CONTENT CREATION FOR TURKISH LITERATURE COURSES WITHIN THE SCOPE OF MOBILE LEARNING

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ABSTRACT

This study of interdisciplinary research involves the preparation of several selected topics from the Turkish Language and Literature course in secondary schools, prepared by the Ministry of National Education and the Board of Education, whereby the computer assisted 2D and 3D animation and cinematography techniques with the support of visual and audio elements are used. Future samples will be integrated into the interactive whiteboard and tablet computers and the other mobile devices compatible with the technological materials.

One of the aims of the Project conducted by the Ministry of Education, and many other stakeholders, is to contribute to the content pool of Fatih Project and other courses to strengthen the co-operation with the Ministry. Fatih Project of the Ministry of National Education is currently in progress in110 schools with the sixth and ninth grade students. The number of tablets distributed reaches up to a hundred thousand, while the number of interactive whiteboards has exceeded over 100.000. This project is intended to contribute largely to the integration of our country's education system with technology like the Fatih Project. The technological infrastructure to be created will be applicable to all mobile learning content created with this technology.

1. INTRODUCTION

Nowadays, with IT technologies, concepts such as mobile phone, mobile internet and mobile lifestyle have been a part of all our lives. Particularly following the entry of mobile Internet into the practical life, technology developers have begun to create new areas to use it. So, this technology offers us now unlimited possibilities such as internet and wireless communications, voice messaging, video sharing, and video games and a lot more. Users -who were marveling at all these possibilities before- consider them now as ordinary. Even though the use of mobile technologies is relatively new in education area, facilitating learning anywhere and anytime it is giving a new dimension to education.

In Turkey, Fatih Project is the biggest and most important example of this tendency and orientation as well. In 2012, first Implementations of FATIH project (Act of Technology Improvement & Increasing Opportunities), supported by Ministry of National Education (MEB) started at 52 schools in 17 cities. Within this project, classrooms were equipped with fiber internet connection, interactive whiteboard, multi-functional printer and cameras. Also within the scope of the same project, tablet computers were distributed to students and teachers. So, to be able to serve to the same goal, the main aim of our research project is to offer a sample of practical work of mobile learning.

2. SCOPE AND OBJECTIVES

When we compare mobile learning to other forms of learning and to other learning's activities we see that its differences are extremely important and prominent. The most significant difference is the fact that learners can constantly keep moving. In this respect, the freedom of using and managing time and space is an important factor in terms of learning. To be able to get started, to intervene and to finish learning process at any time and at any place is really a huge freedom for learners. Even though the "Mobile learning" is the name given to learning taking place on a mobile phone or tablet it is perceived by many people also as "portability" feature. Due to this perception, devices that could be used for this purpose and approaches became diversified and more accessible.

For our project that will be partially presented in this study, 9th grade's Turkish Literature course of secondary schools **was** selected. In order to use on interactive whiteboard, tablet and other mobile tools, contents of three selected units in the curriculum of Turkish Language and Literature course of 9th grade will be designed with audio-visual supported 2D and 3D techniques. In this paper, especially the subject that is entitled "the place of fine arts in literature", is chosen as the subject matter of the first sample application. There are nine foreseen skills for this matter Prepared and recommended by the Ministry of National Education for 9th grade.

3. METHOD

Regarding the scope the details of which were given in the introduction, at the outset various scenarios belonging to the sub-titles of the unit chosen were formed in line with the appropriate pedagogical principles and educational attainments. Then, the written and spoken languages of these scenarios were evaluated by the expert linguists and pedagogues and the approved scenarios were prepared as comics.

Another step was that the prepared comics' contents were studied upon to include suitable visual and audio elements in a Z-Book format using computer-aided 2D and 3D animation techniques. At Project completion, the content of the courses will be evaluated via conducting research including pre-test and post-test by applying a survey on the students and will be published as an article.

4. SCENARIO AND CRITERIA

In this study, one of the subjects of Unit 1 with the title « The place of Literature in Fine Arts », which was designated for the 9th grade in the Curriculum of Turkish Literature by the Ministry of National Education and Turkish Education Board was discussed.

Unit 1 is entitled as « Fine Arts and Literature ». It aims to help comprehend the place and value of literature in fine arts and fine arts in a human's life and to compare and contrast literary and non-literary texts. Also, the unit mentions about literature and culture, history and reality interrelations; implicates that language and literature cannot be separated; and points out the relations of literature with the other fields of studies and scientific activities. Instead of sharing theoretical information, it aims to make students gain critical thinking, problem solving, conducting research, interrogating, and creative thinking   skills by means of both individual-based activities and group work activities moving from texts written in these issues. In this unit, with the skills mentioned, students were provided with a number of gains and qualities to examine and assess the texts, then activities were proposed and explanations were given.

The first sub-title of this unit with the name « The Place of Literature in Fine arts », in general terms, includes arts, the classification of arts and fine arts. In this respect, 9 out of 36 goals-gains determined for the Unit 1 were constituted by this sub-title's aims. These are:

The students will be able to;

- define the differences between science and fine arts;
- determine the place of human activities in the fine arts;
- determine according to which criteria the fine arts are classified ;
- explain the features of fine arts;
- determine the importance of fine arts in human life;
- explain the relationship between art and artist with examples;
- separate works of fine art with the didactic and/or beneficiary works;
- describe the place of literature in fine arts;
- explain that literature is a kind of fine arts carried out by language by giving examples from the texts

 (Turkish Education Board, 2011, s. 17)

In the creation of scenario, primarily target gains set for the unit have been significant. Another important factor for the scenario was the age group of the students and their physical, spiritual and mental development characteristics. In this regard, in the course material prepared as a comic were seen 6 students, 3 female and 3 male who discuss the subject of the course by themselves (out of course hours and from time to time outside of school places) meeting the target-gains of the course through dialogues appropriate to their age levels.

Youth age is an age of independence, an age of involvement. The teenager leaves home –the nest- and steers for the life. For them sitting at home is like torture and there occurs an increasing interest in sports. Mass sports environment provides young people with the opportunity to socialize with their peers. They compare themselves with their friends. They feel suspended as they tend to be different from their parents. They would prefer to fill this gap by establishing new relationships and intimacies. They seize the behaviors of their peers, and their appreciation tendencies. They talk slang as the others do. They choose their confidants and fellow sufferers. They give importance to commitment and solidarity within the friends' setting. They voluntarily get exposed to the influence of their friends to keep themselves in the group. They seem to get afraid of falling apart. Meanwhile, even self-contradictory behaviors would be witnessed to adopt themselves.

There occurs a leap in thinking skills. They better understand and use abstract concepts. Their interest areas are expanded and diversified. There starts a trend on the issues related to the profession they will choose the future; there is a tendency to be successful and take steps forward ; and arises increased attention to the social events. Their attitude of disregard or disapproval turns into the criticism and review. Now, they are enthusiastic. They faithfully defend their beliefs, thoughts and feelings. Regardless of the experienced reality, they call for sudden changes in the social order and they have a desire to get inequalities disappear abruptly. They rely on rather simple solutions, and then they can follow pseudo-leaders.

There is an exaggeration of the youth age experienced within exaggerated, extreme, easy, and quick-changing moods and enthusiasms. The youth produce communication arising from and caused by various emotions and situations

changing from anxiety to happiness, from joy to boredom, from anger to abundance. Someone else's sweet and soft look, smile, or a couple of words of praise make him happy. A frown on the face, stiff facial expressions or gestures, traumatic two words of their concerns lead to the depths of despair and anger, and hopelessness. They start to have a feeling of hatred and revenge to the people once they communicate with love and interest. They first get furious, after a while they appreciate and admire. They come closer to the people that they once fear and withdraw.

In the process of identification, the youth attempts to govern the self, in other words attempts to be autonomous. They cut off communication with the home and direct themselves to out world. They would prefer to be with their friends. Getting away from their family members, and being affected by the outsiders start with the relationship with the friends. They make friends who understand, love, and provide them with the support. They make comparisons with the others' clothing, ornaments and behaviors. They learn to behave like them to be with them; they learn to activate their opportunities and skills to make themselves accepted among the others, so they learn self-management.

The impact of friendship groups on youth goes before any other impacts of other groups the youth lives within as a member. Friendship groups which were formed mostly of the members of home, workplace, school, neighborhood have their leaders either by one or two of its members gain prestige, or a celebrity in the living environment or two become a member of that group. The group, gathered around their leader, creates their common goals, expectations, values, principles, and their form of communication.

Considering the age period, the teenagers' temperament characteristics the individual's behavior style and outstanding response format can be classified in three groups:
Easy children: Their mood is generally positive. They create regular habits significantly quickly. They easily adapt themselves to new experiences.
Difficult children: S/he reacts negatively in many cases. They will be rather slow to accept new experiences.
Slow-to-warm-up children: They have a low activity level. They are partially comparably negative. Their mood has low density.
During this period, the peer status is one of the defining points in peer relationships.
Popular children: They are often pointed by their peers and friends as the best friend; they are rarely found aversive by their friends.
Average children: They seem as moderate by their peers also having both positive and negative points with themselves.
Neglected children: They are rarely shown as the best friend, but not included in the aversive children group either.
Rejected children: One rarely shows them as the best friend and they are found aversive by many of their friends.
Controversial children: On one hand they are cited as the best friends, but on the other hand they are aversive children.

Six students are identified by considering the above characteristics of young people, each reflecting a different character. They further discuss the concept of art among themselves in pursuance of the target gains «The Place of Literature in Fine Arts» as the sub-title of Unit 1 is to supposedly refer to.

5. ANIMATION

As mentioned above, the dialogues of 6 students who make discussions and state their opinions on the content of the course constitute the theme of the novel. All of the comics consist of 15 frames each of which includes what is art and what is not, what criteria are used to classify art, how people express themselves via various means, the importance of the equipments and tools used in fine arts, that art is one of the pillars for « existing conditions », that there is great art productions wherever there is human being, that the work of art is unique, and this characteristic of art represents its creator by its various dimensions, and the place of literature in fine arts.

Determining the content for the 9th grade Turkish Literature course in the scope of mobile learning by using 2D and 3D assisted visual and auditory techniques facilitate students to put their focus on the course by the effective use of visual and auditory components, and enable them to use time more effectively. When the course contents are presented in this manner, then they will have visuals and fluidity that will satisfy students in terms of both form and content; keep their motivation high, help them to develop positive attitudes towards the course.

With nearly one hundred year history of comics, which is a fairly new narrative form in that sense, it offers unlimited possibilities for courses as a learning material. As a visual material comic books have a feature of transferring great amount of information in a very short time, it, at the same time, provides a basis for a critical and conscious visual reading. Especially for students with poor reading habits and reading skills, it is a more practical tool to obtain information. In terms of narrative forms, comic strips prove to be a more effective narrative form when compared to other literary genres, and therefore its being utilized as a classroom material is extremely straight forward and simple pragmatically.

Consisting of static, small and individual image panels, comics are both in close relationship with literature as an original text type, and a part of visual media due to its graphic properties as well. Having witnessed countless examples in the world, «Comic Books World Classics», which belong to the classic writers such as Shakespeare, Dostoevsky and Kafka and that they turned into comic books and serially published by NTV broadcast in Turkey, can easily be recognized as an example of convergence and meeting of literature and comic books. In this concept, comics can have the characteristics of a literary text basing on its use. Single image panels are placed in the page in an appropriate form creating a network of interconnected and meaningful narration. Pictures clarify the meaning of the narration a lot more when compared to the written texts and allow for more space to review. Visual perception is realized in a shorter time, occurs unmediated and finds its correspondence at the emotional dimension. There are gaps that need to be filled in the transition from one image to another: the first picture ends, and the second starts yet there is a meaningful gap in terms of narration.

Here the point is that the gap is a narrative gap reader should fill out. The completion process between pictures / images, in other words the setup process of the narrative bonds between the panels is a sort of process that the students should complete by themselves. The prerequisite to be able to do it –just as in literary texts- is the background information and experience horizon of the reader. A comic book reader determines themselves the time of occurrence of events that are needed for each frame. Panels offer readers only certain sections among the story line, and the reader fills in these gaps among these sections and completes the whole story arc by making use of their reservoirs and imagination. Hence, for every reader, there is a different perceptive and receptive dimension.

The adaptation of literary works as comic books has become widespread and has been gradually accepted as a common method in the literary circles. The same method can also be used in the process of transferring the course content to the students at schools. In particular, the texts play a dominant role as the course materials for the Turkish and Literature courses. Thus, benefiting from the comic as a technique as part of developing reading skills will both keep away the course from being monotonous but also contribute to the personal learning environment with a different and innovative approach. The topics can be processed by putting forward various characters in a specific plot in which students can identify themselves, hence information targeted via the course gains will be comprehended more conveniently and effortlessly by the students.

Tuncer states that the use of comics in the lessons have positive effects on the reading habit for it has a rich visual structure, exciting and intriguing fiction; the heroes create sympathy with their positive qualities, they are easily read and finished quickly because of the brevity of the stories, they are easy to get, people prefer comics because they have been read for pleasure (Tuncer , 2007).

In the twenty-first century, its leading role in creating the habit of reading among other attractive media environments (internet, computers, games, TV, and so forth) increases saliently the importance of comics. This study approaches the use of comic books for educational purposes among a great portion of its uses for many other reasons. Through the use of comic books, the perception has been aimed to relieve of the stable ground by being transformed into moving animations and occasionally supporting it with audio content, which results in vivid perception and that the process of reading and gathering information can be turned into a more enjoyable activity for the students.

6. FORESIGHT AND OUTCOMES

The course contents, especially when prepared in light of the ideas proposed in this study, will have a satisfying visual quality and fluidity, keep the motivation high, and help the students improve positive attitudes toward the course. Enabling learning environments in which visual and auditory elements are intensively utilized, it also provides the grounds for permanent learning, enjoyment, and curiosity in learning in place of traditional processes or approaches in gaining information.

Another important dimension of this study is that it suggests activating the students' auditory learning mechanisms and affective behaviors by providing them with rich stimuli in reading. This attempt, if not an approach, will keep student motivation high for the course and success, and provides enrichment in the use of methods and techniques in the learning environment. Today's understanding of education is obliged to offer the innovative approaches to the learners as fast as possible by moving the technological findings into the classroom and learning environments. It also necessitates adapting the course contents according to the requirements of the age essentially keeping abreast of the innovations. This study, with the support of different methods and techniques, has the features of being an example module for a probable future education environment and course content, which also makes the study unique.

This study, last but not the least, contributes to the teachers' professional stance by increasing their interests, knowledge, and skills toward technology, facilitates classroom management, and presents original and comprehensive activity examples in the process of teaching courses.

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