Original article

Examination of Media Literacy and Disinformation Perceptions, Along with Media Usage Habits of Workshop Teachers Working in Vocatıonal High Schools

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Abstract

The purpose of this research is to determine the "media literacy and disinformation perceptions and media usage habits" of workshop teachers working in vocational high schools. The study group consisted of nine teachers working at Cebeci Vocational and Technical Anatolian High School within the borders of Mamak district of Ankara province during the 2023-2024 academic year. Semi-structured interview technique was used as the data collection method. A "Semi-Structured Teacher Interview Form" consisting of nine questions was prepared as the data collection tool, and the data were obtained through face-to-face interviews. The data were collected by offering suitable options to the teachers and conducting interviews with various practices as desired by themselves. As a result of the research, it was observed that the media literacy and disinformation knowledge levels of workshop teachers working in vocational high schools are sufficient. It was determined that media usage habits vary according to different preferences and interests. They now use old media tools very little or not at all. It was seen that they have the necessary knowledge about new media tools. Internet and phone usage rates are high. However, it was observed that they behave skeptically towards information coming from media and the internet and confirm it with different sources. They think that a good media literate should be investigative, questioning, and critical. None of them think that the media is unbiased and reliable. They also express that it contains dirty information, is violent, exaggerated, and culturally corrupting. The teachers argued that in order to be role models for their students, to guide their students correctly, and to be more beneficial academically to their students, teachers also need to be good media literates. All the teachers participating in the research stated that being a media literate is necessary in today's world.

Keywords: Media Literacy, Disinformation, Media Usage, Vocational Highschool.

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INTRODUCTION

With the advancement of science and technology in today's world, many fields have been influenced and undergone changes. Media and media tools have also been affected by this change, becoming more accessible to people and becoming platforms where individuals spend a considerable amount of time. Thanks to mobile technologies and social platforms, even though people may be physically separated, they remain constantly connected online with each other and with people from all around the world. While media tools used to provide one-way communication in the past, nowadays they enable fast and interactive communication in both directions.

When we look at the current position of media, it is evident that it holds a significant position in both individual and societal life. Indeed, with the widespread use of evolving technologies, media structures have gained the ability to be informative and directive forces in all aspects of daily life. With the integration of technology into media structures, media has gained the function of facilitating communication in all conditions (Soydan and Alpaslan, 2014: 57).

The development of media and media tools, while offering advantages to humanity, has also brought along some disadvantages. Alongside the quicker access to desired information, the unlimited nature of the internet environment has led to information pollution, making it increasingly difficult to access accurate information. Finding the source of information and questioning its reliability has become crucial. With the accessibility of media tools in every environment due to the development of mobile technology, the continuity of communication has increased, enabling uninterrupted communication. Media literacy aims to navigate through this environment of information pollution and reach true information while critically evaluating every piece of information. The importance of being a good media literate has increased. It has become a necessity for individuals to critically evaluate every piece of information received in this continuous communication in order to access true and unbiased information.

Media literacy enables individuals to be more conscious of media messages. Television programs, films, visuals, texts, sounds, and internet websites; all convey media messages. Making individuals aware and vigilant in the face of various forms of media messages, ranging from advertisements on television to slogans on T-shirts, is one of the main goals of media literacy (Pekman, 2011: 40).

With advancing technology, electronic media attracts both children and adults with its extraordinary techniques and channels. Under the information bombardment, especially children tend to accept the material presented to them without filtering (Treske, 2011: 29).

Although individuals of all age groups spend a significant amount of time with media tools online, it is known that high school students also use media tools extensively. Moreover, during high school years, students tend to emulate their teachers more intensively. The abundance of vocational lessons in

vocational high schools and students working together with their vocational teachers in workshops starting from the ninth grade have extended the communication between students and their vocational teachers. Additionally, it is known that they use technology more in vocational lessons due to the nature of their fields. This research aims to determine the media literacy and disinformation perceptions of workshop teachers working in vocational high schools affiliated with the Ministry of National Education (MEB), measure their habits in media tool usage, and create awareness among teachers on these subjects, which will in turn contribute to raising awareness among students after teachers.

Problem

The rapid development of information and information technologies directly impacts the lives of individuals and societies. Nowadays, media is used as a means of transmitting this evolving information. Accessing accurate and useful information from the media and avoiding negative influences are important aspects of everyone's lives, including teachers. Individuals who can read and understand the media correctly and express themselves through the media are better equipped to deal with its negative effects (Zhang et al., 2024; Wright et al., 2024). Teachers are expected to be individuals who do not succumb to the negative effects of the media but rather use it as a tool to achieve their goals, individuals with high levels of media literacy, and awareness of disinformation. In this context, determining and examining the media literacy levels and media usage habits of workshop teachers working in vocational high schools, and raising awareness among teachers on these subjects, are seen as important issues.

- The problem of this research is: What are the media literacy and disinformation perceptions of workshop teachers working in vocational high schools, and what are their media usage habits?

- The aim of this study is to determine the views of workshop teachers working in vocational high schools on media literacy and disinformation perceptions, as well as their media usage habits. Towards this aim, the following sub-objectives are listed:

- What are the definitions of media literacy and disinformation perceptions according to workshop teachers working in vocational high schools?

- Which media tool is most frequently used or preferred by workshop teachers working in vocational high schools?

- What other media tools do workshop teachers working in vocational high schools use, and what are their thoughts on the media?

- What are the characteristics that workshop teachers working in vocational high schools seek in a good media literate?

- What are the views of workshop teachers working in vocational high schools on the importance of teachers being good media literates for students?

- What are the thoughts of workshop teachers working in vocational high schools on the necessity of being a media literate in today's world?

Research Importance

In today's age, people spend a significant portion of their time with media and media tools. Alongside spending a significant portion of their time with media tools, they are also influenced by these tools and often shape their lives according to them. Media may not always reflect the truth. However, many people perceive the media as reality and can accept every message coming from the media as true. Due to the high influencing power of media tools, individuals' perspectives on events and decision-making processes are affected (Hobbs et al.,2024).

Media literacy, with its widely accepted definition, is the ability to access various types of media messages (visual, auditory, printed, etc.), analyze and evaluate the accessed media with a critical perspective, and produce one's own media messages (www.rtuk.gov: 2019). Therefore, media literacy aims to ensure the correct understanding of messages coming from the media and enables individuals to critically evaluate media messages. It aims for individuals to question the messages coming from the media and make a distinction between reality and the virtual world.

Teachers, by the nature of their profession, have always been role models for children and young people. Furthermore, teachers are not only responsible for teaching but also for the education of individuals. A teacher who is a good media literate and understands the media correctly teaches their students how to do it as well. They also convey the accurate information they have acquired to their students. This research has shown the importance of determining the media literacy levels and media habits of teachers working in vocational high schools, who interact more with media, and creating awareness among teachers on these subjects.

Assumptions

It is assumed that the data collection tools used in the research meet the criteria for collecting data suitable for the research objectives. It is assumed that the interview questions used in the research elicited objective responses from the teachers involved in the research.

Limitations

This research is limited to the opinions of workshop teachers working at Cebeci Vocational and Technical Anatolian High School in Mamak district of Ankara province in the 2023-2024 academic year. It is limited to the content and reliability of the data collection tools used in the research.

Definitions

Media literacy: Media literacy is both a subject of various disciplines and one of the main themes of studies aimed at making individuals media literate for different segments of society (Hasdemir and Demirel, 2012: 178).

Disinformation: Within the framework of descriptions related to its nature, disinformation can be defined as sharing information known to be untrue with the intention of harming individuals or society (public peace) (Balcı and Çakır, 2023, p. 4).

Literature Review Related to the Research

When conducting a literature review for the research, it is observed that many studies have been conducted to determine the perception of media literacy and media usage habits for different groups. These studies attempt to explain the definition and importance of media literacy. Fundamentally, media literacy is the ability to access, analyze, evaluate, and communicate various forms of messages (Koltay, 2011: 212). Media literacy is the ability of individuals to read, analyze, evaluate, and produce their own media messages with both print and electronic media (Sezer, 2011).

When examining studies related to disinformation, various definitions are encountered. Looking at the dictionary published by the Turkish Language Association (TDK), disinformation is seen to correspond to distorting information. In other studies, disinformation can generally gain the function of deceiving people with strategies such as lies and propaganda. The source processes information to mislead itself. Another source of disinformation is conspiracy theories. Because these sources feed on being systematically deceptive and convincing (Fallis, 2014: 625).

Media usage varies according to different preferences and interests. Many different concepts are mentioned in the studies. In the research, efforts have been made to determine usage levels and preferences. Some teachers use the internet to follow important websites, while others express that they use it for communication and information. It is observed that the internet is used intensively for various purposes. As internet usage increases, there is also an increase in social media usage (Ju'subaidi et al., 2024). The fact that social media not only provides communication among users but also serves in many areas such as playing games, acquiring information, and searching, increases interest in social media; because people can access many applications by having social networking platforms (Tektaş, 2014: 852).

As part of media literacy activities, teachers should help students in reading between the lines of media messages, questioning their individual interests, seeking alternative ways for both learning and enjoyment. (Torres and Mercado, 2006).

METHOD

This research involves qualitative inquiry, with data obtained through a semi-structured interview form. Methodologists have long criticized qualitative research and have made efforts to improve its quality (Seale, 1999). Qualitative research methods can be found in various approaches and techniques in many fields where research is conducted for social purposes. Qualitative research includes techniques such as participatory-nonparticipatory interviews, document analysis, and observation, as well as the researcher's reactions to the subject (Myers, 1997).

In individual interviews conducted in the research, as in all qualitative studies, there is no concern for generalization, so the representativeness of the sample universe is not sought. In individual interviews, purposive sampling techniques such as maximum diversity sampling were used. Maximum diversity sampling aims to reflect the diversity of individuals who may be related to the research problem to the maximum extent. Attempting to find commonalities among diversities ensures that the research problem is addressed from different dimensions. Within this scope, interviews were conducted with nine teachers. These nine teachers were selected as one teacher from each field where there is a norm staff in the school. (Information Technologies Teacher, Office Management and Assistantship Teacher, Child Development Area Teacher, Public Relations Teacher, Graphic Design and Photography Teacher, Metal Works Teacher, Fashion and Design Teacher, Health Services Teacher, and Food and Beverage Services Teacher)

Table 1. Demographic Characteristics of Participants

Codes	Gender	University of Graduation	Field of Gradutaion	Years of Service	Years of Service in Vocational School	Branch
P1	Male	Fırat University	Electronic Teaching	20	18	Information Technologies
P2	Female	Gazi University	Trade and Tourism	7	7	Office Manegement Teaching
P3	Female	Gazi University	Child Development Education	32	32	Child Development
P4	Female	Gazi University	Painting	32	32	Graphic and Design Field
P5	Male	Kocaeli University	Public Relations and Promotion	5	5	Public Relations and Promotion
P6	Male	Gazi University	Metal Technology	28	28	Metal Technology
P7	Female	Gazi University	Clothing Industry and Fashion Design	7	5	Fashion Design
P8	Female	İnönü University	Health Education	33	28	Health Services
P9	Female	Gazi University	Accommodation Management Teaching	8	8	Food and Beverage Services

The opinions of workshop teachers working in vocational schools were collected in the first semester of the 2023-2024 academic year using a semi-structured interview method in Turkish. Ethics committee approval was received for the research. To ensure the content validity of the survey questions, the opinions of two expert academics with qualitative research experience were obtained. Based on these opinions, questions that did not belong to the characteristic to be measured were identified in the semi-structured teacher interview form, some questions were corrected, and some were removed from the interview form. Semi-structured interviews facilitated the collection of data to determine the media literacy, disinformation perceptions, and media usage habits of workshop teachers working in vocational schools.

In the study, a Semi-Structured Interview Form was used. The semi-structured interview form consists of two questions determining the personal characteristics of the teachers and seven questions related to the subject. The data of the research were collected through face-to-face interviews. The

teachers to be interviewed were asked in advance which application they wanted to have an interview, and the interviews were conducted during the time slots they gave appointments. The interview questions were directed to each participant with the same words and tones that would evoke the same meaning. Note-taking technique was used during the interviews. Later, the collected records were analyzed. Fifteen pages of data were obtained from the analysis of the interviews. Initially, the transcription of the data was performed, the accuracy of the transcriptions was ensured, the data were processed according to the determined themes, and the interpretations of the findings were made with direct quotations.

The data obtained from the interview forms were first transferred to the Office program and read through several times. Codes and themes were created from the written information obtained. Then, the codes were brought together, and descriptive and content analyses were conducted to reveal the main themes (categories) of the research findings.

RESULTS AND DISCUSSION

Findings Regarding Workshop Teachers' Media Literacy and Disinformation Definitions

In the first question of the data collection form, teachers were asked what the terms "Media Literacy" and "Disinformation" meant to them. The research aims to raise awareness among workshop teachers by identifying their views on media literacy and disinformation topics. Therefore, it is necessary to first see what teachers think about the terms media literacy and disinformation. The responses of the teachers to the questions were categorized and examined. When creating categories, the common aspects of the responses were taken into account. Table 2 presents the number and percentage of workshop teachers defining media literacy.

Table 2. Workshop Teachers' Definitions of Media Literacy

Definitions of Media Literacy	f	%
Accessing and sharing all kinds of information on the internet	1	11
Gathering information from written and electronic publications and forming judgments	2	22
Accessing messages through media tools and critically evaluating them when necessary	2	22
Information obtained from the internet	1	11
Reading the digital world more accurately	1	11
Accessing, informing, and interpreting visual, written, and digital press and media outlets	1	11
The necessary skills to read and question information from traditional and new media source	1	11

According to Table 2, media literacy is defined by teachers as obtaining and judging information from written and electronic publications, accessing messages through media tools and critically evaluating them when necessary, reading the digital world more accurately and not following incorrect media channels. It is observed that the majority of teachers are very close to this definition. Here are the views of two teachers:

Teacher P5, who teaches Public Relations, responded, "Media literacy is the necessary knowledge and skill to use, read, and question news and information shared on traditional media such as radio, television, newspapers, as well as new media, such as digital platforms like the internet."

Teacher P4, who teaches Graphic Design, stated, "Accessing print media outlets such as television, newspapers, radio, and magazines electronically has made our lives much easier, but incorrect information can also mislead many people. Media literacy is about reading this digital world more accurately."

Table 3. Definitions of Disinformation by Vocational School Workshop Teachers

Definitions of Disinformation	f	%
Misinformation, abundance of news Formun Üstü	1	11
News aimed at influencing people without proven accuracy	1	11
False information and its dissemination	2	22
Intentional spreading of information to weaken the opposing side	1	11
Deliberate dissemination of unconfirmed information	2	22
False, biased, and distorted information	2	22

When examining Table 3, it can be seen that disinformation is defined as false, biased, and distorted information, intentional dissemination of unconfirmed information, news aimed at influencing people without proven accuracy, and deliberate dissemination of information to weaken the opposing side. Teachers emphasize the importance of unconfirmed accuracy and intentional misinformation. Here are the views of two teachers regarding this definition:

Teacher P1, who teaches Information Technologies, responded, "I can describe it as false information and the spread of this false information through various channels."

Teacher P8, who teaches Health Services, stated, "Disinformation can be described as the deliberate dissemination of information, whether true or false, whose accuracy has not been confirmed."

The findings regarding the media tools most commonly used or preferred by vocational school workshop teachers.

The second question in the data collection form asked teachers about their most frequently used or preferred media tool and the reason for it.

Table 4. Themes of the Most Frequently Used or Preferred Media Tools Category for Vocational School Workshop Teachers.

Theme	Categories	Code	Teachers	f
Most used or preferred media tools.	Social Media	Youtube	P5 P9	2
		Instagram	P1 P9	2
	New Media Tools	Phone	P1 P2 P3 P4 P5 P6 P7 P8 P9	9
		Computer	P6	1
	Traditional Media Tools	Magazine	P7	1
		Television	P1 P3 P5 P7 P8 P9	6

When Table 4 is examined, it is seen that the most used media tool by vocational school workshop teachers is the phone. The second most used media tool is television. Teachers listed the reasons for preferring the phone over other media tools as it allows them to easily perform all tasks and is easily portable and accessible. According to the data, the most used media tools by teachers are, respectively; phone, television, Instagram, YouTube, magazine, and computer. Magazine and computer appear to be the least used media tools. Here are the opinions of two teachers regarding this definition:

Teacher with code P3, Child Development and Education: "The media tool I use most is the phone and television I think because my daily tasks allow me to communicate with people through my phone, and I can easily do my other tasks. I use the television to follow the agenda and for entertainment purposes."

Teacher with code P2, Office Management and Assistantship: "The media tool I use most is the phone. Access is possible at any time. Also, thanks to the phone, I can easily access all kinds of content related to education and my interests."

Findings related to the category of other media tools used by vocational school workshop teachers

In the data collection form, the third question asked teachers for what purposes they use other media tools.

Table 5. Themes related to the category of other media tools used by vocational school workshop teachers.

Theme	Categories	Codes	Teachers	f
Other media tools used by teachers	Social Media	Facebook	P1 P4	2
		Instagram	P1 P4	2
	New Media	Computer	P3 P4	2
		E-Newspaper	P6 P9	2
		Internet	P1 P3 P4 P6 P7	5
	Traditional Media	Television	P2 P4 P6	3
		Radio	P7 P9	2
	Negative View	I do not use	P8	1

When examining Table 5, it is observed that among the other media tools used by workshop teachers working in vocational high schools, the most commonly used ones are the internet, television, computer, and radio. Teachers are seen to listen to the radio for reasons such as relaxing their minds after work, passing time while returning home, etc. There is diversity in the other media tools used by teachers. This diversity ranges from teachers who do not use any other media tools to those who use three different types of media tools. According to the table, social media, e-newspapers, Instagram, and Facebook applications are less preferred by teachers. The opinions of two teachers regarding this matter are as follows:

Teacher with code P7, Fashion and Design Teacher: "I listen to the radio while going from school to home in the car. I use the internet, sometimes for research, getting information, and sometimes just to pass the time. I used to use Instagram before, but I don't use it anymore. I consider it a waste of time."

Teacher with code P4, Graphic and Design Teacher: "I use the computer and the internet to prepare Google Forms for guidance applications for my students. Additionally, I am an active user of Facebook and Instagram; I enjoy sharing posts. Not as a content creator, of course. Also, I am a good e-book listener."

The findings related to the category of workshop teachers' thoughts on the media in vocational high schools.

In the data collection form, the fourth question asked teachers about their thoughts on the media.

Table 6. Themes Related to Workshop Teachers' Thoughts on the Media in Vocational High Schools

Theme	Categories	Teachers	f
Thoughts on the media	Biased	P1 P5 P6 P7 P8 P9	6
	Presence of Misinformation	P2 P3 P9	3
	Contains Violent Content	P7 P9	2
	Manipulative	P4	1
	Aimed at Creating Perception	P2	1
	Exaggerated	P4 P7	2
	Not Reliable	P1 P2 P3 P5 P8 P9	6
	Culturally Degenerative	P7 P9	2

When examining Table 6, it is evident that six teachers believe that the media is not impartial. As seen, the majority of teachers believe that the media is biased. Additionally, they have stated that the media contains dirty information. Moreover, teachers participating in the interview believe that the media contains violent content. 66.6% of teachers do not find the media reliable. Overall, teachers do not consider the media to be impartial and reliable; they believe it contains violent content and dirty information. They also mention that it contains manipulative and culturally degenerative information.

Teacher with code P9, Food and Beverage Services Teacher: "In our country, the media is biased and directing towards violence. It deliberately tries to corrupt our society's moral perception. I don't find the media reliable. That's why I don't follow it much. I follow channels that I trust and know. Finding accurate and reliable sources is also very difficult; it is exhausting to always reach the truth."

Teacher with code P7, Fashion Design Teacher: "Today's media is distancing us and our young people from our traditions. I find it exaggerated and detached from our society. There is a lot of violent content. It is partially impartial. It leads to cultural degeneration. There is a lot of media data, but the part about which channel to believe in is problematic. It contains too much dirty information." Findings related to workshop teachers' thoughts on the characteristics that should be present in a good media literate in vocational high schools. In the data collection form, the fifth question asked teachers about the characteristics that should be present in a good media literate.

Table 7. Themes Related to Workshop Teachers' Thoughts on the Characteristics that Should be Present in a Good Media Literate in Vocational High Schools.

Theme	Categories	Teachers	f
Characteristics that should be present in a good media literate	Being unbiased	P8	1
	Being inquisitive	P4 P5 P6 P7 P8	5
	Confirming from different sources	P1 P7 P8	3
	Being open-minded and flexible	P8	1
	Being critical	P2 P3 P6 P9	4
	Knowing how to set boundaries	P3	1
	Being questioning	P1 P2 P5 P6 P7	5
	Being impartial	P1 P5 P9	3
	Being self-improving	P8	1
	Having analytical skills	P4 P5 P9	3

As seen in Table 7, different responses were provided by teachers regarding the characteristics that should be present in a good media literate, and the most important characteristics identified were being inquisitive and questioning. Teachers emphasized the importance of a good media literate being inquisitive and questioning. They also mentioned that a good media literate should be critical, unbiased, and utilize analytical skills. The opinions of two teachers regarding this matter are as follows:

Teacher with code P1, Information Technologies Teacher: "A good media literate should access information from various sources and interpret this information impartially, observe it, and then come to a final conclusion. They should research and reach accurate and solid information. Because accessing information is easy nowadays, but reaching accurate information is more difficult."

Teacher with code P6, Metal Works Teacher: "So, a good media literate should be questioning, and should critically examine the information. They should constantly research and be investigative; I can say these."

Findings related to workshop teachers' thoughts on the importance of being a good media literate for students in vocational high schools

In the data collection form, the sixth question asked teachers about the importance of teachers being a good media literate for students.

Table 8. Themes Related to Workshop Teachers' Thoughts on the Importance of Being a Good Media Literate for Students in Vocational High Schools.

Theme	Categories	Teachers	f
The importance of being a good media literate for students	Being a role model for students	P1 P2 P3 P5 P6 P7 P8 P9	8
	Guiding students correctly	P1 P2 P3 P4 P7 P8 P9	7
	Protecting students from evils	P4 P5	2
	Being academically beneficial to students	P1 P2 P7 P9	4
	Raising students consciously	P4 P6	2

As seen in Table 8, teachers believe that being a good media literate is important in terms of being a role model for students. Therefore, they have expressed that teachers need to be good media literates themselves. Overall, teachers believe that media literacy is necessary to guide students correctly, to be academically beneficial to students, to protect students from evils, and to raise students more consciously. The opinions of two teachers regarding this matter are as follows:

Teacher with code P8, Health Services Teacher: "Teachers are always role models for their students. A teacher who is a good media literate becomes a good role model for their students. They also guide their students correctly. I think this is the most important part for the student."

Teacher with code P9, Food and Beverage Services Teacher: "The generation has changed; students find, research, and learn almost all information through their phones. A teacher who filters information through a clean mind filter teaches this to their students as well. We can guide students correctly. Besides, students learn by watching and observing us. This way, we become role models for students. Moreover, by reaching new, up-to-date information for ourselves as teachers, we improve ourselves academically and become more beneficial to students."

Findings regarding teachers' thoughts on the question of whether being a good media literate is necessary in today's world. In the seventh question of the data collection form, teachers were asked whether being a good media literate is necessary in today's world.

Table 9. Themes Related to Teachers' Thoughts on the Question of Whether Being Media Literate is Necessary in Today's World.

Theme	Categories	Codes	Teachers	f
The necessity of being a good media literate in today's world.	Positive view	It is highly necessary	P1 P2 P3 P5 P6 P8 P9	7
		It is necessary	P4 P7	2
	Negative view	It is not necessary	0	0

According to Table 9, all teachers have stated that being a media literate is necessary in today's world. Moreover, 77.7% of them have emphasized that it is very necessary. There is no teacher who argues that it is unnecessary. Two teachers' opinions regarding this matter are as follows:

Teacher with code P2, Office Management and Assistantship: "Being a media literate is absolutely necessary in today's world. Just as someone who cannot read and write cannot read books, someone who is not media literate cannot interpret, understand, and access information from the media correctly and reliably. Consequently, they cannot find what they are looking for, or even if they do, they cannot be sure if they have found what they are looking for. In fact, the media is like a treasure, but being a media literate is necessary to be able to use it."

Teacher with code P5, Public Relations: "It is definitely very necessary. A person must be a good media literate in order to guide themselves and the people under their responsibility. Just as a driver's license is required to drive a car, I believe that there should be some sort of certification regarding how our children and young people should use the media. Until they reach that level, I believe that at least we should keep our children away from computers and phones."

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

The issue of being a good and conscious media literate has become a reality not only for Turkey but also for the whole world. With the advancement of technology and people being constantly online on the internet, communication has become uninterrupted, and people of all ages have begun to engage in continuous data exchange. The continuous interaction among people necessitates the conscious interpretation and criticism of incoming and outgoing information. Based on the results obtained from the interviews conducted with 9 teachers in Ankara and taking into account the opinions of the participating teachers, the following can be said about the results: It has been observed that teachers' definitions of media literacy and disinformation concepts are sufficient. Almost all teachers gave answers very close to the definition. Although teachers follow the media with many different media tools, they mostly use phones and television. They hardly use old media tools anymore, even not at all.

They are seen to have the necessary information equipment regarding new media tools. Internet and phone usage rates are high. However, it is observed that they are skeptical of information coming from media and internet environments and confirm it with different sources. They think that a good media literate person should be investigative, questioning, and critical. None of them think that the media is unbiased and reliable. At the same time, they express that it contains dirty information, is violent, exaggerated, and culturally corrupting. Teachers have advocated that teachers should be role models to their students, be able to guide their students correctly, and also be good media literates in order to be more beneficial to their students academically. All participating teachers have stated that being a media literate is necessary today.

Discussion

In this section, the analysis of semi-structured interview records conducted with workshop teachers working in vocational high schools has been carried out, and the results obtained from the opinions regarding teachers' media literacy and disinformation perceptions and media usage habits have been examined in separate categories and discussed by comparing them with other studies in the literature. When the research is examined, it is seen that the definitions of media literacy and disinformation have been primarily attempted. Because both concepts have changed and updated with the change and development of technology and media tools. The increase in knowledge and our becoming an information society has necessitated the explanation of new concepts. It is generally seen in the research that it is fundamentally seen that developed technologies should be used correctly. The necessity of using these technologies correctly brings the concept of "information literacy" to the agenda. Information literacy is defined as acquiring, obtaining, evaluating, and using the necessary skills for information in any field or subject (Polat, 2005). Therefore, information literacy forms the basis of all literacy concepts expressed with different terms (computer literacy, media literacy...) (Polat, 2005). Along with these views, when definitions are examined, it is seen that they include the ability to evaluate, analyze, and correctly interpret messages from media tools in various forms (television, video, cinema, advertisements, internet, etc.) (Gomez and Gomez, 2007, Manzo, 2007). Disinformation has become one of the disadvantages of the information society and has emerged as a result of the facilitation of the creation and transmission of information. It is generally defined as intentional misleading information to create information pollution. When it comes to disinformation, it refers to the spread of false information with the aim of undermining society, individuals, or states. The concept of disinformation, defined as intentionally misleading information, comes from the Russian "dezinformacija" in 1949 (Karlov and Fisher, 2013). In this study, it is aimed to create awareness among teachers on these issues and to determine their media usage habits. According to the result, teachers' media usage habits vary according to their interests and personal preferences. When other studies in the literature are examined; People use social networks for various reasons. Although the usage purposes of members vary according

to the site, purposes such as communicating with family and friends (Boyd and Ellison, 2007), accessing information (Park and Kim, 2013), and entertainment (Lin et al., 2013) stand out. In this research, the media usage habits of workshop teachers working in vocational high schools were tried to be determined. It is observed that they prefer to use the internet the most.

Recommendations

Teachers working in vocational high schools should closely follow the constantly evolving and changing technology both because they are the ones who use technology the most and because they educate students who will produce and develop these technologies (Diao and Qu, 2024; Wu and Yang, 2024). It is observed that they intensely use media tools to follow technology. To access accurate and useful information from the information in the media, media literacy knowledge levels need to be at an upper level. When current in-service seminars are examined that are through the National Education Information System (MEBBİS) to teachers (Yılmaz and Gürgür, 2023), it is not seen that seminars and courses on media literacy and media usage for teachers are limited. Teachers can be trained on these subjects. Also, given the constantly changing and evolving nature of technology, seminars should be given at appropriate intervals rather than one-off. The content of the training should also be updated accordingly. These contents should be created in a way that will create awareness for teachers rather than being theoretical. Additionally, the media literacy knowledge levels of teachers can be determined at certain intervals. Based on these measurements, necessary training can be provided to teachers during their seminar periods. Because the knowledge levels of teachers will directly affect the media literacy knowledge levels of students. Teachers' media literacy and media usage perception levels are seen to be at a sufficient level, but reinforcing and keeping the importance of them is also important. Needs analysis can be conducted with qualitative research that will determine teachers' media literacy levels. Research can be conducted to determine the effectiveness of training given to teachers on these subjects.

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