdım, İnandırıcı değil.	Mastery	Tıklamazdım. Haber ile ilgili yeterince açıklayıcı bir başlık değil.	Öğrenci	Endüstri Mühendisliği - Galatasaray Üni.	-	E	20
Respondent 16	Mastery	Tıklamazdım. Çünkü OHAL'in doğal bir felaket sonucu ilan edildiğine dair çok kuvvetli bir inancım olurdu. Mevcut sitenin haber tarzına da aşina olduğum için, haberin çok kıymetli olmazdı.	Mastery	Bir magazin haberi olduğunu düşünür ve tıklamazdım çünkü bana hitap etmiyor.	Öğrenci	Endüstri Mühendisliği- Boğaziçi Üni.	Öğrenci - Şirket sahibi	E	21
Respondent 17	Emerging	Tıklardım. Sebebini öğrenmek isterdim.	Mastery	Tıklamazdım. Çok magazinel bir başlık. Merak uyandırma amacıyla yazılmış ama bence başarısız.	Öğrenci	Radyo - TV - Sinema / Yeni Yüzyıl Üniversitesi	-	K	23
Respondent 18	Emerging	Tıklamazdım. Çünkü A haber ABD karşıtı manipülasyonları ile ünlü.	Emerging	Tıklamazdım. Magazin içerikli olduğu aşikar.	Öğrenci	Siyaset Bilimi ve Uluslararası İlişkiler / Marmara Üni.	-	E	23
Respondent 19	Emerging	Tıklardım. Çünkü OHAL ilan edilmesi özellikle ABD için çok şaşırtıcı. Nedenini merak ederdim.	Emerging	Tıklardım. Çünkü yine merak uyandıran bir spot. Kim, kimi neden affetti? Öncesinde ne oldu?	Üni. Mezunu	Gazetecilik / Kocaeli Üni	Gazeteci	K	35
Respondent 20	Emerging	1- A Haber güvenilir değil. 2- Clickbait: Büyük ihtimal bir geyik köyün tekinde arabaya çarpmıştır. O köyde de 10 dakikalık olağanüstü durum ilan edilmiştir.	Mastery	1- Posta-Güvenilir değil. 2- Magazin haberleriyle ilgilenmiyorum.	Öğrenci	İktisat / Galatasaray Üni.	-	E	22
Respondent 21	Mastery	Tıklamazdım. Yabancı kaynaktan daha detaylı ve doğru haberlere bakardım.	Mastery	Tıklamazdım insanda merak uyandırmaya çalışılarak atılan bu tip başlıkları sinir bozucu buluyorum.	Öğrenci	Amerikan Kültürü / İÜ	-	E	19

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Respondent 22	Emerging	Tıklardım. Çünkü önemli bir gelişme gibi duruyor.	Mastery	Tıklamazdım. Clickbait.	Öğrenci	Siyaset Bilimi / ODTÜ	-	E	26
Respondent 23	Emerging	Tıklardım. İlgi çekici, merak uyandırıcı duruyor.	Mastery	Tıklamazdım. Herhangi bir görsel olmadığı için gereksiz sansasyon yaratmaya dayalı bir magazin haberi olduğu izlemine kapıldım.	Üni. Mezunu	İngilizce Öğretmenliği	Öğretmen	K	25
Respondent 24	Emerging	Tıklardım. Yalan olduğunu biliyorum. Merak ettim.	Emerging	Tıklardım. Kim, neyi affetti merak ettim.	Üni. Mezunu / Yüksek Lisans öğrencisi	Ekonomi / Boğaziçi Üni. MBA / Yüksek Lisans	-	E	24
Respondent 25	Emerging	Tıklardım. Sebebini, ne kadar süreceğini öğrenerek ülkeler arası ilişkilere etkisini bilmek isterdim.	Mastery	Tıklamazdım. Haberin içeriği ile ilgili hiç ipucu yok. Hiç ilgimi çekmeyen bir haber olabilir. Web sitelerin tıklanma sayısını arttırmak için yaptığı hilelerden biri olduğunu düşünüyorum.	Üni. Mezunu	İletişim / Gazetecilik / ERÜ	İletişim ve Sosyal Medya Yöneticisi	K	25
Mastery:									
Emerging:									
Beginning:									

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	5 Şubat 2018'de Elon Musk'ın şirketi, Falcon Heavy isimli roketi uzaya fırlattı. İçinde Tesla'nın bir otomobili de bulunuyordu. Aşağıdaki fotoğraf size uzaya gönderilen otomobil hakkında güçlü bir kanıt sunuyor mu? Sebebini açıklayın.		Bir önceki sayfadaki fotoğrafa atfen "Explain this Eloni / Bunu açıkla Elon" yorumu ve paylaşımı hakkında ne düşünüyorsunuz?		Bu haberi doğruluğu hakkındaki değerlendirmeniz nedir? Gerekçeleriyle açıklayınız.		Bu haberi doğruluğu hakkındaki değerlendirmeniz nedir? Gerekçeleriyle açıklayınız.						
Respondent 1	Beginning	Kısmen. Fotoğrafın nasıl göründüğü hakkında bir fikrim yok. Ama kullanılan bu fotoğrafın fotomontaj olduğunu düşünüyorum.	Beginning	Önceki sayfada düzenlenen fotoğrafın Elon Musk tarafından stüdyo ortamında düzenlendiğini iddia ediyor. Haklı bir isyan. Açığa çıkarılması: doğru bir durum.	Beginning	Doğru olduğunu düşünüyorum. (Haberin videosunu göstererek) Bu kısmın eklenmesi belki doğru olmasa da, inandırıcılığı arttırıyor.	Beginning	Null.	Öğrenci	İstatistik - Mimar Sinan G.S. Üni.	-	K	20
Respondent 2	Emerging	Evet, canlı yayındaki görüntünün aynısı.	Mastery	Bir önceki veya bu görsel kurmaca olabilir.	Emerging	Doğru olduğuna inanmıyorum. Bu olayın üzerinden 5 yıl geçmesine rağmen herhangi bir görüntü sızması veya servis edilmedi.	Mastery	Doğru olabilir. Onaylı bir hesaptan paylaşıldığı için. Öte yandan politik bir deneme de olabilir. Emin değilim. Gemi veya askerler net değil.	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkler / YTÜ	Editör	E	29
Respondent 3	Mastery	Hayır sunmuyor. Çünkü Space X ya da Elon Musk'ın sosyal kanallarından alındığı doğrulatışmamış / ifade edilmemiş. (Kaynağı yok)	Mastery	Mizah amaçlı, fotoğraf ya da görseli parodisi yapılmış.	Mastery	Doğruluğuna güvenmiyorum. 1- Haber kaynağı 2- Soruşturmanın "paralel" kurban olarak gösterilmesi. En önemli neden kameracılar tacizi görmüyor. Fakat haberi yazan bu olaydan emin şekilde yazıyor.	Beginning	Görsel malzeme gerçeklikten çok animasyon bir görsele benziyor.	Öğrenci	İletişim Fak - Gazetecilik - İÜ	-	E	21
Respondent 4	Mastery	Karar veremediğim bir konu, bir yandan konuda teknik bilgim yeterli olduğundan uzayda otomobil nasıl kalır bilmiyorum, Fotoğraf kalitesi çok iyi olduğundan gerçek olamayacağını düşünüyor ve ancak sürekli canlı izleyerek gördük ve bu kadar böyle bir fikrin böyle bir yalanla beslenmeyeceğini düşünüyorum. Galiba bilim / teknolojinin bu şekilde üst düzey formu için yalan söylenmeyeceğine güveniyorum.	Mastery	9GAG'de yayınlanmış bu sebeple gerçekliğinden şüphe ediyorum. Yorum da oldukça manipülatif böyle bir gerçeklik olsa daha açıklayıcı bir yorumla çıkması gerektiğini düşünüyorum.	Mastery	Haber içeriğinde 20-30 kişi deniyor ama fotoğrafta oynarken daha fazla kişi yerleştirmişler. Hepsinin bir örnek giyimiş gösterilmesi, kişilere dair netlik olmaması fotoğrafın doğruluğundan şüphe ettiriyor. Ayrıca satılmaya uğradığını iddia eden kişi üstleri çıplak deri pantolonlu adamlar demişti; fotoğrafta oynarken üstleri çıplak bırakmayı unutmuşlar. Külliyen Kabataş Yalan, Külliyen Manipülasyon.	Mastery	Alta tweet örneği olduğu için gerçek olduğunu düşünüyor dur.	Yüksek L. Öğrencisi	Marmara Üni. Sosyoloji mezunu ve Sosyoloji yüksek lisans öğrencisi	Sosyolog	K	27
Respondent 5	Emerging	Evet otomobile ilgili görsel olarak kanıt sunuyor ancak daha detaylı bir görüntü de olabildi.	Beginning	Medya kuruluşlarına dağıtılan resmin gerçek olmadığı ve stüdyoda çekilmesinin hayal kırıklığı yarattığını düşünüyorum.	Mastery	Bana gerçekçi gelmiyor. Fotoğrafta photoshop ile oynama yapılmış.	Beginning	Bu tarz haberleri gerçekçi bulmuyorum. Tamamen "tık" almak için sunulan haber ve fotoğraflar diye düşünüyorum. Zira içerik bomboş.	Yüksek L. Mezunu	MEF Üni. BDA Yüksek Lisans	Satış Koordinatörü	K	35
Respondent 6	Mastery	Evet, çünkü bu fotoğrafı canlı olarak da izlemiştim.	Emerging	Bir önceki fotoğrafa inanmaya devam ederdim.	Emerging	Emin değilim.	Mastery	Doğru bir haber. Çünkü Twitter'dan doğrulanmış bir hesaptan paylaşılıyor.	Öğrenci	YTÜ	-	E	21
Respondent 7	Beginning	Bence sunmuyor zira bugüne kadar uzayla ilgili gördüğümüz içerikler genellikle oynanarak servis edildiği için bu tarz ham fotoğraflar fazla inandırıcı etki uyandırmıyor.	Beginning	Önceki içerikte de söylediğim gibi ham içerikler bizlere daha az inandırıcı geldiği için tıklanma kaygısı güden editörlerin bu duyguları kullanmaya çalıştığını düşünüyorum.	Mastery	Doğruluğuna inanmıyorum zira olay anını gösteren net bir görüntü olmadığı gibi fotoğraflar üzerinde de çok amatörce düzenlemeler yapıldığını görüyorum.	Mastery	Haberin doğru olduğunu düşünüyorum, çünkü orijinal içeriği ilgili Twitter hesabında görebiliyorum.	Üni. Mezunu	Siyaset Bilimi ve Uluslararası İlişkler / İÜ	-	E	22
Respondent 8	Beginning	Sunmuyor. Bu görsel daha magazinel, tıklanma ihtiyacı için yapılan bir görsel niteliğinde.	Beginning	Null	Beginning	Null	Beginning	Null	Üni. Mezunu	İletişim Fak - Gazetecilik - Mar.Üni.	Gazeteci	K	30
Respondent 9	Beginning	Hayır photoshop kullanılmış, bu güçlü kanıt olamaz. Zaten inandırmak için photoshop kullanılmış.	Beginning	Elon'a getirilen eleştiri teslanın arabasının photoshop olduğu iddia edilmişti, gibi geldi bana	Emerging	Bu haberi inanmıyorum. Haber toplumdaki algıya yönelik iktidar güçlerinin manipülasyon teknikleri kullanarak yaptığını düşünüyorum. Yalan haber.	Emerging	Doğru olabilir. Tam emin olamadım.	Üni. Mezunu	İletişim Fak - Gazetecilik - KATÜ	Gazeteci	K	25
Respondent 10	Beginning	Fazlasıyla sunuyor. 1- Elon Musk ismi hafızada olunca güven duygusuyla bakıyorum. 2- Az da olsa mizah katılmış hissi veriyor.	Beginning	Null	Emerging	"Sabah" ismini gördüğüm için doğruluğu konusunda son derece şüpheliyim :) Ama başka bir yerde alınan video ile desteklenmesi sebebiyle, doğru çıkabilir derdim.	Mastery	99% doğru çünkü tweet'in orijinali var ve hesap √ barındırıyor.	Üni. Mezunu	Endüstri Mühendisliği - Sabancı Üni.	Fiyatlandırma Uzmanı	E	25
Respondent 11	Beginning	Sunuyor çünkü insanların kafasında haber ile canlandırabileceği bir görsel oluşturup habere koyuyorlar.	Beginning	Bir önceki sayfada yazdığıma hala katılıyorum.	Beginning	Doğruluğuna inanmadığım bir başlık ve yine içeriği ile uyuşmayan bir başlık.	Beginning	Tamamen ilgi çekmek amacıyla daha çok kitleye ulaşmak amacıyla doğruluk payı olmayan bir başlık.	Öğrenci	İstatistik - YTÜ	-	K	21
Respondent 12	Emerging	Sunmuyor çünkü görsel gerçekçi durmuyor. Daha çok Caps'lere benziyor. Sadece dünya görseli veya Elon Musk'ın fotoğrafı olsaydı daha güçlü bir kanıt olurdu benim için.	Emerging	Bir nevi roket içindeki otomobil haberi ile dalga geçmek için kullanılmış bir fotoğraf ve paylaşım.	Beginning	Çelişkili ifadeler bulunuyor. Görüntülerin malum basına servis edildiği söylendi, kararsızlık, kesikli, şeklinde çelişkili ifadeler bulunuyor. "İşte o 52 saniye" başlığı ise ancak görüntüler ortadayken kullanılabilecek bir başlık.	Mastery	Twitter adresinin doğruluğunu araştırmadan emin olamam.	Üni. Mezunu	İletişim Fak - Gazetecilik - Ege Üni.	Gazeteci	K	24
Respondent 13	Mastery	Resme bakarak evet bu kanıt diyemeyiz. Fakat haberi araştırarak doğru olduğunu bulabiliriz.	Emerging	Aynı şeyi bu fotoğraf hakkında da düşünüyorum. Gerçekliğini anlamak için fotoğraf analiz edilebilir.	Mastery	Haber içeriğinde olan olayların ne olduğu yazmıyor. Alıntılar dışında bir yorum yapılmamış. Ayrıca video var. Videodaki kişilerin o kişiler olduğunu emin olmamakla birlikte haber gerçeklir diyebilirim.	Mastery	Twitter hesabı resmi görünüyor. Doğruluğuna emin olabilirim.	Üni. Mezunu	Bilgisayar Müh. - Sak.Üni.	Siber Güvenlik Araştırmacısı	E	21
Respondent 14	Mastery	Ben bu fotoğrafın canlı yayını izlediğim için evet sunuyor.	Emerging	Canlı yayını izlediğim için evet gerçekçi buluyorum.	Mastery	Videoyu inceleyerek doğruluğunu öğebiliriz. Ancak bulunan haber sitesi güvenilir gelmiyor.	Mastery	Doğru olma ihtimali yüksek çünkü doğrulanmış bir hesaptan paylaşım yapılmış.	Öğrenci	Sosyoloji - Sak.Üni	-	K	21
Respondent 15	Emerging	Sunmuyor, Tesla'nın otomobili niçin rokette değil diye sorgulamak gerekliyor.	Beginning	Komik bence gönderiyi beğenip geçerdim.	Beginning	Doğru olabileceğini düşünüyorum. Haber oldukça uzun ve ayrıntılı açıklanmış.	Mastery	Haberin doğru olduğuna inanıyorum. Çünkü kaynak belirtilmiş.	Öğrenci	Endüstri Mühendisliği - Galatasaray Üni.	-	K	20
Respondent 16	Beginning	Süreci yakından takip ettim. Otomobilin bu şekilde gönderilmesi gibi bir ihtimale söz konusu değil zaten. Otomobil bir mekiğin içinde gönderildi. Böyle birşey tarihte ilk defa olduğu için, habere bir garpçılık katmak adına bu görselin kullanılmasını sakıncalı bulmuyorum.	Emerging	Mekiğin şekli ya da otomobilin mekik içinde yerleşimine dair böyle bir yorum yapılmış olabilir. Ya da bu fotoğrafla Elon Musk'ın bir mesajı mı vermeye çalıştığı sorulabilir.	Emerging	Tam olarak aşina olduğumuz bir haber tarzını görüyoruz. Tamamen toplumun sinir uçlarına dokunmak için yapılmış bir haber olduğunu düşünüyorum. İlgili yayın kuruluşunun habercilik tarzı hükumete yakın bir tarz olduğundan bu haberi asparagas bir haber olarak görüyorum. Haberde belirtildiği gibi böyle yoğun bir bölgede 11 kameradan 10'unun işlersiz olması akla mantığa sığmayan bir durumdur.	Beginning	Öncelikle bu fotoğraf sanatsal değeri yüksek bir fotoğraf. Öte yandan sınırsız komplo teorileri üretilebilir. Ancak böyle şeylere gerek yok. Fotoğraf çok güzel :)	Öğrenci	Endüstri Mühendisliği- Boğaziçi Üni.	Öğrenci - Şirket sahibi	E	21
Respondent 17	Beginning	Hayır. Çünkü gerçek değil; ütopik bir görüntü sunuyor. Üstelik haberle de uyuşmuyor. Zira otomobilin roketin içinde olduğu bilgisi mevcut.	Beginning	Komik. Amaç kesinlikle spekülasyon yaratmak.	Emerging	Haberin doğruluğundan emin değilim. Birincisi olaya ilişkin görüntüler yok. Var olduğu söyleniyor. Böylesi bir desteksizlik, burada yazılanları gerçek değil, iddia kılar.	Mastery	Paylaşım doğrulanabilir. Ama bence önemli olan fotoğrafın gerçekliği.	Öğrenci	Radyo - TV - Sinema / Yeni Yüzyıl Üniversitesi	-	K	23
Respondent 18	Beginning	Tabii ki de sunuyor, çünkü gerçekle bağlantılı olduğunu düşünüyorum.	Mastery	Mizah kullanarak eleştiri yapılmış. Ben komik buldum.	Emerging	Sürreal bir safsata. Siyasi ideoloji bakışıyla yazılmış bir yalandır. Haber içeriği yok.	Beginning	Doğru olduğunu düşünüyorum çünkü kaynak twitter paylaşımı kaynak gösterilmişti.	Öğrenci	Siyaset Bilimi ve Uluslararası İlişkler / Marmara Üni.	-	E	23
Respondent 19	Beginning	Sunmuyor. Haberin içeriğinde de fırlatılan otomobil olduğunu belirten bir açıklama yok. Ama bilinçli bir medya okuru olmayan herkese inanır.	Beginning	Yani kurgu bir görsel olduğunu düşünmüştüm. Bu görsel de onu kanıtladı. Paylaşıma gayet uygun bir başlık olmuş.	Emerging	Haberin gerçekleştiği zamanlarda yani Gazi Parkı olayları zaman da bu habere inanmamıştım. Zaten yalan olduğu ortaya çıktı.	Mastery	Doğrudur. Çünkü onaylanmış bir hesap ve resmi bir hesap. Kendim girer bakarım. Görsel de zaten köprü.	Üni. Mezunu	Gazetecilik / Kocaeli Üni.	Gazeteci	K	35
Respondent 20	Emerging	Bu fotoğrafın şaka amaçlı veya içeriğe uygun başka bir fotoğraf olmadığı için kullanıldığına inanıyorum. Fakat içerikte yer alan bilgi daha önemli olduğundan dolayı bu haberi ciddiye alırdım.	Beginning	Bence herkesin kafası karışık. Mizah içerikli bir fotoğrafla daha da mizah katarak çekilen bir fotoğraf yanlış anlayan insanların açtığı başlık	Beginning	Sadece bu haberi okusaydım ikna olurdum. Yeterince detay verilmiş.	Emerging	Ben ikna oldum. Twitter paylaşım da var. Yalan olacağını düşünmüyorum. Ama bana kalırsa önemli bir haber değil. Olsaydı üzerine araştırırdım.	Öğrenci	İktisat / Galatasaray Üni.	-	E	22
Respondent 21	Mastery	Güçlü bir kanıt sunmuyor, genel olarak bu tip bir haberde daha fazla fotoğrafa / videoya ihtiyaç duyarım.	Mastery	Mizahi bir gönderi, hiçbir şey kanıtlamıyor.	Mastery	Paralel göndermesi anlamsız duran da videoyu izledikten sonra karar veriridim, doğru aktarıldığına dair şüphem olsa da yanlış olduğunu da düşünmüyorum.	Emerging	Haber niteliği yok gibi gözüküyor, yine de haber doğru.	Öğrenci	Amerikan Kültürü / İÜ	-	E	19
Respondent 22	Emerging	Hayır. Photoshop olduğu çok açık.	Mastery	Sarkastik bir haber, Elon'dan açıklama beklemiyorlar.	Beginning	Null	Mastery	Evet doğrudur. Resmi Twitter hesabı paylaşmış. Tabii köprüden bakan herhangi biri olabilir.	Öğrenci	Siyaset Bilimi / ODTÜ	-	E	26
Respondent 23	Beginning	Hayır sunmuyor, ne haber içeriği ne de fotoğraf gerçekçi bir veri sunmaktan ziyade photoshop kullanıp okuma sayısını artırmak üzere hazırlanmış.	Mastery	Haber sitelerine eleştiri olarak yapılmış.	Emerging	Görüntüler var denmesine karşın video ile desteklenmemiş. Gerçekliği hakkında şüphe uyandırıyor.	Mastery	Doğru olabilir, bahsi geçen hesabın twitter hesabını ve twiti göstermiş.	Üni. Mezunu	İngilizce Öğretmenliği	Öğretmen	K	25
Respondent 24	Beginning	Sunmuyor. Çünkü bu haberlerde herhangi bir fotoğraf kullanılabilir.	Emerging	9Gag içeriği olduğunu görene kadar Elon Musk'ın uzaya araba göndermesinin palavra olduğunu düşünmemein paylaşım olduğunu sanmıştım. Flat Earth Society la alay edilmiş.	Emerging	Ciddi şüphelerim var. Birincisi Sabah paylaşmış. Yeterli kanıt yok.	Mastery	Kaynak gösterilmiş. US Navy Europe'un paylaşımı aktarılmış. Doğrudur.	Üni. Mezunu / Yüksek Lisans	Ekonomi / Boğaziçi Üni. MBA / Yüksek Lisans	-	E	24
Respondent 25	Emerging	Emin değilim.	Mastery	Gerçek olup olmadığının araştırılması gerektiğini düşünüyorum. Ulaşılan kaynakların güvenilirliği önemli.	Mastery	Haberin doğru olmadığı, kamera kayıtlarının olmadığı zaten açıklandı. Yayınlandığı dönemde pek çok insandan bulmamıştım. Görüntüler açıklanacak denildi açıklanmadı. Hemen hemen her kanalda konuşuldu. Net ifadeler olmadı.	Emerging	Haberin doğruluğu hakkında maalesef bilgim yok.	Üni. Mezunu	İletişim ve Gazetecilik / ERÜ	İletişim ve Sosyal Medya Yöneticisi	K	25

| Masteryy | | Gerekli sebepleri sunabiliyor veya bilmiyorsa bilemediğini dile getirerek araştırmaya ihtiyaç duyuyor | | | | | | | | | | | |

Respondant	Page 8	Reply 8	Page 9	Reply 9	Page 10	Reply 10	Page 11	Reply 11	Eğitim durumu	Bölümü	Meslek	Cinsiyet	Yaş
Emerging		Sorgulamaya başlamış ama yeterli değil.											
Beginning		Kaynak ya da fotoğrafın manipülasyona uğrama ihtimali ya da yayınlanan mecra ya da benzeri sorgulamalar yapılmıyor.											