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Contact Address:

Prof. Dr. Aytekin İŞMAN
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Message from the Editors

Dear Colleagues,

The Online Journal of Communication And Media (TOJCAM) welcomes you. TOJCAM thanks all researchers, practitioners, administrators, educators, teachers, parents, and students from all around the world for reading the issues. TOJCAM has diffused successfully innovation on new development in communication and media all over world. It is devoted to the issues and applications of communication and media. Reviewed by leaders in the field, this publication is designed to provide a multi-disciplinary forum to present and discuss all aspects of communication and media.

TOJCAM provides new development in communication and media forum and focal point for readers to share and exchange their experiences and knowledge each other to create better research experiences on communication and media. The main purpose of this sharing and exchange should result in the growth of ideas and practical solutions that can contribute toward the improvement of communication and media.

TOJCAM records its appreciation of the voluntary work people who have acted as reviewers for one or more submissions to TOJCAM for v2i3. The reviewers of this issue are drawn quite widely from communication and media field. Reviewers' interests and experiences match with the reviewed articles.

I am always honored to be the editor-in-chief of TOJCAM. Many persons gave their valuable contributions for this issue. I would like to thank the editorial board of this issue.

TOJCAM invites article contributions. Submitted articles should be about all aspects of communication and media. The articles should also discuss the perspectives of real world applications. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJCAM. For any suggestions and comments on the international online journal TOJCAM, please do not hesitate to contact with us.

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Table Of Contents

COMIC STRIP AND SCIENCE COMMUNICATION SCICOM NARRATIVES	1
Aquiles Negrete Yankelevich	
CONSTRUCTING KNOWLEDGE SOCIETIES: PUBLIC COMMUNICATION OF SCIENCE (PCS) AS A CULTURAL PRACTICE OF THE SCIENTIFIC COMMUNITY IN MEXICO	11
M. Phil. Rosalba NAMIHIRA-GUERRERO	
CONTROVERSY SURROUNDING THE ‘FAKE NEWS’: DESCRIPTIVE ANALYSIS OF THREE MAJOR NEWSPAPERS IN SOUTH KOREA	26
Mahnwoo KWON, Yongwoo Jun, Hajin Im	
EDUCATION TECHNOLOGY CHANGING FACE OF SCHOOL LIBRARY SCIENCE AND SCHOLARLY COMMUNICATION AREA IN K12	30
Şebnem Gürsoy Ulusoy, Özge Gürsoy Atar	
THE VIEWS OF THE STUDENTS WHO ATTEND AND DON'T ATTEND THE ADVERTISING ETHICS COURSES: THE CASE OF FACULTY OF COMMUNICATION, UNIVERSITY OF ERCİYES	38
Mustafa AKDAĞ, Nilay AKGÜN AKAN	
YOUTH PARTICIPATION IN NATIONAL AGENDA THROUGH NEW MEDIA	49
Norshuhada Shiratuddin, Shahizan Hassan, Mohd Khairie Ahmad, Kartini Aboo Talib, Mohd Azizuddin Mohd Sani, Nurul Labanihuda Abd Rahman, Ahmad Affandi Supli, Zainatul Shuhaida Abd Rahman	

COMIC STRIP AND SCIENCE COMMUNICATION SCICOM NARRATIVES

Dr. Aquiles Negrete Yankelevich
Centro de Investigaciones Interdisciplinarias
en Ciencias y Humanidades (CEIICH) UNAM
Email: aqny@yahoo.co.uk

Abstract: In Latin America the majority of studies on communication of science by means of the media are focused on newspapers and television programs, because they represent the most effective way –in terms of time and money—to study a mass communication medium. However, there are other important ways to communicate science, of which we have meagre information, or about which little has been reported. Such is the case of cultural narrative media like novels, short stories, theatre, comic strips, etc. Narrative knowledge is a legitimate form of reasoned knowledge; nowadays, many scientists acknowledge that narrative cognition generates useful and valid knowledge. Narrative is particularly important in Latin America, as it not only represents a vehicle for information for anyone who has left the classroom years ago and needs to be updated, but is also useful for teaching isolated groups with little schooling.

The importance of communicating science by means of narrative forms has been suggested by several authors (McKnight, 2010; King, 2007; Schank et al, 2002; Korkmaz, 2011; Frisch, 2010; Lanza and Negrete, 2007; Rios and Negrete, 2013). In previous work (Negrete, 2014), I have denominated the narratives designed to communicate science as **SciCom Narratives** where the acronym refers to Science Communication. In this research I propose that comics (a form of SciCom Narratives) represent an opportunity to communicate scientific information and present an example of the use of comics in communicating medical information about AIDS.

In Mexico comic strips are a narrative cultural medium that is deeply established in national culture, as it is the principal access to reading for millions of inhabitants. On the other hand, AIDS in Mexico has been considered as one of the country's major health problems. The aim of this paper is to analyze the narrative (and visual) structure of two of the most popular comic strips in the country, with the perspective of using this medium –that is already recognized as an effective communication channel with the public in general—to disseminate scientific medical information about AIDS.

INTRODUCTION

Narrative knowledge is more than an emotional expression; it is a legitimate form of reasoned knowledge. Bruner (1988) interpreted it thus, and defined the traditional mode of acquiring logical-scientific knowledge as paradigmatic cognition, and the knowledge acquired under the guise of a story as narrative cognition. Paradigmatic cognition has been continuously identified as the only cognitive mode for the generation of valid and reliable knowledge. However, although the concept of the existence of more than one mode of rationality has been ignored for a long time, in actual fact it has been part of human culture for centuries as, for example, in the Bible and the Koran (Lanza and Negrete, 2007; Polkinghorne, 1998). Now many scientists believe that both paradigmatic and narrative cognition generate useful and valid knowledge. They posit that both types are part of the repertoire of human cognition for the pursuit of reasoning, the representation of information, and the comprehension of reality (Gardner, 1983). While paradigmatic knowledge is retained in individual words that name a concept, narrative knowledge is preserved in stories with plots. Memories in narrative form retain the complexity of the situation in which the action occurred, along with its emotional meanings and motivating factors. The collection of experiences in narrative form offers a base for understanding new experiences of episodes of action by means of analogy (Bruner, 1986; Mitchell, 1981; Ricoeur, 1984).

We have plenty of examples of writers from the past who included science as a subject of their writings (H.G.Wells, Edwin A. Abbott, Arthur Conan Doyle, Primo Levi, George Gamow, Lewis Carroll, Anatoly Dnieprow and others), which shows the existence of the belief that science can be recreated within a narrative framework, and that this could be an appropriate vehicle for transmitting ideas, opinions, doubts and fears associated with the scope and reach of science. Nowadays, the idea that fiction and narrative can play a fundamental role in the intellectual evolution of the human mind is enjoying a comeback (Sánchez, 1998). Research in the fields of narrative and figurative language has spawned important conclusions concerning the importance of narrative cognition and its implications in education and communication (Negrete and Lartigue, 2004). According to Gardner (2001), in his theory of multiple intelligences, one of the ways in which complexity can be presented and communicated is by means of narration. Stories are attractive to people of all ages and conditions. Narrative provides a precise tool with which to represent and transmit knowledge; it is an effective emotional detonator, a long term mnemonic structure, and an important reinforcement for learning (Negrete, 2005). The presentation of scientific information by means of short stories, novels, drama and comic strips should be considered as an important resource for the dissemination of knowledge, among the range of instruments at the disposal of science writers (Negrete, 2009).

One of the major problems faced by governmental institutions is to disseminate the programs and services they develop. The definition of public policy is hardly enough if the definition in question remains locked in a drawer or is announced by means of conferences or brochures, most of which are couched in technical and scientific terms, quite unfamiliar to the people who will benefit from them. Considering this, it is indispensable that, in parallel with the definition and implementation of public policies, knowledge gleaned from research should be made public in timely and appropriate ways to the people liable to benefit directly from it, by means of appropriate communication channels, in accessible language, with references to their everyday life, and containing familiar elements, with the aim of establishing identity and, consequently, creating meaning and promoting long term memory of that which is represented.

In the case of Mexico it is essential to recognize the level of illiteracy, and the scant interest in reading displayed by some segments of the population. Mexico has about 100 million inhabitants (INEGI, 2005). In terms of education, the majority of the population has gone no further than eighth grade of basic schooling: a mean of 7.6 in the case of males, and 7.1 for females (Ibid). Out of every hundred inhabitants over 15 years old, 11 women and 7 men are illiterate. UNESCO recommends reading at least four books yearly per person to guarantee an adequate level of culture and social development. In Mexico the average per capita reading is less than one book a year (Marcín, 2005). Other recent studies show that about 40% of the population over 15 years old read less than one book per annum (CONACULTA, 2004).

Although Mexico is a country in which the reading rate is low, if we take into account the total population we find that the absolute number of readers is considerable. What the Mexican public reads, by and large, are superficial and disposable texts (Malvido, 1993). Evidence of this can be found in the high press runs of magazines covering show business gossip, fashions, and comic strips with stereotyped storylines (sex, crime or pseudo westerns). These publications are read by an even greater number of readers than their press runs suggest, because each copy is usually shared (read) by several individuals (Ibid.).

Nowadays, comic strips are one of the preferred media and the principal access to reading for millions of Mexicans. In 2002 they represented 33.5% of total publications in this country (López, 2003). In 2003, 215,000 titles were published, with a total press run of 512 million copies (CANIEM, 2005). The most highly demanded editorial content in this market is that which deals with sensationalist stories, comics or love relationships. Historia semanal (Weekly story) and El libro vaquero (Cowboy book) (Figures 1 and 2) total, between the two, an annual print run of 41.6 million copies (López, 2003), thus being two of the five weekly magazines with the greatest circulation in Mexico (Gutiérrez, 2001).



Figure 1 – Cover and inner page of an issue of El libro vaquero.



Figure 2 – Cover and inner page of an issue of Historia semanal.

The fact that comic strips already have a great appeal among a broad sector of the population makes them a very attractive medium to try and reach numerous segments of society. For example, in 2000, the Economy Department used a comic strip as a medium to publicize its Microcredits program and the requirements for applying for this type of loan, by means of two stories that reflected everyday life situations. In 2004, on the basis of an analysis of communication strategies designed for the migrant community, the Foreign Affairs Department established as a priority in the development of its information campaigns, the design of a comic strip that would enable the Mexican migrant community in the United States of America to become familiar with the programs and services offered by the Mexican consular network. With the support of the O’Farril Group (editors of *Historia Semanal*), the brochure *Guía del migrante mexicano* (Guide for the Mexican migrant) was distributed jointly with the regular issue of the magazine. The cost of its distribution was about 1.20 Mexican pesos (the equivalent of ten U.S. cents). Although the impact of this publication wasn’t assessed in depth, *Historia Semanal* reported that the print run of copies that included the *Guía* was totally sold out, and this can be considered as an indirect and tentative measure of the popularity and success of the campaign.

AIDS, together with excess weight and diabetes, has been considered a national security issue in Mexico (SSA). More than 90,000 accumulated cases were reported in 2004 (Censida), and it is estimated that one in every 333 persons is infected (SSA). Preventive medicine is essential to improve the quality of life of the population and to face the problem posed by the high cost of treatment. If we are capable of designing and opting for a tool that is suitable for transmitting medical information by means of a “product” that achieves a positive impact and stimulates individuals to avoid risky practices, we will contribute significantly to social welfare. If comic strips applied to the dissemination of science prove to be effective, this model could be reproduced and spread to other areas of health (such as excess weight and diabetes) with a favorable cost/benefit ratio.

GENERAL OBJECTIVE

Analyze the two most popular comic strips in Mexico, with the aim of utilizing this already familiar and effective communication medium to disseminate scientific medical information among the general public.

METHOD

I analyzed both narrative and visual aspects of the comic strips.

Narrative

Using Propp’s method (Propp, 1932), enriched by other elements proposed by contemporary authors (Atkinson, 1990; Landau, 1984; Harré et al, 1999), I identified the most common narrative structures used in *Libro Vaquero* and *Libro semanal* in terms of functions, spheres of action, plots and characters. Propp suggested that fairy stories (and I extend this to narrative in general) can be understood using four principles: 1) the functions of the characters are stable elements in a story; 2) the known functions within a story are finite; 3) the sequence of the functions is normally the same in any story; 4) stories are of a determined type, according to their structure. According to Propp, functions are acts, episodes, or apparition of several types of characters. He proposed that fairy stories are based on 31 functions (acts or episodes) that I summarize in Table 1.

Not all stories include all the functions proposed in Propp’s classic work (1932), but the ones that are normally incorporated will appear in the order in which they are listed in Table 2. In any superficial review we can recognize the basic structure in famous short stories and novels, such as Cervantes’ *Don Quixote*, Mary Shelley’s *Frankenstein*, Wells’ *The Island of Doctor*

Moreau, and George Orwell's 1984, and also the structure of short stories, like *The Crabs take over the Island*, by Anatoly Dnieprov, and *Nitrogen*, by Primo Levi. In a Proppian analysis, the functions are carried out in seven "spheres of action": the villain, the provider, the assistant, the princess and the father, the dispatcher, the hero and the false hero. The functions and spheres of action make up an ordered whole. Their presence or absence in any story enables the plots to be classified. The plots can adopt one of four patterns: development through struggle and victory, development through the accomplishment of a difficult task, development through both previous categories, and development through neither of them. Therefore, the important point in Propp's proposition is that, although any character can be involved in any sphere of action, and several characters can be involved in the same sphere, we are always dealing with discernable and reiterated structures (Hawkes, 1977). Proppian analysis has been used to study a range of different narrations, not only fairy stories (Landau, 1984; Harré et al, 1999).

	Function	Description
I	Absentation	Family member absents him/herself
II	Interdiction	An interdiction is made to the hero
III	Violation	Hero violates interdiction. Villain appears
IV	Reconnaissance	Villain or hero attempts reconnaissance
V	Delivery	Information about victims is delivered to victims
VI	Trickery	Villain attempts deception of victim
VII	Complicity	Victims submit to deception
VIII	Villainy	Villain causes harm to family members
IX	Mediation	Misfortune or deficiency is made known
X	Counteraction begins	Hero agrees /decides on counteraction
XI	Departure	Hero leaves home
XII	Donor's first function	Hero is tested
XIII	Hero's reaction	To donor
XIV	Provisional receipt	Of magic agent
XV	Guidance	Spatial transfer of hero is made to vicinity of object of search.
XVI	Struggle	Hero and villain are in direct combat
XVII	Branding	Hero is marked
XVIII	Victory	Villain is defeated
XIX	Liquidation	Initial misfortune or deficiency is made good
XX	Return	Hero returns
XXI	Pursuit	Hero is pursued
XXII	Rescue	Hero is rescued from pursuit
XXIII	Unrecognized arrival of hero	At home or in another place
XXIV	Unfounded claim by false hero	Hero is at home
XXV	Difficult task	Proposed by false hero
XXVI	Solution	Task is achieved
XXVII	Recognition	Hero is recognised, often by special sign
XXVIII	Exposure	False hero is exposed
XXIX	Transfiguration	Hero is given new appearance or possessions
XXX	Punishment	Villain is punished
XXXI	Wedding	Hero marries, ascends throne or is rewarded

Table 1. Fairy tale functions proposed by Propp (1968)

Visual

To study the visual style and language of these two popular comic strips, I analyzed their content according to, for example, the total number of illustrations, number of images per page, number of characters, images dedicated to sensuous encounters, images with nudity, etc.

RESULTS

Narrative structure of Libro vaquero and Historia semanal

Both comic strips exhibit similar structures in terms of dramatic structure, plot, characters and spheres of action and functions, which can be summarized as follows:

In both comics, en a vast majority of cases, the narrative takes the form of a love story. Adhering to Propp’s classification, the plot is of the “development through struggle and victory” and “development through accomplishment of a difficult task” types. The hero is involved in different adventures (generally, in Libro vaquero it is about direct confrontation and conflict with an opponent, and in Historia semanal it concerns the resolution of diverse problems in a working environment). The hero always achieves his objective. His goal is always an important task linked to recovering territories, wreaking revenge, or attaining justice at work.

Both comics exhibit a linear structure. The conflict is established and develops linearly, with a beginning, a development and a conclusion. Occasionally, flashbacks are included in the narrative to explain the reasons for revenge or the problem in question. All the classic components of stories with closed endings are present: beginning, development and ending (no comic includes an open ending). The story is generally told by an omniscient narrator.

According to Propp’s classification of spheres of action, the characters can be classified as follows. The main character (a cowboy or office worker) is the “hero”, charged with accomplishing something or obtaining the hand of the “princess”. The “king” is the boss at the workplace or the father of the princess, who makes a request (or entrusts a mission) to the hero. A friend (man or woman) represents the “helper”, who accompanies the hero on the mission and also warns him of the difficulties involved. In some cases the helper is the princess herself. On the one hand, the characters that surround the hero can be considered as the “providers”; in this sense, they are the owners of the resources needed by the hero to complete the task or mission; and, on the other, as “villains”, as in some cases they make the hero pay for the resources he needs. The “villain” can be a man or a woman whose objectives are contrary to those of the hero. In comics, the villains are presented as despicable because their motives are always associated with evil (Table 2).

Characters	Spheres of Action
Main character	Hero
Friend (either sex)	Helper
Antagonist (or antagonists)	Villain
The woman who is to be rescued or won	Princess
The boss at work or the father of the princess	King

Table 2 – Characters in Libro vaquero and Historia semanal, according to the spheres of action proposed by Propp.

In terms of Propp’s functions, the narrative structure of these comics can be summarized as follows: The hero has a problem to solve (mediation). The hero travels to the place where the problem must be solved (normally another town, or his workplace, or maybe the antagonist’s home) (Departure and guide). The main character faces the difficulties that stand between him and achievement of his goal (strife). The hero wins the battle against the villain, obtains what he was seeking (victory) and returns to his town or his job (homecoming). Finally, he is recognized as a hero (honors) and he marries or initiates courtship with the princess (marriage) (Table 3).

Functions	Description
Mediation	Misfortune or shortcoming is made known
Struggle	Direct combat between the hero and the villain
Departure and guidance	The hero leaves his home or is transferred to the vicinity of the object of his quest
Victory	The villain is defeated
Homecoming	The hero returns
Honors	The hero is vindicated, frequently by a sign
Marriage	The hero marries, ascends to the throne or receives prize

Table 3 – Structure of the comic according to Propp’s functions.

Libro vaquero	mean	Libro semanal	mean
Total number of dialogue lines	409	Total number of dialogue lines	395
Dialogue lines by omniscient narrator	131	Dialogue lines by omniscient narrator	154
Dialogue lines by hero	77	Dialogue lines by hero	187
Dialogue lines by incidental characters	201	Dialogue lines by incidental characters	222
Dialogue lines with sexual content	10	Dialogue lines with sexual content	8
Dialogue lines on love	14	Dialogue lines on love	39
<hr/>			
Total number of images	222	Total number of images	216
Total number of images depicting sex	4	Total number of images depicting sex	22
Total number of images of male nudes	4	Total number of images of male nudes	7
Total number of images of female nudes	8	Total number of images of female nudes	3
Total number of attractive female images	20	Total number of attractive female images	20
Number of images per page	2	Number of images per page	2

Table 4 – Analysis of images and dialogues of both comics

In both comic strips the sex and the love story play a central role in the development of the plot (and images content) (Table 4). It is reasonable to infer that it is precisely this trait that makes the story attractive to readers. It is worth mentioning that one of the principal differences between Libro vaquero and Historia semanal is that in the former the images

depicting sex are more explicit, while in the latter the story seems to depend more on a romantic approach both in the images and the dialogue.

FUTURE WORK AND RESEARCH

The following stage of this research project is to generate a collection of comic strips, all illustrated, carrying the same information about AIDS, but with different plots and illustrations. To emulate the style and language of the comics I have analyzed, the design of the new strips will abide by the narrative and graphic elements that have been identified in this study as unique characteristics of Libro vaquero and Historia semanal. The new collection of comic strips about AIDS will be tested and compared using the RIRC method that I designed for the assessment of narrative texts with scientific content. The RIRC method explores the effectiveness of a narrative (and other formats) in communicating scientific information using four independent memory tasks to assess learning (Negrete, 2010). This method assesses an individual's ability to retell, identify, remember and contextualize scientific information presented to them in narrative form. The input consists of a qualitative complex stimulus (a story narrative or another text format) and the measurement is performed using questionnaires. Appendix shows some images of the first models of comic generated for this research.

Once the comic strips thus generated in this research project have been tested and assessed according to the RIRC method, it is expected that they will be published jointly with one or several issues of Libro vaquero and/or Historia semanal. Finally, if and when they are published, I expect to measure their mass impact on the population that consumes this type of product.

CONCLUDING NOTES

Comic strips are a cultural medium deeply embedded in Mexican culture. They could be an interesting vehicle and an opportunity for disseminating science, as they embody a mass communication medium that includes forms of narrative and graphic representation. The story and the images expedite the learning process, thanks to the built-in patterns individuals possess regarding both languages (i.e., information previously acquired concerning the reading of images, narrative structure and their meanings), as well as the emotional responses that visual and narrative resources evoke. Furthermore, images and narrative act as mnemonic elements that take up their abode in long term memory, thus contributing to learning.

In Mexico, AIDS has been termed a national health issue. There are simple ways of preventing contagion, and comic strips represent a medium in which information this information can be presented in a context of everyday life, thus facilitating comprehension and learning by the general public of the basic facts of this disease.

Concerning the analyses of Libro vaquero and Historia semanal, it is possible to conclude that they coincide surprisingly well with the structures described by Propp for fairy stories. Both comics exhibit similar structures in terms of dramatic construction, plot, characters, spheres of action and functions. Analysis of the narrative lines of these popular comics suggests that a simple structure, with few variations, offers the most effective way of constructing attractive comic strips and communicating medical information to a numerous segment of Mexican public with a low educational level. The explanation of this seems to be that, notwithstanding that the population has little formal education, it can resort to certain patterns (knowledge previously acquired, possibly by reading this popular medium) that enable it to decipher and glean meanings from simple narratives and unexceptional pictorial representations, thanks to

the fact that the information provided has been set in an everyday context, familiar to the reader.

In this research I propose that comic strips can be used as a tool to communicate scientific medical information to the general public in a way that is more effective than the classical paradigmatic representation. In the case of Mexico, comics constitute a unique opportunity to communicate scientific medical information to a broad segment of the population, which is very difficult to access by means of other media, and for whom comics have become part of their everyday life.

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CONSTRUCTING KNOWLEDGE SOCIETIES: PUBLIC COMMUNICATION OF SCIENCE (PCS) AS A CULTURAL PRACTICE OF THE SCIENTIFIC COMMUNITY IN MEXICO

M. Phil. Rosalba NAMIHIRA-GUERRERO

Dirección General De Divulgación De La Ciencia, Universidad Nacional Autónoma De México, 2o.PISO Casita de las Ciencias, UNAM.
Zona Cultura de Ciudad Universitaria, 04510
namihiradgdc@gmail.com

Abstract: Knowledge societies (Olive 2012) require Public Communication of Science (PCS) to become a cultural practice of the scientific community. Communicating scientific work, and promoting critical thinking, provides society with better elements to identify and solve their problems, make appropriate decisions to their particular situation, and take part in the use, promotion and regulation of scientific knowledge and its application (OECD, 2003).

To know how researchers in Mexico establish these kinds of practices, we designed an exploratory quantitative study, based on a survey among members of the National Researchers System (SNI).

With the collaboration of the Consejo Nacional de Ciencia y Tecnología (CONACYT) and the Academia Mexicana de Ciencias (AMC), the Dirección General de Divulgación de la Ciencia (DGDC) opened an online questionnaire from February 10, to March 10, 2014.

The results of a sample equivalent to 20 percent of the SNI showed that participants consider it important to communicate their research to audiences outside academia but they pointed out, there are not enough funds or forums to accomplish it. From their point of view, evaluations do not take into account properly these activities. Another relevant point was the need to include Public Communication of Science (PCS) in the study plans of scientific careers, and the public's participation in the definition of policies related to science and technology (S&T). Notwithstanding, researchers' answers reflected that even though they are interested in social engagement, their communication with particular sectors (indigenous communities, politicians, NGO's, and other groups) is still weak. They perceive science outreach as an opportunity to educate people, but not yet as a commitment to discuss with the public their concerns regarding science and its applications in society.

Keywords: Public communication of science, Science engagement, Knowledge societies.

INTRODUCTION

At the end of 2013, Mexico established the Citizen Agenda for Science, Technology and Innovation, and modified the CONACYT's law regarding open access to scientific knowledge. In this context, the CONACYT, the AMC, and the DGDC considered it important to have a diagnosis of PCS as a cultural practice within the science, technology, and innovation (STI) system, to achieve a connection with the various social sectors, and to contribute toward building a knowledge society.

The SNI is a governmental organization that recognizes the academic quality, relevance and impact of scientific and technological research, and gives a salary supplement to researchers from all knowledge areas that publish in peer review magazines.

To explore SNI's membership activities regarding PCS, target audiences, incentives, and obstacles, CONACYT sent to all of them, via e-mail, an invitation to answer a questionnaire. Some questions were about the situation of PCS at their institutions; researchers' perception

about media and science news; as well as public and governmental interest in research carried out in Mexico. It also explored researchers' willingness to accept public participation in the design of science, technology and innovation policies, and to maintain a dialogue with different audiences, beyond the academic scope.

Importance of PCS

As soon as the citizens assume a greater role in decision-making, it becomes essential that the scientific community respond to questions, concerns and public needs. It is also necessary that researchers help in the detection, analysis and solution of social, environmental, political, cultural and economic issues, and that they enhance their interaction with different stakeholders and with the citizens in general, in order to translate their needs into questions that can be solved by science.

PCS covers all efforts intended to disclose or to disseminate scientific content to audiences outside the scientific and academic scope, with the purpose of achieving social appropriation of scientific knowledge and its applications (Calvo, 2003).

The practice of PCS relates to multiple disciplines, including museology, journalism, informational science, communication, philosophy of science and sociology, among others. It has various forms such as conferences, science journalism, symposia, museum exhibitions, plays, scientific demonstrations, recreational activities, blogs, social networks, workshops (Cazaux, 2008:16), and citizen science, among others.

PCS increases scientific literacy by giving the citizens the ability to solve problems with rational criteria (Lemarchand, 2005), and the tools necessary for the assessment of science and technological developments, to facilitate decisions regarding their adoption, use, or rejection.

It also implies a commitment to promote changes in the consciousness of readers and their reasoning skills, and not just the transfer of highly specialized information to a simpler version for the sole purpose of informing a wider audience (Parodi, G., and Ferrari, S., 2007).

The national context

Scientific and technological development in Mexico takes place mainly within public universities and public research centers. The country's performance in the OECD Program for International Student Assessment (PISA) in mathematics and science remains below average, and a National Survey about Mexicans Self-perception in Science and Technology showed that citizens 15 years of age or older, consider their knowledge in these areas to be 5.2 points on a scale of ten.

The gap between the scientific community and society in Mexico is reflected in poor public and private investment in science, technology and innovation. According to the World Bank, there is a small number of researchers (386 per each million inhabitants in 2011), and a weak connection between academia and the productive sector, causing a deficit in the technology balance of payments (TBP) with an income of 96 million USD *versus* 1,874 million USD in expenses in 2013. There is also scarcity of jobs for scientists and technologists, and a lack of social recognition of their work (Franco, 2013). This state of affairs is due largely, among other reasons, to a lack of proper communication between the scientific community and society; therefore, to a lower use of knowledge, products and services generated in this sector (Cabrero, 2016). Although in recent years, the number of science communicators has

increased, and even the mass media have more science news (Reynoso-Haynes 2013), there is a shortage of clear and permanent strategies and policies generated by the institutions in order to build bridges between science and society.

In Mexico, the participation of the scientific community compared to other social sectors has not had an effective hearing (due to late arrival or non arrival at all) to the legislative chambers during the discussion of techno-scientific knowledge issues (Castellón, 2012), such as stem cells, transgenic crops, nanotechnology, and others. This failure to include the scientific community negatively affects the decision-making process where scientific evidence is necessary for development of recommendations and laws.

Within this context, it was essential to have a diagnostic feature about the developing of PCS by the scientific community, represented by the SNI, to guide public policies on this matter in the STI system.

METHODOLOGY

The target population was all members of the SNI. The system is classified in two categories, Candidates and National Researchers, with the latter divided into levels 1,2, 3 and Emeritus. All members received an invitation to answer an online questionnaire with 69 questions that explored their opinion on the importance of communicating their research outside the scientific and academic arena, the kind of activities they do, their training in PCS, and the language they use. It also inquired about the institutional support for PCS, the audiences reached, and the incentives for doing these practices.

The questionnaire considered several surveys developed in the United States, the European Union and Argentine (Jennsen, P., Croissant, Y. 2007; Kreimer, P., Levin, P. 2011; Peters, H., et al. 2008; Loaiza, C. 2012 and Bennasar, A. 2010).

The survey launched on February 10, was open until March 10, 2014, and was fully answer by 3,938 researchers, resulting in a quota sampling.

RESULTS

Sample characteristics

For Level 1, the main category within the SNI, differences with the sample according to the chi-square test (X^2) were not significant. In the same way, the differences were not significant, neither for the average age from 40 to 49 years, nor for gender. The margin error was 1.39 percent. Their participation, according to the different science areas, was as shown in Figure 1.

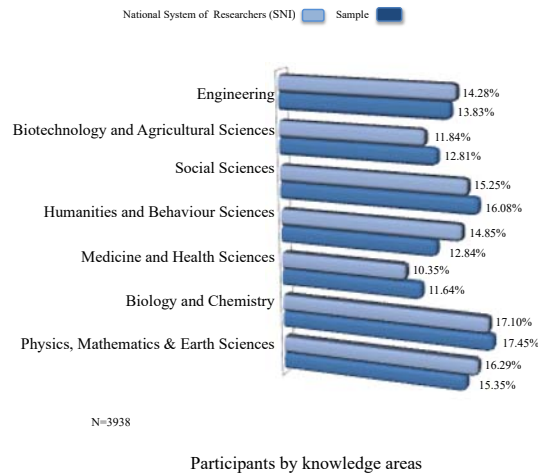


Figure 1

Importance of communicating science to the public

About the importance of communicating their research to non-specialist audiences, almost all researchers considered it relevant to varying degrees (Figure 2).

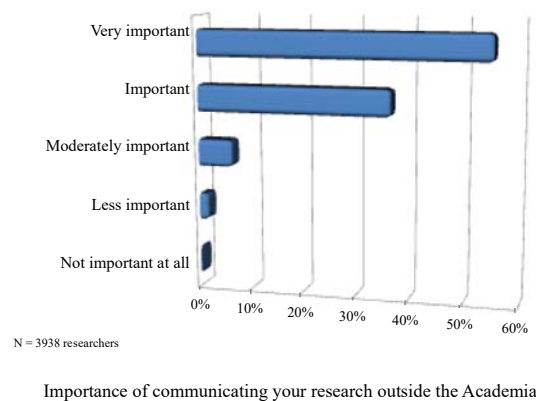


Figure 2

Seventy-seven percent of researchers carried out PCS in the last two years; 30 percent made presentations about their research, nine percent about other scientific subjects, and 36 percent about both. Twenty-two percent did not perform PCS (Fig. 3).

The main activities carried out in the last two years by 36 percent of the researchers in this sample (Fig. 3) were talks for general audiences; twenty-one percent of researchers wrote dissemination articles. Twelve percent participated in interviews or press conferences. Less frequent activities were science divulgation books (4.51 percent), blogs, and social networks (two percent). Public debates were less than one percent.

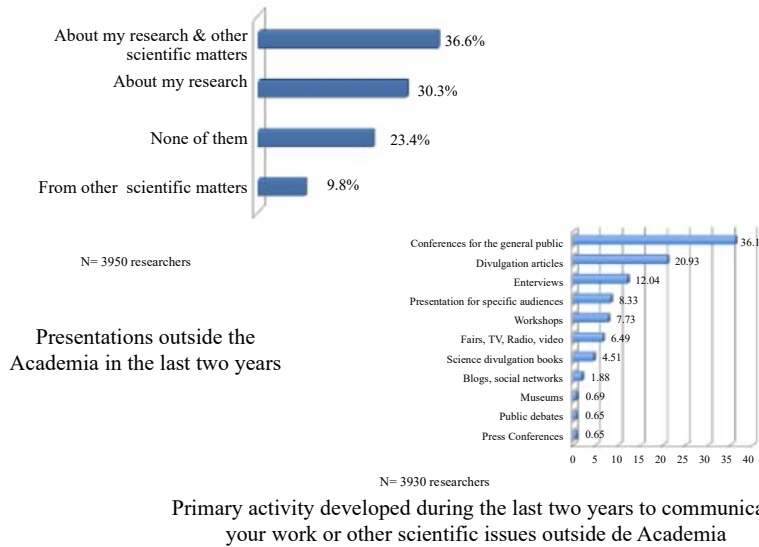


Figure 3

Twenty-nine percent of those who did science communication employed between two and five percent of their time on these tasks. Twenty percent dedicated between six and ten percent of their time, seven percent 16 to 20 percent of their time, six percent, 21 to 30 percent, and four percent, from 11 to 15 percent (Fig. 4). Most of the researchers reported between one and three activities (Fig. 4). Among the researchers who invested at least 15 percent of their time in PCS activities, 74 percent performed up to ten activities over the past two years.

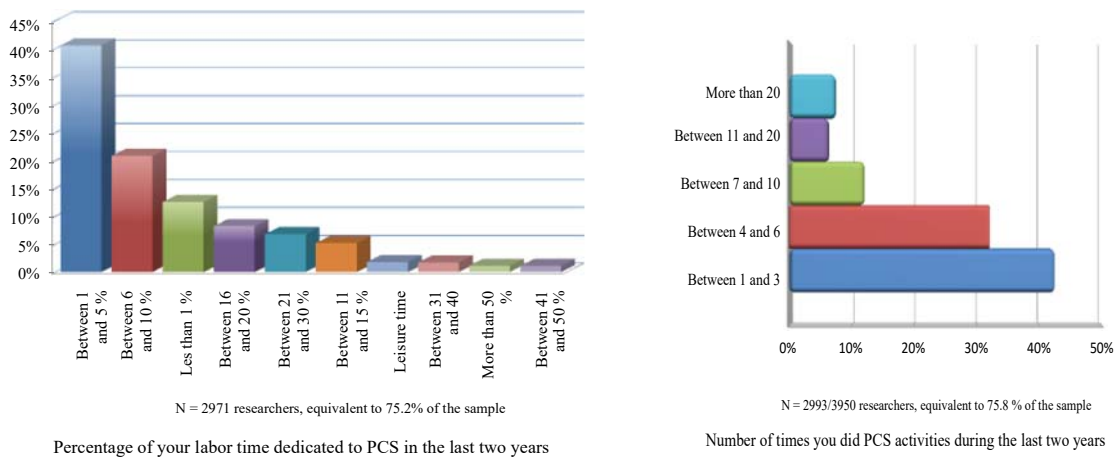


Figure 4

Reasons for doing science outreach

Scientists considered it important in communicating their research to show the importance of science to society. Other reasons were, helping the public to make informed decisions, spark technological development and innovation, enable citizens to understand their surroundings, and promote social discussion of scientific issues. Other answers were, to educate audiences, to help guide public policies, to being accountable to the society, to generate public support for initiatives in science, and to link their research with potential users (Figure 5).

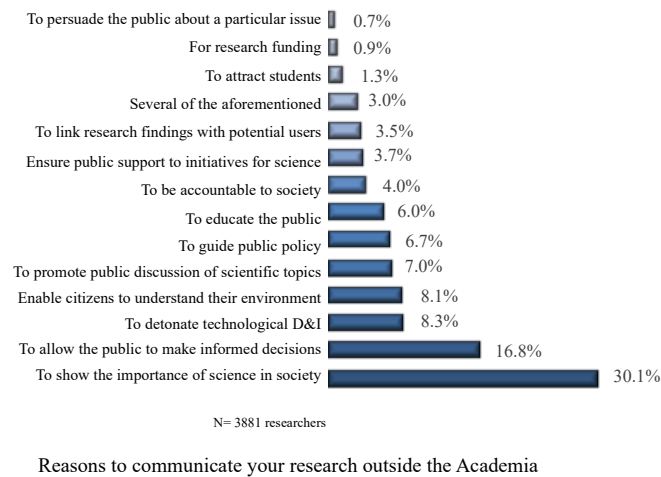


Figure 5

They considered it important to illustrate (Fig. 6) the relationship between their research and everyday life, and its usefulness for economic and social enhancements, as well as for technological development and innovation.

Discussing risks and uncertainties in the implementation of some of their research findings, and the details of their work and the scientific principles behind it were not a priority. Respondents considered that communicating their research to the public was primarily a social responsibility (Fig. 7).

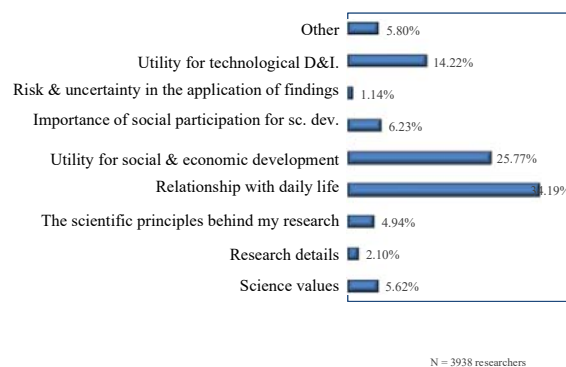
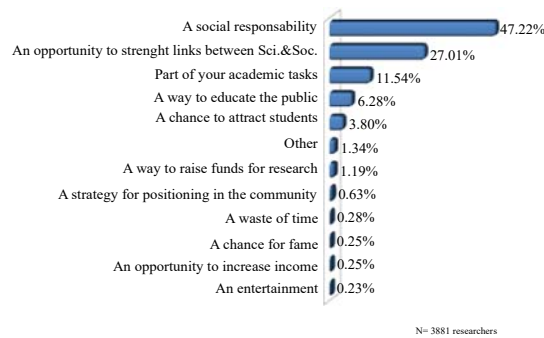


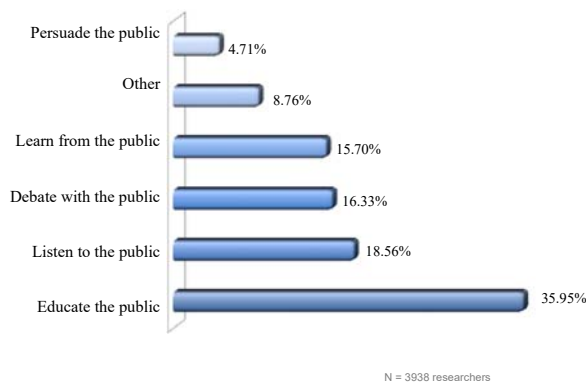
Figure 6



Development of PCS by researchers is mainly

Figure 7

From researchers' point of view, the most important thing when talking to the public is to educate people (Figure 8).

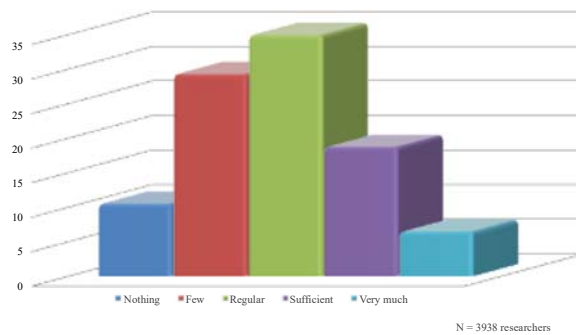


While talking to the public, what is most important for you?

Figure 8

Public communication of science and institutions

As for the perception of researchers on the contribution of their institutions to public communication of science; 35 percent considered it regular; 30 percent thought it little; 19 percent found it sufficient; 10.5 considered they do nothing; while 6.48 indicated that they contribute very much. (Fig. 9)



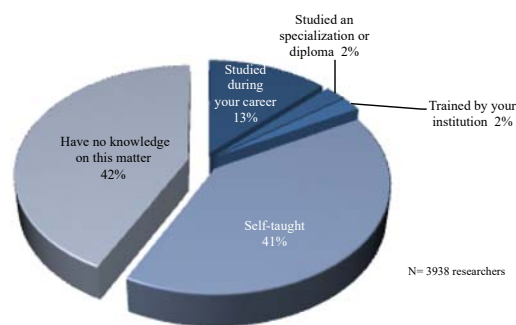
Contribution of your institution to public communication of science

Figure 9

Training in public communication of science

Forty-two percent of the surveyed scientists indicated not having any knowledge about PCS. Another very similar percentage claimed to be self-taught; 13 percent received training as part of their professional education, two percent attended some specialization or diploma courses, while another two percent received training at their institution (Figure 10).

Self-taught researchers showed a high interest or need to gain knowledge and skills regarding scientific outreach, a situation that nowadays, their institutions do not carry out. Of the respondents, 46 percent considered very important incorporating subjects related to PCS during scientific training, and 22 percent found it extremely important.



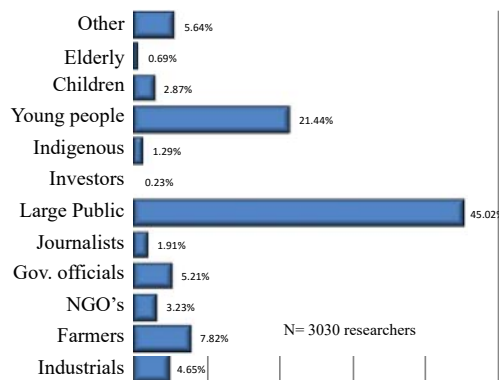
37.4 % of those who have knowledge or training in PCS, were men and, 20.1% women, equivalent to 58.5% and 55.79% of their respective populations

Have you been trained in science outreach?

Figure 10

The audiences

Forty-five percent of the participants had, as their main audience, the general public, whereas 21 percent focused on young people. Farmers were reached by 8 percent, while government officials, and industrialists, by five percent each (Fig. 11).



Public outside the Academia to which you have spoken
Figure 11

We need to note that these last two groups were reached (8 and 22 percent, respectively) far from the proportion in which some researchers said they could be interested in their scientific work. These figures confirm the weak link in the country between scientists and other sectors, such as the economic and the governmental ones that could benefit from the knowledge generated by research centers, and would have the ability to nourish and influence the national scientific development.

Researchers and mass media

Although not as their primary communication activity, 57 percent of the researchers surveyed took part in press conferences or interviews for newspapers, magazines, television, or radio in the last two years. Forty-two percent did it at a reporter's request (Figure 12). This percentage is surprising because there is a common complaint among the researchers regarding how little the mass media is interested in science. Researchers felt their experience with the media was mainly good, as shown below (Figure 12).

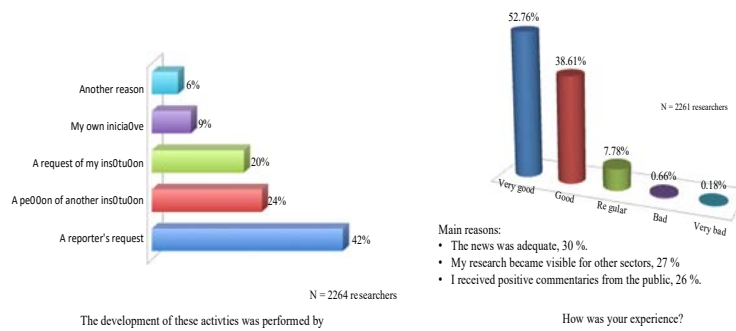


Figure 12

Regular participation in media

Thirteen percent of the researchers surveyed had a regular involvement in media. This regular communication was slightly higher among researchers of the Natural Sciences, Exact Sciences, and Engineering, since they constituted 53 percent of all institutional researchers, as opposed to Social Sciences and Humanities researchers, at 47 percent.

The types of media on which this participation took place were magazines at 26 percent; the Internet at 22 percent; newspapers at 15 percent, radio at 11 percent and TV at seven percent.

Researchers and news about science

The survey inquired researchers about their confidence in mass-media. They answered that magazines are the most reliable media with 26 percent, followed by the Internet with 25 percent, newspapers, 13.7 percent, TV, 9.77 percent, radio, 8.37 percent, and lastly, news agencies with 0.71 percent. Seventeen percent pointed not to trust media. Notwithstanding, when we asked them about the names of the media they trust, only 1,645 researchers answered, mentioning newspapers in the first place; secondly TV channels; thirdly radio stations, magazines in fourth place, and lastly news agencies.

The questionnaire included also questions to ascertain researchers' trust in national newspapers. Their answers showed that 54 percent of them occasionally trust the scientific information published; 24 percent trust the information frequently; 16 percent almost never trust; three percent never trust and two percent always trust.

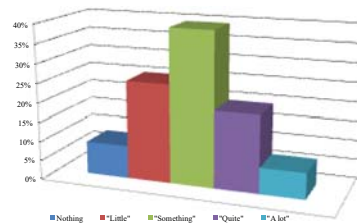
Three thousand one hundred and eighty-eight participants mentioned various reasons to trust the information published. Among these reasons were, scientists are reliable when talking to the media (37.2 percent); they explain their research clearly (25 percent); the science coverage appeared to be adequate and truthful (10 percent) and for a multitude of reasons including confidence based on the source of information, the journalist, the kind of information, their knowledge about the subject, and other reasons (13 percent).

On the other hand, 83 per cent of the surveyed researchers mentioned reasons for not trusting scientific information published in the media. Twenty-eight percent considered science coverage inadequate; 20.9 percent think reporters do not understand scientific concepts; 18.3 percent believed the mass media do not distinguish between science and pseudoscience, and 16 percent believed reporters are not objective when covering this type of information.

We also asked them which local or national media are more reliable in presenting scientific news. Researchers first mentioned the Internet, followed by magazines, newspapers, TV, radio, and finally, news agencies.

Science and society

To the question of how much scientific research in Mexico in their specific area, has contributed to solve national problems beyond generating knowledge and highly specialized human resources, 35 percent believe it contributes little or nothing, against 25 percent who consider the opposite (Fig. 13).



On a scale of 1 to 5, where 1 is nothing and 5 is a lot, how much would you say the science developed in your area in Mexico, besides generating knowledge and preparing human resources has contributed to solving any national problems?

Figure 13

The degree of interest that the general public, the private sector, or the government have about the research carried out in our country, from the respondents perspective is seldom or very few times as illustrated on Fig. 14. Notwithstanding, most of the researchers agreed on the participation of the public in the definition of public policies on science, technology, and innovation.

	Public	Private sector	Government
Never	4.13%	4.53%	6.66%
Always	4.61%	6.71%	10.25%
Frequently	17.47%	16%	14.25%
Seldom	35.42%	38.43%	34.23%
Very few times	38.38%	33.92%	34.61%

From your point of view, are the public, private sector or the government, interested in learning about scientific and technological advances being made by universities and research centers in the country

Figure 14

DISCUSSION AND CONCLUSIONS

Although the researchers surveyed considered it important to promote their work outside of academia, they only dedicated between five and ten percent of their time to these tasks. Moreover, they performed them between three and four times during the past two years. From their point of view, their institutions do not sufficiently recognize this activity. PCS does not appear in science careers' study plans.

The institutions do not have enough programs to support PCS activities; researchers argued they do not have enough time to perform them because they are not properly accounted for in their academic assessments. Ninety-three percent of those who performed Public communication of science in the last two years indicated not having incentives, scholarships, or budgets for these tasks.

Most of them considered it important that young scientists learn how to communicate their research to the public.

Researchers in this survey think PCS is mainly educational, and this thinking is probably the reason why they talk to the general public and especially to young people, and very rarely to other groups such as policy makers, industrialists, NGO's or farmers.

Besides all of this, there is still no complete or coherent policy to make science part of our culture.

Achieving a real public communication of science requires understanding the production of knowledge in a complex framework of relationships and that is not always free of conflicts between the various parties and the social systems implicated. Furthermore, values and interests play a crucial role when making decisions that involve S&T (Lozano, 2013).

Additionally, informing and generating understanding and appreciation of science, communication in this area should contribute to the empowerment of citizens when making decisions to solve particular social problems identified by them.

Researchers' answers point to the *diffusionist* model, which refers to the process of communicating scientific and technological information to a public lacking of knowledge, through various means, to inform and to build understanding and appreciation for S&T (Lozano, 2013). Some of them point out their interest in listening to the public and to learn from them. Notwithstanding, it is important to achieve a communication system that fulfills the interests of both parties. The commitment of PCS is therefore, to produce a general awareness of science, promote critical thinking and debate on scientific issues with social implications. Among these points, we can find the proper direction regarding policies that matter and promote the utility of scientific knowledge for the prevention of risks, in small and large scale issues facing the general public (Alcibar, 2004). "Communication is not only about speaking in a clear, compelling, and relevant manner, nor simply about promoting findings. Effective communication is an integrated process of understanding the audience and connecting with their terms. It requires listening as well as talking" (Smith B, Baron, N., et. al., 2013).

The data collected in our survey reflect a lack of policies that if in place could help to achieve greater scientific commitment beyond the isolated and individual efforts in communicating with general audiences with a unidirectional flow of information. Scientist's engagement requires the reorganization of their values, as well as those from the centers of scientific research and press offices to create opportunities for a dialogue with different audiences.

A proactive attitude by the institutions to foster public communication of science should include a new communication model, in which scientists play a paramount role, based on a broader knowledge of how to talk to the public. All these actions should be oriented toward obtaining the participation of groups involved in particular problems.

The scientific and technological knowledge, rigorous and balanced, must be available to the public, so it can detect, understand, analyze and address the variety of needs faced, and enable it to provide feedback to the scientific community, in order to find solutions to various social problems.

It is important to note that the lack of communication undermines the confidence of society towards the researchers' community and its commitment to support scientific activity. Moreover, it delays the establishment of a balanced and fruitful relationship between both spheres.

"A two-way communication model implies that the science and technology system receives and evaluates the information from other systems and social actors and, at the same time, that it is modified by such information." (Lozano, 2013)

It is desirable that institutions, responsible for assessing and financing ST&I in the country, align their policies, to improve the skills of researchers, agencies, and offices that promote PCS, to open forums in order to enhance the participation of "science in society".

This research has allowed us to gather information to explore further the PCS as a cultural practice. We must keep on analyzing this issue in the immediate future so that we may obtain a complete overview and be able to compare the situation in Mexico with the practice of PCS by researchers and scientists in other countries.

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CONTROVERSY SURROUNDING THE ‘FAKE NEWS’: DESCRIPTIVE ANALYSIS OF THREE MAJOR NEWSPAPERS IN SOUTH KOREA

Mahnwoo KWON

School of Digital Media, Kyungsoong University, South Korea
mahnoo@ks.ac.kr

Yongwoo Jun
miraeec@naver.com

Hajin Im
ahengk2@naver.com

Abstract: This paper is a report on the findings of a study conducted on a graduate level virtual conference summer school course. Discourse analysis formatted classes.

INTRODUCTION

Journalists have been distinguished between news and advertising content physically and psychologically. Advertising had same value to news content until 1970's and was recognized different category. Traditional journalism text also regards editorial department deal news content and advertising department handle commercial messages. This separatism was mainly caused by production goal of traditional news. News exists for satisfaction of readers and advertising stands for advertiser's benefit. Thus, advertising has been regarded necessary evil for news media. This viewpoint is also reflected in audiences. Even media recipients clearly divide news and advertising.

But challenges for this assumption are increasing. According to recent survey about media recognition, audiences of American media has tendency of giving similar importance to advertising as news source. This report said that media users do not separate advertising content and non-advertising content. In contrast to perception of journalist, readers' perception toward advertizing is changing. They started to think that advertising is also a kind of important news information.

Major newspapers in South Korea issue special section pages every week and these pages consist of fake news or paid news. Advertorials normally attach distinctive mark at head part of each section. But these fake news use camouflage to pretend to be real news. The section pages also use fixing arrangement of advertising. This kind of fake news section leads to audience confusing. Sponsored news can cause serious problem of ethical, legal, and journalistic issues. Past researches about advertorials also give warning to this problem.

THE STUDY AND METHOD

Advertising looks like news, paid news, and news format advertising are new trends of advertising method in Korea. There are many similar concept of conveying commercial messages through print media. Typical examples are advertorial and infomercial. Advertorial is complex world using advertising and editorial. It is a sort of advertising but looks like editorial of newspaper or magazine. Infomercial is mixed word using information and commercial. Infomercial refer to broadcasting context as to advertorial refer to newspaper. Both advertorial and infomercial come on the scene together with new communication technologies in media industry. Digital media like internet and mobile phone require hyper-linking function to news content to advertising, and consequently division between news and advertising meaningless.

In addition, there are more similar concepts; Paid news, Monetize content, Stealth advertising, Fake news, Sponsorship-linked news, and Event-related News. Paid news or monetize content is defined as dealing news of advertiser in the pages concerned. Journalists and scholars express worry because paid news is easy to be swayed by the capital power. Still paid news is hot issues in American journalism environment. Stealth advertising is portrayed as situation of hidden advertising like stealth airplane, not caught on radar. Fake news means advertising that copying format of TV news. Sponsorship-linked news has low relevance than paid news to advertisers but indirectly promote their sponsors through news coverage. And event-related news means indirect promotion of advertisers regard special events like sports or exhibitions. We will use terminology ‘fake news’ in this paper for describe upper concepts.

Main issues regarding fake news can be categorized into two. One is deceitfulness and the other is political expression. First the biggest problem of fake news is deceiving readers. Recent legal case in Korea reported that media have to pay for compensation if the media publish fake news without giving proper notice in the pages. The court also judged that media must clearly specify that the content is advertising. And the media has to print corrected article in same weight if the audience experience damage caused by the fake news. In consideration of this trend, fake news related disputes or controversies are expected to increase in the future. So this paper analyzed Korean fake news cases and suggested guide lines of publish fake news.

We analyzed 3 major Korean newspapers, Chosun, Donga, and Joongang, from July to September, 2014. Section pages containing fake news were selected for content analysis. We coded the numbers of fake news, day of the week, the rate of sponsored news, average fake news publication number per pages, the conformity between news and advertising, and the type of fake news. And the unit of analysis is article base.

FINDINGS

“C___ [male], I hope I’m doing this right. I thought your observations were right on target. I subbed for high school and jr. high classes. High school was the best. I definitely felt the kids were on my level. They either took repsonibility (sic) or they didn’t. How neat to have such a small class, but more importantly to know the

seminar to use an emoticon which has been sex class linked to females. It is highly likely that her gender, her ethnicity and her lack of experience as a teacher all were communicated through her text based communication and conspired against her. Ds was not seen as a competent participant in the discussions. Ds did not participate actively in the on-line seminar. The lack of response was surely discouraging.

Table 1: Sponsor-related news

			Sponsor-related news		Total
			Yes	No	
Newspaper	Chosun	Frequency	77	192	269
		%	7.7%	19.1%	26.8%
	Joongang	Frequency	76	272	348
		%	7.6%	27.1%	34.7%
	Donga	Frequency	96	291	387
		%	9.6%	29.0%	38.5%
Total		Frequency	249	755	1004
		%	24.8%	75.2%	100.0%

K was an experienced participant in on-line discussion groups. She was a member of a state-wide program funded with an NSF grant that maintained a discussion forum with teachers across the state. She is the participant that sent out 36 directed responses and only received 12 directed back at her in return. If linguistic/technological competence is not the issue here, what were the dynamics that determined if a participant was read and responded to?

Further examination of D’s speech act communications reveal a style of Absolute. D always made statements in a tone of challenge.

Example “...Yet the public continues to believe that it is the students, teachers, and school who are failing. Once again, I will return to the idea of Obsolete. We are not failing, the system is obsolete!!!”

On the first couple of passes through the data I had missed the significance of the style. D was not only holding court and lecturing throughout the whole seminar, he was also inviting participation and response from others by being a provocateur with his strong, emphatic stances. The female participants explicitly asked for responses with direct questions while this male individual invited response with challenges.

CONCLUSIONS

D’s linguistic strategies were the most successful in this seminar. This is not the equal, level playing field that some champions of the technology have promised. The discursive style which incorporated stances of the provocateur marginalized Ds’s contributions. Ds did not have a repertoire of strategies to discourse successfully with D.

course will have a requirement that every participant in a discussion group must respond to all members of that same group within a two week time period. After careful analysis of the transcripts from this virtual conference seminar, it is apparent that equal participation on-line requires careful support and planning with some rules concerning attending and responding to other participants.

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EDUCATION TECHNOLOGY CHANGING FACE OF SCHOOL LIBRARY SCIENCE AND SCHOLARLY COMMUNICATION AREA IN K12

Res. Ass. Şebnem Gürsoy Ulusoy (Phd. Candidate)
Advertising Design and Communication, Yeditepe University, Turkey
sebnem.gursoy@yeditepe.edu.tr

Lecturer Özge Gürsoy Atar (Phd. Candidate)
Radio and Television Programming, Kavram University, Turkey
ozge.gursoy@kavram.edu.tr, ozge.gursoy5@hotmail.com

Abstract: The theoretical framework is important to understand communication between technology, communication and school library science changing face of Turkey. “Empowering Learners: Guidelines for School Library Media Programs (AASL, 2009) charges school librarians “to play a leading role in weaving such skills throughout the curriculum so that all members of the school community are effective users of ideas and information” (Johnston, 2015, 17). Changing first start in human culture, the internet is giving a change for people to communicate the World and other people. Find the information is very easy in 21st century but the important difficulties come to same time. This problem is find the true knowledge problem. “The last three decades have been marked by the gradual digitalisation of human culture, knowledge and learning. Evolving digital media and technologies – such as computers, the internet and mobile devices – have been constantly generating new waves of promises and fads.” (Markauskaite, 2010, 79). The face of communication and education change with technology. Digital devices and social media is usefull for peoples communication process. Technological artefacts and computers could be useful for assisting with or doing some traditional cognitive tasks. (Markauskaite, 2010, 92). Traditional communication process start with oral culture. Walter J. Ong said that “The Technologizing of the Word” his book of Orality and Literacy. Firstly oral culture start with the first communication process. People telling and memorize the culturel things. Second of them is literacy when the first letter of semitic alphabet using this literacy culture process is starting. “When this is all said, however, about the Semitic alphabet, it does appear that the Greeks did something of major psychological importance when they developed the first alphabet complete with vowels. (Ong, 2002, 5). This research about the 21st century school library science scholarly communication process changing with technological development and case study for Turkey.

Keyword: Scholarly communication, communication, scientific collaboration, new media, academic collaboration, high tech, education technology, edtech, social media.

INTRODUCTION

The theoretical framework is important to understand school library science between technology, and scholarly communication. “The last three decades have been marked by the gradual digitalisation of human culture, knowledge and learning. Evolving digital media and technologies – such as computers, the internet and mobile devices – have been constantly generating new waves of promises and fads.” (Markauskaite, 2010, 79). The face of school library science change with technology. Digital devices and social media is usefull for peoples communication process. Technological artefacts and computers could be useful for assisting with or doing some traditional cognitive tasks. (Markauskaite, 2010, 92). Traditional communication process start with oral culture. Walter J. Ong said that “The Technologizing of the Word” his book of Orality and Literacy. Firstly oral culture start with the first communication process. People telling and memorize the culturel things. Second of them is literacy when the first letter of semitic alphabet using this literacy culture process is starting. “When this is all said, however, about the Semitic alphabet, it does appear that the Greeks did something of major psychological importance when they developed the first alphabet

complete with vowels. (Ong, 2002, 5). Technology and library is going nearly, one of them is change the other of them change will be. Because reading is open the door of evaluation, revolution and development of the World. “Cameron came to the conclusion that school librarians and instructional technology specialists both look for ways to incorporate information technology into the curriculum of the school and provide support and resources for the entire school community and it is this overlap in responsibilities that makes collaboration between the school librarian and the instructional technology specialist important.” (Johnston, 2015, 20).

1. SCHOOL LIBRARY SCIENCE

21st century is change the world education system. The new world education system is not a "Oral Culture" or "Writing Culture", this new culture name is "Dijital Culture". Born in dijital world child understanding the world very differently for other generation. The 21st century teachers first job is understanding this born in dijital world child. Their communication process is very important and using education technology process is other important thing of this process. Digital technology change the world immediately. Education technology and digital technology using together in K12 (Kindergarden to high school) school area. The classical library science change too. If the teacher using school library regularly their academic achievement to rise up. The school library science change their face to ARGE School Library Center. This library center is research center, new project center, new educational technologies center, scholarly communication and academic achievement center... Marshall McLuhans teory of "Global Village" is heart of this project because of library get a transformation of "Global Village Library". This area is specific education of teacher academic achievement. Reading book, researching data, making a new curriculum model, conecting with other countries teacher, doing digital project all of this things we are doing, using the school library. If the teacher academic achievement rise up, students academic achievement rise up too. This is new Scholarly Communication model of School Library Science. Because next generation education model's first substruction is "Communication". Communication with other, communication with world, communication with their job and other area. Second important part of library is creativity; creative project is very fantastic in school library. Creative science project using book, creative art project using book and other area. Communication and creativity is our Global Village's first model's of education principle. This research analyzing the what is the new education technology and scholarly communication project using in private schools and their school library? Using schools Facebook and Twitter social media authorized page.

2. SCHOLARLY COMMUNICATION

“Social Penetration Theory (called a “stage theory” by Mongeau & Henningsen, 2008), has enjoyed widespread acceptance by a number of scholars in the communication discipline.” (West 2010, 169). What is the difference of conventional education and digital education or education technologies? Education technology is useful for communicate all academic and students freely. They are collaborating projects together very easily. Universities use social media, teaching management systems, Tablet technologies for their education systems. Information allocation process has been changed too.

“First, the dynamic ways in which papyrologists, medievalists, and early modernists engage with the digital primary sources suggests that an emerging model of data curation may be more appropriate than the special collections model on which scholars have traditionally relied when seeking help from librarians and other information professionals about primary sources. Second, the ways that they communicate about these sources with each other and

with students and the public alters the publishing functions normally associated with academic publishers. Finally, the lessons of these cases suggest the need for key new elements in the academic infrastructure” (Waters, 2013, 21).

“This changed as technical development entered into a feedback relation with the progress of the modern sciences.” (Marcuse, 1968). On the other hand, scholarly communication is changing along technological transaction and people connecting to others very easily and frequently. Marshall McLuhan’s approaches this period with his “Global Village” theory. This has opened a new for changing the world with the help of communications. Technological development, new media and digital technology are drivers of this process. “Globalization has been accompanied by the creation of new institutions that have joined with existing ones to work across borders. In the arena of international civil society, new groups, like the Jubilee movement pushing for debt reduction for the poorest countries, have joined long established organizations.” (Stiglitz, 2002, 8). Mc Luhans “Global Village” start with internet and social media is the mail part of this “Global Village”. Internet is changing face of scholarly scientific collaboration. The people find the other people very easy and they share something with other quickly. Electronic devices and electronic books is another part of communication process. “One Internet company that struggled with the buy/share issue is Infonautics, which offers a product called the Electric Library. The Electric Library offers full text of 150 newspapers, hundreds of magazines, international newswires, radio transcripts, and many other high quality sources of information.” (Shapiro, 1999,49). The early decade of 21st century nobody know the social media people using library and card catalog but this perspective change with internet. Academic staff share their news and article very quickly using the social media and internet. “Since the early 1980s, the scholarly community has been witnessing a considerable increase in the use of information and communication technologies. The networked personal computer, e-mail, the internet, of and online databases, the World Wide Web, electronic publications, discussion lists and newsgroups, electronic conferences, digital libraries, and knowbots are but a few of the trends that increasingly influence the daily work of the scientific community.” (Olson, 2008, 33).

3. SCHOOL LIBRARIES AND THEIR SCHOLARLY COMMUNICATION FACE

The school librarians changing face of using education technology. This process changing the face of scholarly communication area in schol libraries. “The specific purpose of this study was to identify what is enabling those most accomplished school librarians to thrive in the role of technology integration leader, as well as the barriers they face.” (Johnston, 2015, 17). School climateew everytime change with developmental things. 21st century education skills and approach change school libraries and school librarians face and jobs description. “If school libraries have long functioned as sites where students have less-structured and more unmediated interactions with large collections of information, these experiences with traditional media may present good models as educators consider how to approach digital literacy education in new ways.” (Losh, 2012, 17).

Th print culture librarian’s integrated to new education technology for scholarly area is difficult process but the digital culture immigration librarian’s (they are born in a print culture but use technology effectively) use education technology in scholarly communication area. “Research suggests that teachers are less likely than many of their professional peers to have had formative experiences playing games or exploring the Web; they are often creatures of print culture, which is a good thing in many ways, but leaves them less than fully prepared to integrate digital media into their instruction or to be able to advise their students about safe and ethical engagement with the online world.” (Losh, 2012, 18). Online world changing the

school library science area. First important changing is reading book culture is changed. E-books is important part of school libraries. Second important changing is online database and searching on internet is changing the researching method in school library. Third important changing is librarian communicate with students using online technology. Those are school libraries facebook, twitter and blog pages. “Technology is a major force in the transformation of schools today and librarians are becoming more and more critical to the process of shaping both teaching and learning with technology.” (Dotson, 2015, 55). If school librarian using technology successfull and communicate with children fluent, students academic achievement and library utilization is good.

Librarian and their scholarly communication process

Scheme 1 (Christa Harelson Deisler, 2015, 40)

Domain 1: People and Interpersonal Relationships	
Enabling Factors	Impeding Factors
<ul style="list-style-type: none"> -Personal support system at work - Positive working relationship with school administrators - Mentoring or modeling from respected colleagues -Collaborative team work with other teachers -Mutual respect and interdependency of the staff -Recognition provided for work -Encouragement and support from family and friends 	<ul style="list-style-type: none"> -Lack of personal support at work -Passive or active opposition from colleagues or administrators -Tense relationship with principal or school administrators -Lack of collaboration, teachers work on their own -Lack of professional respect from other staff, resentment -No recognition for work -Passive or active disapproval or non-support from family and friends

The librarians goods communication is important for the school and students academic achievement. The education technology specialist librarians first important role is follow the technological development and good communicate with school climate.

4. NEW EDUCATION TECHNOLOGIES IN LIBRARIES

In 21st century technology is changed immediately. Social media, blogs, wikis, reader, kindle and onlie resources is opened the door of new communication process. This communication process based of technological development.

4.1. SOCIAL MEDIA, BLOGS, WIKIS

Facebook, Linkedin, Twitter is the social media fenomen. Sharing the academic news on Facebook. “One way that Facebook may hinder social integration is that the communication tools provided by Facebook might contribute to a communication skills deficit. The freshman experience provides a wide range of opportunities for freshmen to practice a variety of communication skills that will be useful throughout their academic career and beyond.” (Wankel, 2011, 15). Digitalization is changing all of the academic period. The Turkish

academic staff find the another academic staff in another countries. Scientific academic collaboration is very easy for using social media. “Digital ethnography is among the emerging research methods for understanding and analyzing industry habits in virtual communities such as Facebook, Twitter, and YouTube. Digital ethnography has evolved from habits and norms of virtual communities.” (Wankel, 2011, 28). Academic daily news transportation and accessibility is very easy when using Facebook and other social media. “Social media gives study abroad administrators the ability to exchange information with colleagues and experts they usually would not have access to on a daily basis.” (Wankel, 2011, 131). Facebook and LinkedIn users network for other people is very strong. “Unique situations with regard to travel or visas can be quickly remedied by tapping into a network of people who either have a solution or know someone who can help.” (Wankel, 2011, 131). Social media is make a new e-social science. People is more social when using social media. “E-social science is underpinned by a vision of the transformation of research practice into collaborative activity that combines the abilities and resources of distributed groups of researchers in order to achieve research goals that individual researchers or local groups could not hope to accomplish.” (Jankowski, 2009, 85). Social media is make a new communication model. This new model is make people interchangeably. “People often the terms social networking and social media interchangeably. Social networking often facilitates many forms of social media, but a lot of social media also exist outside of social networking sites.” (Shih, 2011, 17).

4.2. READER, KINDLE, IPAD, DIGITAL LIBRARY, ONLINE PAPER, ONLINE ACTIVITIES

Tablet, reader and kindle is actively using in school libraries. Online book activity sheet is another using material in school libraries. Publisher giving the link of books activity sheet and test for students. The students reading the book in their tablet, kindle or reader later they are doing the activity online. The sample of this publishing area is Oxford, Pearson and Little Tiger Press. In Turkey Yapı Kredi Publishing, Red House and too much other publisher using online and pdf publishing page. School librarians important role of helping students and teacher, when they choosing books. “The district’s launch in 2013 of its digital learning initiative spurred the need to change how libraries are used. As of next year, every elementary school student will have her or his own tablet, many already do, and every middle-schooler will have a laptop. As a result, kids no longer rely on labs in their schools’ libraries for computer access, and media specialists have become more important because they help students and teachers adapt to the array of new hardware and software.” (Kompar, 2015, 23).

5. RESEARCH AND RESEARCH METHHODOLOGY (STUDY)

Turkey in Istanbul’s different location ten high school librarians attent to this research. They are telling their libraries new communication process. This research focus on what is the new education technology changing the school library science scholarly communication process. They answer the survey, and doing focus group together. Using content analyzing method when evaluate the survey.

The basic question of survey are;

1. What frequently using education technology in your school library? Do you share new things other school librarian? Please tell your new project about using education tehnology in your school library?
2. Which education technology material do you use in your school library?
Blogs, Social media (Twitter, facebook, Instagram)
Reader, kindle, IPad
Dijital library

Online paper and online activities

Internet game

Illustration travel

And other....

- Do you have some scholarly communication problem when you communicate with 21st century dijital born child? Which problem solving method do you use when communicate with dijital born child?

Survey Scheme K12 Librarian Survey

	A	B	C	D	E	F	G	H	I	J	K
1		1	2	3	4	5	6	7	8	9	10
2	What education technology is used in your school library?	Tablet,	No	Tablet,	Tablet,	No	Tablet,	No	Tablet,	Tablet,	Tablet,
3	Do you share new things with other school librarians?	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
4	Which education technology material do you use in your school	Blogs, Wikis	Social Media	Social Media	Social Media	No	Blogs, Social Media	Blogs, Social Media	Blogs, Social Media	Blogs, Social Media	Blogs, Social Media
5	Do you have any scholarly communication problem when you communicate with a child borned in 21st?	Some times	Yes	No	No	Some times	No	No	Some times	No	No
6	Your Age	32	40	29	27	45	25	39	35	38	24

The school librarians using the;

- Digital devices in to their library
- Blogs and Wikis is very usefull for librarian
- They send a mail for their student to understand their field of interest.
- Videos and games is usefull for learning library system.

The librarian;

- They entegrated the curriculum development process
- They find the new books and daily news. Share this in to the library social media page.

The librarian solve their communication problem with child;

- Using listening method
- Playing with them
- They answer their question
- They are reading children books
- They are talking them and they understand their field of interest

The new scholarly communicater school libraries have a academic role in school development process.

The librarians use the digital devices and edtech technology effectively.

Scholarly communication and librarian;

25 – 45 years old librarian join the survey

- 25 – 30 years old person is scholarly communication process is clear and fluent.
- 30 – 35 years old person’s scholarly communication process is middle clear.

- 35 – 45 years old person's communication and scholarly communication process is difficult.

HYPOTHESIS: Education technology change the face of school library science area and school libraries scholarly communication process in K12.

AIM: The aim of this research is find in the effects of education technologies on scientific school library science and scholarly communication process.

PROBLEM STATEMENT: Education Technologies integrated in to school library science and scholarly communication in K12. This process change the face of school library science and K12 scholarly communication process. What new education technologies integrated to school library science of this process. What is the new academic and technological development in Turkey school library science area?

BRIEF LITERATURE REVIEW

Marshall McLuhan's theory of "Mechanical Bride", "Technology is extension of human body", "Medium is the Message". Those are theories of technological development processes and focus on the effects in people's live and social sphere. Walter Ong, his book "Orality and Literacy emphasizes that "Writing is the technology", "The reason is that the term can give a false impression of the nature of verbal communication, and of other human communication as well. Thinking of a 'medium' of communication or of 'media' of communication suggests that communication is a pipeline transfer of units of material called 'information' from one place to another." (Ong, 1982, 171). Early decade of 20th century school library is the not usefull place for child. The people who want to read more book going to library. Library is the part of the school but not the important place of school. After the 20th century, technological development change the face of school and school's every part. 21st century school library is the important place of school.2s development process. Curriculum, connection, reading, learning other language, understanding by World and other culture everyting's adresses by school library. Digital culture change the school librarian face too. School librarian is the fenemon researcher in internet and new things. They find more resources for suported the school's curriculum. They find a new e-book for have a reading difficulties child. "Defined the school librarian as an advocate for integrating information literacy skills in instruction of the curricular areas and that as a leader the school library media specialist promotes the use of technology." (Johnston, 2015, 18). This new job is giving another role for school librarians, this role is more effective communicater role. This role about scholarly communication. The school librarian scholarly communication with other is good, the school's teacher and students using and understanding library more. This process is going with technology and this process going to be technological scholarly communicater school librarians. This is the 21st century new job's name school's inovater teacher and technological scholarly communicator. School librarians' new role is giving them a new job's definitian. "Further defining the role of school librarians are statements that school librarians are instructional leaders in their schools who frequently provide professional development to their colleagues in areas related to instructional and technology resources, teach a wide range of local, state, and national curriculum, information literacy, and technology standards, and often serve as the primary technology integration specialist in their buildings." (Johnston, 2015, 19).

CONCLUSION

Librarians and education technology scholarly communication area are connected each other. Librarians communication skills is very important for students using library treatment. If the librarian is communicate with other sucessfully students using library achievement process is

going well. Younger librarian using education technology more than older librarian. Younger librarian communicate succesfull with digital born child more than older librarian. 21st century education skills giving librarian new role. Those are; librarians integrate and join the curriculum development process, life long learning projects leader and school's innovative project leader, technological developement and information literacy leader is librarian too. This roles giving a librarian important position, they must be a good scholarly communicator.

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THE VIEWS OF THE STUDENTS WHO ATTEND AND DON'T ATTEND THE ADVERTISING ETHICS COURSES: THE CASE OF FACULTY OF COMMUNICATION, UNIVERSITY OF ERCİYES

Assoc. Prof. Dr. Mustafa AKDAĞ

Erciyes University Communication Faculty Public Relation and Publicity Department, makdag@erciyes.edu.tr

Research Assistant Nilay AKGÜN AKAN

Erciyes University Communication Faculty Public Relation and Publicity Department, nilayakan@erciyes.edu.tr

Abstract: In today's world, with the advance of technology advertising is becoming an inevitable fact that diffuses every point of social life. While the effort of advertising, which has a big role in the presentation and the consumption of a product or a service, in taking part in every second of life brings forth an assortment of advertisements; due to intense competition and the efforts of the companies to become popular, advertisements emerge in unexpected times and places free from the boundaries of time and space. This situation makes the notion 'ethics' a more and more important concept in the field of advertising as it is in all the fields of communication. An advertisement without moral values may affect a very big part of the community. Therefore, when the effects of advertising on the society are considered in the context of morals and when the messages are designed in this direction, in other words when acted in consciousness of social responsibility, advertising will then be useful. In this study, in order to see whether the classes of advertising. Ethics bring about some difference in the points of views of the students or not, some questions are related with the advertising ethics are directed to the young communicators who are still in the process of education and the answers are interpreted. As a result, it is possible to say that ethics is important and worth-considering when it is adopted by the people who see advertising a profession and who are taking an education in this branch.

Keywords: Communication, Advertising, Advertising Ethics, Social Responsibility, University of Erciyes, The Students of Faculty of Communication

Introduction

Advertising, which is primarily based on presentation of a product or service to a wide audience and inducing them to consume, is one of the most effective and most widely used means of communication, and it is greatly influenced by dissemination of mass media and technological development (Ay and Aytekin, 2005: 46). Technological developments lead to a new era in commercial life of companies as well as in the marketing activities of products or services, involving a wide range of activities from pre-production of such products or services to making them available to consumers, their promotion and after-sales services. In this way, advertisements are appealing to a wide audience and build a strong effect (Elden, 2009: 145). Advertisements are the product of competing economic structures, which is intended to render products or services discernable among those similar to them. It is possible to encounter advertisements while walking, resting, working or having fun (Yavuz, 2009: 7) so individuals are affected by them or affect them. Thus advertising should be addressed ethically and evaluated in a conscious way. From this perspective, it appears that advertisements should be created and presented with the sense of social responsibility.

In this study, first, information is given about the concept of ethics, then views about advertising ethics as well as social responsibility, which is an important determinant in advertising ethics, are presented, and the size and importance of professional ethics in advertising are discussed. The aim of the implementation phase was to determine the perspectives about ethics and advertising ethics of students from Erciyes University, Faculty of Communication, Public Relations and Publicity Department using a qualitative research

study and demonstrate the differences between the group which took the ethics course and the group which didn't take the ethics course.

1. LITERATURE REVIEW

1.1 The Concept of Advertising Ethics

According to Cunningham, advertising ethics is defining what is right and good in the execution of advertising activities. This is not only related to what should be done legally but what should be done (cited by Drumwright & Murphy, 2009: 83). Therefore, perception of ethics in advertising is primarily a problem of conscience. Apart from being a legal rule that must be complied with, it is an internal concern incorporating social responsibility. Therefore, the idea of advertising which is devoid of ethical information, hasn't been equipped in this sense cannot be ethical.

Advertising ethics can be defined as assessments and questioning made on the basis of the actors of the advertising industry and the general public so that advertising products are generated in accordance with general ethics rules of the society, personality rights, prevention of unfair competition and the principles of protection of consumer rights (Elden and Ulukök, 2006: 2-3).

In discussions about ethics, the main topic is related to understanding the elements that make actions morally valuable or worthless and identifying what is good or bad, what is right or wrong (Aktuğlu, 2006: 7).

1.2. Advertising Ethics from Various Perspectives

1.2.1 In terms of Ethics

Ethics, the subject of research (Erdoğan, 2006: 5), is defined as a system of values and purposes, recognized, specified and defined in a cultural environment as well as a group of rules and way of life which lay out how to keep these values alive and how to achieve the said objectives (Cevizci, 2008: 3), while ethics, as the name to be given to the area of research (Erdoğan, 2006: 5), is represented as reflecting on the meaning of values, investigating and discussing what the ethical concepts used really are and exceeding the normal level of being ethical. In other words, ethics is bound to be the theory of ethical action, where action is practical (Cevizci, 2008: 5). Ethical responsibility has two dimensions: individual and social. Individual dimension is related to conscience of a person, whereas social dimension is related to social life processes (Eroglu and Atabek, 2006: 2).

Ethical values cannot be imposed by an authority but rather arise from experiences formed, over time, by human relations and the human mind, and therefore a system of professional ethics or professional rules can only be applicable if it is a common practice of the performers of that profession, otherwise it cannot be imposed from the outside (Girgin, 2003: 146). Durkheim, one of the leading thinkers on ethics, notes that exclusion of economic life from ethics poses a threat to public life (1962: 19) and suggests that the science of ethics emerge in professional ethics at the highest level (1962: 9), and the extent of how strongly a group has been established determines the extent of ethics rules of that group and the extent of the authority of that group over the conscience of people (1962: 13). From this perspective, conformance of advertisements with existing codes of ethics is important and they will also influence emerging ethical approach and best performers of this approach will be the practitioners of the advertising profession.

1.2.2 In terms of Social Responsibility

Advertising, which should be a discipline that conforms to existing ethics norms, then forms its own ethical codes and can do that through practitioners within itself, reflects the existing understanding of ethics and also contributes to the formation of new understandings of ethics (Tosun, 2007: 256). The most important way to achieve this is to act with the awareness of social responsibility towards the society. Ethics is closely related to social responsibility and from time to time overlaps with it (Drumwright & Murphy, 2009: 83). Although the fact that all efforts made in the area of social responsibility would be a benefit for society is inevitable, such efforts should also be effective and efficient. What is meant by this necessity should be the assessment of the kind of change such efforts bring about in society (Ozturk, 2009: 228).

1.2.3 In terms of standards

Conformance of advertising with integrity and dominant ethics rules is presented as a measure of ethical standards. The real problem here is not that advertising is primarily not done according to high ethical standards, that moral / ethical standards fall, that advertising doesn't provide the right thing or that it is not honest. The real problem here is that the presence of advertising only serves groups of interest by saying "what makes advertising advertising is its its sovereign nature (Erdoğan, 2008: 382). Hartman and Desjardins suggest that an advertisement is effective in and manipulates individuals' making their own decisions (2008: 425). According to Laczniak and Murphy, the properties of advertising which are criticized are shown during the process between providing information and deception (cited by Torlak, 2007: 259);

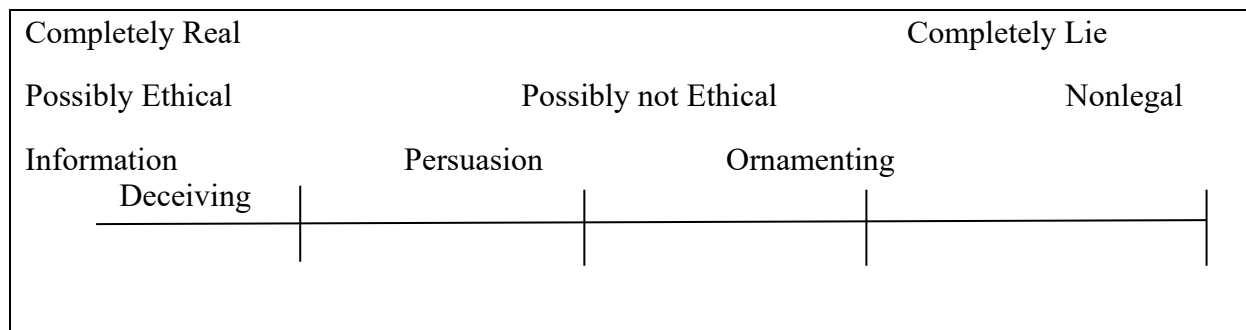


Figure1 Persuasion Process of an Advertisement and Ethical Assessment

Source: Laczniak and Murphy, 1993:154

As seen, as ornamentation and deception began to take place in advertising messages, legal problems arise and ethics is abandoned and lie is incorporated into the work done. Individuals can have ethical values but is these values are not reflected in the profession due to some concerns, both individual and professional ethical values disappear. Besides ethical concerns can only be carried out with heart-searching.

Advertisements are on one hand criticized in terms of such aspects and on the other hand, it has been suggested that advertising is an important part of economy and that its basic function is to inform people of consumer goods, encourages the sale of products, services and ideas, that when it is applied appropriately, it also contributes to upgrading consumers' quality of life and enabling them to make responsible choices in their purchase behavior. The point one should be cautious about here is the nature and adequacy of the advertising information (Uzun, 2009: 253).

1.2.4 In terms of control

Control in advertising is similar to means of control in other areas of communication. The first is legal and the other is self-regulatory. Advertising law is all provisions regulating legal relations between those giving advertisements, those creating them, advertising agencies, media broadcasting ads and consumers (Türkekul, 2009: 114). According to Boddewyn, self-regulation is 1) identify and develop measures and standards of advertising; 2) ensure that these are known and recognized by the whole industry; 3) guide and provide advice to those giving advertisements and advertising agencies; 4) monitoring whether the rules are observed or not; 5) resolve complaints made by consumers, competitors or other related persons; 6) punish bad behavior, violations of the rules (cited by Inal and Baysal, 2008: 100). Ethical principles created in this framework perform important functions and they are regulated at both international and national level in the framework of countries' own cultural and social structures (Demir, 2007: 422).

2. STUDY

2.1 Subject of the study

The subject of this study was to assess the students' perspectives on advertising ethics of students who took and of those who didn't take advertising ethics course in the case study in Erciyes University Faculty of Communication.

In this sense, Gökdağ suggests that ethical values can be taught to students because the system of values constantly changes with emotional, behavioral or cognitive interactions and argues that what is important in ethics teaching is to ensure that students become aware of how to behave or of ethical and social dimensions of decisions they'll take in special circumstances which may have ethical implications (2009: 147). It is ensured that students who aim to work in advertising field become aware of advertising ethics during their study at the university, adopt ethical values during those years and learn the relationship of advertising to ethics in a variety of ways.

2.2 The aim of the study

The aim of this study was to determine how students from faculty of communication who took advertising course grasp ethical dimension of the profession and to identify if there is any significant difference between students who took this course and those who didn't. For this purpose, answers were sought to the following questions:

- 1- They're taking an ethics course so what does ethics mean to them?
- 2- What do they want to receive from the course on ethics?
- 3- In the light of the replies on advertising ethics, is there a significant difference between the group which took the course and that which didn't?

2.3 Method

In this study, which was conducted in line with the specified aim, scan model was utilized. The study was conducted by consulting the views and opinions of the students from Erciyes University, Faculty of Communication, Public Relations and Publicity Department, who comprised the study population. There were 38 students who were studying at the department and took advertising-ethics course at the time of the study. Therefore, the questionnaire was applied to all of these 38 students. In order to make a comparison, 38 students were selected among second year students from the same department who hadn't taken the ethics course yet by random sampling, and 76 students, the sample of the study, was thus reached.

The survey was first subjected to a pre-test and it was determined whether there was any problem with the perception of expressions. Cronbach's alpha coefficient was used to calculate the statistical reliability of the survey and calculated alpha coefficient was 0.703. Therefore, it was determined that the data collection tool was reliable.

In order to measure perspectives on advertising ethics of the recruited university students, a questionnaire consisting of 16 questions was applied. The questionnaire was adapted from the work entitled "Communication ethics and Perspectives on Professional Ethics Rules of Students from Selcuk University, Faculty of Communication" in such a way as to make students understand it. The first four questions in the survey were used to measure the demographic characteristics, then one question was used to learn the impression of the concepts of ethics in students, followed by another question used to reveal the expectations of the students from advertising ethics course. Then, a 5-point Likert-type scale (1 = I strongly disagree, 5 = strongly agree) was used to reveal if there is any difference between the students who took this course and those who didn't according to the items on advertising ethics.

Field research was conducted through face to face interviews with participants from November 10 to 15, 2014. The data obtained were processed electronically using a statistics program and subjected to a number of analyses.

-A frequency analysis was performed to determine the demographic characteristics of the respondents, their thoughts about ethics and their expectations of the advertising ethics course.

- Cross-tabulation and chi-square analysis were utilized to determine the correlation between the responses to questions on to take and not to take ethics course, what they understand from ethics and their expectations from advertising ethics course.

- Then, due to lack of normal distribution, Mann-Whitney U test, one of nonparametric tests, was conducted in order to reveal the relationship between the responses to the items related to advertising ethics and the fact of taking and not taking the course.

2.4 Findings and Interpretation

This section includes the findings obtained from statistical analyses of the data collected for the purpose of resolving research questions and their interpretation.

2.4.1 Personal Characteristics of the Students

- Some of the results on frequency analyses of the respondents are presented in Table 1. Accordingly, 64.5% of respondents were female and 35.5% were male. Based on these

results, it is not possible to make comparisons in terms of gender. However, this result is a condition associated with sample selection. Therefore, it'd be more appropriate to look at the distribution of gender among those who selected the ethics course. When the distribution of gender among those who selected the course was considered, it was observed that 76.3% were female and 23.7% were male. Therefore, it was seen that female students showed more interest in advertising and ethics courses.

- When distribution of the respondents by the year of study is considered, 50% of the students were second year and 50% of the students were third year students. When distribution of students who took ethics course is considered, 28.9% of the students were on normal education and 71.1% were on evening education

Personal Traits		Number of Persons	Percentage (%)
Gender	Female	49	64.5
	Male	27	35.5
Gender (Those who took Advertising and Ethics Course)	Female	29	76.3
	Male	9	23.7
Year of study	Ist year	0	
	IIInd Year	38	50
	IIIrd Year	38	50
	IVth Year	0	
Age Range	17-19	5	6,6
	19-21	41	53.9
	21-23	24	31.6
	23-24	6	7.9
Type of Education	Normal Education	46	60.5
	Evening Education	30	39.5
Type of Education(Those who took Advertising and Ethics Course)	Normal Education	11	28.9
	Evening Education	27	71.1

Table 1. Distribution of Students by Their Personal Traits

2.4.2 Analysis of Replies To The Question "What Does Ethics Mean To You?"

- The respondents' answers to the question "What Does Ethics Mean To You?" were as follows: 51.3% said "all"; 19.7% said social ethics; , 11.8% said "social rules, manners and customs", 10.5% said "Rules about work which should be observed" and 6.6% said "integrity" (table 2). According to these results, it is considered that the concept of ethics accommodates all choices mostly stated by the students.

- Furthermore, chi-square analysis was used to measure if there is any significant difference between the group which took advertising and ethics course and that which didn't, however, there was no significant difference ($p = .555$).

Replies to the question “How do you define ethics?”	Advertising and Ethics Course		Total
	Students who took the course	Students who didn’t take the course	
Social ethics	7 18.4%	8 21.1%	15 19.7%
Integrity	3 7.9%	2 5.3%	5 6.6%
Social Rules, manners and customs	4 10.5%	5 13.2%	9 11.8%
Rules about work which should be observed	2 5.3%	6 15.8%	8 10.5%
All	22 57.9%	17 44.7%	39 51.3%
Total	38 100.0%	38 100.0%	76 100.0%

Chi-Square Analysis			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.019 ^a	4	,555
Likelihood Ratio	3.115	4	,539
Linear-by-Linear Association	,248	1	,618
N of Valid Cases	76		

Table 2. Distribution of replies to the question “What does ethics mean to you?” by taking the ethics course and not taking the ethics course

2.4.3 Analysis of replies to the question "What are your expectations from advertising and ethics course?"- The respondents' answers to the question "What are your expectations from advertising and ethics course?" were as follows: 42.1% said "the course should describe how to prepare advertising messages in an ethical way", 28.9% said "the course should include international moral rules that must be observed in advertising", 10.5% said "virtue, integrity and reliability should be taught", 9.2% said "the course should include etiquette, ethical behaviors appropriate for the society" and 9.2% said "perspective on advertising and rules of law should be taught" (Table 3). As evident from the frequency analysis, what students first expect from the course was teaching ethical preparation of advertising messages. There are many different pillars of the advertising ethics course which should be taught, however, the first of these is that the advertising message should be based on ethical elements. Therefore, the students can be said to have awareness in this sense. There was no significant

difference in terms of the expectations from advertising and ethics course between the group who took advertising and ethics course and the group which didn't ($p = .516$).

	Replies to the question "What are your expectations from advertising and ethics course?"	Advertising and Ethics Course		Total
		Students who took the course	Students who didn't take the course	
Subjects of Virtue, Integrity and Reliability should be taught		5	3	8
		6.6%	3.9%	10.5%
The course should include etiquette, ethical behaviors appropriate for the society		2	5	7
		2.6%	6.6%	9.2%
The course should include international moral rules that must be observed in advertising		10	12	22
		13.2%	15.8%	28.9%
The course should describe how to prepare advertising messages in an ethical way		16	16	32
		21.1%	21.1%	42.1%
Perspective on advertising and rules of law should be taught		5	2	7
		6.6%	2.6%	9.2%
Total		38	38	76
		50.0%	50.0%	100.0%

Ki- Kare analizi

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.253 ^a	4	.516
Likelihood Ratio	3.344	4	.502
Linear-by-Linear Association	.268	1	.605
N of Valid Cases	76		

Table 3. Assessment of the fact of taking or not taking the course by the question "What are your expectations from advertising and ethics course?"

2.4.4 Analysis of The Students' Replies To Items About Advertising Ethics

-When the students' replies to items about advertising ethics is considered, a comparison of the replies of students who took advertising and ethics course and of those who didn't revealed that there was a significant difference in the replies to the question "there should be ethical elements in advertising messages" ($p = 0.47$) and the replies to the question "ethical

problems in advertising messages may affect the community" ($p = 0.11$). The number of students who didn't take advertising and ethics course and who selected the item "the course should describe how to prepare advertising messages in an ethical way" and the number of students who took that course and who selected the same item were equal, however, such equality was not the case for the item "advertising messages should include ethical elements". Therefore, it was observed that there was a confusion of ideas on the fact that "advertising messages should be ethical" due to the fact that the group which didn't take the course consisted of students from an earlier year of study. However, this is eliminated in the next year of study and the group which took the course seems much clearer in terms of expectations from advertising and ethics course and the statements about advertising ethics.

-In the case of the other item "ethical problems in advertising messages may affect the community", there was a significant difference between the group which took the course and the group which didn't. This suggests that the students who took the course were more aware and had increased awareness on ethics.

Variables related to the students' perceptions of advertising and ethics	N	U	P
Advertising and ethics education is important in communication education	76	703.000	,829
Ethics is just as important as professional knowledge and skills in determination of a successful publicist	76	695.000	,765
Advertisement messages should include ethical elements	76	542.000	,047
Advertising ethics is part of communication ethics	76	666.500	,544
Ethical problems in advertisement messages may influence the society	76	510.500	,017
What is important is the power of advertisement to make people buy	76	693.500	,761
Employees in advertising industry should act in accordance with ethical principles	76	688.000	,708
All students from Department of Public Relations should take advertising and ethics course	76	654.500	,452
Advertisement message should be in line with virtue, integrity, reliability and social responsibility principles.	76	712.000	,911
Advertising ethics should accord with social ethics	76	573.000	,096

Table 4. Analysis of the replies to items related to advertising ethics of the students who took and of those who didn't take advertising and ethics course

RESULTS

An ethical value is a gain that starts with in-family education and is shaped throughout years. This process affects implementation of professional ethics rules, however, learning these rules in terms of ethical values while receiving education about a future profession would influence professional life and provide maximum social benefit. Advertising education in schools should involve ethical codes. The study conducted on the students from Erciyes University, Faculty of Communication, Public Relations and Publicity Department revealed that ethics education should be provided and the students' expectations were to that effect.

The provision of ethics in the advertising profession can no doubt be ascribed to education during study at the university and individual characteristics of practitioners. This will be possible by the industry's internal dynamics, i.e. by policies of those giving advertisements or of agencies and by observation of ethical rules by organization which will publish the advertisement.

This study revealed the perspectives on advertising ethics and their necessity of the students from Erciyes University, however, the study should be extended to other faculties of communication. Then, to what extent our graduates working in this sector implement ethical teachings should be determined in order to better reveal the importance of ethics education and the breaking points, if any.

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YOUTH PARTICIPATION IN NATIONAL AGENDA THROUGH NEW MEDIA

Norshuhada Shiratuddin *, Shahizan Hassan, Mohd Khairie Ahmad,
Kartini Aboo Talib, Mohd Azizuddin Mohd Sani, Nurul Labanihuda Abd Rahman,
Ahmad Affandi Supli & Zainatul Shuhaida Abd Rahman
Universiti Utara Malaysia
Email: shuhada@uum.edu.my *

Abstract: The importance of youth participation in decision making process in nation building should not be underestimated. Studies have shown that youth in the marginalized communities have lack of opportunities to get engaged in a democratic process. However, the advent of media technology provides an opportunity for the authority to tackle this problem. Henceforth, how participation of youth who are at risk in the marginalized communities can be increased through the use of media is undertaken. To measure the media participation among youth, focus groups were conducted to investigate the issues preferred to be engaged by the youth, the contents to be produced as participation manifestation while exploring youth web based skills. The findings indicate that there are three issues to be highlighted which are economy political and social issues. In exploring the youth participation, a website for youth, called Y4M: youth for Malaysia, which has three main web broadcasting sub-menus: web tv, web radio, and web journalism is produced as a gateway for the youth to voice their opinions.

INTRODUCTION

Studies have shown that majority of youth do not enjoy full citizenship due to their inability to exercise their full rights as citizens to participate, voice opinions, and influence decisions on issues affecting the nation. Studies also show that the roles of media, in particular new media, have changed the landscape of the way the citizens exercise their rights and participate in a civil society.

To address these issues, a research was conducted to identify ways of how to increase youth participation in the nation's agendas at national and regional levels through media utilization. Specifically, this project attempts to identify the current status of youth participation in the country, determine the ideal roles of marginalized youth participation in the social and political settings, reveal the existing and changing participation norms of the marginalised youth, implement strategies and programmes that promote marginalized youth participation in schools, communities, and the government's transformation plan by utilizing various media tools that are managed and produced by youths, and develop and propose specific policy and good practices on media in support of youth participation. This paper describes the findings of focus groups undertaken to explore issues of youth concern as well as the design of a website as a gateway for youth participation.

YOUTH AND MEDIA PARTICIPATION

Youths aged between fifteen to twenty five years, make half of the world's population. The UN data in 2012 shows that this age group are jobless, under-employed, and being excluded from social and economic opportunities, particularly the marginalized groups. Their participation in nation building, political process, and civic engagement are still considerably low and thus far many of youths do not enjoy full citizenship (UNDP, 2012; Golombek, 2002). The youth are demanding equality to exercise their full rights as citizens to participate, voice opinions, and influence decisions on issues affecting the nation (Cohen & Kahne, 2012). They want more participation and consultation in the national agenda particularly

educational, political and economic issues. As such, there is a need to study the important roles of media in empowering youth to engage more in nation building. Efforts must be undertaken to ensure that various authorities and institutions support and engage youth, particularly those come from marginalised communities to utilize various types of media positively as tools to facilitate their participation.

Realising the importance of the role of media (Kreutzer, 2009) and its impact on youth participation, steps need to be taken to ensure youth, in particular the marginalized groups, are being consulted and represented, and their voices are constantly being heard. This research attempts to answer several research questions such as what does youth participation means in context of the marginalized groups and in what way various media can be utilized to enhance marginalised youth participation in the nation building?

In Malaysia, approximately one million out of 4.5 million of youth population between the ages of 15 - 25 years are at-risk. According to the Malaysian Youth Index 2008, almost 500,000 youth between 14 - 25 years of age admitted to being involved in, at least, one social wrong-doing. In general, not much effort has been focussed on overcoming problems of at-risk youth. Most of the youth developmental programmes currently implemented target all levels of youth society. Nothing has been created specifically for the at risk-youth of the country. By ignoring the at-risk-youth, the nation is losing out on reaping the hidden potentials, of approximately one million of its youth between the ages of 15 - 24 years, that may be hugely beneficial to the nation's building. The profile of the at-risk youth in Malaysia can be summarized as (Samsudin, 1995 and Rozmi, 2007) coming from low-waged families who are not emotionally supportive with unsatisfactory living conditions, lacking parental supervision on activities that they are involved in, deficient in social skills, low aspiration, emotional control and self-esteem and devoid of suitable role model.

This article covers discussions on a survey and focus groups findings with a group of youths. This article also briefly introduces a website developed specifically for youth to provide their opinions to exercise their rights.

SURVEY AND FOCUS GROUPS

A survey from 1,029 youth and 5 focus group sessions were used as a data collection method to identify issues of youth concern. These involved youth of different races, religions and background environments from all states in Malaysia. The objectives are to explore youth topics of concern. In addition, the survey and focus group sessions were also intended to explore knowledge, skills, infrastructure, motivation and challenges of using new media as a means of participation.

The respondents of the survey represent all age group of youth as defined in this research, where male (464) and female (565). As for the respondents' race, most of them are Malays (69.4%) followed by Dusun (6.2%) and Iban (5.6%). The religion shows Muslim (81.0%), Christian (12.1%), Buddha (4.2%) and Hindu (2.5%). The respondents also come from different educational backgrounds where majority of the respondents at secondary school (41.0%) and University (27.2%). Most of the respondents have 4-6 family members (52.1%) and only have one family (80.9%). From the result shown respondents house is owned by their parents (77.7%).

It is noted that most respondents (73.1%) are still receiving formal education at either secondary schools or institutes of higher education. Nonetheless, 17.4% of the respondents are already employed. In term of household income status, majority of the respondents is student and they don't have any income (75.1%). Meanwhile, income of RM 501 – RM 1,000 (8.7%) and others is below 7.0%. Besides that, majority of parents have income between RM 501 - RM1, 000 (21.5%) and income more than RM 4,001 is 10.8%. Majority of respondents (40.9%) live in flat houses. The others mostly live in the estate (30.4%) .

Findings indicate that most respondents are using mobile phones (567) and computers (239) frequently. The result also shows that the importance of conventional media such as TV, newspapers, and radio should not be underestimated as a substantial number of the respondents are still using them frequently or occasionally.

The respondents also provide feedback regarding the most popular social media they use and their frequencies. The results reveal that there are at least seven major social media tools used by the respondents which are Facebook, WhatsApp, Instagram, YouTube, WeChat, Google+, and Twitter. Among these, Facebook and WhatsApp are the most popular tools used by respondents where more than 50% respondents use them frequently.

The respondents use social media for various reasons and purposes. The top five purposes as identified in this pilot study are to get in touch with friends and families, to share knowledge and expertise with others, to get information and latest news, as a hobby during free times and to build network and meet new friends. Despite slight variations in the result, this finding highlights the potential role of social media as a tool for the youth to engage in decision making process involving social, politics, and economy. There are two activities which receive highest mean scores for respondents activities is share the current news/information/opinions via social media with family/ friends on the social/political/economic issues and obtain information about social/ politics/economic issues.

The 5 focus group discussions involving 51 youths were conducted separately in 5 states in Malaysia; Kelantan, Kedah, Selangor, Johor and Sabah. Based on the analysis, 4 economic, 5 political and 7 social issues were identified. Participants in the intervention programmes are advised to relate their training contents to the identified issues.

MAIN FINDINGS OF SURVEY AND FOCUS GROUP SESSIONS

Table 1 lists the summary of the main findings. As can be seen from these feedbacks, it is noted that all the issues voiced out by the youth sampled in this study are closely related to the national agenda being pointed out the Malaysian government. Economics, political and social issues dominated the outcomes. Under economic issues the youth are concerned about their life quality and employment/how to earn their living. Corruption, racial issues and political stability are important for the government to handle. Drug abuse and health issues are the main concerns talked by youth.

When asked about their web based skills, the youth listed these skills, which to them have allowed them to voice opinions:

- use web radio to listen to radio online
- able to download and upload video clips
- know how to share videos
- use Web TV
- post comments and feedbacks

New media as a means to participation is most welcome by the youth. However, they foresee challenges and constraints in using new media in terms of:

- Lack of skills and knowledge
- Insufficient of financial support
- Lack of understanding in Laws
- Lack of support from authorities, family and community
- Poor infrastructure to allow them to be connected in their housing areas
- Demotivated due to lack of support

PARTICIPATION PLATFORM

In providing a specific platform for youth to participate, a website for youth, called Y4M: youth for Malaysia (refer to Figure 1), which has three main web broadcasting sub-menu: web tv, web radio, and web journalism was developed. This website can be found at www.youth4malaysia.com.



Figure 1: Y4M website

This platform is dedicated for youth to share with and learn from each other regarding issues affecting them. In other words, they can have a platform which is able to accommodate their voices of their opinions regarding some issues around them. Their works can be published in three forms of web broadcasting, namely Web TV which covers videos form, Web Radio covers audio forms, and Web Journalism covers their voice and opinion in the form of articles.

Table 1: Issues of concern for youth participation

	Youth feedbacks
Issues to voice opinions for government to take action	<p>a) Economic Issues</p> <ol style="list-style-type: none"> 1. Life Quality 2. Pre Job Skills 3. Jobless 4. Business Skills 5. Entrepreneurship 6. GST <p>b) Political Issues</p> <ol style="list-style-type: none"> 1. Corruption 2. Racial Issues 3. Freedom of Speech 4. Political Stability 5. General <p>c) Social Issues</p> <ol style="list-style-type: none"> 1. Drug abuse 2. Health 3. Illegal racing 4. Cultural shock 5. Stress 6. Form Club-association 7. Crime: <ul style="list-style-type: none"> •Snatch Theft •General •Bully •Women Safety 8. Morality: <ul style="list-style-type: none"> •Internet abuse •Promiscuity •Baby dumping •Religious Teachings

From the focus group sessions, we have divided the most prominent categories of issues that youth are really interested to share about, namely Economics, Social and Politics. The subcategories of each can be seen in Table 2:

Table 2. Division of categories in youth4malaysia platform

Economics	Social	Politics
<ul style="list-style-type: none"> • Commerce • Work • Quality of life • Hot issue 	<ul style="list-style-type: none"> • Hobby • Sport • Healthy • Beauty • Arts and entertainment • Crime and social problems 	<ul style="list-style-type: none"> • Freedom of speech • Racism • Political stability • Divide urban / rural • Current issue

These categories allow the youth to voice their opinions by selecting a category and choose what form they want to publish (audio, video, or article). However, before they can upload their work, they have to register themselves to be a member. The following figures (Figures 2, 3 and 4) display some examples of work that have been published by the youth.

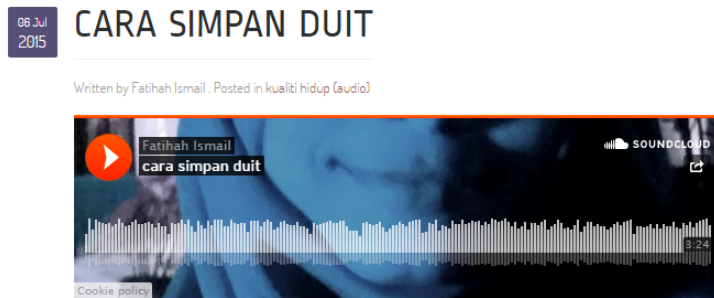


Figure 2. Example of an audio published in Web Radio Section, telling how to save money

For web radio, we utilized *soundcloud* plugin to be integrated in our site. To do so, the members should register first at www.soundcloud.com to record their voices or upload their videos, so then next they can copy the hyperlink of particular audio to be shared to our website. Meanwhile, for the Web TV, we deploys *youtube.com* to be integrated in our website.

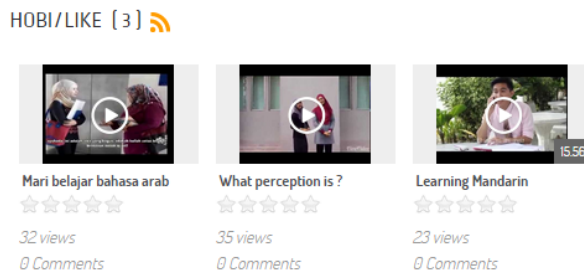


Figure 3. The youth providing language learning to peers

For each video, we also add some features, such as rating system, comment, like and dislike (see Figure 4). The intention is to boost their motivation through scores. They can also rate the work by fellow youths.

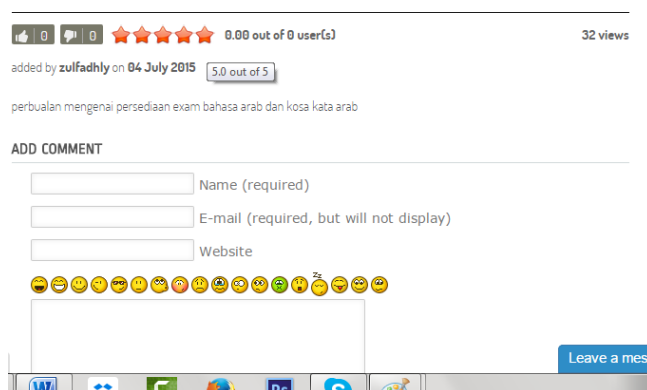


Figure 4. Features of score rating on video

Additionally, as a platform to exercise their web journalism ability (see Figure 5), the youth can share their articles which can be linked to Facebook and Twitter.

KITA	Written by nur_mey	Hits: 6
Black and white drawing	Written by NUR ATHIRAH AHMAD FAZIL	Hits: 5
Karya Seni 'Cik Ton'	Written by Aten Laa	Hits: 4
BUAT SAHABAT	Written by Nurdeena Adilah	Hits: 2
Iuahan A-Z	Written by Faiz Dayyuum Bin Abdul Majid	Hits: 14
Penal	Written by Super User	Hits: 13

Figure 5. List of articles which have been written by members

A Facebook page (Figure 6) has also been set up to further allow the youth to empower themselves to get engage in nation building opportunity.



Figure 6. Y4M facebook

CONCLUSION

A web based platform is created to allow the youth particularly the Malaysian to collectively provide their views on issues of concern that were identified by the youth, which are coincidentally the national agenda being pointed out by the government. The youth have been showing tendencies for their voices to constantly being heard so as to increase youth participation through new media.

The development of the Y4M platform is intended to complement the currently available media social platforms such as Facebook and Twitter. This project is at its early implementation phase. Obviously, the analysis of the contents as submitted by the members of this platform will need to be periodically conducted. These are planned for the next year ahead at an interval of 3 months. In addition intervention programmes are also under planned to educate samples of 525 youth on how to get involved through web audio, web TV and web journalism.

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