Chapter 1
Mass Media and Education

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ABSTRACT
This study mainly aims to analyze the relationship between mass media and education. The introduction part presents a brief explanation of what communication, mass communication, mass media television and radio, the internet, social media, and Whatsapp. In the second part, the use of those media tools in education and their effects on people’s behaviors are discussed. In the following part, the relationship between mass media and education, the role of mass media in education, and also the educator, teacher, and administration roles are explained. Corporate communication in education and its importance are emphasized, and finally, negative and positive effects of main mass media on shaping behaviors of the target audience are discussed.

INTRODUCTION
It is a known fact that there is a relationship between mass media and education and so the youth. The study by Kocabaş (2002) indicated that the most important institutions affecting the youth were family, media and school respectively. In this sense, it can be said that communication plays a crucial role in the learning process and for educational administration. So, before discussing the relationship between media and education, it is useful to clarify the main issues briefly.

Communication
Communication can be defined as mutual knowledge, emotion, thought that can be shared between two or more people and it comes out from the need of contact, agreement and communication among people (Ulusoy, 2002). It is also a product of the human being’s form of survival and man’s change of living according to the developments in the form of the human being (Eroğlu, 1996). According to Zillioglu (1993), communication can be defined as the accumulation, transfer, and sharing of information, emotions, and thoughts through shared symbols in their meaning both in common and in different time and space dimensions. According to Oskay (1992); communication defines the objects, people, and people

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who have different roles in the division of labor in our daily life. While teaching these roles, it teaches the lifestyle of society in this period of history and introduces the necessary forms of evaluation for reproduction. It enables the social system to continue and reproduce itself.

Researchers take the concept of communication into consideration from different angles (Hepkon, 2011). Communication is not a clearly defined phenomenon. First of all, it refers to a process (Erdem, 2011). In linear models which are the first models, communication is considered as a process that begins somewhere and ends in another place. In another opinion, communication is thought to be a circular phenomenon that returns to where it started (Işık, 2005). According to another view, it is suggested that communication is an ever-expanding spiral and that the dimensions of the spiral and communication are constantly expanding by the introduction of new phenomena. According to another view, communication is accepted as a one-way, not a linearly functioning process, but a two-way process that operates as a mutual message exchange (McQuail & Windahl, 1993, 9-11). The communication process can be explained as the development of an event on a regular basis with successive changes, and its transformation into another event (Schramm, 1992).

The communication has a source, message, destination, channel, feedback and noise stages (Mısırlı, 2003). According to Erdem (2011) source, code, channel, message, target audience, and feedback are among the basic elements of the communication process.

Source: Source is the person who starts the communication (Mutlu, 1994; Demiray, 2003; Erdogan, 2005; Gökce, 2006), the starting point of communication (Kazmier, 1989), the institution (Demiray, 2003; Mutlu, 1994), society (Demiray, 2003), the group or the device (Mutlu, 1994). When the source is reliable, the target audience will be more sensitive to the message and will not have any prejudice. The possibility of consideration and adoption will be increased in such a case (Odabaşı, 1990). The sender/source develops thoughts regarding the information, ideas, and emotions which will be conveyed as a message, and that transforms thoughts into words, numbers, shapes, symbols (Eren, 1989).

The message: The message is the data sent to the target recipient of the communication, coded symbols (Tutar and Yılmaz, 2002; Tutar, Yılmaz, & Erdönmez, 2003). They are all verbal or non-verbal signs produced by certain sources (Gökce, 2006). In other words, every kind of information, emotion, thought or perception that is created and coded to be sent to the target audience by the source is called a message (Yüksel, 1989).

Code: Codes are token or symbols that help people produce meaningful messages and communicate by exchanging those messages (Erdem, 2011). It is possible to express through the message, words, figures, facial and body gestures that can be expressed as symbols indicating the wishes, desires, and data of the sender (Bingol, 1990). Messages are coded according to the type of channel (Usluata, 1996).

Target: It is the person or people who receive messages from the source and perceives and reacts to the messages (Mısırlı, 2003).

Channel: It is the way that the message goes to the recipient (Dominick, 1996; Mısırlı, 2003) or the method and tool of transmission (Mısırlı, 2003). In the interpersonal communication, voice, face, body, and clothes are expressed as channels; in mass communication, newspapers, radio, and television are considered as communication channels (Işık, 2005, 24). A light wave, sound wave, telephone cable, TV-radio wave is called a channel in which the signals are sent over (Erdogan & Alemdar, 1990). The communication channel is another element of the diffusion of innovation theory. The
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