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## Fake News Literacy of Social Media User Parents'

### Sosyal Medya Kullanıcısı Ebeveynlerin Sahte Haber Okuryazarlığı

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## **ABSTRACT**

After the Internet transitioned to web 2.0 technologies, Internet usage increased worldwide, and this alteration has changed the direction of communication. In the past, users who were "only readers" started to become active readers and participants and commented on social media content with the renewed social media tools after developing technologies. Simultaneously, with the development of software technologies and mobile phones, every social media user and individual who carries the phone has become a potential news producer. The fact that it has a structure that can reach such a large audience brings along fake news.

This study's starting point is based on a changing culture of receiving the news and how parents handle these changes to protect their children. Hence in this thesis, the emergence of the fake news concept and its importance, especially for parents are examined. With the qualitative research method, parents' knowledge about fake news was investigated, and questions were asked on Survey Monkey to the parents. The study shows that parents are generally familiar with the concept of fake news, but they have difficulty in distinguishing this news from the real news.

**Keywords:** fake news, misinformation, fake news literacy, parenting, fake news in parenting

## ÖZET

İnternetin web 2.0 teknolojilerine geçişinden sonra tüm dünyada hızla artan internet kullanımı, iletişimin yönünü değiştirmiştir. Eskiden sadece okuyan kullanıcının yerini, yeni sosyal medya araçlarının doğuşu ile birlikte, aynı zamanda okuduğu haberlere yorum yapabilen kullanıcılar almaktadır. Yazılım teknolojileri ve mobil telefonların da gelişmesiyle beraber her sosyal medya kullanıcısı ve telefon taşıyan birey, potansiyel bir haber üreticisi konumuna gelmiştir. Böylesi geniş kitleye ulaşabilen bir yapı da farklı amaçlarla kullanılmak üzere yaratılan sahte haberleri de beraberinde getirmektedir.

Bu çalışmanın başlangıç noktası, değişen haber alma kültüründe ebeveynlerin çocuklarını koruyabilmek için bu değişikliklerle nasıl başa çıkabildiğini araştırmaktadır. Dolayısıyla bu tezde yalan haber kavramının ortaya çıkışı ve özellikle ebeveynler için önemi incelenmiştir. Ebeveynlerin sahte haber okur yazarlığı ve sahte haberleri ayırt etme konusundaki bilgisi, nicel araştırma yöntemi olan anket çalışması ile Survey Monkey üzerinden belirlenen sorularla araştırılmıştır. Çalışmanın sonucu ise, ebeveynlerin sahte haber kavramına genel anlamda aşına olduğu, fakat bu haberleri gerçek haberlerden ayırt edebilme konusunda zorlandıklarını göstermektedir.

**Anahtar kelimeler:** sahte haber, yalan haber, sahte haber okuryazarlığı, ebeveynlik, sahte haberler ve ebeveynler.

## INTRODUCTION

The fact of today's technological devices has become user-friendly; accordingly, usage frequency and percentage of these devices have increased considerably. This situation shows that the rate of social media usage has increased and that individuals of all ages are now using social media tools effectively.

Social media has a very significant role in our daily life today. Social media tools have enabled individuals to produce their news to share. The person who records an instant event with a mobile phone can share it on their social media pages or with local/national news platforms. So, any event can reach many people very quickly through these posts.

In social media, sharing is general, made with the channels such as Facebook, Twitter, and Instagram. New communication channels are also increasing day by day like WhatsApp, Telegram, etc. With these kinds of applications, people have become able to flow information to each other. However, this information also eliminated the possibility of verification.

Today, news sources have diversified and with this diversification, individuals started to access information or news very quickly. As well as real news, fake and directive news are also frequently encountered on social media. There are also many negative effects of exposure to fake news. Therefore, it becomes significant to reach real and reliable news among of fake news circulating on social media for the people who have at least general knowledge of media literacy.

In the world of complex information to how reality is perceived and fake news awareness of individuals, especially parents, is becoming very important. In this thesis study, main research questions are an attempt has been made to search for

the answer “Do parents have awareness of fake news and fake news literacy and, do they talk to their children about this news?”

In the first section of this study, a literature review has been conducted, and covered by social media and news. Primarily this chapter is focusing on the raising of social media and how it affected the mass communication. Also, the digitalization of communication and changes in the way we receive news were reviewed. Starting from this point, in the second part of the study, conceptual research of fake news, features of fake news, popularization of the new fake news concept in the world and structure of this news are discussed in a theoretical frame. In this context, the meaning of the fake news in literature is tried to understand.

In the third part, fake news and parenting are emphasized. Therefore, the importance of media literacy for parents is explored. The survey study and the conclusions drawn from this field are interpreted. In the following sections, indications from the survey were explained and discussed. In the last section, significant findings were discussed, and then evaluations were made in common. Also, fake news awareness of parents was emphasized.

## **CHAPTER 1: A THEORETICAL BACKGROUND ON SOCIAL MEDIA AND SOCIAL MEDIA TOOLS**

In this chapter, a conceptual frame will be defined about social media and its relationship with the new kind of news channels. In this section, raising of the social media, directly effects to conventional media tools and changing the getting to the news dynamics will be discussed. Furthermore, a literature review based on previous research will be given below.

### **1.1. Raising of Social Media**

Social media has started to take place in people's lives with the development of web 2.0 technology in 2004 (Hosch, 2017) and people have now turned into users who not only read but also comment. As a result, social media has given people a power of control. Nowadays when communication has increased so much and has become easy, it can be organized very quickly with news. In the traditional mass communication approach, TV channels and companies thought they were communicating with people. This situation has evolved, and people can communicate with each other and with institutions / organizations thanks to the internet, social networks, smart phones and mobile applications.

It can be thought that the main purpose to explain the products and services or the news of the relevant brand to the target audience to communicate with consumers. Brands that have been able to produce video content in the part of being a brand TV should be able to deliver their content to different channels. If the relevant brand or channel has completed the content production, it can blend it with unlicensed videos and broadcast it at very low costs.

Although there are applications such as Facebook, Twitter, YouTube, and Instagram, which are known the most used in social media, the number of continually developing applications increases day by day such as TikTok, Snapchat, Pinterest. (Hootsuite & We Are Social, 2019)

Since Facebook offers a rich environment and wide variety of communication, it creates a natural environment for entering communication according to Twitter. However, due to the character limit on Twitter, it cannot provide an effective result regarding the trends of the species in the explanations. In addition, Tweets are classified manually. Despite this, it stands out as effective channels in public relations, TV channels and companies communication due to the high number of users. (Krüger, Stieglitz & Potthoff, 2012, p. 160). Through these channels, social media tools started to respond to all kinds of needs and replaced with traditional channels.

## **1.2. How Social Media Affects Mass Media**

Social media and print media have been met as an alternative to increasing the number of social media users, this trend is seen in various forms in Turkey. The use of social networking sites in Turkey is an important part of online. In parallel with the global trends, the percentage of those who connect to the internet is increasing day by day. Also, the percentage of connectivity with mobile phones is include 92% of the total population ins Turkey (Hootsuite & We Are Social, 2019). Online mobile usage is the most innovative in terms of adopting new Internet habits. Twitter, which is one of the leading social media tools, is increasingly included in the Turkish print media. A survey conducted in one of the most popular mainstream newspapers (Hürriyet) has more than 10,000 results since 2008 (as of December 18, 2012). Among the newspaper sections that mention tweets or Twitter, football and TV series are at the top of the list as football and TV series constitute the main part of Turkish popular culture, and people tweet before, during and after football matches and TV series (Gezgin, 2014, p. 20-21). This case shows that, unlike conventional media, with new social media tools, individuals can be a part of the "moment" and be involved with the moment. This situation can give individuals a sense of belonging and encourage them to be more involved.

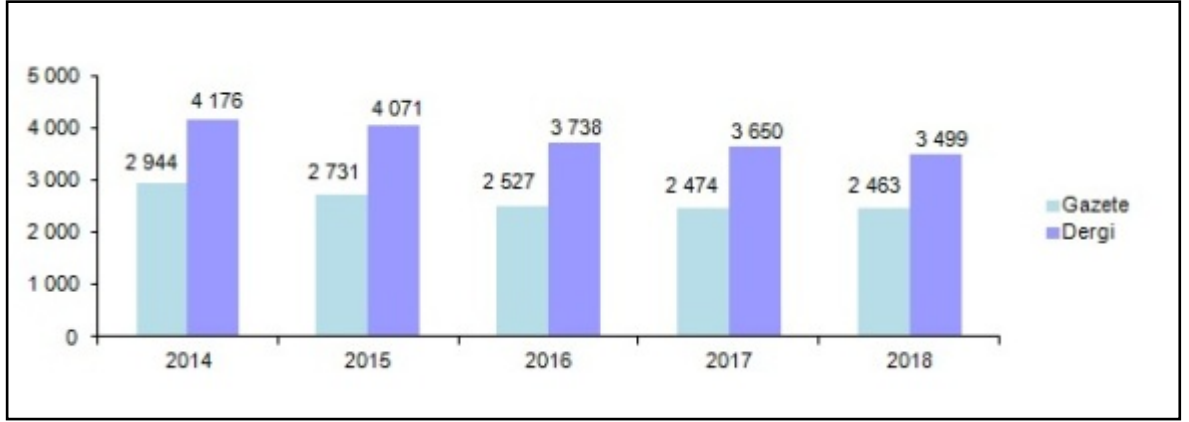
In a research conducted by Xiaoge on a news website in Asia, media institutions have made themselves a competitor with the news websites they set up online. The reason for this is that the followers prefer free content via Web sites instead of the news that can be accessed by paying through digital TV platforms and newspapers (Xiaoge, 2007, p.51).

Social media's influence on mass communication and people's short reaction times on social media have caused social media and public opinion such as the occupation of Wall Street, the tsunami and the post-earthquake in Japan, the Arab Spring and the travel events, and their academic studies focus on social media and news. To take an example, it is thought that, new communication channels such as Twitter, Facebook, and YouTube played an essential role in the Arab world in 2010 during the Arab Spring movement. The social movement, known as the Arab Spring, is considered by many to be the first movement in social media. (Tan & et al, 2013)

When we look at the work Weeks and Holbert quoted from Pew Research, although most of the online news is available via news sites and search engines such as Google, Yandex, and Yahoo, social media is rapidly developing critical and front-line they become news sharing platforms in the plan. (Weeks, & Holbert, 2013) Between 2009 and 2013, the use of news in social media increased by ½, and it was observed that 9% of the content of news channel sites were directed by social media and these sites became the primary platforms for people to reach a news. (Bayrakçı & Sütçü, 2014, p.43).

With the increasing digitalization, it becomes inevitable that newspapers, which are the leading media of social media, decrease in the number of prints, the number of purchases and readings over the years.

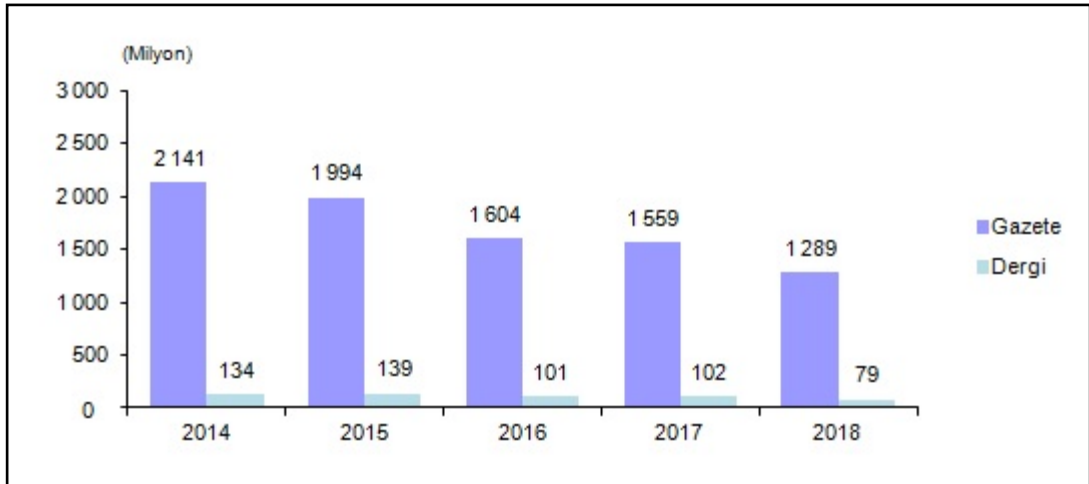
**Table 1:** Number of newspapers and magazines by years (2014-2018)



Source: tuik.gov.tr

As a Turkey Statistical Institute's data, it is seen that between 2017 and 2018, the number of newspapers and magazines decreased by 2.6% to 5.962 and 58.7% of the magazines made up slightly more than half of the publications.

**Table 2:** Circulation of newspapers and magazines by years (2014-2018)



Source: tuik.gov.tr

As a Turkey Statistical Institute's data, the circulation of newspapers and magazines, there was a decrease of 17.6% from 2017 to 2018, and the total annual circulation was 1,368,287,463, of which 94.2% were newspapers.

According to the Reuters Institute Digital News Report 2020, in the years between 2015-2020, television continues to be the most important news source in Turkey. The usage of smartphones is growing, so cell phones are becoming an important resource for accessing online news. Trust in news channels also increases by 9% compared to previous years. (Newman, et al., 2020, p. 85)

### **1.3. Social Media and News**

Today, TV and social media interact closely with each other as a result of technological convergence. Particularly, functions such as participating in discussions on social media while watching TV, commenting on the TV programs watched or doing research on an advertisement they watched have created the concept of second screen. By the second screen (II. Screen), users can interact with the programs they watch, they can read the comments of other users and those who watch the programs, and they can monitor and control the broadcast content. (Maviş, 2013, p. 28)

There has been a change in the information flow with the convergence that enables different mass media to be a single medium. To explain this, the fact that the flow of news and information is easy and problem-free provides online users with a more democratic participation opportunity. Of course, it is inevitable that this will bring along some problems. One of the biggest problems here is disinformation among the main problems of the new media. Here, some information and data can be consciously or unknowingly included in the flow on social media. Since there is no filter mechanism here, disinformation problem can be encountered frequently in social shares. Social network, which is one of the main factors of social media, enables individual or mass communication (Domaç & Kırık, 2014, p. 416).

It is possible to classify the general characteristics of social media as follows (Mayfield, 2008, p.5).

- **Participation:** Social media encourages everyone interested to contribute and give feedback. Blurs the lines between media and viewers.
- **Openness:** Most of the social media services are open to feedback and participation. It encourages voting, comments and information sharing. There are seldom barriers to accessing and using content.
- **Communication-Speaking:** Social media has two-way conversation, while traditional media operate with the logic of “broadcast” (content conveyed or distributed to an audience).
- **Community:** Social media allows communities to form quickly and communicate effectively. Communities share common interests, such as photography lovers, a political issue, or a favorite TV show.
- **Commitment:** Most social media thrive on their commitment. Uses links to other sites, resources, and people.
- **Accessibility:** While social media is a platform that everyone can use and produce content easily, content production in traditional media is carried out by private companies or the state. With social media tools, content can be produced in a short time at low cost.
- **Usability:** While social media users do not have to have any training or specialization to produce content, experts in this field are employed in traditional media.
- **Innovation:** While communication takes place very quickly in social media, these time differences are relatively longer in traditional media.
- **Permanence:** While it is possible to make a rapid change in content produced on social media, if necessary, from the perspective of traditional media, it is not possible to change the error made in a newspaper or magazine after the distribution process.

When these features are considered, it can be seen that there are serious differences when compared to traditional mass media and social media. These differences can be stated as follows. (Akcan, 2017, p. 87).

With the increasing social media usage in daily life, each individual started to be the subject of stories by participating in the adventure of getting news and giving news. Historically, social media first became an important tool for news. Afterward, it became a social movements organization via social media tools like an Arab Spring Movements.

At the same time, new social media tools enable creating any kind of information just because it is accessible. Since the controllability of a fast-accessed channel in terms of news dissemination is impossible, it enabled many news to emerge for different purposes without checking the sources. It can be said that this situation led to the discovery of the power of fake news.

## **CHAPTER 2: HISTORICAL BACKGROUND OF FAKE NEWS AND THE CONCEPT OF FAKE NEWS**

The second chapter of the thesis addressed the concept of fake news and its historical background. Furthermore, trying to understand how to recognize that news and its effects on daily life.

### **2.1. What is Fake News?**

Collins Dictionary defines fake news, which introduced as the word of the year in 2017, as follows; “false, often sensational, information disseminated under the guise of news reporting” (Collins-Dictionary, 2017). The modern world has been busy with the concept of fake news in recent years. “Fake news” is a word that used to specify to generated stories and news.

According to the article “What’s New about Fake News”, fake news is the widespread of stories treated as if produced by standard journalistic practices but not actually produced by such practices. Therefore, fake news is created by producers as news, but the dynamics of this creation are different from the production process of real news. (Pepp, et al. 2019). In a modern world, most people read online, particularly in their social media feeds, news that may seem to be true, and most of the readers believe what they see on their feeds. Regularly, those stories can be designed to either impact people’s opinions, promote a political agenda, or mix. Briefly, fake news can be defined as information that cannot be verified with supportive materials.

Fake news is not a new concept, it has been known since the development of the earliest writing systems. There is a classic misinformation case of 1938. The radio show adaptation of the book "The War of the Worlds" written by Herbert George Wells made millions of people anxious in 1938. (Farnsworth, 1941, p. 123 - 124)

In that period, radio channel was the most important source of getting news in the United States. In a radio station, broadcasters aimed to entertain listeners with the Martian invasion story as a radio drama. In the moment, listeners assumed that show was real, and they thought that Martians have taken over the world. The panic, which started from misinformation about the invasion was spread through letters, newspapers, and telephones.

Nowadays, the digitalization of media resources, especially social media, became an unstoppable source for spreading misinformation and fake news faster than the correct one. In social media, non-specialists reached massive amounts of followers. According to the “Defining Fake News” A typology of scholarly definitions article; Two different bases generate fake news, one of which is financial motivation, and the other one is ideological motivation. On one hand, generating fake stories for content producers leads to clicks, and these clicks can turn into advertising revenue. On the other hand, with a different purpose, other fake news providers produce fake news to promote certain ideas or people they prefer, often discrediting other people or organizations. (Edson, et al., 2018, 6:2, p. 137 – 153)

According to Edson (Kavaklı, 2019, p. 665), there is a relationship between social media and fake news, as can be seen in the definition of fake news as "viral posts that look like news reports and based on fake information". From this point of view, the fact that the new media has a strong potential in terms of freedom and democratization in the field of communication brings along manipulative attempts. At the beginning of this, it can be shown that any individual who does not have a journalist or media member identity can turn into a news producer.

With the evolution of technology today, the fake news that we encounter more and more every day is the spread of news that has no news value but appears to be so. Although fake news existed before, it has become much more difficult to notice with the rapid introduction of web 2.0 technology. Sometimes they find

themselves publishing fake news because of the online world, including well-established news companies. Today, due to so many resources, it is very difficult to find out which information people can trust due to serious information pollution (Internetmatters, 2019).

Today, in many academic studies, it is mentioned that the internet and social media are indirectly the most serious problem faced by journalism as information abundance. The fact that information was scarce in the past has now been replaced by a difficult information density with new technological conditions. The abundance of resources as well as the easy accessibility of the visual and audio materials are very easy and accessible to everyone, and the fact that everyone can comment in an unlimited way imposes a serious responsibility on the journalists (Taş & Taş, 2018, p. 194).

### **2.1.1. Fake News in Recent History**

Changing and reshaping any information has played an important role in setting the standards of modern journalism. Journalism, Fake News & Disinformation – Handbook for Journalism Education & Training defines that times as a “Disinformation is an old story, fuelled by new technology” (Posetti, et al., 2018, p. 15)

Recent history of United States of America, 2016 presidential election was an agitated period. At that time social media sites, such as Twitter and Facebook, were full of the concept of “fake news”.

Social media, which played an active role in democratization activities in certain parts of the world in the early stages of the digital age, is now being addressed again in the midst of questions about harassment, hate speech, hacking, and personal data privacy.

Despite its high level in many countries around the world, public discourse on social media, especially in the United States, has changed dramatically after the election of 2016 President Donald J. Trump. The concept of “fake news” raised widespread abuse concerns arising from propaganda and disinformation media manipulation, trolling of the alternative right and misogyny (Marwick & Lewis, 2017, p. 50). "Is social media threatening democracy?" The Economist. summed up the increasingly bad mood at the end of 2017. By asking the problem, Facebook, Google, and Twitter were supposed to save politics because good information has stated that things have gone wrong, stating that it eliminates bias and fraud. (The Economist, 2017)

Changes in media technologies have had a staggering effect on American democracy. In the 19th century, with cheap newspapers and developing printing technologies, newspapers acting under the guidance of a particular party were allowed to significantly expand their reach. The problem that arose here was that the government seriously endangered the influence of the press in order to control it. In the 20th century, with the dominance of television after the radio, the concern that the desired group could come to the fore in political discussions arose when several large companies gathered power. The fact that online news became more prominent in the early 2000s and that there were differences in the opposite perspectives of the citizens caused concern. Recently, the focus of concern seems to have shifted to social media completely. Social media platforms such as Facebook have a drastically different structure from previous media technologies. Contents are free to filter, distribute without accuracy checking. An ordinary user with no news history and reputation can sometimes reach more readers than world-famous news channels (Allcott & Gentzkow, 2017, p. 212).

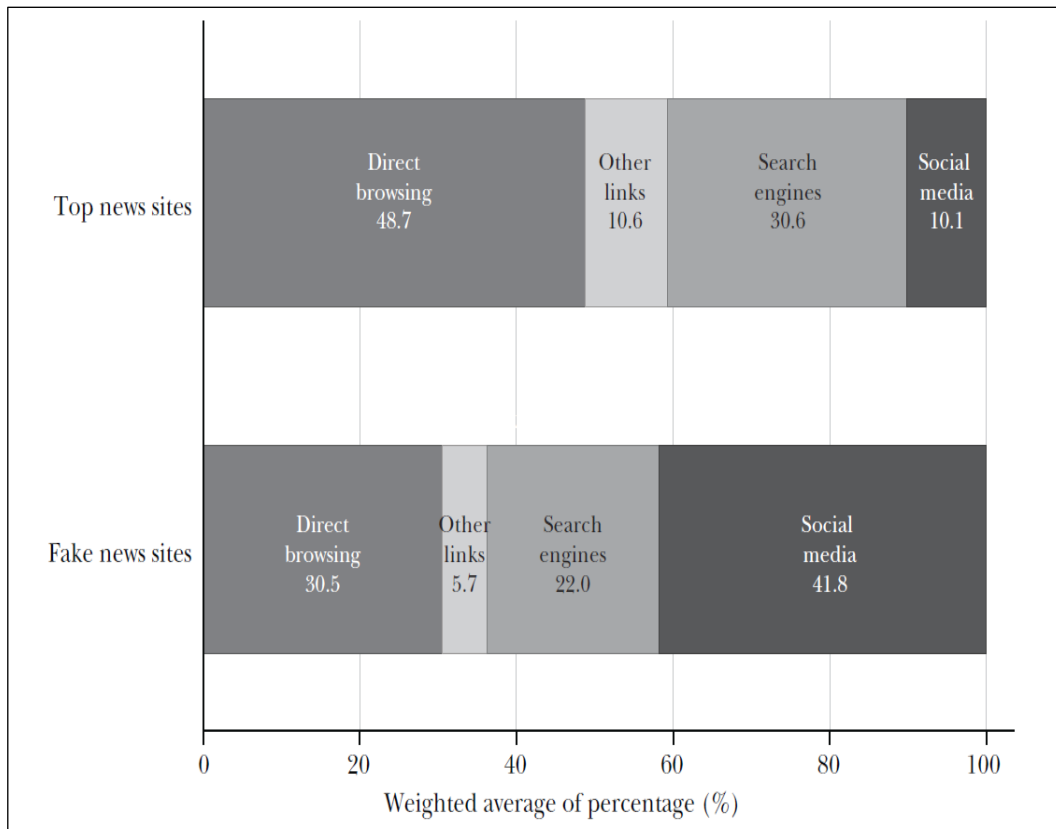
There are two main reasons for fake news. The first is related to financial gain: News that is viral provides advertising revenue. This is one of the main sources of motivation. If we give an example to this; nobody wants to talk about Trump anymore in Veles, a Balkan country, Macedonia. The reason for this is that this

town has an influence in the US presidential elections. Veles, a small town in the Balkans in the strongest country in the world, has become negatively popular; Stories in Buzzfeed and The Guardian have revealed that in this Macedonian town with a population of 55,000, 100 pro-Trump websites are often sensational and full of fake news. As an example of fake news, the criminal complaint against Hillary Clinton was a very famous theme; Another was the pope's endorsement of Trump) Heavy traffic of the sites was generously rewarded by Google's AdSense. When looking at the earnings of the creator of these sites, he earned nearly \$ 16,000 from two pro-Trump websites between August and November. The average monthly salary in Macedonia was \$ 371 (Subramanian, 2017).

The second source of motivation is ideological. Some fake news providers make an effort to highlight their privileged candidates. The site Endingthefed.com, run by a Romanian, allegedly started to assist Donald Trump's campaign. Other right-wing fake news providers say they identify themselves as leftists and want to embarrass their supporters by showing that they will spread false stories in a convincing way (Dewey, 2016).

One of the most critical ways to analyze how important social media is to fake news providers is to measure web traffic. When a user visits a website, the user either directly logged in to the website or was redirected to the relevant site from a different site. Access to the most frequent sites in the world is through social media sites or clicking on a result in the search engine. Alexa, purchased by Amazon, collects data and makes measurements. Web traffic sources around the US presidential elections in October-November 2016 were as follows. (Allcott & Gentzkow, 2017, p. 222).

**Table 3:** Share of visits to US News Websites by Source



Source: Alexa.com

Note: These figures show the share of traffic from different sources for the 690 top news websites and 65 fake news sites in the USA. "Other links" means impressions directed from sources other than search engines and social media. "Direct browsing" means impressions without the source from which the referral was made. Sites are weighted according to the number of monthly visits.

It shows how the inclusion of Trump's campaign in the mainstream media in the US elections can strengthen the message of the alternative right and then, Trump's campaign team can shape Trump again as the victim of the media's reaction. It allowed Trump to reach 9.5 million Twitter followers from the right and a large audience from national news sources within a few weeks. The media had two options for the posts, either to ignore or criticize. This also allowed the campaign

to maintain Trump's main base, which may have been directly disturbed by anti-Semitism. From this point of view, it can be seen as a successful example of media manipulation, not an embarrassing failure of the Trump campaign (Marwick & Lewis, 2017, p. 52).

Image: Trump's Twitter Post



Source: twitter.com

Right-wing bloggers began to spread their views in mid-August 2016 arguing that Hillary Clinton had major health problems and was trying to cover it up. They started talking about being physically and cognitively weak and having Parkinson's, dementia and other similar problems. Paul Watson, an influential conspiracy theorist and editor of Infowars, supported these theories in the video "The Truth About Hillary's Bizarre Behavior". During this period, Trump began

referring to health issues at campaign rallies. Soon after, conservative news outlets such as Drudge Report began to question Clinton's past health problems. Fox News ran a program with medical experts on Hillary Clinton's health. Even if many of these sources do not fully support conspiracy theories, the facts have gained a different dimension again (Marwick & Lewis, 2017, p. 53).

### **2.1.2. Payment for Online News**

The need for real and trustworthy news started to increase. Essential institutions realized the need for qualified news and created reliable news platforms for customer loyalty. So, customers start to pay for the reach trustworthy and contentful news such as the New York Times etc.

In this information polluted area, it has become difficult to access qualified news sources. Reuters Institute Digital News Report observed that there is a considerably increases in payment for online news. Compared to last years, payment for online news, in the United States 20%, also Norway 42% increased. According to research, the transparency, quality of the news and content is a very important factor for paid subscription. Readers who choose paid membership think they get better news from these platforms. (Newman, et al., 2020, p. 11) It is also seen as a useful method to avoid fake news and advertising content.

### **2.1.3. Features of Fake News**

Although fake news is convincing, it can sometimes consist of unrealistic content and titles (Perez-Rosas, Kleinberg et al., 2017, p. 4). Specialists in the field of journalism and people with academic knowledge in communication state that information pollution and fake news usually occur during election times, terrorist attacks, and in times of social outrage, and in times of crisis, and spread rapidly. Looking at the characteristics of fake news in general, three features stand out (Libguiders, 2019):

- They are actually wrong
- They are arranged for sharing
- Distorting feelings and manipulating prejudices

The fact that news is written in a fairly plain and simple language does not mean that the news is fake news, nor does it mean that it does not correspond to the beliefs and values of the individual. When we look specifically at the concept of fake news, which is generally popular with the political sphere, news rejected by the government will not turn that news into fake news.

Particularly, people who use the internet actively in times of crisis can share news they have seen, regardless of whether it is true or false. In cases where individuals cannot get news because we are in a traumatized period; It is stated in the opinion that he developed such a reflex, as they did not look at whether the news was true or not. (Ünveren, 2017)

It should be pointed out that fake news should be considered as one of the first problems of the reporting environment in our country. It is a matter of concern, considering the possibility that fake news, which emerged and disseminated through intellectual stimulation, may create a distorted view of social reality with the effect of an echo chamber. It should not be overlooked that fake news, posts, existing hateful thoughts and feelings of hate that exclude discourses, especially against certain groups, can be dangerous and create social problems (Taş & Taş, 2018, p. 198).

In some cases, fake news can be produced by reliable sources even if it does not contain any malicious intent. To give an example to this, a false news was published in the science and technical supplement of the magazine called MUSE published in the USA for readers to find by guessing. Realizing that these news are not real can be quite difficult, especially when they are published out of context. Similarly, it should not be overlooked that even if it is not intended to

mislead the society, there are organizations that produce fake news for entertainment purposes, which are ultimately a business in this manner. An example of this is the website *Zaytung*, which acts to produce entertaining news in Turkey.

The news on such sites can sometimes be unbelievably unreal, and sometimes there is a large segment that may think it is real. It should not be forgotten that manipulation of knowledge production can be at the initiative of individuals or groups, as well as by different states that want to influence political developments in a country (Kavaklı, 2019, p. 667).

#### **2.1.4. Recognizing and Understanding the Fake News**

In order to reduce the impact of fake news on society, first of all, it is necessary to understand and recognize fake news. With the rapid growth of fake news with social media, blogs and online newspapers, the detection of fake news has started to attract the attention of the public and researchers. For example, a report published by Jumpshot Tech Blog states that referrals made on Facebook account for about 50% of the total traffic to fake news sites and 20% of the total traffic to serious web pages (Gottfried, & Shearer, 2016). Approximately 62% of adult individuals in America state that detecting fake news is an important and urgent need. For this reason, although the realities of the news are tested with applications such as Teyit.org in our country and PolitiFact, Snopes in the USA, they have some advantages and disadvantages.

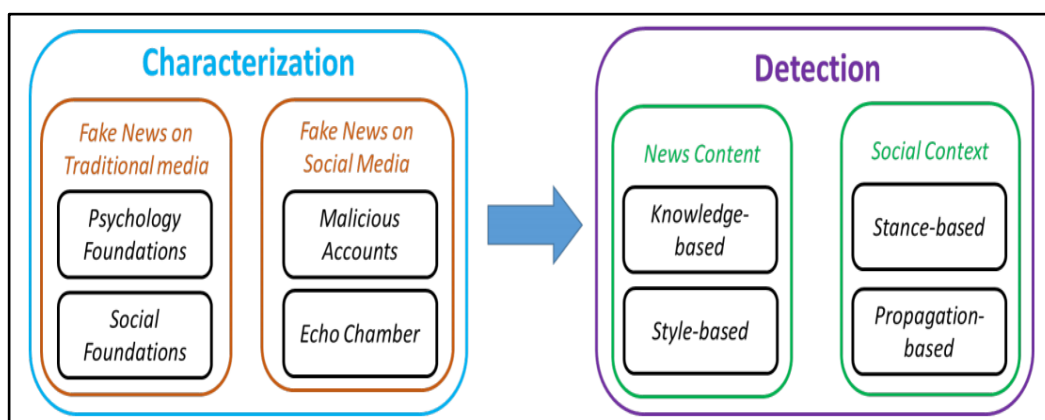
In order to understand and recognize fake news, first of all, narrow and broad definitions of fake news should be considered as a concept and it should be revealed what is fake news and what is not.

Although fake news is a concept that existed with the introduction of news into human life after the invention of the printing press, it does not have an agreed

definition. For this reason, it is possible to encounter many different definitions when the literature is searched. It can be said that there are news articles that are verifiably wrong in their short definition and can mislead readers (Allcott & Gentzkow, 2017, p. 213). This definition has two main features. These are originality and intent, firstly to contain false information that can be verified, and secondly, to publish fake news with an incorrect intention to mislead consumers and readers. In the broader definition of fake news, reality and purpose come to the fore. Some media outlets also regard news containing satire as fake. When we look at the narrow definition, there are three main layers (Rubin & oth., 2015, p. 2-3). First of all, the main purpose of fake news is to have a deep understanding of the subject and to allow analysis. Secondly, while verification techniques are applicable, lastly, it can be stated that they can eliminate uncertainties. In this context, the following concepts cannot be described as fake news (Shu, Silva et al., 2017, p. 22 - 23):

- News that are not intended to mislead and deceive consumers, possibly with a satirical feature
- Rumors not stemming from news events
- Unintentional misinformation
- News targeting specific people for fun and joke purposes only

**Figure** Fake News on Social Media: From Characterization to Detection.



Source 1: Shu, Sliva & others, 2017: 22-23

Although it is sometimes difficult to detect fake news, web-based approaches, linguistic approaches and classifications have given high accuracy. Techniques consisting of different approaches can be used with a hybrid system (Conroy, Rubin, & Chen, 2015, p. 4):

- First, as a viable alternative to contextual approaches, the identification of reliable sources should be highlighted.
- The tools used should be designed to strengthen individuals' judgments.

## **2.2. Who Produces Fake News?**

Considering why fake news exists, people might first think of the purpose of promoting an advertisement. Other than that, reasons such as the motivation of something to buy or trying to convince an idea can be considered. It should not be overlooked that news agents may publish such fake news by mistake (internetmatters, 2019). Another important issue here is media manipulation. There are some applications for media manipulation to take place. In cases where mainstream media is used, it is possible that the opinions of individuals are affected. It is actually possible to call it propaganda at the same time. Other than the main media, there are groups that use fake news for entertainment, to take advantage of politicians to troll, and to influence public opinion (Marwick & Lewis, 2017, p. 27).

Although the concept of fake news seems complicated, it is seen as a useful tool to cover more serious structural problems in the media field. Stories and cases occur around a fact from the perspective of current reporting. In addition, when looking at many of the online resources, a situation based on alternative reality has emerged. This situation has brought with it big social problems. As an example of this, xenophobia and hate speech in the United States and Britain have

led to situations affecting border and immigration policies in the country (Anderson-Nathe & Gharabaghi, 2017).

Regarding fake news, Shirky (2009) in his TED talk; The concept of social interaction is at the center of the discussion today. The most critical importance here is to be able to highlight the coordination space and information sources of the media in order to break down the changing environment. The reason for this is that individuals watching, reading and listening can share their ideas with each other and come together. Being anonymous in online environments, limiting socialization will play an encouraging role. Trolls' provocation in the real world and not looking at the consequences of causing angry reactions will increase the negative situation. As a solution to this, social media sites may impose a traceable identity query. Even in this case, users can try to use different ways (Rainie, et al., 2017, p.44).

It is stated that today the best way to share or spread a news is to appeal to the reader's feelings. For this reason, the fake news ecosystem looks at how it can shape readers' emotions. (Albright, 2017, p.87).

The socio-technical model of media influences shows us that people do not post fake news just to spread real news. People's worldviews are often shaped by a set of stereotypes, social positions and deep beliefs. Fake news should be viewed more as part of a wider media world. The important thing here is to examine the sharing frequency of fake news and the density of the channels. In order to solve the problem, first of all, the problem should be conceptualized in sociotechnical terms. Fake news should not only be seen as a pre-existing problem of polarization. Another reason that can be shown here as a reason for the popularization of fake news is that the trust in traditional journalism has decreased and the sharing models have changed. In order to reduce the effects of fake news, it is necessary to act with a holistic approach (Marwick, 2018, p. 509 - 510).

### **2.2.1. Fake News and Misinformation**

The concept of "fake news" frequently appears in daily life. However, it is possible to say that there are concepts heard and generally similar to each other when defining fake news. It will also be essential to explain the concepts of misinformation and disinformation to know how fake news is shared, understand its types, and avoid such news.

According to dictionary.com definition of misinformation is; "false information that is spread, regardless of whether there is intent to mislead." (dictionary.com) The definition of disinformation to the same source is, "deliberately misleading or biased information; manipulated narrative or facts; propaganda.". (dictionary.com) Fake news has become more than just false and misleading information that is disguised and spread as news today. Therefore, the terms of misinformation, disinformation, and 'information disorder' mentioned in Unesco's Journalism, Fake News & Disinformation article and suggested by Wardle and Derakhshan are preferred. (Posetti, et al., 2018, p.14)

Also, to explain fake news concepts clearly, defining the terms associated with false information is also necessary. Especially the concept of fake news and misinformations are generally likened to each other. To explain; "Misinformation refers to misleading information shared by a source intended to inform but is unaware that the data is incorrect or inaccurate." (Kendou, 2019).

Misinformation is usually created for a manipulation. Another purpose of creation is to refer to misleading information that is generally created or spread with malicious intent. In comparing misinformation and disinformation both concepts pose a significant problem to society, but disinformation is particularly dangerous because it is usually organized, well resourced, and powered by automated technology. (Posetti, et al., 2018, p.7).

### 2.2.2. Clickbait

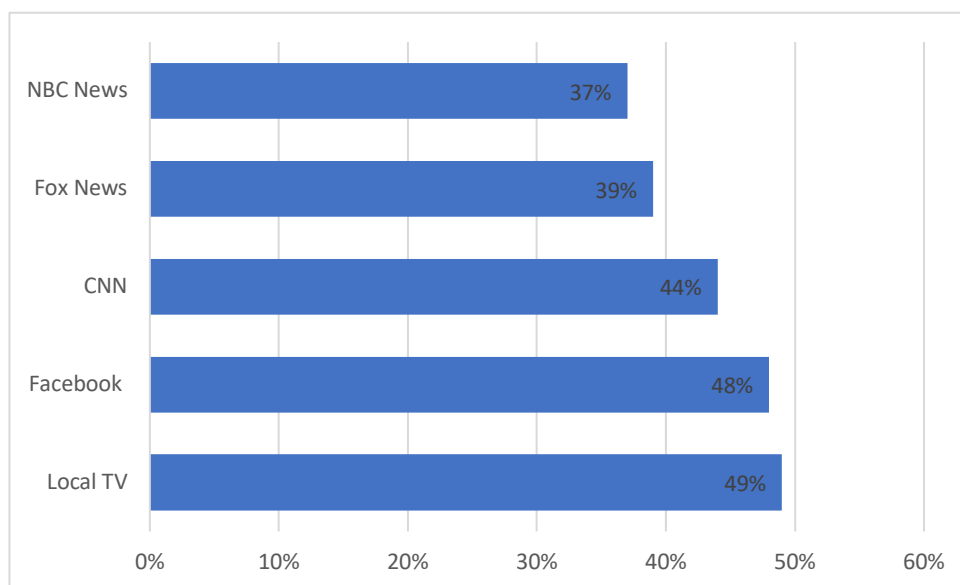
Another reason for the spreading fake news is clickbaiting. Generally, clickbait method is using for the creation of fake news.

It is more important to take readers into consideration today than in the past. The reason for this is social media has become the primary tool in terms of news consumption and news consumption has undergone a serious change in recent years.

The success of Clickbait headlines in attracting visitors to news websites has led new age digital media companies like BuzzFeed to triple the value of giant companies like The Washington Post, which has a history of more than a century. (Neate, 2014)

On the other hand, however, the articles are often less newsworthy than they appear, which raises concerns about the role of journalism and journalism by traditional media outlets. (Frampton, 2015)

Table 2.2. The Most Important Political News Source Among Facebook We Users



Source: Journalism.org

This situation has led to two different situations for media organizations. First of all; In social media, almost anyone can become a content publisher at zero or close to zero cost. This has led to the inorganic proliferation of such social media publishing initiatives. The emergence of such structures has made media channels full of both local and international and local news agencies even more crowded and created a great competition to attract the attention of users in such environments.

Secondly, media organizations need to adapt to another news dissemination environment, which is particularly relevant to the publication rules of that medium. The best example of this is Twitter, which reduces the number of characters a single tweet can contain to the size of one SMS, thereby limiting the number of words news agencies can use to attract users. Such major changes in the spreading environment of news and competition for the user's attention in such environments lead many media outlets to use engaging and sensational messages to attract more users and attention. It aims to not only encourage users to click on news article links, but also to increase the number of clicks on catchy social media posts to persuade readers to share these posts with their acquaintances. As Clickbaiting methods and social media consumption lead to different changes, it is increasingly accepted every day (Chakraborty, et al., 2017, p.18).

As seen in the following chapters, there is a spectacular professionalism in creating fake news today. Many reasons, such as the increase in news channels and lack of source checks due to the professional preparation of fake news, caused fake news dissemination. In order for the society to isolate itself from this news, it should have informed about basically media literacy.

## **CHAPTER 3: FAKE NEWS AND MEDIA LITERACY OF PARENTS**

In this section of the thesis, the relationship between fake news and parenting explains why it is important for parents and how they separate this news from the real news.

### **3.1. Fake News and Parenting**

In the world we live in, every individual who has internet access can create some news and this news may serve a different purpose. According to the many beliefs, people are generally creating fake news to make money by advertising (BBC, 2017) and using the fake news for an ideological goal (Yerlikaya & Aslan, 2020).

Lots of people have seen that extreme stories, conspicuous pictures, and different kinds of material is a very effective method for "click-baiting" and these methods produce an advantage since people can't hold themselves and then share the shocking messages.

Social media tools that all fake news is created to have the identical technological tools can be practiced to misguidance. This fake news and misinformation can fool all individuals who use a new kind of social media tool, but especially kids can be unprotected from this unreliable information. That is why developing and spreading all of these fake news and misinformation concepts is fundamental, especially for parents.

The concept of fake news has had so many devastating and emotionally destructive consequences in society. As an example, in February 2019, a figure known as Momo 'appeared' on online channels. This figure is allegedly directing young people into violent behavior through an app or social media channels. The children were allegedly threatened by this mysterious figure and forced to perform specific tasks that resulted in death, and this was called the Momo Challenge.

According to Benjamin Radford's article, the Momo story began in mid-2018 with the death of an Argentinian teenager, who was said to have been driven to suicide due to social media threats. The news was shared in several channels and became an object of fear by families and children (Radford, 2019). But the fact that, Momo was actually a sculpture made by Keisuke Aisawa of the Link Factory (Rollingstone, 2019). YouTube confirmed that on February 27th through Twitter, "We want to clear something up regarding the Momo Challenge: We've seen no recent evidence of videos promoting the Momo Challenge on YouTube. Videos encouraging harmful and dangerous challenges are against our policies." (Twitter).

As seen in the Momo Challenge example, online channels have created a world where rumors and myths can be shared worldwide in a very short time. As in Momo challenge case shows that, "sensational information is more likely to be shared." (Posetti, et al., 2018, p.60). Believing rumors and assumptions instead of evidence can be mentally destructive for both parents and children, so critical thinking and media literacy can be the best way to avoid all of the scary and fake news.

According to the Pew Research Center survey that applied 13 - to 17-year-old young people in 2018, an important rate of young Americans (95%) has access to mobile phones, and 45% of these teenagers say they are "almost always" on the internet. (Schaeffer, 2019)

Children started to spend a lot of time on social media or any internet platform, so they encounter many different kinds of messages which can be confusing for them. (Pew Research Center, 2020) Fake news that serves a different and dangerous purpose can be quite disturbing for children. That's why, fake news and misinformation can directly affect children's consideration of the world.

Common Sense Media's report "News and America's Kids: How Young People Perceive and Are Impacted by the News" research, trying to understand how kids reach news, what do they think about the news, do they trust them? According to the research, most of the kids get the news from online media platforms, and these children feel frightened and depressed about the news. (Common Sense Media, 2017)

For children, experienced fake news can increase the distrust of the new social media tools and in the future, this situation can be causing more difficulty to separate fiction and reality from each other. This reveals a real anxiety about the result of misinformation on children.

Children may not yet be able to build a defense mechanism for knowing who to trust in the online world, what is real, and what types of information are correct. Considering that even adults are constantly wrong about fake news, we can understand how difficult it is for children and they are may not ready to deal with the difficulties of the fake news as emotionally.

The complicated reality of what produces misinformation and myths or thoughts we disagree with makes it almost unlikely to measure how much unreal news children are exposed to.

In all these negative and information polluted area, children have the right to be informed. Having communications about misinformation is one of the actions parents can support them struggle the influence of these myths. The most effective thing for this starts with parents' emphasis on media literacy and teach that to protect their children.

### **3.2. Fake News & Media Literacy**

The concept of media literacy is generally described as an ability that helps significant engagement with information provided by the media tools. Briefly, media literacy is the “active inquiry and critical thinking about the messages we receive and create” (Hobbs & Jensen, 2009; cites. Bulger & Davison, 2018 p. 1-21)

According to the definition of Common-Sense Media, media literacy is the ability to identify different types of media and understand the messages these tools send to the user. (Common Sense Media). This concept involves asking certain questions and supporting your ideas with samples. So, media literacy can help children to discover how to decide whether something is believable.

### **3.3. Parents as a Media Literate**

Being media literate means explaining different types of media and understanding the message given by the media and social media tools. Children take information from a deep range of sources, beyond the conventional media tools compare to their parents' childhood. But in the digital world we are in, there are so many different sorts of social media channels which we watch, see, interactively involved in, and more. These channels make challenging to learn and teach about media literacy for every individual.

Families use the technological tools as ways to connect and be together in highly humane and concrete ways. In general, most parents try to find the balance between resisting or embracing the digital world. Parents who are more likely to embrace the digital world feel they have a way into the future because they know something about technology as many parents do. These parents see digital as the ideal way to take their children forward and perhaps tackle the problems they are facing now or in the future.

Parents have increasingly moved from when using media and technology was a choice to when it was necessary. The Internet is now the default way of communicating with family and spending time, and parents are still trying to find their way along this path. Parents have very few supportive resources and often seek this guide online. (Livingstone & Blum-Ross, 2020). It requires an awareness for parents to reach the information they are looking for in the complex information pool and distinguish between correct information and false information. And this awareness is becoming a fact if the parents are media literate.

Media literacy usually relates to the information that people get both in and outside school and, continuously, when they are adults. 'Media literacy' refers to that all people must be media literate. And being media literate means that all people need to learn to use the media to understand how the media works and how they construct its images. The right to media literacy thus means social justice also for the oppressed and marginalized groups in the community. (Feilitzen, V. C. 2004).

Media literacy is not only about analyzing the media used by children but also about thinking critically about all the media tools using by children, and parents have a crucial role in educating children about their use of media. Being a digital media literate as a parent will contribute to the child's mental, cognitive, and emotional development. Parents who are media literate may contribute to children's awareness of choosing, using, criticizing, and protecting digital media tools' harmful content.

Media literate parents can help children perceive the content produced on the internet and social media tools correctly, avoid damage from these contents and realize the reality with fiction.

### **3.4. Parental Mediation & More Knowledgeable Others**

Like every individual, it is a fundamental right for children to access the internet without restricting their freedom to receive and access to information. It is also a severe concern for parents that children can access complete information with social media tools. Children can also encounter information pollution, traumatic visuals, or content by the same tools. Accordingly, the concept of “parental mediation” emerges.

Each family has different rules for using media tools. Some families set strict rules to their children for media use, while others pay less attention to what content their children consume and how much they interact with the news. (Mendoza, 2009). The concept of "parental mediation" used about children's media consumption methods relates to the forms of interaction of parents with their children around media use. Parental mediation points to parents and children's interactions about media and commonly includes three types of actions. Such as active mediation, restrictive mediation, and co-viewing (Rasmussen, 2016. p.3). Active mediation refers to parents and children's communications about media tools and the contents. Restrictive mediation refers to rules enacted by parents and limitations related to children's media use. Finally, co-viewing refers to parents consuming media messages with their children. However, this concept should not be confused with the concept of active mediation. Co-viewing is a concept that parents see, watch and consume media with their children, but they don't talk about the context, and also, they don't discuss it with them (Coyne et al. 2017. p.113).

The concept of active mediation, which parents can apply, maybe the more sustainable than other methods. With this concept, it seems possible to help children develop their critical abilities through the media. Watching the news with children and talking to them about the main message which media gives, instead of preventing children from their right to be informed, can be a useful example of

this concept. Studying parental mediation informs initiatives in parent media education and reveals several issues to consider in the field of media literacy. (Mendoza, 2009. p.38)

Studies on parental mediation include examples of media influences using developmental psychology and cognitive development point of view. Parental mediation studies try to explore that parents' interaction with their children's media usage can help decrease the media's harmful impacts on children's physical, psychological, and emotional health (Mendoza, 2009. p.30).

Research about parental mediation of children's media tool usage is now beginning to examine parental strategies' validity. According to the studies, parents hope that restricting their children's internet usage will reduce any risks they will encounter online (Helsper & Livingstone, 2008. p.584).

Young children benefit significantly from other people's teaching. By watching and listening to members of their culture, children learn what various objects are called, when certain behaviors are appropriate, and how different things work. (Kim et al, 2016). According to the Lev Vygotsky's social learning theory; "people learn by being guided by those who are more knowledgeable and experienced" (Cherry, 2020). According to Vygotsky, the learning process is not a process conducted by children alone, but the learning takes place as a result of interaction with the knowledgeable others such as teachers and parents. (Nurfaidah, 2018)

In a social learning process perspective, the concept of active mediation means that parents are the "more knowledgeable others" for their children. Parental mediation affects family dynamics and children's socialization methods and shapes family values and media literacy positively (Helsper & Livingstone, 2008. p.582).

### **3.5. Fake News Importance for the Parents**

The concept of parenting is determined by Aykut Durak and Hüseyin Kaygın as; “mother, father or a family senior who enables biological construction of the individual, and is responsible for contributing to individual’s growing up, affective, cognitive and social development” (Durak & Kaygın, 2019)

Fake news has a very important place in terms of information pollution, and today, with the developing technology, young people are exposed to this fake news more quickly.

In cases of debate about how to combat fake news, the methods that should be intervened both outside the internet and on the internet, world are expressed. According to the Nurhan Kavaklı arguments; although the effect of the increase in fake news in the formation of a post-truth period is high, it is stated that the most critical reason that strengthens this effect is that individuals believe in false information and comments quickly and think that they are correct in order to hold their own opinions and beliefs very strongly. The critical thinking approach to the news consumers in the face of the news they face on social media and the critical media literacy that will provide them with mental preparation will gain a serious power in this sense. However, since fake news has the capacity to spread much faster than it is thought, internet news confirmation platforms come to the fore. There are doubts that it can play an active role against fake news with information news verification sites that spread rapidly with the development of the Internet. (Kavaklı, 2019, p. 663 – 682)

For parents, awareness of the fake news is in terms of affecting their children and young people as well as paying attention to them. Internet Matter’s briefly describing that how can fake news affect children and young people; (Internetmatters, 2019).

- Fake news may encourage children and young people to believe in something about the world we live in, about developments in their environment that could have a negative impact on their health.
- Fake news can sometimes be directed against minority groups and spread hatred. This may have real-world equivalents.
- Something children see online can cause confusion and may cause them to worry about believing something wrong and being wrong.

Looking at the fake news intensity that individuals are exposed to in daily life, it does not seem easy to distinguish them from each other. This brings the following questions to mind; Can parents distinguish when they encountered fake news? Or can they recognize this news? Are they informing their children about fake news or talking to them about it? But the fundamental question is, why is spotting fake news should be important for parents?

## **CHAPTER 4: FAKE NEWS AWARENESS OF PARENTS**

### **4.1. Methodology and Analyzing the Survey Results**

For this thesis, as a research technique which is a quantitative study, survey technique was preferred. The survey (online) was conducted with parents who have children between the ages of 9-14. All participant parents were involved with the social media tools. The survey questions asked as a multiple choice, rating and optional.

This thesis focused on the awareness of the parent's fake news and misinformation and how they teach their children to aware of the fake news without restricting their right to receive news. Therefore, the survey questions investigate the parents' fake news literacy and fake news awareness.

It is more difficult for children in this group to access reliable information compared to the other times. Because today, some news and information are constantly coming out of the social media tools used by children. The cleanness and accuracy of the information can shape the mindset of children. Fake news and misinformation can emotionally damage for children in this age group. The reason why the survey sample was between the parents with children in this age group is that secondary school-age young people are generally able to use technological devices such as mobile phones and computers at a good level, on their own.

Another reason is middle school children started to think abstractly and several complex events at these ages. Consequently, in this period of their time, children are exposed to multiple information flow and this information.

In the survey study conducted on Survey Monkey, sixteen questions were asked to the parents. It took about seven minutes to answer these questions. The questions take into account the demographic, socioeconomic, sociocultural, and educational information of the participants. In the survey, the questions primarily aimed at the computation of the families where get the news, news sharing dynamics, and their fake news awareness. In the second phase of the survey, it aims to measure the knowledge of parents about how their children use social media and fake news literacy.

The survey "Fake News and Parents" was answered by 203 people. The survey was conducted from December 2020 to January 2021 among a sample of parents who have children age 9-14. 39 of the respondent's answers were invalid because they noted "I have no children in this age group" choice as an answer and automatically left the survey. Therefore, the survey was conducted with 164 parents. The beginning of the thesis was aimed to reach 100 participants for the survey study. However, 203 people were reached as a result of the study. The survey link was shared from Digital Media and Children's Instagram account and personal Instagram account to reach the participant parents. At the same time, the target audience was reached from the parents' school WhatsApp groups. As another channel, a survey link was sent to the corporate e-mail address of the company I worked with.

Media and Children's Instagram account is a project carried out with Bilgi University's Media department students' contributions and aims to raise families' awareness about social media and digitalization process. For this reason, this account was an important channel for reaching the audience because only related people follow this account to learn about media and children. School WhatsApp group was the other important channel for the survey. It consisted of parents who had children between the ages of 9-10, and unlike the Digital Media and Children followers, we did not know whether they thought about the children and media connection.

This thesis also does not constitute a representative sample. The accuracy of the thesis results depends on the interpretation and the individual, as it is in every social science research. This study may not be representative of all population as a whole, because the survey is filled out by a homogeneous group. And like all social science works, this research is open to asking new questions.

#### **4.1.1. Demography of the Participants**

In the survey study, the participants' age, gender, and income status were asked first to measure the fake news awareness of families and see their social media usage practices according to their demographic characteristics.

41.38% of those who answered the survey questions are mother of a child, 39.41% of the respondents are father of a child. The age of the participants is 29 aged and below 3.40%, 30-39 age group 40.41%, 40-49 age group 53.74%, and 2.72% over the age of 50.

The educational status of the participants is 38.10% associate/undergraduate degree, 35.37% high school graduate, 18.37% other, and 8.16% master's/PhD graduated. The average monthly income statement of the participants is intensely 5000 Turkish Liras and under income.

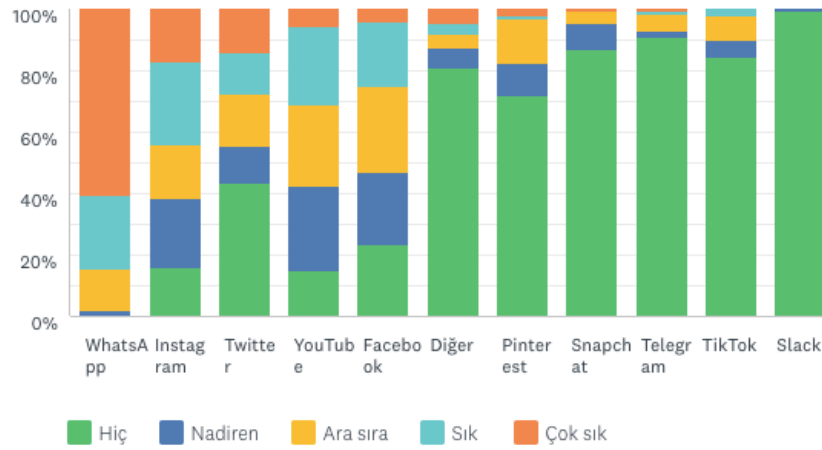
#### **4.1.2. Dynamics of Participant Parents to Reach the News**

The questions in this section were asked to participants to understand which source is the right information tool for parents and which channel are they identified as correct. And also, trying to understand their awareness of fake news when they use social media tools in daily life.

According to the survey results, the most frequently used channel by the parents to get news on social media platforms is WhatsApp, a rate of 60,42%. 17,12% of

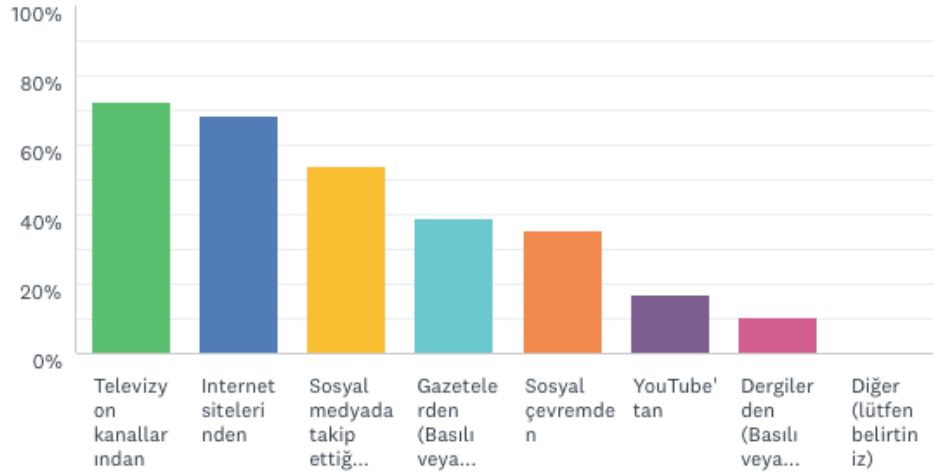
the participants, follows the news on Instagram and 5,63% of participants trust YouTube channel to reach the news. (Table 4)

**Table 4:** How often do you use the social media platforms listed below for reaching the news?



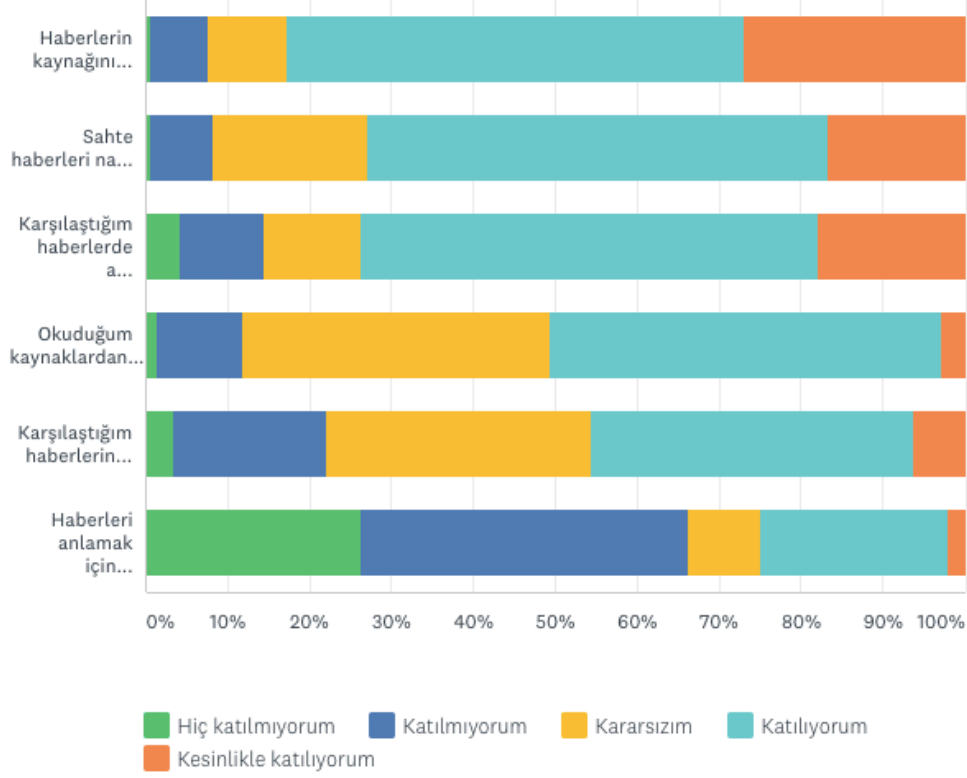
72,60% of the participants, generally reach the news on television. Respectively other selections to reach news; Internet websites, accounts followed on social media, printed newspapers, social environments, YouTube, and printed magazines. According to this survey results, most of the participants follow the news through conventional channels. This result says that internet sites are more preferred channels than printed newspapers and magazines. (Table 5)

**Table 5:** Please indicate from which social media platforms or people you receive the news. You can check more than one option.



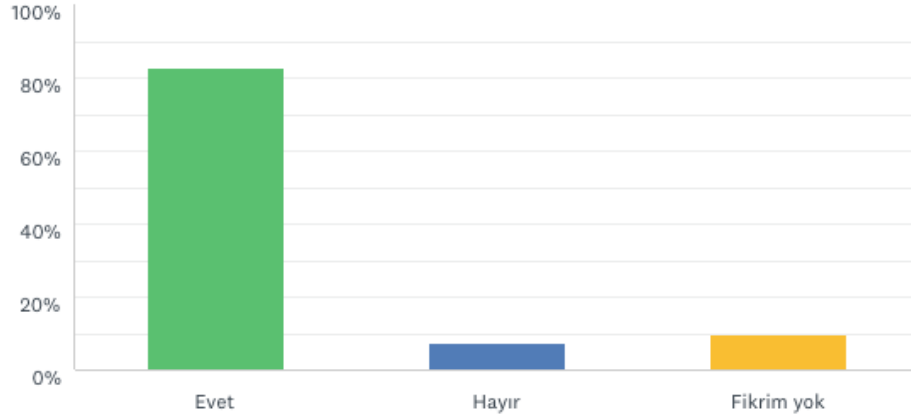
Participants indicated that they usually check the source of the news they read on social media, and they have information about how to recognize the fake news. The option that received the most answers specifically for this question was "It is enough to look at the headlines to understand a story behind the news". This option was answered by 58 people as "disagree". According to this result, it is possible to say that the participants have a general knowledge of media literacy. But at the same time, participants are uncertain about that, they get reliable information from the sources of the news they read and also stated that they were hesitant to doubt the reliability of the news. So, it can be said that they do not have enough information to verify the accuracy of the news sources they look for to distinguish fake news. (Table 6)

**Table 6:** Please indicate to what extent you agree with the statements listed below.



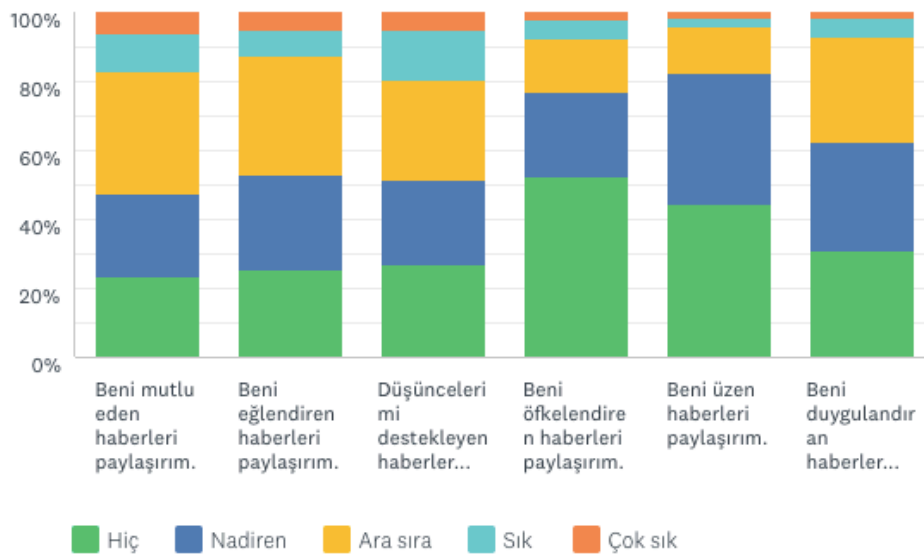
Participants stated that they received most of the news from television channels and internet websites. Parents frequently encounter news through these channels that they later realized to be fake. These findings shows that the fake news in media channels creates serious problem in Turkey. Fake news is not only new media tools problem, but also conventional media channels also raise concerns about quality news dissemination (Table 7)

**Table 7:** Have you ever encountered news that you later noticed to be fake?



When we look at the news sharing dynamics of the participant from an emotional point of view, we can see that they generally share the news which they have had fun and news that made them happy. They are less likely to share news of their sadness and anger. (Table 8)

**Table 8:** What kind of news you read and share on your social media profile in general?



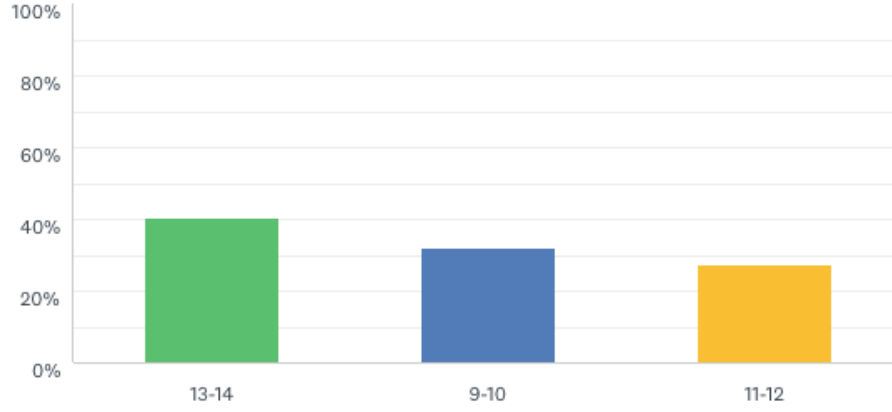
Another question of the survey was about Turkey's fact-checking web site teyit.org. teyit.org is a non-profit organization that fact-checks a variety of contents such as misinformation, suspicious news on social media, claims brought up by the media, and urban myths and tries to ensure that the Internet users get reliable information in Turkey. (Teyit.org) The question about teyit.org was asked to find out how much information parents have in distinguish fake news, how open they are to new information, and how much effort they make to reach the correct news to determine a report's accuracy. Participants were asked if they knew this platform, and 76.03% of the respondents stated that they are not aware of this platform. According to the result, participant parents are not sufficiently aware of exploring information sources outside of their own channels to access real news and distinguish fake news.

#### **4.1.3. Fake News Awareness of the Children**

The questions in this section investigate the level of knowledge of parents about their children's news channels. At the same time, it aimed to determine whether they inform their children about the existence of fake news.

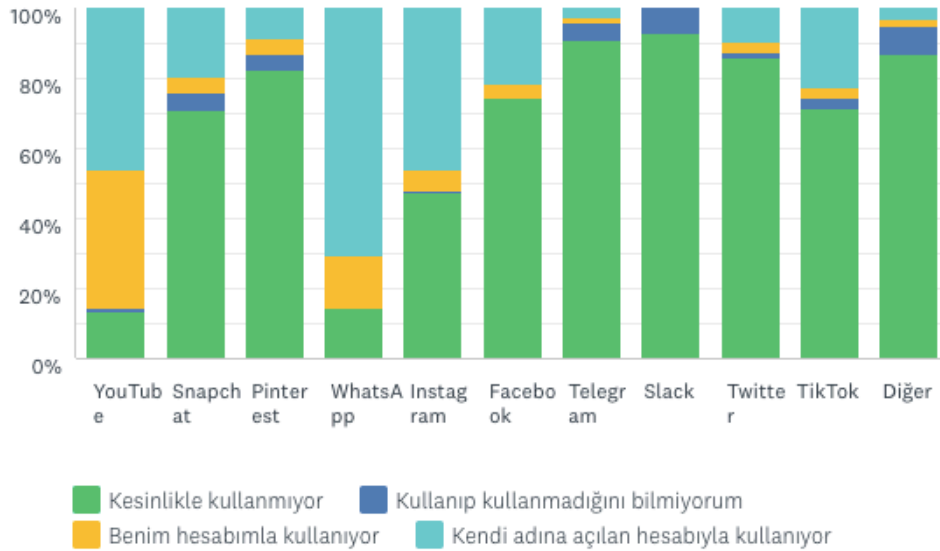
Children of 40.63% of the parents who participated in the survey are in the 13-14 age range. 32.03% of them have children in the 9-10 age group and 27.34% in the 11-12 age group. (Table 9)

**Table 9:** How old is your child?



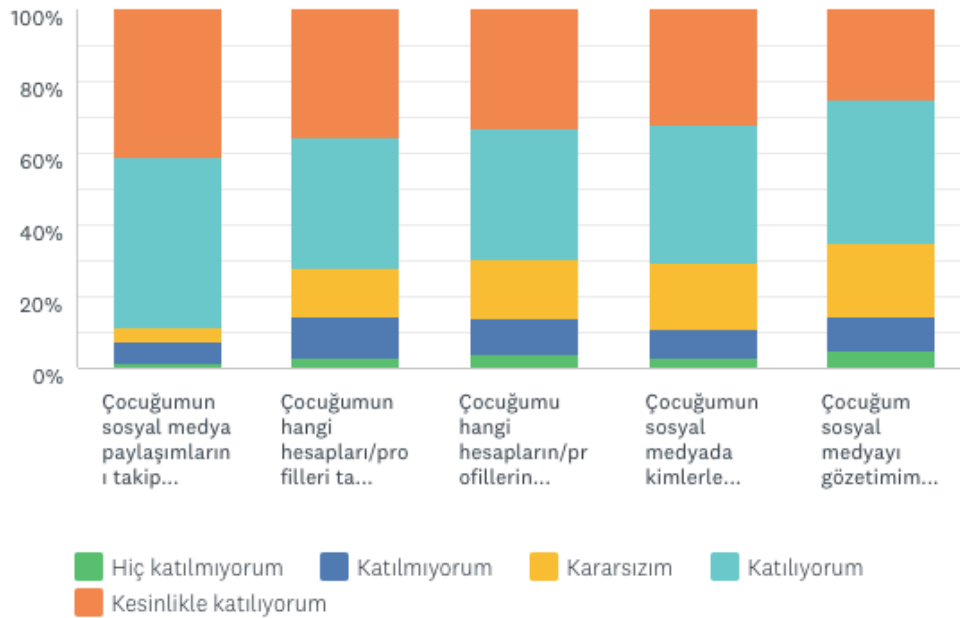
Parents say that, 70% of the children mostly use the WhatsApp application with an account opened in their name. YouTube, Instagram, and TikTok are the other most used applications by children with accounts opened in their own name. (Table 10)

**Table 10:** Does your child use the social media platforms listed below, and in what way? Please specify.



47.54% of the parents stated that they follow their children's social media posts on social media platforms. Most of the participants also stated that they know which accounts and profiles their children follow and which accounts following their children on social media platforms. 40% of the participants also stated that their children use social media accounts under the parent's surveillance. (Table 11)

**Table 11:** If your child uses at least one of the social media platforms in question 12, please indicate to what extent you agree with the following statements. If your child does not use any social media platforms, leave this question blank.

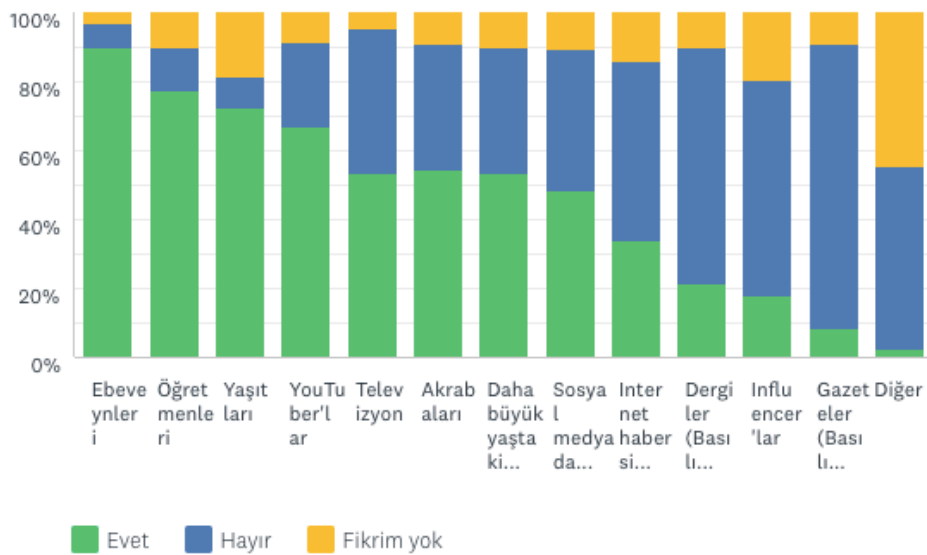


When asked through which person or platform their children received the news, it was revealed that substantially of children reached the news through their parents. As a result of this question, if what parents accept as reliable for news sources, children will build their truth according to parent's knowhow. According to parents' declaration, children's most reliable news source is their family. Hence the children also copy the family's news-taking practices.

Parents also says that, for their children, teachers are the most trusted persons they follow the news, after their parents. Afterward, the other most reliable resource for the children to reach the news is their peers.

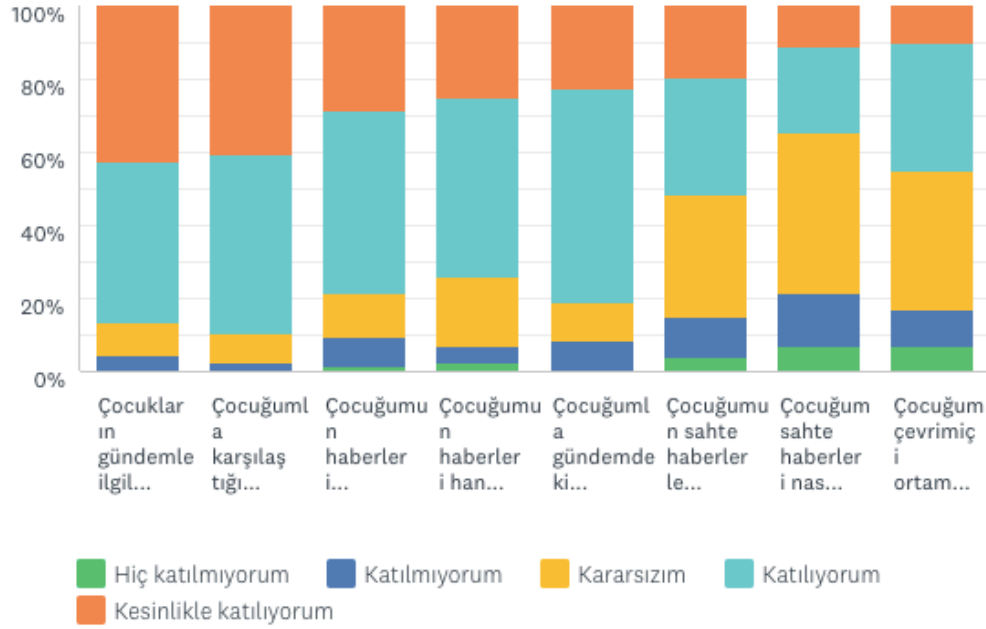
Children prefer to watch YouTube channel to follow the news on social media. The getting news adventure of children takes place in the social environment and through online channels. Printed media (newspapers and magazines) are not seen as a medium where children follow the news. (Table 12)

**Table 12:** Does your child follow the news through the following channels/persons?



The families care that their children should have access to reliable news and stated that they talk to them about some news which they encounter, may not be true. But they remain indecisive that their children can be spot fake news. Outside of their control, they are also undecided about whether their children are exposed to fake news. Likewise, they are not sure about that their children query the source of the news encounter online (Table 13)

**Table 13:** Please indicate to what extent you agree with the statements listed below.



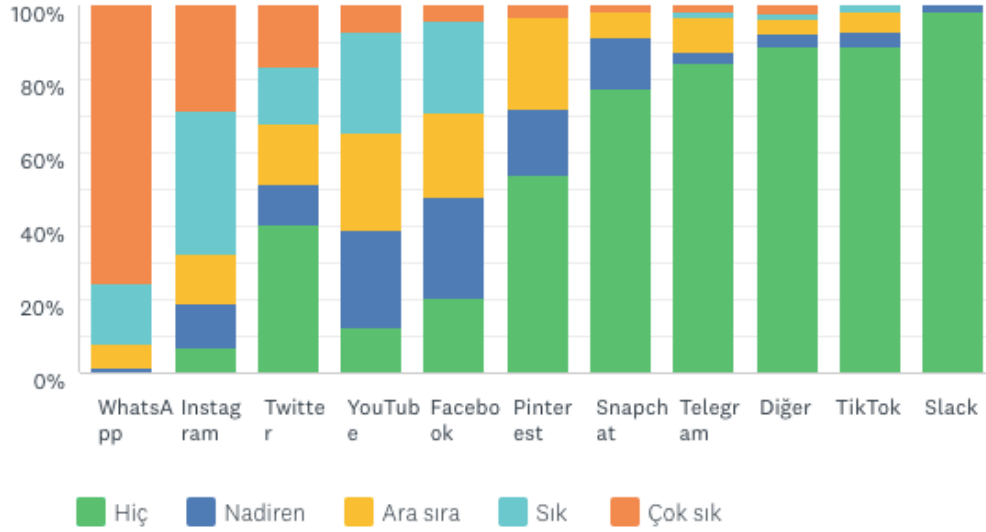
#### 4.1.4. Fake News Awareness of Mothers

In this section, the responses of the mothers who participated in the survey were examined to see the fake news awareness, particularly of mothers.

As a social media platform, 75.34% of the mothers stated that they received the news most frequently via WhatsApp. 28.38% of them stated that they received news from Instagram and 16.67% of the mothers selected Twitter choice. Facebook and YouTube are another preferred social media tool for the mother. (Table 14) These tools are generally known as platforms for entertainment purposes, generally not for reporting purposes. Therefore, the accuracy of the information obtained from these sources or whether it is suitable for receiving news is a matter of discussion. Simultaneously, the quality of the accounts

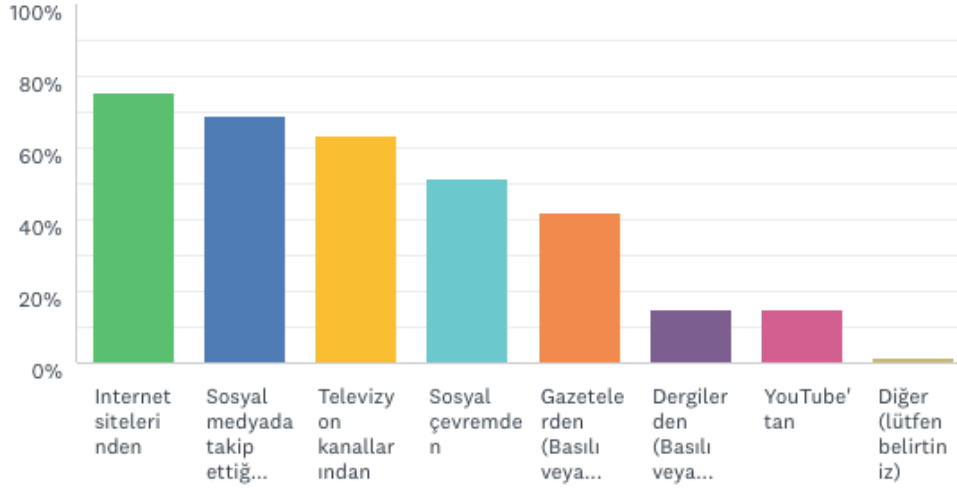
followed on social media platforms will be an important source for this discussion.

**Table 14:** How often do you use the social media platforms listed below for reaching the news?



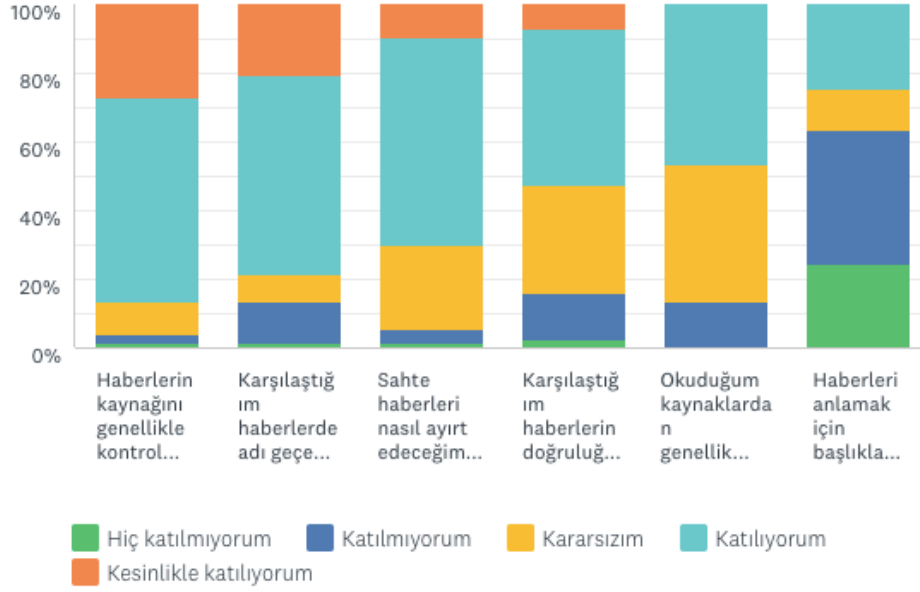
Mothers stated that they received the news from websites with a rate of 75.68%. Afterward, they access news from the accounts they follow on social media (68.92%) and television channels (63.51%). (Table 15) As seen with the table 5 and table 6, these graphics tells that mothers prefer new social media tools instead of traditional communication channels. And also mothers compared to fathers are more social media friendly according to the survey results. Being a social media - friendly makes mothers more vulnerable to fake news. Another survey result shows that 82.43% of the mothers who participated in the survey stated that they encountered fake news. 12.16% of them do not know if they have been encountered to fake news.

**Table 15:** Please indicate from which social media platforms or people you receive the news. You can check more than one option



Mothers generally control the news sources (59.46%) and usually check the authenticity of the people they encounter in the news from different media (58.11%). They usually know how to distinguish fake news (60.27%). Nevertheless, they doubt that they got reliable information from the news they encountered (46.58%). (Table 16) These results show that mothers question the sources they get news from, but they do not attempt to avoid fake news by ignoring the nature of the true news.

**Table 16:** Please indicate to what extent you agree with the statements listed below

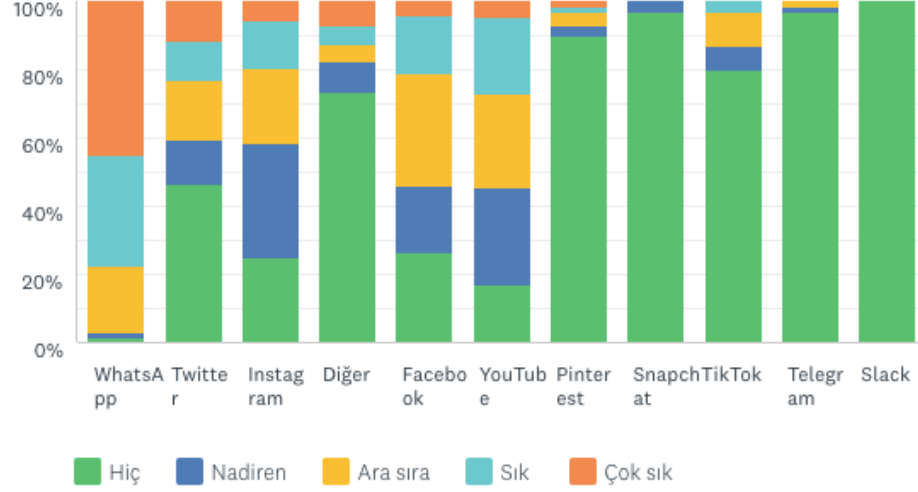


#### 4.1.5. Fake News Awareness of Fathers

In this section, the fathers' responses to the survey were examined to observe the fake news awareness of mothers and fathers.

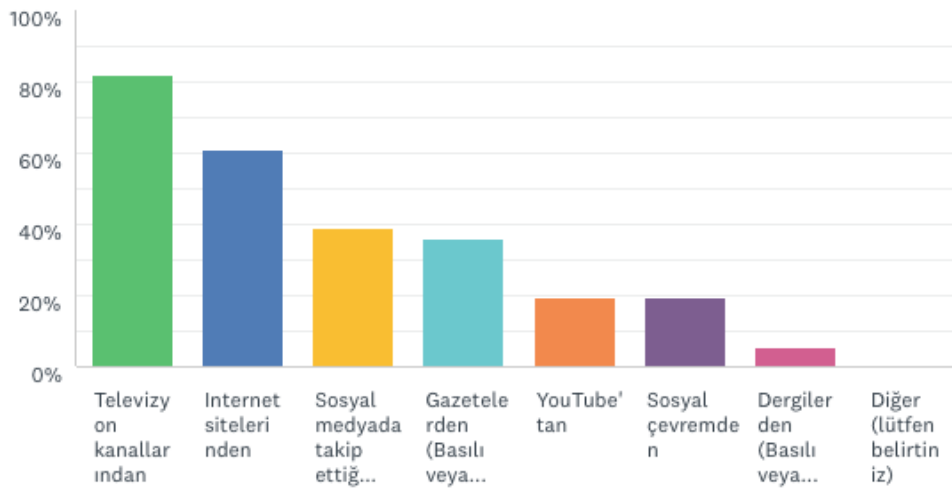
Like mothers' answers, also fathers stated that they most frequently accessed the news via WhatsApp (45.07%). Respectively, YouTube, Facebook, and Twitter are seen as the social media tools that fathers frequently use to getting news. (Table 17)

**Table 17:** How often do you use the social media platforms listed below for reaching the news?



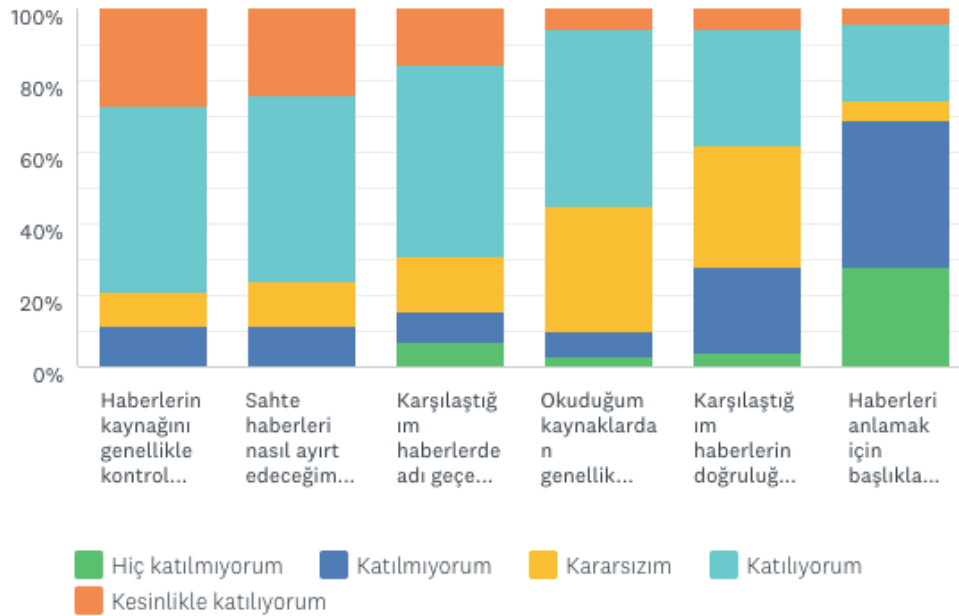
81.94% of the fathers who participated in the survey stated that they follow the news on television channels. Then, they reported that they received the news from websites (61.11%) and accounts they followed on social media (38.89%). (Table 18) Unlike the reaching the news dynamics of mothers, fathers mostly follow the news from television channels that are seen as conventional media.

**Table 18:** Please indicate from which social media platforms or people you receive the news. You can check more than one option.



Fathers also stated that they generally control the sources of the news (52.11%). They reported that they were generally undecided about the accuracy of the news they encountered (33.80%). (Table 19) It is observed that the percentage of checking news sources is higher among mothers. Because fathers have a higher television viewing culture than mothers, it seems that fathers are less skeptical about controlling the sources of the news.

**Table 19:** Please indicate to what extent you agree with the statements listed below

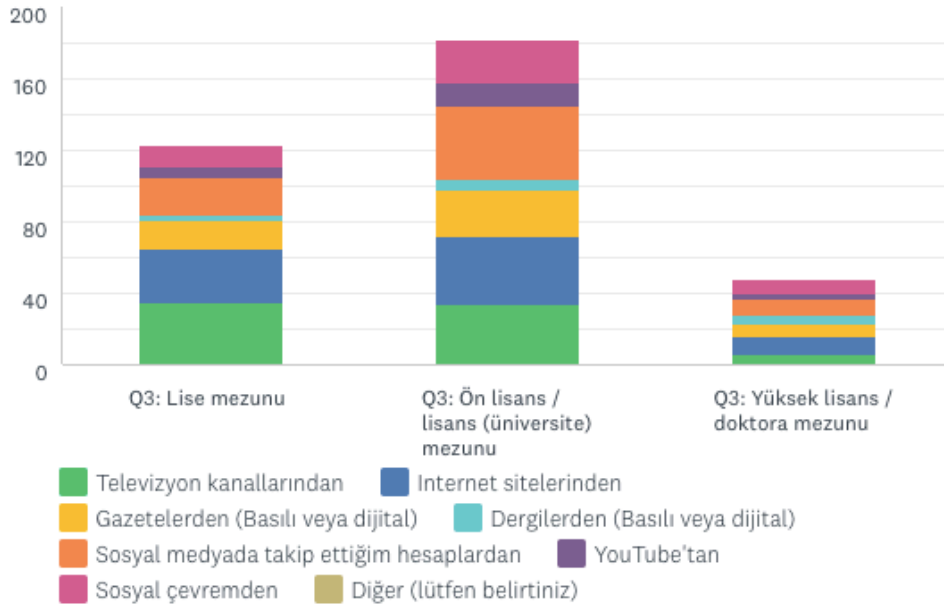


#### 4.1.6. Fake News Awareness Example by Education Level of Parents

In this section, considering the educational level of the survey results, where the parents prefer to receive the news and the frequency of encountering fake news are examined.

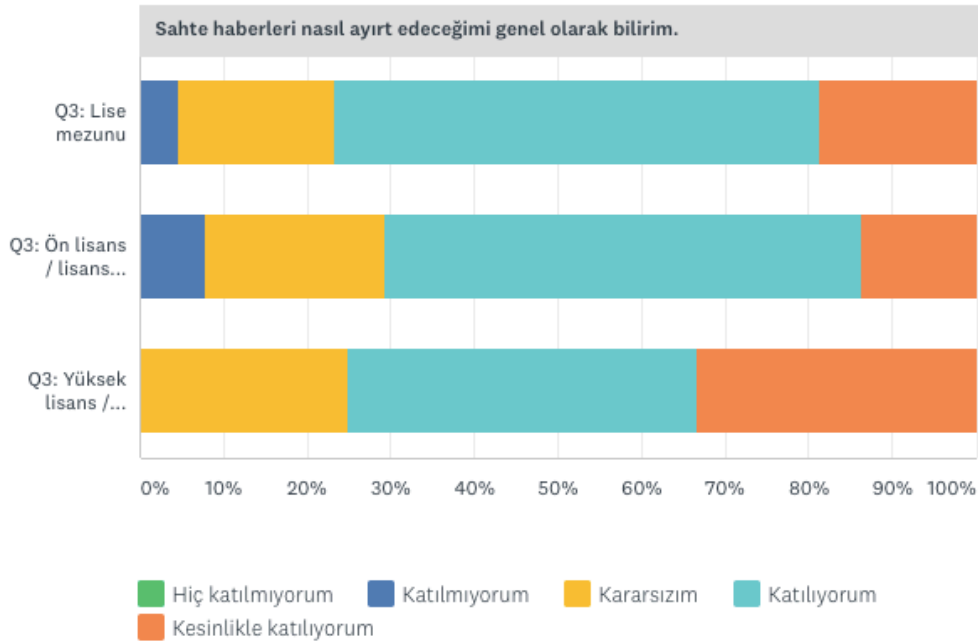
According to the participants' answers, as the education level increases, the number of people who follow news from websites increases (83.33%), and the rate of watching TV decreases. The rate of watching TV decreases; high school graduates 79.55%, undergraduate 65.38%, master's / doctorate 50%. (Table 20) According to the answers, parents with master's and doctoral degrees follow the news through more diverse channels than parents with other education levels.

**Table 20:** Please indicate from which social media platforms or people you receive the news. You can check more than one option.



High school graduates (58.82%) and undergraduate graduates (55.56%) generally stated that they could spot fake news. MS / Ph.D. graduates stated that they absolutely agreed with the question of spotting fake news (33.33%). (Table 21) According to this result, the awareness level of parents and also individuals about how they define fake news can be investigated in line with different academic studies. Because in general, participant parents encountered fake news (82,76%) and they all stated that they usually check the sources of news.

**Table 21:** I generally know how to spot fake news. (by educational background)



As a result of the survey, families are familiar with the concept of fake news and are quite used to encountering fake news. Being exposed to this news and later realizing that they are fake seems like a normal routine of daily life.

## **FINDINGS AND DISCUSSIONS**

In this section of the thesis, obtained findings will be discussed. In the research results', there were many important findings. First of all, 82,76% of participant parents encounter fake news and %9,66 of participant have not aware of whether it has encountered fake news or not. But at the same time most participant (56,25%) believes that they can detect fake news on social media. In this situation, there is insufficient observed data about their actual knowledge. This result reminds social media users that the concept of fake news is in life, and users should always be prepared to avoid this news.

Another result in the survey, social media user parents stated that they generally shared the news that they were happy (35.63%) and had fun (34.48%) in their social media accounts. As the previous study in the literature, emphasized some groups use fake news for entertainment, to take advantage of politicians to troll, and to influence public opinion. (Marwick & Lewis, 2017: 27). In this case, parents may be sharing the news without seeing the subtext of the content they find entertaining, just because it is fun. This can lead to unintentional interactions with fake news and perhaps not being able to distinguish it from the truth.

The participants answered the question of "does your child follow the news through the following channels/persons?" as a "parent" (90,15%). So, children substantially reach the news through their parents. Parents with media literacy should be able to enlighten about the information pollution in the internet environment and inform their children that so much information circulating on the internet cannot be reliable. Therefore, parents need to have conscious about media literacy to protect children from fake news effects, and they also need to impose fake news awareness on their children.

Although parents generally do not have an academic knowledge of how to guide their children in their use of social media tools, they try to guide their children's

media behavior through various strategies. As an example, according to research results, parents stated that their children use social media platforms under their supervision (40,0%), they know which accounts and profiles their child follows on social media (36,51%), they which accounts/profiles follow their child (36,22%), they follow child's social media posts (47,54%) and they know whom their child is texting on social media (38,40%).

To measure the awareness of children, it is necessary to look at the awareness of families. According to the survey results, families need more information about fake news literacy. Participants stated that they are generally conscious of spotting fake news. In the scope of this research parents stated that they get reliable information from the sources they read (47,92%), they usually check the source of the news (55,86%), they generally know how to spot fake news (56,25%) and it's not enough to read just the headlines to understand the news (40,0%). (Table 4.4.) Regardless they encountered news that they later noticed to be fake (82,76%). These results show that parents may be unintentionally vulnerable to fake news. Lack of knowledge about access to quality news may be the reason why they are vulnerable. So as children's "more knowledgeable others" parents should be more skeptical about what they read, see, and are involved in.

Another important result was the participants generally stated that they received the news via WhatsApp (60,42%). WhatsApp is a communication tool, but families and children, taking examples from them, see the WhatsApp application as a news tool. The news without any source, with an unknown author, can only be accepted as true because it comes from close relatives / close friends / reliable people who they know.

Considering the answers given by the parents according to gender differentiation; The vast majority of mothers access the news via social media; fathers also reach the news on television and websites. According to this information, it is possible

to say that the information received from social media has the potential to spread more fake news than traditional channels.

Considering the educational background of parents, as the level of education increases, the diversity in news channels increases and the rate of television viewing decreases. This situation argues that having a critical point of view actually increases with the level of education.

According to the results, it may be necessary to ask the following question to extend the academic area; Are families conscious enough to tell the difference between fake or real news? Or fake news producers increased their competence in this area, and now it is very difficult to distinguish the real? At the same time, if they cannot distinguish fake news, how can they make their children aware of this? At this point, it is possible to say that parents have a development area for media literacy.

It can be seen that parents cannot determine the reliability of the sources they have encounter. Generally speaking, families feel they are knowledgeable about spotting fake news, but they are confused about what the truthful news should look like.

## CONCLUSION

The rise of social media has changed the knowledge view in multiple forms. Social media can be seen as the most popular platform where especially young people get the news. Social Media tools offer the opportunity to share everything that is happening around us, right or wrong, directly with others. It is not possible to process the news we encounter most of the time, and every day we are inevitably exposed to a series of true or false news on social media tools. The same internet tools also have a serious potential to make the world better, and the new generation of children born in the digital world and have the potential to be the pioneers of digital change. Children need to have access to honest and reliable news sources while protecting themselves from misinformation to be able to manage this change.

In this thesis, digital media literacy and fake news awareness of parents are discussed according to their changing social, economic and cultural behaviors of using social media tools in daily life. This research aimed to measure the effect of fake news that parents encounter on social media. The main starting point of the thesis was researching the awareness of parents about fake news and misinformation on social media platforms. Also, discovering their consciousness about fake news and how they reflect knowledge to their children.

It will be possible for children to learn how to use digital media tools such as televisions, tablets, computers, and mobile phones consciously and to become aware of reality with fiction, through their development of digital media literacy. As mentioned in previous sections of the study, exposure to fake news can be challenging for children to separate between truth and fiction in the future. This confusion can show a real anxiety about the result of misinformation on children. This will be possible with the knowledge of the parents who will have priority about media literacy.

Since children have a lot of contact with all kinds of social media tools, they should get to know them in all aspects. Parents should also support their children in developing their knowledge and skills against fake news and misinformation.

The online world has the power to shape the system for the more trustworthy and internet children can encourage this transformation. Media literacy awareness will increase when parents and children become aware of reading, sharing, and writing online.

Parents need to have enough awareness to help their children choose the right information in this complex pool of information and to keep them away from false information pollution. And also, it's significant for parents to speak to their children about original and fake news theme. But first, they need to acknowledge the existence of fake news and develop a critical perspective in order to understand the underlying message of each text they read.

As a result, it is important for parents to be aware of the news on social media, to develop a critical understanding, to be sensitive to the real messages of the media, and to improve themselves with the help of media literacy. To protect children from fake news, it is critical to encourage them to question any information they see, hear, and watch on online platforms. In this way, they will be less likely to be exposed to fake news. By doing this, they can be a role model for their children in terms of awareness.

Finally, I would like to add a personal comment to this work. One of the main reasons that motivated me to select this topic for fake news is that I have been very sensitive about this topic in my personal life, and I tasked myself with finding the sources of many fake news that is sharing from the WhatsApp groups. Simultaneously, the families contacted to solve the survey, experience a little enlightenment about fake news even while solving the questions also motivates

me. If I could raise a person's awareness to reach a reliable news source, I will take it as a personal success.

## APPENDIX

### Sahte Haberler ve Ebeveynler

#### 1. Sayfa - Merhaba

Bu anket İstanbul Bilgi Üniversitesi Lisansüstü Programlar Enstitüsü Medya ve İletişim Sistemleri Yüksek Lisans Programında, Dr. Öğretim Üyesi Esra Ercan Bilgiç'in danışmanlığında Gülşah Sezer'in yürütmekte olduğu tez çalışması için hazırlanmıştır. İsminiz ve iletişim bilgileriniz sorulmamaktadır. Cevapların kime ait olduğu araştırmacılar tarafından dahi görülmeyecektir. Etik Kurul onayı alınmış olan bu ankette toplanan veriler yalnızca akademik amaçlı olarak kullanılacaktır.

Sorular yalnızca 9-14 yaş aralığında en az bir çocuğu olan ebeveynler için hazırlanmıştır. Bu yaş grubunda birden fazla çocuğunuz varsa, lütfen çocuklarınızdan birini düşünerek yanıtlayınız. Anketin tamamlanması ortalama 6 dakikanızı alacaktır.

Daha fazla bilgi için dijitalmedyavecocuk@gmail.com adresine yazabilirsiniz.

Teşekkür ederiz.

2. Sayfa

1. Lütfen cümleyi tamamlayınız: "9-14 yaş aralığındaki en az bir çocuğun ..."

- annesiyim."
- babasıyım."
- "Bu yaş grubunda bir çocuğum yok."

3. Sayfa

2. Lütfen yaşınızı belirtiniz.

- 29 ve altı  
 30-39  
 40-49  
 50 ve üstü

3. Eğitim durumunuz.

- Lise mezunu  
 Ön lisans / lisans (üniversite) mezunu  
 Yüksek lisans / doktora mezunu  
 Diğer

4. Lütfen hanenizin aylık ortalama toplam gelirini işaretleyiniz

- 5000 TL ve altı  
 5.001 -10.000 TL  
 10.001 - 15.000 TL  
 15.001 TL ve üstü

5. Aşağıda sıralanan sosyal medya platformlarını hangi sıklıkta **haber alma amaçlı olarak** kullandığınızı lütfen belirtiniz.

	Hiç	Nadiren	Ara sıra	Sık	Çok sık
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinterest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TikTok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WhatsApp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telegram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

"Diğer" seçeneğini işaretlediyseniz, lütfen hangi platform olduğunu belirtiniz.

6. Haberleri hangi mecralardan ya da kişilerden aldığınızı lütfen belirtiniz. Birden fazla seçeneği işaretleyebilirsiniz.

- Televizyon kanallarından
- İnternet sitelerinden
- Gazetelerden (Basılı veya dijital)
- Dergilerden (Basılı veya dijital)
- Sosyal medyada takip ettiğim hesaplardan
- YouTube'tan
- Sosyal çevremden
- Diğer (lütfen belirtiniz)

7. Aşağıda sıralanan önermelere ne derecede katıldığınızı lütfen belirtiniz.

	Hiç katılmıyorum	Kabılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
Okuduğum kaynaklardan genellikle doğru bilgi alırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Karşılaştığım haberlerin doğruluğundan genellikle şüphe ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haberlerin kaynağını genellikle kontrol ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Karşılaştığım haberlerde adı geçen kişilerin/olayların gerçekliğini genellikle farklı mecralardan kontrol ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sahte haberleri nasıl ayırt edeceğimi genel olarak bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haberleri anlamak için başlıklarını okumam yeterlidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Sahte olduğunu sonradan fark ettiğiniz bir haberle daha önce karşılaştınız mı?

- Evet  
 Hayır  
 Fikrim yok

9. Sosyal medyada okuduğunuz ne tür haberleri, hangi sıklıkta kendi profilinizde paylaşırsınız? Lütfen belirtiniz.

	Hiç	Nadiren	Ara sıra	Sık	Çok sık
Beni üzen haberleri paylaşıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beni öfkeliendiren haberleri paylaşıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beni duygulandıran haberleri paylaşıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beni eğlendiren haberleri paylaşıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beni mutlu eden haberleri paylaşıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Düşüncelerimi destekleyen haberleri paylaşıyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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10. teyit.org platformundan haberdar mısınız?

Evet

Hayır

## Sahte Haberler ve Ebeveynler

### 4. Sayfa

11. Çocuğunuz kaç yaşında?

- 9-10  
 11-12  
 13-14

12. Aşağıda sıralanan sosyal medya platformlarını çocuğunuz kullanıyor mu, ne şekilde kullanıyor? Lütfen belirtiniz.

	Kesinlikle kullanmıyor	Kullanıp kullanmadığını bilmiyorum	Benim hesabımla kullanıyor	Kendi adına açılan hesabıyla kullanıyor
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snapchat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinterest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TikTok	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WhatsApp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telegram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slack	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diğer seçeneğini işaretlediyse lütfen belirtiniz.

13. Çocuğunuz, 12. soruda yer alan sosyal medya platformlarından en az birini kullanıyor ise, aşağıdaki önermelere ne derecede katıldığınızı lütfen belirtiniz. Çocuğunuz hiçbir sosyal medya platformunu kullanmıyor ise bu soruyu boş bırakınız

	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
Çocuğum sosyal medyayı g�zetimim altında kullanır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumun hangi hesapları/profilleri takip ettiğini bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumu hangi hesapları/profillerin takip ettiğini bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumun sosyal medya paylaşımlarını takip ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumun sosyal medyada kimlerle mesajlaştığını bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Çocuğunuz aşağıdaki mecralar/kişiler aracılığıyla gündemi takip ediyor mu?

	Evet	Hayır	Fikrim yok
Televizyon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öğretmenleri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İnternet haber siteleri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ebeveynleri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaştları	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gazeteler (Basılı veya dijital)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dergiler (Basılı veya dijital)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTuber'lar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sosyal medyada takip ettiğ hesaplar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencer'lar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Akrabaları	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Daha büyük yaştaki diğer çocuklar (abla, ağabey, kuzen, komşu)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diğer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diğer seçeneğini işaretlediyseniz lütfen belirtiniz.

15. Aşağıda sıralanan önermelere ne derecede katıldığınızı lütfen belirtiniz.

	Hiç katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
Çocukların gündeme ilgili doğru haberlere ulaşması önemlidir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumla gündemdeki haberler hakkında konuşurum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumun haberleri hangi mecralardan aldığını bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumun sahte haberlerle karşılaşip karşılaşmadığını bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumla karşılaştığı bazı haberlerin doğru olmayabileceği hakkında konuşurum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğum sahte haberleri nasıl ayırt edeceğini bilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğumun haberleri çevrimiçi ortamlarda paylaşip paylaşmadığını bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuğum çevrimiçi ortamlarda karşılaştığı haberlerin kaynağını sorgular.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Sayfa

16. Lütfen aklınıza gelen, bize iletmek istediğiniz hususlar varsa bu kutucuğa veya [dijitalmedyavecocuk@gmail.com](mailto:dijitalmedyavecocuk@gmail.com)'a yazınız. Teşekkür ederiz.

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