



## Reflections of New Communication Technologies on Undergraduate Curricula of Communication Faculties in Türkiye

*Yeni İletişim Teknolojilerinin Türkiye'deki İletişim Fakültelerinin Lisans Mükredatlarına Yansımaları*

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### ABSTRACT

The frequent use of artificial intelligence technologies, particularly in the field of communication, has reignited discussions about how communication education should be conducted. Both society and universities, which are units within society, must adapt to new communication technologies. Based on these requirements, the aim of this study is to examine how new communication technologies are reflected in the curricula of Communication Faculties in Türkiye and which courses are taught in this regard. This study, conducted using content analysis, was limited to all communication departments in state universities located in major cities in Türkiye. Therefore, 73 communication departments from 26 universities were included in the study. The study found that the number of courses considered to reflect new communication technologies across the faculties studied was 349. The most common departments were "Journalism, Radio, Film and Television, and Public Relations and Advertising". "New Media and Communication, Communication Design, and Digital Game Design" were relatively few in number due to their recent openings.

**Keywords:** Sağlık iletişim, yapay zekâ, bibliyometrik analiz, sağlık okuryazarlığı

### ÖZ

Yapay zekâ teknolojileri kullanımının özellikle iletişim alanında sıkça olarak kullanılması, iletişim eğitiminin nasıl olması gerekīiği noktasındaki tartışmaları yeniden gündeme getirmīstir. Yeni iletişim teknolojilerine hem toplum hem de toplum içerisindeki birim olan üniversiteler de uyum sağlamak durumundadır. Bu gereksinimlerden hareketle, çalışmanın amacı, yeni iletişim teknolojilerinin Türkiye'deki iletişim Fakülteleri'nin müfredatlarına nasıl yansadığını ve bu konuda hangi derslerin okutulduğunu incelemektir. İçerik analizi yöntemi kullanılarak yürütülen bu çalışma, Türkiye'de sadece büyük şehirlerde bulunan devlet üniversitelerinde bulunan iletişim fakültelerindeki bütün bölümler ile sınırlanmıştır. Bu anlamda 26 üniversitedeki iletişim fakültelerinde 73 bölüm çalışma dâhil edilmiştir. Çalışmanın sonucuna göre, incelemeye alınan fakültelerde yeni iletişim teknolojilerinin yansımaları olarak görülen derslerin sayısının 349 olduğu tespit edilmiştir. Araştırma kapsamında bölüm olarak bakıldığından en fazla bölümlerin, "Gazetecilik, Radyo Sinema ve Televizyon, Halkla İlişkiler ve Reklamcılık" bölümleri olduğu belirlenmiştir. "Yeni Medya ve İletişim, İletişim Tasarımı ve Dijital Oyun Tasarımı" gibi bölümlerin ise daha yeni açıldığı için sayılarının az olduğu görülmüştür.

**Anahtar Kelimeler:** İletişim Fakülteleri, müfredatlar, yeni iletişim teknolojileri, içerik analizi.

## Introduction

Today, every individual must learn about the opportunities offered by new communication technologies and take advantage of them. The intensive use of the internet in all areas has become a necessity beyond simply making work easier and faster.

The points that have shaped and transformed communication technologies (both past and present) have often come in unintended or previously unimagined situations between individuals and technologies (Castells 2001).

As technology reshapes the form of societies, it also changes the basic elements of communication. Moreover, as technologies transform new forms of expression, new forms of expression also trigger technological needs. However, technology also affects basic communication processes and products (Rogers & Thomas, 1997, p. 109).

These developments are also changing education and teaching processes. In particular, there has been an increase in courses covering concepts used in new communication technologies at universities. As the use of new technologies becomes more widespread, it is believed that these topics should be given more space in the curricula of Communication Faculties.

Communication education has been debated for years in terms of quality education by the media sector, academics, and Communication Faculty students, who strive to develop the best communication education curriculum that is useful for all stakeholders. On behalf of nearly all departments in Communication Faculties, there are different perspectives and practices regarding the weight of theoretical and practical courses in the design of courses and how these courses are taught. Generally, curricula are prepared with a more theoretical approach from an academic perspective, while also aiming to provide students with technical knowledge that is compatible with industry and employment expectations. For this reason, the applied curriculum and education system is also adopted and brought to the forefront. The media sector is frequently criticized by academic circles for ethical problems and the lack of an objective perspective. On the other hand, within the media sector, Faculties of Fommunication are the focus of criticism with their education structure that is far from the expectations of the sector and technical equipment. Although there are universities that adopt these two different perspectives separately, there are also Communication Faculties with a mixed curriculum that aim to train competent individuals in current applications as required by the digitalizing world and the media sector. These faculties offer a solid theoretical education by combining the two approaches (Üçler & Büyükçelikok, 2021, p. 1247).

The aim of this study is to analyze how the widespread use of new communication technologies is reflected in the curricula implemented in Communication Faculties in Türkiye and to investigate how many of these courses have been included in the curriculum. The study included all departments of communication faculties in state universities in major cities of Türkiye. Using the content analysis

method, 73 departments of Communication Faculties in 26 universities were analyzed. According to the research findings, 349 courses involving new communication technologies were identified in the Communication Faculties of state universities across the country. These courses were analyzed in graphs by categorizing them into various categories.

Previous studies examining the curricula of Communication Faculties have revealed curriculum issues and comparisons between certain departments, as well as research into whether the courses taught enable students to find employment in the media sector. Apart from these, there are studies on the reflections of digitalization on the curricula of "Journalism and Radio, Cinema and Television" departments. However, a more detailed study to the best of our knowledge examining all departments in the Communication Faculties of state universities located in all major cities of Türkiye has not yet been conducted. New communication technologies are a frequently discussed topic today, and this study is important because it fills this gap in the literature. Furthermore, as in the case of artificial intelligence, new communication technologies are constantly being discovered and must be learned. For this reason, this study is expected to guide the curricula of Communication Faculties, which are updated nearly every year.

## Theoretical Framework

### New Communication Technologies and Education

Today's communication technologies are also changing the way people and organizations communicate. There is now interactivity in the communication environment. In the internet environment, where immediacy and speed are extremely important, individuals can now communicate more intensively, especially thanks to new media tools and social media. Students and faculty members who use social media frequently communicate with each other, and thanks to the new communication applications offered by social media, messages can be quickly delivered to a wide audience. The new generation, which can also communicate via email outside of social media, can share information instantly with this opportunity. For example, while a faculty member shares changes in the course schedule with students via social media, students can also express their opinions, expectations, or problems regarding the courses or the faculty member on a common platform (Ilgaz Büyükbaykal, 2015, p. 638).

New communication technologies today affect every aspect of human life and create dynamic changes in society. In addition, these technologies affect all aspects of life. These effects are increasingly felt in educational institutions. New communication technologies offer both students and faculty more opportunities to tailor learning and teaching to individual needs, while society is also pushing educational institutions to prepare themselves for technical innovations (Mikre, 2011, p. 110). For this reason, educational institutions, especially universities, should

follow up on current information regarding these technologies in terms of both curriculum and building facilities.

It is very important for instructors and academics to use a variety of teaching methods. Students should also be guided to apply the new skills and knowledge they have learned. Therefore, instructors should engage students in inquiry-based and characteristic learning experiences designed to encourage critical thinking (Ismailova & Ergashev 2019, p. 5).

Faculty members and universities are the most fundamental part of the educational sphere of society. They have to work harder to advance the level of development of societies in every field. Talented academics can turn creative students into social workers, poets, politicians, philosophers, etc. who are useful for society. The rapid pace of technological developments has led to creative changes in individuals' lifestyles and demands. Educational institutions have recognized the impact of new technological tools on daily life and are striving to adapt classroom facilities to current conditions in order to constantly update their curricula in terms of educational technologies (Ratheeswari, 2018, p. 45).

As with all components of the social structure, educational institutions are also influenced by external factors. Advances in scientific and technical fields and developments in computer technology can be cited as one such external factor. Technological developments and globalization trends accelerate transformations in the structure of educational institutions, enabling the creation of different types of knowledge in educational processes and the use of new technical tools in acquiring this knowledge. Thus, education becomes more dynamic, transforming into an open system where the role of formal education diminishes, while the role of widespread education, which goes beyond standard educational environments, increases. Information technologies actively used in society have also become an integral part of training processes. One of the prerequisites for implementing large-scale training programs to comply with federal higher education standards for new generations is to establish knowledge and training areas in educational institutions (Gafiatulina, vd., 2020).

## Curriculum Planning

How is the curriculum defined? The curriculum is a system used in educational institutions that outlines the courses a student must take throughout their educational life. That is, there is no single area of inquiry within curriculum education. Curriculum planning addresses teaching and learning together; it is also a regulation that evaluates which courses should be taken, in what order, and using what methods (Egan, 1978).

Educational institutions have been criticized worldwide for years. A major criticism of educational institutions is that their curricula are too traditional and lack innovation, failing to keep pace with industry practices and trends in terms of content and presentation (Kulkarni, vd., 2018, p. 445).

The focus of such criticism is mostly on faculties of communication. Because in faculties of communication, students from all fields are taught how to use these technologies, where and how to apply them. Therefore, a communication curriculum cannot escape the demands of a globalized environment.

The necessity of keeping the curricula of Communication Faculties up to date can be ensured in two steps: Firstly, those who develop these curricula should question which communication forms and methods will be essential in the coming years, using a research-based approach. This questioning is necessary for both local communication objectives and socio-cultural and economic objectives on a global scale. Secondly, the question of whether existing theories of communication (whether theories of language, visual or multimodal communication) need to be fundamentally rethought and clarified is more pressing than ever. The internationalization and globalization of communication will require entirely new types of trends, skills, and attitudes, such as learning a sufficient number of languages or using new technical knowledge. If types and forms of writing reflect, encode, and embody the social structure and value structure of a place as much as spoken forms do, then curricula should also provide students with communication resources that reflect global requirements (Kress, 1996, p. 195).

Using digital tools, academics can conduct distance learning, communicate with students, and increase efficiency in education. Students can use digital tools and environments to access educational environments and advantages and to acquire knowledge. Therefore, it is known that all state and private educational institutions have changed in this direction and have even been forced to change. In this regard, it is observed that universities within educational institutions have taken appropriate steps in the digitalization process and have added courses covering digital topics to their curricula (Kaya, vd., 2022, p. 2).

## **Faculties of Communication in Türkiye**

Communication science, a highly interdisciplinary field, is also related to nearly every branch of the social sciences. For this reason, communication activities are very important in every branch of the social sciences. The emergence of normative sciences requires consensus, which is essentially a communication activity. In this context, communication sciences, an interdisciplinary field, constitute a fundamental area of the social sciences. With advances in communication tools, the fields of communication science have expanded and the areas of work for communication scientists have multiplied. After print, visual and audio media, digital media and its channels, called new media, constitute dynamic fields of study for communicators that change and transform almost every day. For this reason, graduates want to be educated in a system that keeps up with the times so they can use the knowledge they acquire during their studies in the industry (Tüzün, 2023, p. 71).

Communication Faculties in Türkiye generally include the departments of

"Public Relations and Advertising, Journalism and Radio and Television Cinema". In addition to these three departments, it is seen that new departments and programs have been opened, especially with the start of Communication Faculties in foundation universities. Following the opening of different departments and programs by foundation universities, different departments and programs were also opened in Communication Faculties within some state universities. In addition, Communication Faculties at foundation universities have also started to open programs that provide education in English (Büyükaslan & Mavnacıoğlu, 2017, p. 222).

Communication education in Türkiye, which started in the 1950s, was first provided by the "Journalism Institutes" and then by the "Press and Broadcasting High Schools". In 1992, Communication Faculties were established to meet the demands of media institutions and provide more specialized education in this field. Communication Faculties, initially established at state universities, were later opened at private universities as well. Thus, the number of Communication Faculties and students has increased. However, this increase has also brought with it various problems. The first of these is that students who have graduated from Communication Faculties are not being sufficiently employed in media organizations. To explain how this problem arose, communication education must be examined, and consequently, the curricula of the programs must be reviewed. The main issue of debate is whether the courses given in these faculties will be predominantly theoretical or practical (Altay & Kavuran, 2019, p. 1163).

Positioned as the continuation of former press and publishing schools, Communication Faculties have raised questions about whether they carry a specific mission, particularly as their numbers have increased in recent years. Issues such as the employment of qualified academic staff, the determination of educational standards, the quality of graduates, the quality of education, and the suitability of education to the demand for qualified labor in the sector are frequently discussed (Büyükaslan & Mavnacıoğlu, 2017, p. 221).

The question of what the orientation of university education in general and communication education in particular is or should be is one of the ongoing debates in academia. Despite the efforts of the industry and capital to shape the process in their favor, it can be said that an interesting identity crisis emerged when the resistance shown by academia to this process was combined with the wishes of the students. In this context, the relationship of Communication Faculties with the sector has been debated from the beginning, but considering its establishment and orientation, its relationship with the sector is inevitably prioritized to be compatible (Arik & Bayram, 2011, p. 84).

## Aim and Methods

This study aims to reveal the effects of new communication technologies on the curricula implemented in the Communication Faculties of state universities in Türkiye's major cities. All courses related to new communication technologies were

examined in these undergraduate curricula. The study examined information such as the number of departments in these faculties, the number of courses in question, the number of elective and required courses, and the topics covered in these courses. The reason for selecting only state universities for the research is primarily the need to impose a limitation on the study. In addition, the curricula of foundation and private universities were also examined before starting the study. It was observed that the curricula of the Communication Faculty at these universities already generally included a high concentration of courses related to new communication technologies. Therefore, since there was not much difference, a meaningful comparison could not be made. However, it was observed that the number of courses related to new communication technologies differed in the Communication Faculty curricula at state universities. For this reason, the study was limited to state universities only.

**The hypotheses of the study can be summarized as follows:**

-The Journalism Department is the most common department in Communication Faculties in Türkiye.

-The number of New Media, Digital Gaming, and Communication Design departments in Communication Faculties in Türkiye is lower than the number of other departments.

-Among the departments in the Communication Faculties examined, the Journalism Department offers the most courses related to new communication technologies.

-Due to the low number of departments such as New Media, Digital Gaming, and Communication Design in Communication Faculties, the total number of courses related to new communication technologies is also low.

-Within the scope of the research, courses related to new communication technologies in the curricula of departments in the Faculty of Communication can be grouped into categories based on their names.

In the study, data were obtained using quantitative content analysis, and qualitative assessments were subsequently made on this data.

Content analysis is a method that quantitatively and qualitatively examines verbal, written, and visual communication messages (Elo & Kyngäs, 2008). This type of analysis is frequently used in all fields with different research purposes and objectives. This method can be applied qualitatively, quantitatively, and in a mixed manner. It is suitable for using different analytical techniques to generate and interpret findings (White vd., 2006).

In the study, which used quantitative content analysis methods, the answers

to the following questions were included in the analysis:

-According to the 2024-YKS (Higher Education Institutions Examination) placement results in Türkiye, which departments in the Faculties of Communication in public universities located in major cities have admitted students?

-How are new communication technologies reflected in the curriculum planning of these departments and what is the number of such elective and compulsory courses in these departments?

Within the research, these courses were categorized as courses containing the words digital, new and social media, internet and web, artificial intelligence. In addition, the number of courses other than these words was analyzed as a separate category under the title of other courses. The reason for naming the categories this way is that these words often appear in the names of courses related to new communication technologies in curricula.

As part of the research, a complete list of courses related to new communication technologies has been compiled. Looking at this list, very few courses fall outside the naming conventions of these categories. These courses have been placed in the "other" category. For example, under the 'digital' category heading, only courses with the word "digital" in their title have been counted. In fact, the categories were created by grouping course names.

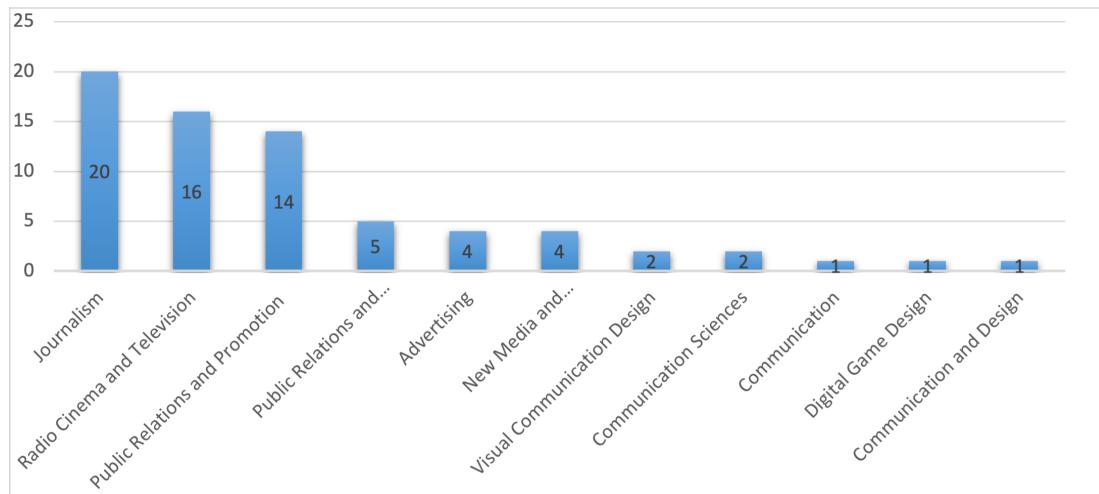
## Findings and Evaluations

The table below shows the universities analyzed and the departments in which students are enrolled. According to Table 1, the number of Communication Faculties in state universities located in big cities in Türkiye is 26. The total number of departments belonging to these faculties is 73. To determine whether departments are accepting students, numerical data from the 2024 Higher Education Institutions Examination (YKS) placement results were used (Numerical Information on 2024-YKS Placement Results).

The curricula of departments accepting students have been examined individually. In terms of course titles, it was observed that a total of 349 courses, 111 of which are compulsory and 238 of which are elective, are related to new communication technologies. These courses have been categorized and analyzed with graphs.

**Table 1:** Communication faculties and departments at state universities in major cities in Türkiye in 2024

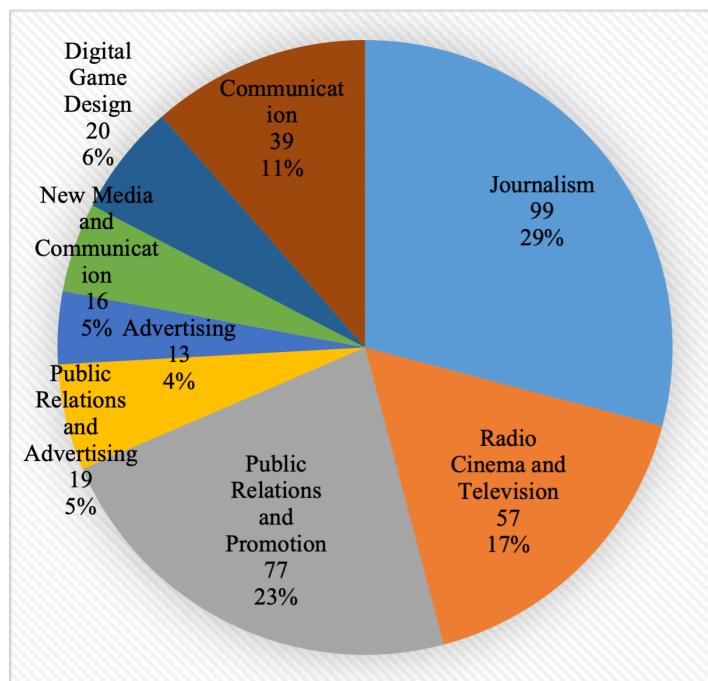
University	Departments			
“Akdeniz University (Antalya)”	“Journalism”	“Public Relations and Publicity”	“Advertising”	“Radio Cinema and Television”
“Ankara Hacı Bayram Veli University”	“Journalism”	“Public Relations and Publicity”	“Radio Cinema and Television”	
“Ankara University”	“Journalism”	“New Media and Communication”	“Public Relations and Publicity”	“Radio Cinema and Television”
“Atatürk University (Erzurum)”	“Journalism”	“New Media and Communication”	“Public Relations and Publicity”	“Radio Cinema and Television”
“Aydın Adnan Menderes University”	“Journalism”	“Radio Cinema and Television”	“Public Relations and Advertising”	“Visual Communication Design”
“Bandırma Onyedi Eylül University (Balıkesir)”	Public Relations and Advertising	“New Media and Communication”		
“Çukurova University (Adana)”	“Journalism”	“Radio Cinema and Television”	“Communication Sciences”	
“Dicle University (Diyarbakır)”	“Journalism”	“Public Relations and Publicity”	“Radio Cinema and Television”	
“Ege University (İzmir)”	“Journalism”	“Public Relations and Publicity”	“Advertising”	
“Erciyes University (Kayseri)”	“Journalism”	“Public Relations and Publicity”	“Radio Cinema and Television”	
“Galatasaray University (İstanbul)”	“Communication”			
“Gaziantep University”	“Journalism”	“Public Relations and Advertising”		
“Hacettepe University (Ankara)”	“Communication Sciences”			
“Hatay Mustafa Kemal University”	“Journalism”	“Public Relations and Publicity”	“Radio Cinema and Television”	
“Inönü University (Malatya)”	“Journalism”	“Public Relations and Publicity”	“Radio Cinema and Television”	
“İstanbul University”	“Journalism”	“Public Relations and Publicity”	“Radio Cinema and Television”	
“Kahramanmaraş İstiklal University”	“Digital Game Design”			
“Kocaeli University”	“Journalism”	“Public Relations and Publicity”	“Advertising”	
“Manisa Celâl Bayar University”	“Public Relations and Publicity”			
“Marmara University (İstanbul)”	“Journalism”	“Public Relations and Publicity”	“Radio Cinema and Television”	
“Mersin University”	“Journalism”	“Radio Cinema and Television”		
“Ondokuz Mayıs University (Samsun)”	“Journalism”	“Public Relations and Publicity”	“Communication and Design”	
“Pamukkale University (Denizli)”	“Public Relations and Publicity”	“New Media and Communication”		
“Sakarya University”	“Journalism”	“Radio Cinema and Television”	“Public Relations and Advertising”	
“Selçuk University (Konya)”	“Journalism”	“Radio Cinema and Television”	“Advertising”	
“Trabzon University”	“Journalism”	“Radio Cinema and Television”	“Public Relations and Advertising”	

**Chart 1:** Number of departments under review

According to Graph 1, the total number of journalism departments in all public universities in Türkiye is 20, which is more than any other department. The Department of "Journalism" is followed by the "Department of Radio, Cinema and Television" (16) and the Department of "Public Relations and Publicity" (14). The number of "Public Relations and Advertising" departments is 5, Advertising and "New Media and Communication" departments are 4, "Visual Communication Design and Communication Sciences" departments are 2 each, while "Communication, Digital Game Design and Communication and Design" departments are only 1 each.

In general, the Faculties of Communication at state universities in Türkiye show diversity in terms of departments. However, the most common departments are "Journalism, Radio, Cinema and Television", and "Public Relations and Publicity".

Today, in order to ensure widespread use of new communication technologies, there should be more departments such as "New Media and Digital Game Design". However, the current number of these departments in the Communication Faculties of state universities in major cities of Türkiye is only 5.

**Graph 2:** Ratio of courses according to departments

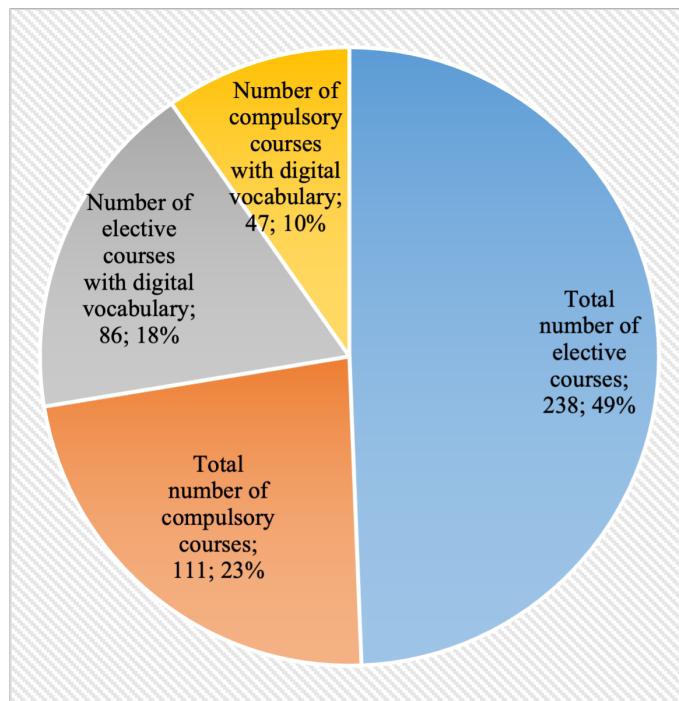
Looking at Graph 2, since most of the communication faculties have "Journalism, Radio, Cinema and Television, Public Relations and Publicity" departments, the number of courses related to new communication technologies in these departments is high. Among these three departments, the "Department of Journalism" has the highest rate. Then "Public Relations and Publicity, Radio, Cinema and Television" departments come next.

After these departments, "Digital Game Design and New Media and Communication" departments, although fewer in number, have more courses on new communication technologies than other departments. This is because the words "new and digital" already appear in the names of these departments. Since the "Department of Advertising" is present in only 4 universities, the number of courses is also lower than the other departments. Finally, in order to present a valid value, the course numbers of the departments of "Communication Sciences, Communication, Communication Sciences, Communication and Design" were combined and counted under a single heading, "Communication". Since these departments are among the newer ones compared to other departments with lower rates, it is known that they offer more courses related to new communication technologies.

## Findings and Evaluations

### Number of courses containing the word digital

**Graph 3:** Number of courses containing the word digital



When the curricula implemented in the Communication Faculties of all state universities in Türkiye's major cities were examined, it was determined that the number of courses containing the word "digital" was the highest among the categories, with 133, compared to other categories. Of these courses, 86 are elective courses and 47 are compulsory courses. When we look at the courses containing the word digital, we see that they are very diverse. There is a course with the word digital in almost every department.

For example, there are courses such as Digital Advertising in advertising departments, courses such as "Digital Media, Digital Journalism in journalism" departments, and courses such as "Digital Cinema, Digital Media Applications in Radio, Cinema and Television" departments. Although the number of "New Media and Communication and Digital Game Design Departments" is low, it has been determined that they include more courses that use the word digital compared to others. "The Digital Literacy" course is among the courses available in almost all universities and departments.

In current usage, digital literacy is generally defined as the minimum level of skills required for users to effectively use computer tools or access basic information (Buckingham, 2015: 23). As a necessity of our age, it is important to include these and similar courses in undergraduate curricula.

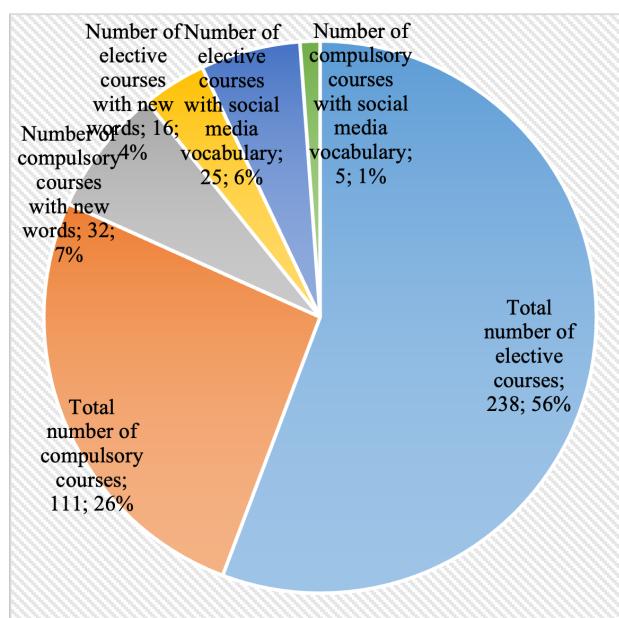
When we look at the content of the courses that use the word digital, we see

that general information is given on topics such as "Advertising, Journalism, New Economy, Technological Determinism, Interactive Environments, Content Management in New Media and the Future of New Media in New Media Environments".

#### **Number of courses containing the words New and Social media**

When considering courses containing the word "new," there are 48 courses in total, 32 of which are required and 16 are elective. The number of courses containing the word "social media" is 30, 25 of which are elective and 5 are required.

**Graph 4:** Number of courses containing the words new and social media



"Social Media" refers to internet applications that enable users to create profiles and gain visibility, offering functionality to share websites, connections, groups, chats, and profiles. Social media includes "social media sites" or information technologies that facilitate interaction and networking. However, it is well known that Web 2.0 technology is a significant resource in the development and widespread use of social media (Wolf, Sims & Yang, 2018).

Digital newspapers, magazines, Internet-enabled television and radio, cell phones, billboards, personal computers, the "World Wide Web" and e-mail, tools used to transfer information on the Internet or within the media are considered new media (Crosbie, 2002).

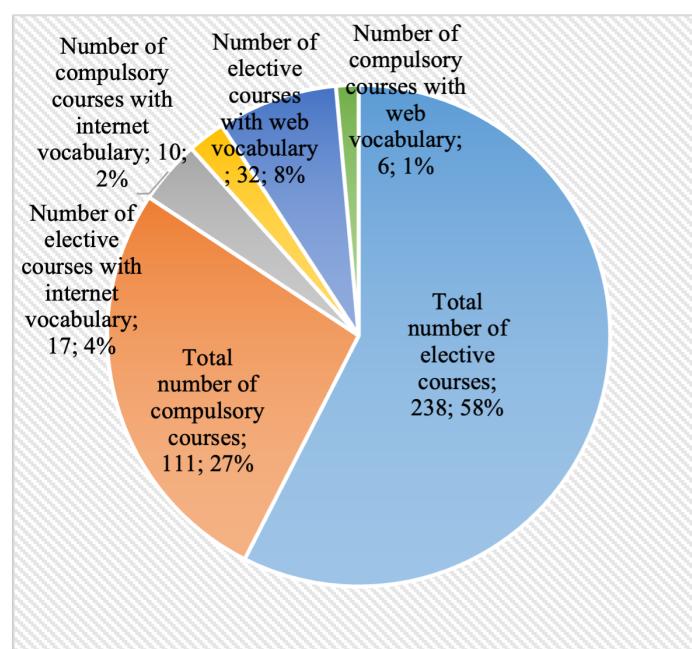
Especially in the "Department of New Media and Communication" and the "Department of Journalism", the number of courses containing the word new is higher than in other departments. For example, courses such as "New Generation Journalism Practices, New Media and Ethics" are taught in "Journalism Departments", while courses such as "Data Mining in New Media, New Media and Social Movements, New Media Practices" are included in the curricula of "New Media and

Communication departments." Only a few universities have "New Media and Communication Departments", and some universities have not been able to accept students because these departments have just been opened.

Although there are a small number of courses containing the word "Social Media in the departments", there are various titles as names. For example, there are courses such as "Social Media and Marketing, Social Media and Content Production, Social Media Campaigns."

### **Number of courses containing the words New and Social media**

**Graph 5:** Number of courses containing the words Internet and Web



When the curricula of the Communication Faculties of the state universities were examined, it was determined that there were 10 compulsory courses and 17 elective courses in which the word 'Internet' was mentioned. On the other hand, while the number of elective courses in which the word "Web" is used is 32, the number of compulsory courses is only 6.

When looked at the number of courses, it is seen that the courses that include the words "Internet and Web" are mostly among the elective courses in the curriculum. In this context, these courses can be considered among the courses that students can take whenever they want.

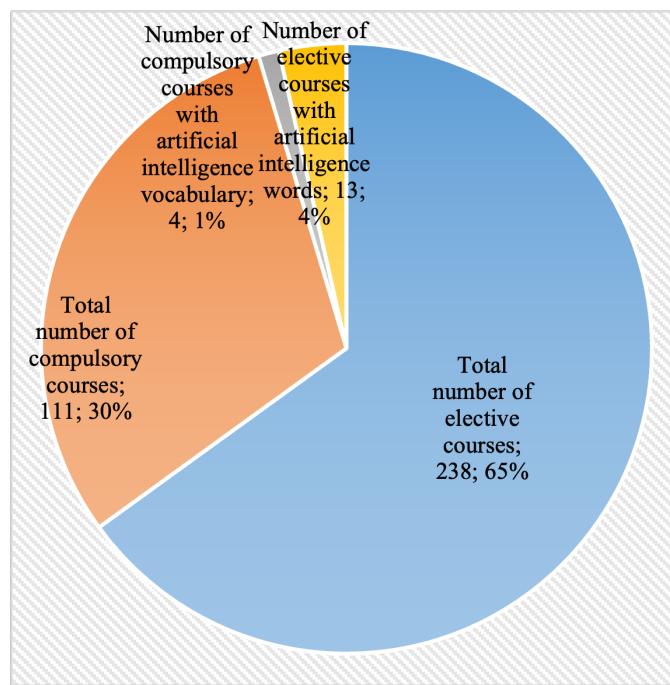
In the curricula examined, although the courses with the word Web are generally named "Web Design, Web Programming, Web Design Applications" courses were also encountered. Courses with the name Internet are included in the undergraduate curricula as "Internet Journalism and Internet Programming in Journal-

ism and New Media and Communication departments, Internet Television in Radio Cinema Television departments, and Internet Advertising in Public Relations and Advertising departments."

In the course contents of the courses that include the word "Internet and Web", information is given about making a Responsive Web page using HTML (Hyper Text Markup Language), making a commercial web page ready for presentation, Internet programming. In addition, explanations and applications are made about the content of mass media on the Internet.

### Number of lessons containing Artificial Intelligence words

**Graph 6:** Number of lessons containing the word Artificial Intelligence



Today, artificial intelligence tools are frequently used in mass communication applications. Therefore, it has become a necessity for university students to learn to use new mass media actively.

In the undergraduate curricula evaluated, as shown in Graph 6, the number of compulsory courses containing the word artificial intelligence was determined as 4 and the number of elective courses as 13.

Because the application of artificial intelligence is relatively new, it appears to have not yet been incorporated into undergraduate curricula. Furthermore, the "Algorithms and Programming" course is required in the "Digital Game Design Department" and is included in this category due to its relevance to artificial intelligence.

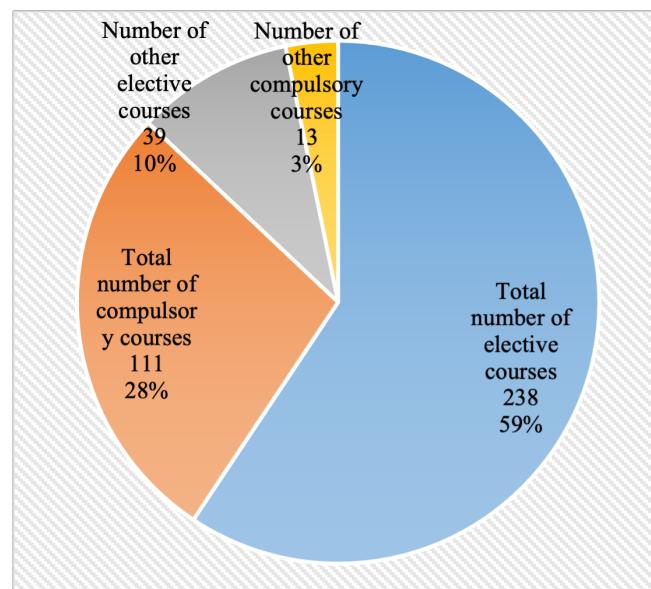
Despite the small number of courses, there are courses with the word artificial intelligence with different names in many undergraduate curricula examined. For example, courses such as "Introduction to Artificial Intelligence in Media and Communication, Fundamentals of Artificial Intelligence", as well as department-based courses such as "Artificial Intelligence and Advertising, Artificial Intelligence and Journalism" were seen in the undergraduate curricula examined.

Gaming can be a fun way to teach students in the undergraduate program of courses such as "Introduction to Artificial Intelligence". "Artificial Intelligence" can be taught to students in a fun way. For example, playing computer games with artificial intelligence content and showing it in practice can offer students a different way to learn applications related to artificial intelligence and facilitate students' learning (Zyda & Koenig, 2008).

The aim of the 'Introduction to Artificial Intelligence' courses is to provide students with introductory information about the methods and techniques in this field and to provide them with information on using artificial intelligence applications in solving practical problems.

### Number of Other Courses

**Graph 7: Number of Other Courses**



There are also courses with different names, albeit a small number, that are not included in the categories determined within the scope of the study. These courses are grouped under the heading "other courses." Within these courses, 39 elective and 13 required courses were identified.

For example, these courses include courses with various titles, such as Multi-

media Applications, Data Mining, and Contemporary Communication Technologies. Considering the 13% of the total, the graph suggests that this isn't a significant number.

## Conclusion

This study, which examined the curricula of all departments accepting students in the Communication Faculties of state universities in major cities in Türkiye, identified 76 departments across 26 universities. Furthermore, this study examined the extent to which new communication technologies are reflected in the undergraduate curricula of these departments, and identified a total of 349 such courses, 111 of which are required and 238 are elective.

Most of the debate surrounding how education should be conducted in Communication Faculties centers on the inability to decide whether the courses taught in these faculties should be application-oriented or theory-oriented (Josephi, 2009). As a solution to the debates on this issue, it is unclear whether applied and theoretical courses or courses aimed at academic development and career preparation should be given greater weight. However, there is agreement that these courses should ultimately be offered (Bromley, vd. 2001).

Another study reveals that journalism or communication education should be provided in two ways. First, this education must be provided without detaching from the realities of society. Because media professionals will serve society, they must understand society well and come from within society. Second, journalism should be treated as a separate field of study, and established methods such as content analysis, case studies, surveys, expert interviews, and historical document research should be applied to prove any event (Deuze, 2006, p. 30).

The study also shows the number of departments in the Communication Faculties examined in graph form. According to Graph 1, the Journalism Department is the most common in the faculties examined. This department is followed by the Radio, Cinema, and Television Department. This shows that Faculties of Communication produce the most graduates from these departments.

The excessive number of Journalism Departments, which have a long history in our country, is frequently debated today. Many columnists bring up the negative situation of communication faculties in their columns and openly call for the closure of communication faculties. Alternatively, it is suggested that graduates of communication faculties seek employment in other sectors (Mısırlı, 2020, p. 60).

When we look at the proportion of courses that reflect new communication technologies within the scope of departments, again, since the Journalism Department is higher in number than others, the proportion of these courses has also increased at a high rate with 29% in this department. However, after that, Public Relations and Publicity departments come with a rate of 23%.hen we look at the proportion of courses that reflect new communication technologies within the

scope of departments, again, since the "Journalism Department" is higher in number than others, the proportion of these courses has also increased at a high rate with 29% in this department. However, after that, "Public Relations and Publicity Departments" come with a rate of 23%. Although the Radio, Cinema and Television departments are more numerous than the "Public Relations and Publicity Departments," the proportion of courses involving new communication technologies has been determined as 17%. This result also shows that courses in this sense are taught more intensively in "Public Relations and Advertising Departments."

In addition, the courses in question were examined under 5 categories in the research: digital, new and social media, internet and web, artificial intelligence courses and other courses.

When the research results are examined, it is revealed that the rate of courses in which the word "digital" is used is 28%, and this rate is higher than the rate of courses in other categories. Accordingly, it is seen that the interruptions examined have replaced new communication technologies among existing courses, and more courses are held in digital environments.

When the rate of lessons containing the words 'new and social media' is considered, it is determined that the rate of lessons containing the word 'new' is 11% and the rate of lessons containing the word 'social media' is 7%. The percentage of lessons containing the word "new" is the highest, after those containing the word "digital." When examining the percentage of lessons containing the words "new" and "social media," 11% of the lessons contained the word "new," while 10% contained the word "social media."

According to the research, the rate of courses containing the word Internet was determined as 6% and the rate of courses containing the word web was 9%. When these rates are considered in relation to the rates of other courses, it is seen that these rates are low according to the research, the rate of courses containing the word Internet was determined as 6% and the rate of courses is 6%.

Finally, the number of lessons covered by artificial intelligence within the labels was also examined. The proportion of courses in this scope was determined as 5% in total. Since artificial intelligence applications are newly discovered today, they are not yet reflected in undergraduate curricula. Therefore, the rate is considered to be low.

The courses that fall outside of these categories are grouped under the other heading. It was determined that the proportion of courses in this scope is 13%.

According to the research result, when all the departments in the 26 Communication Faculties considered in Türkiye were examined, the number of courses considered as a reflection of new communication technologies was determined as 349 courses in total. This figure can be considered low in terms of access to new communication technologies, evaluation, and message production for the development of digital literacy. When it is accepted that the age of using a mobile phone and watching videos and photos from the Internet is 4, undergraduate stu-

dents are expected to have more knowledge about new communication technologies. Therefore, it is recommended that more courses of this type be added to undergraduate curricula. For this reason, it is recommended that such courses be added to the curricula of departments within the Faculty of Communication in particular. Furthermore, as new communication technologies develop, these faculties should update their curricula, taking into account the views of the industry, students, and graduates.

For example, artificial intelligence is used extensively by journalists in particular under current conditions. Therefore, courses related to artificial intelligence should be added to the Communication Faculty curriculum as compulsory and elective courses, and students should be informed about this subject (Baloğlu & Budak, 2025).

On the other hand, when updating their curricula, faculties should also review the curricula of the same departments at other universities and thus add different courses to their curricula by making comparisons.

This study differs from other studies examining Communication Faculty curricula in its more in-depth research. It is expected to guide future studies in this area. Furthermore, this study is also important in terms of Faculty members in Communication departments being informed when preparing or updating their curricula.

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