

Designing the Curriculum Model of Media Literacy in the Second Grade of Elementary School and Its Validation

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Teaching media literacy to students pursues several goals, including creating creative, critical, and scrutinizing thinking about the media content and performance, as well as recognizing the visual forms of communication using it, along with other reading, writing, speaking, and listening skills. This research aimed to design a curriculum model for media literacy in the second grade of elementary school and to validate it. The research method was qualitative-quantitative and it was applied in terms of purpose. In the qualitative part, the media literacy curriculum model was identified using the synthesis research method based on the analogical model and the Klein model. Then, in order to validate the mentioned components, the obtained information was provided to experts in the field of curriculum planning and media and information management. The scope of the research was in the range of 2006 to 2021 for domestic documents and in the range of 2005 to 2021 for foreign documents. The statistical population in line with the model validation was experts in curriculum planning and media and information management. In order to validate the entire research, the statistical sample consisted of two groups of 10 experts in the field of curriculum planning and media and information management, who were selected based on the minimum number required to evaluate content validity. The data collection method in the validation stage was researcher-made questionnaires. Lawshe's Content Validity Ratio (CVR) was used to measure the content validity. Results showed that the goals of the media literacy curriculum in the second grade of elementary school include two kind of goals: general goals (achieving Iranian-Islamic media culture) and partial goals (empowering students and teachers). The content of the media literacy curriculum in the second grade of elementary school included functional consumption education, critical consumption education, functional production-consumption education, and critical production-consumption education. The learning-teaching strategies used were presented in two sections: teacher's activities (teaching method) and students' activities, and the evaluation element was defined in three levels: students, teachers, and curriculum and educational content. Also, the results showed that the grouping in the media literacy program in the second grade of elementary school should be based on the individual and socioemotional characteristics of the students. The required resources and facilities were continuous improvement of the media literacy curriculum for the second grade of elementary school, compilation of the media literacy textbook for the second grade of elementary school, provision of educational facilities and media training assistance for second grade of elementary school students, and development of research in the field of media education. In choosing the time and place in the media literacy program, time and place flexibility in the presentation of teaching content was emphasized. Based on the results of this research, the suggested model of the media literacy curriculum of the second grade of elementary school can be used and implemented in the education system.

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1. Introduction

Technology development in the last decade caused the information and communication systems become increasingly complex and omnipresent and the messages produced by the media confuse their audiences all over the world and make them to hesitate in choosing messages and vulnerable to the media (Mahmoudi, 2018; Goodyear and Armour, 2019). Meanwhile, contemporary children and teenagers, who are often presented as digital natives, are skilled but vulnerable users who are more at risk due to their weakness in processing and analyzing the information and news they receive, and the media can have harmful effects on this group (De Leyn, Waeterloos, De Wolf, Vanhaelewyn, Ponnet et al., 2021). Therefore, the concern of many parents is to find out about their children's teachings and somehow monitor their learning, because the inappropriate and negative effects of an innovation in the social system, whose undesirable function is called innovation, can lead to a new type of social relations that result in the expansion of interpersonal communication, lack of social stimulation and isolation (Torkzadeh, Marzouqi, Mohammadi and Ahmadi, 2019). Therefore, it is necessary to think of a solution to protect and vaccinate children from the bombardment of media messages, and most studies have suggested media literacy training (Buckingham, 2018). With the progress in this field, today's world is experiencing media convergence, which means that traditional media (magazines, newspapers, television and radio) are mixed with new media (computer and internet) to deliver content. In recent decades, this fusion has resulted in the emergence of media coverage (Salavatian et al., 2016), so that billions of people around the world recently used different media (De Leyn et al., 2021) and this technology has penetrated every age, class and culture (Barrett-Maitland and Lynch, 2020; Appel, Grewal, Hadi and Stephen, 2019).

On the other hand, media literacy is the ability to access the media, understand and critically evaluate various aspects and content of the media to create communication in various fields (Felini, 2014). For more than four decades, media literacy training has played a role as one of the most effective monitoring and identity strategies, especially in the policymaking of developed countries and large media owners (Seif, 2019) and has changed into a tool for reproducing, continuing and strengthening the victory of Western identity or non-Western one. For this reason, media literacy is currently taught as a subject in the educational system of many countries, including Great Britain, Australia, South Africa, Canada, America and Japan, and is simultaneously developing in New Zealand, Italy, Greece, Austria, Sweden, Denmark and Switzerland (Torkzadeh et al., 2019). Teaching media literacy to students pursues several goals, including creating creative, critical and scrutinizing thinking towards the content and performance of the media, as well as recognizing the visual forms of communication using it, along with other reading, writing, speaking and listening skills (Salarian, Salehi Amiri, Soltanifar, Qayyumi and Abtahi, 2019). Sanders (2014) believes that media literacy, in addition to learning to read the appearance of messages from different media, teaches the audience to read between the lines of written media, watch unscheduled programs or listen to unbroadcast sounds from electronic media (Bahadori Khosrowshahi and Bargi, 2018).

Although extensive studies have emphasized the need to teach media literacy to elementary school students (Khazaei, Saeedi, 2016; De Leyn et al., 2021), however, there is little evidence in the field of media literacy training programs and its effects on elementary school students. For example, Salavatian et al. (2016) designed the native model of media literacy training for teenagers in the form of four main actor groups including society, education organization, family and media. Mahmoudi (2018), by examining the curriculum of the elementary and first and second grades of high school courses based on attention to the components of media literacy, recommended that more attention should be paid to the teaching the components of media literacy in the curriculum of the elementary and first grade of high school courses, especially to the components of critical understanding and message generation. In their study, Torkzadeh et al. (2019) also presented a conceptual model of the curriculum framework for teaching media literacy, and Salarian et al. (2019) showed that in order to teach media literacy to elementary school students, intellectual development, critical thinking, improving reasoning ability, fostering individual and group creativity and understanding new concepts from today's environment should be considered. Taghizadeh (2017) in his research shows that media

literacy training is effective on the amount and level of abilities related to media literacy in students and it is necessary to develop it in schools. Salehrad, Afzalkhani and Alipour (2019) believe that the educational package based on media literacy leads to the improvement of creativity of fifth grade female students. The results of the research by Diergarten, Möckel, Nieding & Ohler (2017) show that media literacy training has a significant effect on the desired learning from the media in children. Ssharrer (2020) also emphasized the necessity of teaching media literacy for children and teenagers.

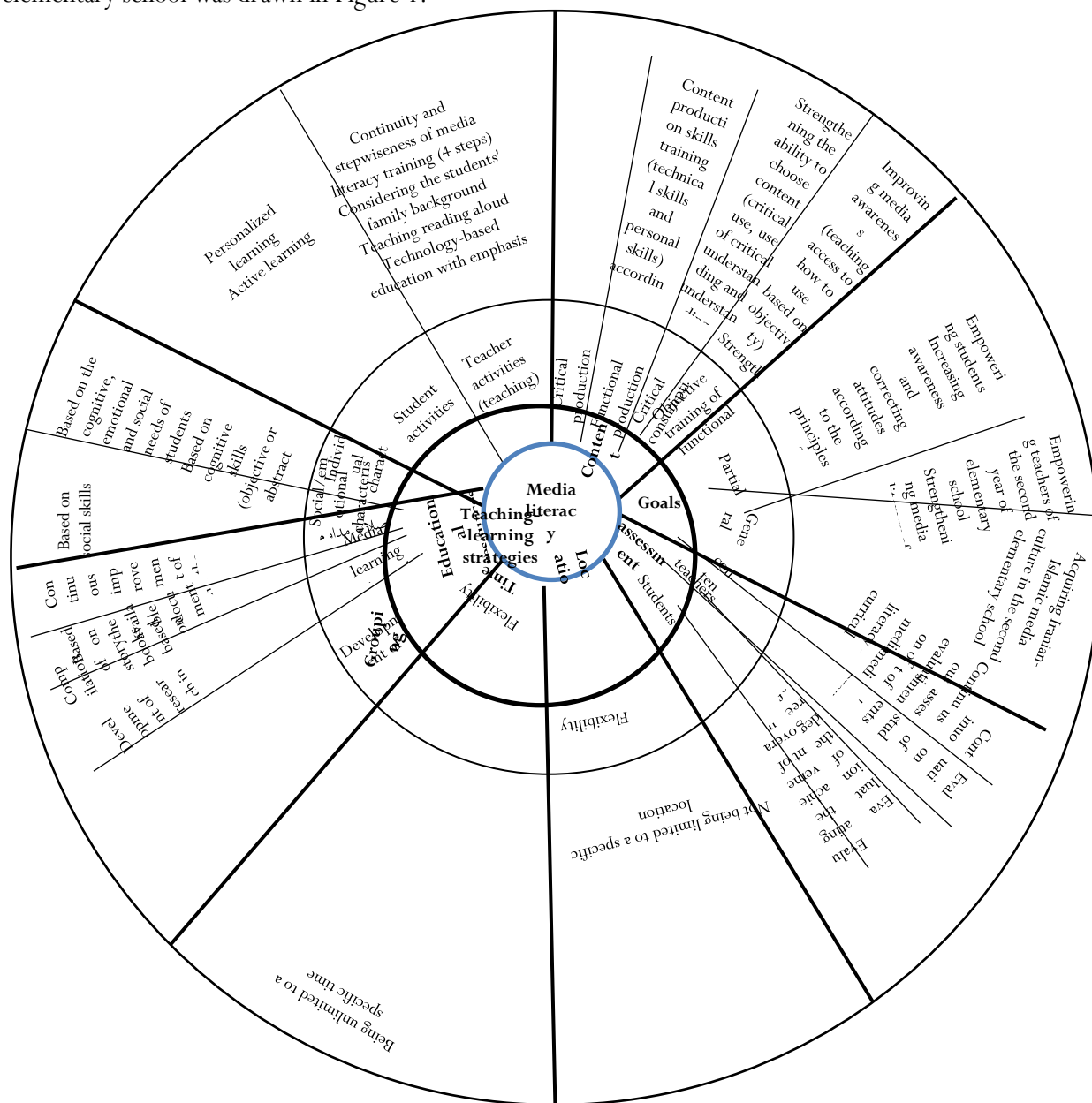
About the importance and necessity of the present research from three theoretical, research and practical perspectives, several points can be mentioned. From the theoretical perspective of the necessity of research, we can point out the importance of elementary school in students' learning and future life. Elementary school is one of the most important stages of a person's education and life, where a person's personality is founded and formed, and most of the problems are caused by the lack of attention to this sensitive period and the lack of proper guidance in the process of growth and development, and in other words, many of the person's problems are rooted in this period and extends to the next periods of growth and transformation. On the one hand, the importance of media in life and the inability to remove them is also one of the aspects of the importance of conducting the present research. Access to the media brings advantages that cannot be removed from life. The fact that children and teenagers are more vulnerable than other groups is another reason for paying attention to the research topic. From a research point of view, the importance of examining the issue should be said that the existing research gap in the field of media literacy curriculum design for the students of the second grade of elementary school is noticeable. In Iran, media literacy literature is not more than two decades old, and it is still referred to as a new concept. That is why the researcher seeks to answer the question of what the design of the curriculum model of media literacy in the second grade of elementary school and its validation is. Also, how is the media literacy curriculum model in the second grade of elementary school is validated?

2. Methods

The research method was qualitative-quantitative and it was applied in terms of purpose and in the qualitative part, the media literacy curriculum model was identified using the synthesis research method based on the analogical model and based on the Klein model. The scope of the research was in the range of 2006 to 2021 for domestic documents and in the range of 2005 to 2021 for foreign documents. The statistical population in line with the model validation was experts in curriculum planning and media and information management. In order to validate the entire research, the statistical sample consisted of two groups of 10 experts in the field of curriculum planning and media and information management, who were selected based on the minimum number required to evaluate content validity.

The data collection method in the synthesis research section was library and by means of a questionnaire, and in the validation section, the components identified from the synthesis research and also the proposed model were made through a researcher-made questionnaire. For this purpose, note-taking from articles and specialized books was used to identify the components of the media literacy curriculum model in the second grade of elementary school. In descriptive text copying, which is also a form of archival information collection method, maximum possible data was recorded so that maximum necessary data is available during data analysis and coding. In the next step, the necessary data was extracted from selected sources and the findings were categorized. On the other hand, in the quantitative part, after finishing the qualitative part, and extracting the components of the elementary school media literacy curriculum model, a researcher-made questionnaire of the identified components was designed and the identified components were validated through the Lawshe coefficient.

After achieving the desired components in the curriculum model of media literacy in the second grade of elementary school and considering the special cognitive, emotional and social characteristics of the students of the second grade of elementary school, the curriculum model of media literacy in the second grade of elementary school was drawn in Figure 1:



After achieving the desired components in the curriculum model of media literacy in the second grade of elementary school and considering the special cognitive, emotional and social characteristics of students in the second grade of elementary school, the curriculum model of media literacy in the second grade of elementary school was drawn in Figure 1. Results in the qualitative part showed that the media literacy curriculum in the second period of elementary school has two types of goals: general (achieving Iranian-Islamic media culture) and partial goals (empowering students and teachers). The media literacy curriculum

content in the second grade of elementary school includes functional consumption education, critical consumption education, functional production-consumption education, and critical production-consumption education. The learning-teaching strategies used were presented in two sections: teacher's activities (teaching method) and students' activities, and the evaluation element was defined in three levels: students, teachers, and curriculum and educational content. The results showed that the grouping in the media literacy program in the second grade of elementary school should be based on students' individual and social/emotional characteristics. The required resources and facilities were as follows: continuous improvement of the media literacy curriculum for the second grade of elementary school, compilation of the media literacy textbook for the second grade of elementary school, provision of educational facilities and media training assistance for second grade of elementary school students, and development of research in the field of media education. In choosing the time and place in the media literacy program, time and place flexibility in the presentation of teaching content was emphasized. Based on the results of this research, the suggested model of the media literacy curriculum of the second grade of elementary school can be used and implemented in the education system.

Table 1. Opinions of experts about the components and overall adequacy of the media literacy curriculum model in the second grade of elementary school

Components of the media literacy curriculum model in the second grade of elementary school		Number of very important answers	CVR	Agreement coefficient	
Goals	Partial	Increasing awareness and correcting attitudes according to the principles of rationalism	10	1	100
		Strengthening emotional control	8	6.0	80
		Strengthening social skills	9	8.0	90
		Integration of cognitive, emotional and social capabilities	7	4.0	70
	Empowering teachers of the second grade of elementary school	Strengthening media literacy of teachers in general, specialized, ethical dimensions and creating new media	9	8.0	90

Content	General	Strengthening the professional ethics of teachers	8	6.0	80
		Improving teacher education	9	8.0	90
		Achieving Iranian-Islamic media culture	9	8.0	90
	Objective training of functional consumption	Improving media awareness (teaching access to how to use based on objectivity)	9	8.0	90
		Strengthening media understanding (strengthening logical objective inference and software and hardware technical training according to students' cognitive level)	9	8.0	90
		Careful thinking	8	6.0	80
		Strengthen commitment and responsibility	8	6.0	80
		Strengthen motivation	8	6.0	80
		Active participation	9	8.0	90
		Teaching critical thinking	9	8.0	90
		Strengthen critical understanding	9	8.0	90
		Teaching problem solving skills	9	8.0	90
		Aesthetic enhancement	9	8.0	90
	Objective education of critical consumption	Strengthening the ability to choose content according to the principles of logic and objectivity			
		Ability to analyze and select content	9	8.0	90
		Ability to compare content	9	8.0	90

		the cognitive level	Ability to recombine content	9	8.0	90
		Strengthening metacognitive knowledge of students		9	8.0	90
		Determining and correcting relevant values and ethics	Determining values and contextual worldview	9	8.0	90
			Strengthening ethics and correcting underlying values	9	8.0	90
	Functional production-consumption training based on logical principles	Teaching the skill of producing content according to the cognitive level	Teaching content production technical skills	8	8.0	80
			Personal message production skill training	9	8.0	90
		Shareable objective training		8	6.0	80
		Objective training of representational ability		9	8.0	90
		Ability to constantly test products and explain its logic		9	8.0	90
	Teaching critical production-consumption based on logical principles	Promotion of collective intelligence		7	8.0	70
		Teaching social skills through role playing and peer group		9	8.0	90
		The ability to recognize reality and develop abstract thinking		9	8.0	90
		Teaching creativity and innovation		9	8.0	90
Teaching-learning strategies	Teacher's activities in the direction of teaching media literacy (teaching method)	Characteristic of teaching	Continuity of media literacy education	8	6.0	80
			Stepwiseness of media literacy training (4 stages)	8	6.0	80
			Considering the students' family background	7	4.0	70
		Teaching techniques	Teaching reading aloud	8	6.0	80
			Technology-based education with emphasis on	7	8.0	70

		multimedia technique				
		Education based on new educational methods	8	6.0	80	
		Education based on constructionism	8	6.0	80	
		Education based on psychological skills	8	6.0	80	
		Game-based learning	9	8.0	90	
	Student activities	Personalized learning	8	6.0	80	
		Active learning	9	8.0	90	
		Evaluation of students' previous knowledge and information	9	8.0	90	
Evaluation	Student evaluation	Evaluation of the degree of achievement of the goals of each stage	9	8.0	90	
		Evaluation of teachers	8	6.0	80	
		Evaluation of curriculum content	9	8.0	90	
	Grouping	Needs and interests	8	6.0	80	
		Individual characteristics of students (levels of thinking and level of awareness)	8	6.0	80	
		Social,emotional characteristics of students	8	6.0	80	
Required resources and facilities	Continuous improvement of the curriculum framework of media literacy in the second year of elementary school		8	6.0	80	
		Compilation of the media	Based on available documents	8	6.0	80
		literacy textbook for the second year	Based on philosophy	8	6.0	80
			Based on learning principles	8	6.0	80

of elementary school	According to local and regional conditions	8	6.0	80
Providing educational facilities and media educational assistance for the students of the second year of elementary school	Compilation of story books based on media literacy	9	8.0	90
	Provision of information processing tools	9	8.0	90
	Development of research in the field of media education	9	8.0	90
Time	Time flexibility	7	4.0	70
Place	Location flexibility	7	4.0	70
Media Literacy Curriculum Model of the Second Elementary School		9	0.8	90

On the other hand, in order to answer the quantitative part of the question, the media literacy curriculum model in the second grade of elementary school was given to ten experts and they were asked to give their opinions about the structure, process and content of each after reading. The steps should be presented in the form of a survey questionnaire that was given to each expert along with the prepared template. Also, in the continuation of the content and specialized evaluation form, each expert was asked to provide suggestions and corrective opinions to improve the content, structure and process of the media literacy curriculum model in the second grade of elementary school. In the next step, opinions of ten experts were reviewed and their corrective opinions about the applied model and the final model were listed in Table 1. The components whose CVR was 0.4 or greater than 0.4 and whose percentage of agreement was 70% or more were considered as the main topics of the media literacy curriculum of the second grade of elementary school. The results of this section show the usefulness and implementation capability of the proposed model.

4. Conclusion

This paper aimed to design a curriculum model for media literacy in the second grade of elementary school and to validate it. Based on this, the media literacy curriculum model in the second grade of elementary school was designed with the overall goal of achieving Iranian-Islamic media culture, and to access this culture, two partial goals were taken into consideration: empowering students and empowering teachers of this grade. In the field of access to empowering students, efforts should be made in line with the principles of rationalism and objectively in order to increase awareness and correct media attitude, strengthen emotion control, strengthen social skills and integrate cognitive, emotional and social capabilities. In the field of empowering the teachers of the second grade of elementary school, measures should be taken to strengthen the media literacy of teachers in general, specialized, ethical aspects and to create new media, to strengthen the professional ethics of teachers and to improve teacher education. This part of the results is aligned with the findings of Hosseini et al. (2021), Karami (2020), Saei et al. (2019), Hosseini Pakdehi and Shobeiri (2017), Kiarsi (2017), Tolouei (2012), Klik et al. (2021), Nabipour et al. (2020), and Sekara et al. (2018).

In explaining the selection of the general goal of achieving Iranian-Islamic media culture in the students of the second grade of elementary school, who are in the focus of the media's attention due to their sensitive

cognitive, emotional and psychological characteristics; because, on the one hand, unlike adults, their minds are not completely closed based on social contracts, and on the other hand, children are special media users. On the other hand, if the opportunity to access Iranian-Islamic media culture is lost in this period, under the pretext of early education, the habits of these students are established at an older age and it is difficult to correct it. The thinking of the second grade students of elementary school still depends on direct and practical experiences, and in the contexts where they have not reached direct understanding, they can reason only by comparing the similarities of the new subject with what they have already experienced. It is better to give them a chance to express their thoughts about abstract concepts, so that their level of awareness about various concepts can be recognized and their level of understanding understood. Efforts that are spent on making the child reach abstract thinking faster are probably futile and cause confusion and anxiety. Therefore, it is better to use the logical and objective principles in the effort to achieve the empowerment of students. Also, according to the needs assessment done and the weakness of the second grade teachers of elementary school, in the media literacy of the teachers of this academic year, empowering teachers is very important.

Based on the results of the media literacy curriculum content in the second grade of elementary school, it should start with the objective education of functional production-consumption and the objective education of critical consumption, and as the teaching progresses, and the functional production-consumption education based on logical principles are achieved, efforts should be made to achieve critical production-consumption education based on logical principles. In order to start work and with the aim of achieving functional consumption, it is necessary to improve media awareness (teaching how to use it based on objectivity), strengthen media understanding (strengthen logical objective inference and technical software and hardware training according to the cognitive level of knowledge students), caring thinking, strengthening commitment and responsibility, strengthening motivation and active participation. Objective education of critical consumption, including measures to strengthen the ability to choose content in accordance with logical principles and objectivity (teaching critical thinking, strengthening critical understanding, teaching problem solving skills, enhancing aesthetics), strengthening the ability to analyze content according to the cognitive level (ability to analyze and select, compare and recombine content), strengthening the metacognitive knowledge of students and determining and correcting the underlying values and ethics (determining the underlying values and worldview and strengthening the ethics and correcting the underlying values). Teaching functional consumption and critical consumption are done in parallel. After functional and critical consumption education, based on the principles of rationalism, functional production-consumption education begins. Accordingly, students learn content production skills according to their cognitive level, including technical and personal content production skills. Objective training of the ability to share, objective training of the ability to represent and strengthening the ability to constantly test products and explaining its logic are significant issues at this stage. In the final stage and after reaching the capabilities mentioned in the functional production-consumption stage, critical production-consumption training begins based on logical principles. At this stage, the focus is on improving collective intelligence, teaching social skills through role playing and peer group, the ability to recognize reality and develop abstract thinking, and teaching creativity and innovation.

This part of the findings is consistent with the results of Ansari et al. (2020), Taherpour and Kouzepaz (2020), Chelishova (2019), Sekreasi (2018), Tholi and Varaga (2017), Mason (2016), Sekreasi et al. (2016). Most of these studies emphasized the concepts of use (access), understanding and critical evaluation of the media and production of media content, including decoding, analysis and evaluation in the content of the elementary school media literacy curriculum.

In achieving the four stages of media literacy, including functional consumption, critical consumption, functional production-consumption and critical production-consumption, efforts should be made with regard to the special characteristics of second grade of elementary school students. The thinking of these students is mostly based on logical principles and objectivity. These children are interested in learning and the motivation to learn is very strong. These students are constantly on the move and enjoy simple, practical explanations of

daily events and riddles and humor. They are interested in the play and want to act in it. Failure to perform tasks, not fulfilling needs and not draining excitement in games cause confusion for these students. Therefore, the teachers of this academic course should know the needs of their students and considering that the second grade students of elementary school have objective thinking and learn concepts and methods well through working with objects, materials and objective phenomena, giving opportunities for manipulation, acting, touching and feeling objects help students to have a better understanding of concepts and relationships.

According to the findings, teaching-learning strategies were identified in two parts of teacher's activities in line with teaching media literacy and student's activities. The results showed that the teacher's activities should include special features and techniques, which included considering the continuity and stepwiseness of 4 stages of media education and taking into account the family background of students in media literacy education. Teaching techniques included reading aloud techniques, technology-based techniques with an emphasis on multimedia techniques, techniques based on modern teaching methods, techniques based on constructivism, based on psychological skills, and game-based education. Students' activity should also be based on a personalized approach and active learning. The results of this part of the research are in line with the results of Salarian et al. (2019), Alexander et al. (2016), Sekearasi et al. (2018), Ojaq (2017) and Abedi et al., (2020).

In the second grade of elementary school, students are interested in talking about various issues and playing roles in group plays and games, and they are willing to increase their knowledge through active participation. In this context and in line with teaching media literacy, teachers can design situations where students can play roles with proper planning, even different media such as movies and animations can be used and encourage students by choosing the story characters, achieve the goals of each stage of media literacy. Students of this study course are very curious and interested in learning, in this context, teachers should increase their motivation towards learning media literacy, and this can be easily done by using modern educational technologies. Also, it is important to pay attention to the family background of the second grade students of elementary school because this group spends the most time with their families and the family is the most important institution influencing these students and media literacy and parents' awareness as role models for these children play a big role at the level of media literacy, students' awareness and attitude.

Students' evaluation (including the evaluation of students' previous knowledge and information, evaluation of the degree of achievement of each stage goals), the continuous evaluation of teachers, and the continuous evaluation of the curriculum and educational content are considered in the evaluation of the media literacy curriculum of the second grade of elementary school. Based on this, it should be said that evaluating the students' previous information helps the teacher to know from what level he should start teaching the student. Also, teachers should evaluate the success rate of students in achieving educational goals at each stage, so that if they do not reach the desired knowledge and skills, more exercises will be presented to the student and more time will be spent. The continuous evaluation of the teachers of this course requires teachers to constantly familiarize themselves with educational technologies and new teaching methods. The continuous evaluation of the curriculum and education content for media literacy curriculum, according to the daily progress of information and communication technology tools, is one of the basic issues that have been paid attention to in this program.

Also, in the second grade media literacy curriculum model, it was stated that the grouping for media education should be based on the individual characteristics of students (including needs, interests and cognitive competence based on thinking levels and level of awareness) as well as social/emotional characteristics of students. This part of the research is in line with the findings of Abedi et al.'s (2020). In the grouping of students for media literacy training of second grade students, teachers should facilitate and accelerate learning by evaluating the individual and social/emotional characteristics of each student, by making them participate in heterogeneous groups (children with different abilities and experiences). This type of grouping prevents the students' failure, which is not only important in increasing the motivation of learning, but also facilitates the learning of media literacy, considering the high sensitivity of this age group

to failure. This issue has been emphasized in the form of personalized learning in the research of Abedi et al. (2020).

The resources and facilities required for the curriculum of the second grade of elementary school media literacy course include the continuous modification of the second grade of elementary school media literacy curriculum framework, the compilation of the second grade of elementary school media literacy textbook based on higher level documents, philosophy, principles of learning and according to local and regional conditions, providing facilities media education and educational assistance for the second grade students of elementary school including the compilation of story books based on media literacy and the provision of information processing tools and finally the development of research in the field of media education. This part of the findings was consistent with the results of Mahmoudi et al. (2019), Alimohammadi et al. (2019) and Kim (2018). A review of the studies in the field of media literacy have noted the lack of curriculum content in the field of media literacy. For this purpose, books based on media literacy and on the basis of higher level documents, philosophy, principles of learning should be compiled according to local and regional conditions. It is necessary to provide educational facilities and educational assistance in second-grade elementary schools. In this context, it is necessary to compile story books based on media literacy and provide information processing tools. It is recommended to design educational games based on media literacy and to use multiple simulation software that are appropriate to the content of media literacy.

Regarding the temporal and spatial conditions considered for teaching media literacy, temporal and spatial flexibility has been emphasized. This section is in line with the findings of Taherpour and Kouzepaz (2020) and Abedi et al. (2020). In explaining these findings, it should be said that media literacy is not a process that is limited to a certain time and place or that it is assumed to be a fixed phenomenon, but a lifelong process that is constantly changing and transforming (Taherpour and Kouzepaz, 2020). In addition, second-grade students have too much mental and physical activities, so the teacher can use any time and place to teach media literacy to this group.

The results obtained in the validation section of the model, using the opinion of experts in the field of curriculum planning, showed that setting the goal of achieving Iranian-Islamic media culture is agreed by 90% of experts in the field of curriculum planning and media literacy. Also, the empowerment of the second grade students of elementary school through increasing the awareness and modifying the attitude according to the principles of rationalism, strengthening the control of emotions and strengthening the social skills has had an agreement of over 80%, and only the integration of cognitive, emotional and social capabilities has an agreement of 70%. In addition, in the context of achieving the goals of empowering teachers of the second elementary school, strengthening the media literacy of teachers in general, specialized, ethical dimensions and building new media, strengthening the professional ethics of teachers and providing measures to improve teacher education were considered by most experts, in such a way that the agreement coefficients accounted for more than 80%. It should be noted that in determining the goals of the media literacy curriculum of the second elementary school, none of the identified components were removed based on the experts' opinions. About the media literacy curriculum model content in the second grade of elementary school, objective training of functional consumption in the dimensions of promoting media awareness (teaching access to how to use based on objectivity), strengthening media understanding (strengthening logical objective inference and software and hardware technical training according to the cognitive level of students), caring thinking, strengthening commitment and responsibility, strengthening motivation and active participation were approved by experts with agreement coefficients above 80%. Also, in the objective education of critical consumption, the dimensions of strengthening the ability to choose content in accordance with the logical and objective principles, strengthening the ability to analyze content according to the cognitive level, strengthening the metacognitive knowledge of students and determining and correcting the underlying values and ethics was considered necessary with agreement coefficients above 90%, by experts. Functional production-consumption training based on logical principles, through content production skill training according to the cognitive level, objective training for sharing ability, objective training for representation

ability, and the ability to constantly test products and explain the logic of those factors took over 80% and critical production-consumption education based on logical principles through the promotion of collective intelligence, social skills education through role playing and peer group, the ability to recognize reality and foster abstract thinking, and creativity and innovation education have been emphasized by experts. Among these, only collective intelligence has an agreement coefficient of 70% and other components have an agreement coefficient of 90%. The experts' opinions about the extracted teaching-learning strategies was also positive. In this regard, 80% of the experts emphasized on the continuity and stepwiseness nature of media literacy education, and 70% considered it very necessary to consider the family context in media literacy education. Reading aloud training, technology-based training with an emphasis on multimedia techniques, training based on new educational methods, construction-based training, psychological skills-based training, and game-based training all had the approval of 70% of experts. Also, more than 80% of experts agreed with the necessity of personalized learning and active learning of students. In the field of evaluation, the agreement coefficient was high and more than 80% of the experts agreed that the evaluation of students, teachers and curriculum content is very necessary. These results are also presented in the context of groupings in this model and 80% of experts agreed to consider needs and interests as well as cognitive competencies, social/emotional characteristics in teaching media literacy to second grade elementary school students. The required resources and facilities include the continuous improvement of the media literacy curriculum for the second grade of elementary school, the development of the media literacy textbook for the second grade of elementary school, the provision of educational facilities and media training assistance for the students of the second grade of elementary school and the development of research in the field of media education has an agreement of more than 90%. In the field of flexible time and place in the media literacy curriculum model, 70% of experts confirmed the necessity of paying attention to this issue. In total, 90% of the experts confirmed the desirability of the media literacy curriculum model for the second grade of elementary school. The results of this section showed the usefulness and implementation capability of the proposed model. In terms of the implementation platform, the proposed model can be used by the Ministry of Education.

On the other hand, the results of the quantitative section showed that the components whose CVR was 0.4 or greater and whose percentage of agreement was 70% or greater were considered as the main topics of the media literacy curriculum of the second grade of elementary school. The results of this section show the usefulness and implementation capability of the proposed model.

In the discussion of the research proposals, it should be stated that experts in the field of psychology and educational sciences are recommended to determine the evaluation element in the media literacy curriculum of the second grade of elementary school. Evaluation should be done at three levels: students, teachers, and the curriculum and educational content. In order to determine the evaluation element in the media literacy curriculum of the second grade of elementary school, evaluation should be done at three levels: students, teachers, and curriculum and educational content. Also, in developing the media literacy curriculum for the second grade of elementary school, grouping of individual and social/emotional differences should be done to facilitate the learning process of media literacy in these students by creating heterogeneous groups. On the other hand, they should design and revise the media literacy curriculum of the second grade of elementary school. Also, it is necessary to develop a media literacy textbook for this academic course, taking into account the cognitive and emotional development and the limitations of this academic course. Identifying needs and providing educational facilities and media educational supplementary materials is one of the most important basic measures in line with educational policies.

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