Student opinions on the place of digital media in history education[#]

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ABSTRACT

The age of digital media has gradually changed our habits of accessing information and the knowledge we have. The learning habits of students and the way they access information have also changed. Reflecting on this fact, the main purpose of this research is to determine the reflection of this change in history education and students. The main problem question of this study was "What are students' views on the place of digital media in history education?" The study group of the research consisted of 25 ninth-grade students who were determined randomly and on a voluntary basis. The researcher conducted this study in his/her classes. Therefore, he/she knew the students' educational and social backgrounds. However, since students from homogeneous classes with similar success levels and grade point averages were included in the study, according to the information received from other teachers, students' success level was considered equal in practice. Additionally, students are admitted to this high school, where the study was conducted, based on a national test. For this reason, the study was conducted with students with equal success levels. Study data were collected using a semi-structured interview form designed by the researcher. Firstly, what the students who made up the study group understood from digital media was questioned. Then, the place and role of digital media in history education were questioned, and the benefits of using digital media tools, such as software, digital photographs, digital images or videos, websites, social media, digital data, mobile applications, blog articles, and electronic books, newspapers, and magazines, in history education, were tried to be determined. Since instant access to information was considered the main goal, it was determined that students confirmed the accuracy of the information they got by asking their teachers. In this study, it was determined that students mostly used digital media to watch videos about course topics. Ease of access to information was seen as the most important benefit of using digital media tools in lessons. It was concluded in the study that encourages students to use their digital gains for their education rather than using them in an uncontrolled way would be important in terms of directing the utilization of time and energy correctly.

Keywords: Digital media, digital literacy, history education, history course.

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INTRODUCTION

People have reached a new era called the digital age, information age or technology age in the 21st century as a result of the changes in their knowledge. Today, there has been a very rapid change process in information and communication technologies. The developments in the means of communication have led to the metamorphosis of the media, and the traditional media has been replaced by this emerging digital media. While newspapers, magazines, radio, and television, which belong to the time of printed and analog communication technologies, constitute the traditional media (Adıgüzel,

2017), communication technology has been digitalized with the use of computers and network technologies in the media, and this has led to the emergence of digital media (Manovich, 2006).

Since there are no space and time limitations on digital platforms, access to information has become fast and consumption has become instant. Therefore, we have no chance to reject this digital life, which has become preferable. Every piece of information can now be accessed at any time, and this has brought along another problem, such as how to obtain the right

information in a fast-moving information flow. As a result of the prevalence of digital technologies in human and social life, the need for digital media literacy has emerged (Kellner, 2004). Digital media literacy is defined as skills required to have the digital competencies and expertise of the 21st century, use online opportunities at the highest level, and minimize online risks (Karaduman, 2019). Having digital media literacy skills provides individuals with some aspects, such as privacy, freedom of expression, Internet law, and information production and management (Arslan, 2015). The term "digital skills" refers to a range of different skills that are a combination of behaviors, expertise, know-how, work habits, character traits, dispositions, and critical understandings (UNESCO, 2017; Royal Society, 2012).

Depending on the change of time and conditions, individual and social needs and priorities have changed, and the skills individuals are expected to gain through education have also changed. The expectations of the new generation of students, who have been intertwined with technology since the day they were born and are called "digital natives" (Prensky, 2001), from learning, teachers, and teaching environments have also changed depending on technology. The use of technology for teaching purposes has become inevitable to respond to the learning needs of the new generation (Morgan, 2013; Vlieghe, 2013; Ardıç and Altun, 2017). With the use of developing technology for teaching purposes and the widespread use of the Internet, the concept of social media has entered our lives. The spread of the Internet has facilitated access to information at any time without any place or time restrictions, and it has begun to attract attention in education due to its student-centered approach (Orlanda-Ventayen and Ventayen, 2017; König and Bernsen, 2014).

Thus, learners have been faced with the concept of social media, which is defined as websites built based on Web 2.0 technologies that allow interaction (Aydın and Çelik, 2017). In recent years, social media tools, such as YouTube, Facebook, Instagram, WhatsApp, and Twitter, have started to be used widely in Türkiye by people of all age groups to access information (Thangiah, 2018; Demir and Kumcagiz, 2019). In particular, students of the digital age have started to use technology for very different purposes, such as doing research, learning, acquiring knowledge, creativity, innovation, career, and developing technology skills, as well as actively using technology in their personal lives. Students use technology not only as a socialization tool but also in learning activities (Ardıç and Altun, 2017).

One of the areas affected by social media has therefore been education. It can be said that the importance given to digital media and learning methods and techniques, which have an important effect on the permanence of learning with their features such as appealing to more than one sense, enabling active learning by doing and meeting the child's need for movement, has increased in recent years. Through the use of social media in history education, students can understand the nature of the discipline of history, the rationale for the creation of historical texts, and the history-writing processes of historians (Barton, Caswell and Jensen, 2010). In particular, the field of history, which operates on the basis of sources, evidence, libraries, and archives for accessing information, has started to provide source services on digital media in the face of these developments.

It is possible to talk about social media and digital literacy as a 21st-century reality in almost all disciplines. The educational dimension of digital media, which has such a wide field of work, has also been the subject of many studies. In these studies, the advantages and disadvantages of digital media have been discussed in general (Ardıç and Altun, 2017; Taşçı Ağaoğlu and Durmaz, 2021; Konuk and Güntaş, 2021). The use of digital media tools in teaching and learning has also been discussed in these studies (Bennet et al., 2008; Yıldız, 2012; Ardıç and Altun, 2017; Konuk and Güntaş, 2019; Taşçı Ağaoğlu and Durmaz, 2021). Some of the studies on the topic have shown that digital media has a strong impact on education (Van Dijck and Poel, 2018), is useful for academic activities (Orlanda-Ventayen and Ventayen, 2017), has a collaborative structure (Tay and Allen, 2011; Orlanda-Ventayen and Ventayen, 2017), has a student-centered approach (Orlanda-Ventayen and Ventayen, 2017; König and Bernsen, 2014), provides peer support in learning (DiVall and Kirwin, 2012), enables socialization by providing an active learning environment (Ferdig, 2007), supports democratic education (Stoddard, 2014), contributes to citizenship education (Mitu, 2013; Pathak-Shelat, 2018), and increases students' academic success (Wang et al., 2013). Also, student participation during classroom activities, where students create digital media projects using historical images, has been investigated (Alexander, 2014), and it has been stated that students can gain knowledge, skills, values, and behavior by teaching almost every subject in history via social media (Okumuş, 2019).

One of the issues highlighted in these studies is that students have reservations about the reliability of the information they obtain through digital media tools (Lorenzo and Dziuban, 2006; Tonta, 2009; Konuk and Güntaş, 2019). There are also studies showing that educational historians are increasingly willing to use social media for networking and sharing, and in their studies (Rochez, 2015) and that teachers need to be educated on the use of digital media (Karaduman, Çengelci Köse, and Eryılmaz, 2017; Yaylak and İnan, 2018; Yaman, 2019; Çelik, 2019). The views of history teachers about the use of social media tools in history teaching (Barton, Caswell and Jensen, 2010; Okumuş, 2019) and that new methodological approaches in education should be developed and digital technologies should be used to further investigate the ways of teaching history with digital technologies (Toktamysov, Abdalkareem Alwaely and Gallyamova, 2022) have also been investigated.

This study aims to raise awareness that digital media can also be used in the teaching of history courses, which is a lesson full of abstract concepts, with new, student-centered methods, besides the existing teaching methods and techniques, by bringing a different perspective to the history course and to draw attention to

the importance of the ways of accessing information and questioning the existing knowledge. The study will contribute to individuals who study educational methods and techniques. In the age of digital media, students' educational habits and the way they access information have also changed. Based on this fact, this study was carried out to determine the reflection of this change in history education and students. Therefore, the main problem question of this study was "What are the students' views on the place of digital media in history education?"

To answer this basic question, answers to the following sub-questions were sought:

a) What is the student's perception of digital media?
b) What is the place of digital media in history education for students?

MATERIALS AND METHODS

Model of the study

This study was conducted to determine the reflections of the changing educational habits and ways of accessing information in history education and high school students in the age of digital media. Since this study, in which a semi-structured interview form was employed, reflected the place of digital media in history education through students' views, a case study approach, which is one of the qualitative research methods, was used. A case study allows for examining and exploring current and complex events or phenomena in their real environment in relation to contextual elements in a holistic and in-depth manner (Baxter and Jack, 2008; Cohen, Manion and Morrison, 2018; Yin, 2018). In recent years, the case study approach has been preferred in many studies on education due to its high potential to influence educational theory and practice with the results it reveals.

Study group

In this study, which was conducted using a qualitative approach, the most important criterion in the selection of participants was to ensure that students gained the digital competence included in the history course curriculum starting from the ninth grade. According to the curriculum, students should use digital resources and view them as teaching materials. Therefore, this study was conducted with ninth-grade students to determine the readiness level of students who had already been required to access resources in digital media to gain the digital competence defined in the curriculum. Therefore, this study was intended to reveal the dimensions of digital competence in students. The study group consisted of ninth-grade students of a high school in Turkey. A total of 25 students, including 13 girls and 12 boys, who were selected using the random sampling method and on a voluntary basis participated in the study.

In voluntary sampling, which is one of the most frequently used sampling methods in qualitative research, participants are recruited on a voluntary base. Therefore, the sampling method will be purposive voluntary sampling. In this study, in which subjects were also recruited using random sampling, the researcher received help from already selected participants to recruit others. Students from homogeneous classes whose success levels and grade point averages were close to each other were included in the study, based on the information received from the course teachers; therefore, the achievement levels of the students were considered equal. Additionally, the high school, where the study was conducted, admits students based on their scores from a national-level high school transition test. For this reason, the study was conducted with students with equal success levels. These factors showed the homogeneity of the study group in terms of school success. According to the information received from the school administration, it was concluded that the socioeconomic status of the students was also homogeneous. The sample size was determined by the number of interviews held by the researcher (Onwuegbuzie and Leech, 2007).

Data collection tool

The study data were collected in the researcher's classroom environment, where he/she was personally involved and had long-term interaction. Being in the study environment helps a researcher control his/her biases. Allocating enough time to collect data in this process allows the researcher to develop an in-depth understanding of the culture, language, or views of the group studied. Sharing the same environment also enables the establishment of a friendly and mutual relationship based on mutual trust and receiving accurate and complete answers (Streubert and Carpenter, 2011). In classes where mutual trust is established, students are thought to be sincere in their answers.

In the study, data were collected using a semi-structured interview form consisting of eight questions prepared by the researcher. This form was used to collect students' views on their perception of digital media, the reflections on the place of digital media in history education in students, their orientation to use digital media and the benefits of digital media in history education.

The questions that will be asked by the researcher are prepared in advance, and a form is created (Smith, 2003). This form is piloted to a different and small group before it is applied to the study group. According to the results, if necessary, some changes are made or new questions are prepared (Yıldırım and Şimsek, 2003). For this reason, the researcher conducted a preliminary interview with 10 of the ninth-grade students. The semi-structured interview form was prepared by two history educators (academics), who were experts in their fields, and one history teacher.

In this method, also known as expert review (Creswell,

2003), the expert looks critically into the processes from the research design to the data collected, their analysis, and writing of the results, and gives feedback to the researcher. It is conducted by an independent expert researcher/colleague who has little contact with the study participants, is familiar with the study method, and can make adequate judgments about comments (Streubert and Carpenter, 2011). Finalized following an expert review, this interview form consisted of three parts: a) perception of digital media; b) reflection of the place of digital media in history education in students; and c) general evaluation.

Data collection process

The Ministry of Education in Türkiye has determined the range of skills that students will need both at national and international levels and in their personal, social, academic, and business lives under the title "Turkish Qualifications Framework" in the high school history curriculum. Accordingly, the eight key competencies have been stated under the headings of communication in the mother tongue, communication in foreign languages, mathematical competence and basic competencies in science/technology, digital competence, learning to learn, social and citizenship-related competencies, taking initiative and entrepreneurship, cultural awareness and expression. Within the scope of digital competence, which is among these competencies, students are required to develop basic skills such as participating in common networks and communicating via the Internet.

Therefore, the ministry supports students' access to digital resources starting from the ninth grade. It recommends using materials available on EBA and similar digital platforms in history lessons. Accordingly, this study was conducted to question the digital media perceptions of ninth-grade students, who had just started high school education, and to determine the reflection of the place of digital media in history education in students. The study was designed to cover one lesson time while studying the topic "History as the memory of humanity" in the first unit titled "History, Time, and Human."

History textbooks have an interactive teaching design. During the promotion of the course and the book, students have been shown a QR code to access additional resources, such as interactive books, videos, audio, animations, applications, games, questions, etc. The address of the application extension, located in the same place, has also been shown so that it can be used during the course. Students have also been given the message that digital tools can be used in the classroom environment. There are QR codes presented to students' attention within the learning objectives section. Figures that served the science of history have been listed from past to present, and students have been asked to study these historical figures using digital media tools. There is a section at the end of each topic directing students to search using a digital tool as an assignment. No address has been given to students to do this. There is a question about this in the activity form to be completed at the end of the lesson. The course syllabus continues in this way by using the digital form of the textbook on the interactive whiteboard. The content of the course has been enriched with activities on the Ministry's application page, and examples of how digital media tools can be used effectively in the classroom environment have been provided. At the end of the sample application lesson, the form prepared by the researcher was shared with the students. They were asked to be honest and sincere in their answers and informed that their answers would remain confidential, there would not be any grades in return, and that the data would be used anonymously in a scientific article.

Research results

In this study, the websites and digital networks that students frequently used were also questioned. With the age of digital media, our habits of accessing information and the knowledge we have are gradually changing. Individuals have developed a habit that is focused on obtaining information only at the "moment" when needed, and the ways of obtaining information have also changed. Information has now turned into a commodity that is consumed rapidly and then leaves very shallow traces.

In the first part of the research, it was tried to determine the students' perception of digital media. According to the results, students evaluated digital media as a virtual platform that provided access to information. As can be seen from the responses, their knowledge of digital media was quite inadequate. Students had reservations about the reliability of the information they obtained through digital media tools. Those who resorted to traditional methods to ensure the reliability of information found it more appropriate to ask their teachers and families and compare it from books. Based on students' responses, it was concluded that they mostly used digital media for education. The number of students who saw it as entertainment and leisure activity was similar to those who utilized it for following news. Very few students stated that they used it for socialization and communication purposes. Students who thought digital media tools needed to be a part of history education stated that when they could not understand a subject in the class or they needed to reinforce it, they always watched lecture videos. Learners of the digital age find written texts boring. Instead of going to the library and browsing through books, they prefer easily accessible digital media tools. The study also revealed that teachers used digital media tools only when necessary.

Data analysis

A semi-structured interview form was used to collect students' opinions about the place of digital media in history teaching. Themes were elicited from the data obtained from students' answers to the interview form, and they were explained based on the literature. The data obtained from the interview form were subjected to

content analysis. The answers given by the 25 students participating in the research were compared and analyzed descriptively. They were analyzed and tabulated according to their frequencies.

One of the steps that must be taken to ensure validity and reliability in qualitative research is to consult experts. This study was presented to approximately 20 to 25 people at EYFOR 2020. Discussions and suggestions after the presentation were taken into account as participant confirmation (Erlandson, Harris, Skipper and Allen, 1993), and the analyses were revised. The findings section of the study was prepared in light of the resulting feedback. The questions used during the analysis process for auditing were written verbatim in the findings section. Since the general aim of the study was to obtain student opinions, no examination was performed in terms of various variables. Therefore, students' gender was not stated; they were shown as student 1, student 2, etc. Students' answers were explained through themes. The findings of the study included participants' statements (Lincoln and Guba, 1985; Streubert and Carpenter, 2011). The answers to

the questions in the interview form directed to the students were analyzed and tabulated according to their frequencies. In the findings section, necessary explanations were made by presenting the comments obtained based on the problem and sub-problems of the research. The study was finalized and reported in accordance with scientific research methods.

RESULTS

This section includes findings about students' evaluations of digital media obtained using the semi-structured interview form. The interview form consisted of three parts, namely students' perception of digital media, the place of digital media in history education, and a general assessment. In the first part, three questions were asked to the students. The first question was "What do you think is digital media literacy?" Students' answers to this question are presented in Table 1.

Table 1. Students' definitions of digital media literacy and their frequency distribution.

Categories	Participants	f
It is a virtual platform that provides access to information.	S2, S3, S5, S6, S9, S10, S13, S15, S19, S20	10
It is the conscious use of technology.	S1, S4, S7, S12, S14, S18, S21, S25	8
Having knowledge of digital media	S8, S11, S22, S23, S24	5
No idea	S7, S16, S17	3

As seen in Table 1, the most common answer given by the students to the question about the definition of digital media was (f = 10) "It is a virtual platform that provides access to information." This answer was followed by "conscious use of technology" (f = 8), "having knowledge of digital media" (f = 5), and "no idea" (f = 3). Some of the student answers to this question were as follows:

S3: "Frankly, it is not a question that I have thought about before, but it is probably to have almost all kinds of knowledge about digital media and understand what it is." S22: "It is used for people who know digital life." S24:

"It may refer to people who are aware of the benefits of digital media and who evaluate and use these benefits." S5: "It is a virtual platform that enables us to access information." S17: "I have never thought about what it means."

The second question about students' perceptions of digital media was "How do you check the accuracy of the information you get from digital media?" Students' answers to the question about the methods of controlling the accuracy of the information they obtained from digital media and the frequency distributions are shown in Table 2.

Table 2. Methods of checking the accuracy of information and frequency distribution of the answers.

Categories	Participants	f
By asking my teachers or my parents	S2, S3, S5, S6, S9, S10, S19, S20, S21	9
By comparing it to various sources	S1, S4, S7, S11, S12, S13, S15, S22	8
By looking at other websites	S8, S14, S16, S17, S18, S23, S24, S25	8

The high number of students (f = 9) who asked their teachers or families to compare the accuracy of the information, despite being surrounded by digital media, was remarkable. Some students compared the information they found with various sources (f = 8) and looked into other websites (f = 8). Some of the students'

answers to this question were as follows: S2: "I ask for help from my teachers when I am confused." S21: "I ask people around me." S15: "I check the accuracy of the information by looking at it from many sources, not from one place, and confirming it with common opinions." S12: "By looking at other sources and comparing all of

them and reaching a common conclusion. My primary method of checking accuracy is comparing the information I find with books." S27: "I also examine books to reach a common conclusion." S14: "I visit reliable sites."

The last question asked in this section to determine students' perceptions of digital media was "What do you use digital media for?" Students' answers to this question are given in Table 3.

Table 3. Students' aims for using digital media and frequency distribution of the answers.

Categories	Participants	f
For educational purposes	S2, S3, S5, S6, S13, S15, S20, S21	8
For fun and leisure activities	S4, S7, S12, S14, S18, S19, S25	7
For reading the news	S8, S10, S11, S16, S17, S22, S24	7
For socialization and communication	S1, S9, S23	3

As seen in Table 3, students used digital media for educational purposes (f = 8), entertainment and leisure activities (f = 7), reading the news (f = 7), and socialization and communication (f = 3). Some of the students' answers to this question were as follows: S3: "To study during the distance education period and watch videos in my free time." S5: "I usually use it to gain knowledge, improve myself, and support my education." S19: "I use it for many purposes, but most importantly, to

have a good time, have fun, and spend quality time." S11: "I use it for reading the news." S30: "I use it for chatting."

In the second part of the research, the reflection on the place of digital media in history education in students was questioned. In this context, the first of the three questions asked to students was "Do digital media tools have a place in history education?" Students' answers to this question were given in Table 4.

Table 4. The place of digital media tools in history education and the frequency distribution of the answers.

Categories	Participants	f
Watching videos related to course topics	S2, S3, S5, S6, S9, S10, S13, S15, S20, S21, S22, S24	12
Watching historical movies	S1, S4, S7, S12, S14, S16, S17	7
Accessing visual sources on history topics	S8, S11, S18, S19, S23, S25	6

Students who evaluated the place of digital media tools in history education stated that digital media tools had a very significant place in history education because they watched videos related to course topics (f = 12). Also, they stated that they watched historical movies (f = 7) and accessed visual sources related to history (f = 6). Some of the students' statements were as follows: S13: "Digital media tools should be a part of history education because we can have one-on-one private lessons by using course videos that reinforce lessons. When I do not understand a subject in the class or I need to

reinforce it, I definitely watch videos about it." S22: "Yes, its use has increased more during and after the pandemic. When the lessons were not enough, I started using it more often." S25: "The subjects become clearer and more concrete with visuals." Students tried to explain the place of digital media tools in history education with these answers.

The second question of this section was "What is the aim of using digital media tools in history education?" Students' answers to the question and their frequency distribution are shown in Table 5.

Table 5. The aim of using digital media tools in history education and the frequency distribution of the answers.

Categories	Participants	f
To do a search on course topics	S2, S3, S5, S6, S9, S10, S13, S15, S23, S25	10
To access accurate information	S1, S12, S14, S16, S21	5
To watch videos about course subjects	S4, S8, S11, S20, S22	5
To read articles and books on legal websites related to course subjects	S17, S18, S19	3
To obtain preliminary information	S7, S24	2

As seen in Table 5, students used digital media tools in history education to do a search on course topics (f = 10), access accurate information (f = 5), watch videos on

course subjects (f = 5), read articles and books on legal websites related to course subjects (f = 3), and obtain preliminary information (f = 2). Examples of the answers

given by the students were as follows:
S6: "I use them to search for answers to questions that come to my mind or on historical subjects that I am curious about." S1: "I try to obtain accurate information as much as I can. I think I mostly use digital media for verifying information." S17: "I use them to read books and historical sources on legal websites." S8: "I use them to watch videos that will support course topics." S7: "I use them to obtain information about course topics or to access examples easily."

The last question in this section was "What websites do you use for history education?" Categories were created according to the answers given by the students, and their frequency distributions were determined (Table 6).

Table 6. Websites used for history education and their frequency distribution

Categories	Participants	f
YouTube videos about course topics	S6, S9, S10, S11, S16, S17, S18, S19, S20, S21	10
EBA (Education Information Network)	S2, S5, S8, S13, S15, S22	6
Websites on history	S1, S7, S23, S24, S25	5
Websites listed by Google	S3, S4, S12, S14	4

Students stated that they usually watched videos on YouTube (f = 10) as a digital media tool for history education. EBA (f = 6), websites on history (f = 5), and websites listed by Google (f = 4) were among the websites they used for history education. Some of the examples of the students' statements were as follows: S7: "I generally try to follow current issues related to history on websites about history." S12: "I use appropriate and reliable websites confirmed by Google." S15: "I use EBA, which is a useful website that allows students to both obtain and share information." S11: "I usually try to make up for my shortcomings by watching YouTube videos."

The last part of the interview form was the general evaluation section. In this section, students were asked two questions. The first one was "What is the benefit of using digital media tools in history education?" Categories were created according to the answers given by the students and their frequency distributions were determined (Table 7).

Table 7. Benefits of digital media tools in history education and their frequency distribution.

Categories	Participants	f
Providing ease of access to information	S2, S3, S5, S6, S13, S15, S19, S21	8
Movement of everything, including education, to digital platforms	S1, S7, S9, S10, S12, S20, S24	7
Reinforcing course topics	S4, S8, S11, S18, S23	5
Appropriate use of educational tools	S16, S17, S25	3
Concretization of abstract concepts	S14, S22	2

As seen in Table 7, students expressed the benefits of using digital media tools in history education as providing ease of access to information (f = 8), movement of everything, including education, to digital platforms (f = 7), reinforcing course topics (f = 5), appropriate use of educational tools (f = 3), and concretization of abstract concepts (f = 2). Some of their answers to this question were as follows. S1: "The number of people who refer to books or go to the library about history topics is very few, so digital media is at the forefront in every subject." S21: "It plays an important role because we cannot get every book or encyclopedia we want, or we cannot go and listen to history professors. In this sense, digital media gives us what we cannot obtain and allows us to obtain more information and also to access many different sources." S16: "Digital media is an important part of history education as in many other subjects because today, it is very important to access information instantly and confirm its accuracy. Therefore, digital media is an important part of history education." S14: "Historical documentaries improve history education because watching them is less boring than reading." S4: "History is not a course or event that can be learned from a single person or a single source, so digital media tools can be useful for history education."

The last question of the research was "Do your history teachers encourage the use of digital media tools in lessons?" which was asked to understand the attitudes of history teachers toward the use of digital media tools. Students' answers and their frequency distribution are shown in Table 8.

Students' answers about their teachers' use of digital media tools are given in Table 8. The distribution of students' answers was as follows: "Teachers frequently use them in lessons." (f = 9); "They only use them when necessary." (f = 11); and "They never use them." (f = 5). Some of the students' responses on this subject were as follows: S5: "I don't think everyone is as lucky as me and my friends. I think every teacher should use this facility in the education of their students." S11: "They almost ban digital media. They think we abuse them." S4: "They only want it to be used for doing searches when necessary, but not too much."

Table 8. Status of teachers' support for digital media use and frequency distribution of the answers.

Categories	Participants	f
Teachers use them only when necessary	S1, S4, S7, S9, S12, S14, S16, S18, S20, S22, S25	11
They frequently use them during lessons	S2, S3, S5, S6, S10, S13, S15, S21, S23	9
They never use them	S8, S11, S17, S19, S24	5

DISCUSSION

As a result of the study of high school students' views on the use of digital media tools, the following results were obtained.

The generation born in the 2000s and called Generation Z has entered the process of benefiting simultaneously from all the opportunities that have emerged due to the development of technology. In this period, when the information flow is very fast and almost all daily life is on social media platforms, the new generation needs to stay in the process by keeping themselves up to date. In this process, where those who do not follow the technology are pushed out of the system, even the establishment of a new world of digital media has come to the fore. In order not to resist this change and meet the learning needs of the new generation within the framework of what the age has brought, education has also had to update itself.

In the first part of the study, students' perception of digital media was determined. According to the results, students evaluated digital media as a virtual platform that provided access to information. As can be understood from the responses received, their knowledge of digital media was quite inadequate. Some studies conducted on this topic have shown that a road map can be drawn for students to gain media literacy skills by determining their current digital media perceptions (Tuncel and Gürsoylar, 2017). In addition, very few students defined digital media as the use of technology consciously and understanding digital environments. This result suggests that students need to take responsibility for the correct use of technology (Vlieghe, 2013).

Students' critical thinking skills were questioned by asking them the question "How do you check the accuracy of the information you obtain from digital media?" Students have reservations about the reliability of the information they obtain through digital media tools (Lorenzo and Dziuban, 2006; Tonta, 2009; Konuk and Güntaş, 2019). Students in this study stated that to investigate the reliability of the information, they referred to their teachers and families or compared the information with books, which are traditional methods. Some students compared various sources and looked at other sites (Haydn, 2017). It can be said that social media and other internet resources provide access to historical sources (Haydn, 2017), and this contributes to students' development of some skills specific to the discipline of history, such as evaluating historical evidence, seeing different perspectives, and realizing that there is no single truth in history (Haydn and Ribbens, 2017). Social media environments make significant contributions, such as enabling students to think like historians, evaluate historical figures, events, and ideas from a broader perspective, and create narratives ((Barton, Caswell and Jensen, 2010). In other words, through the use of social media environments in history teaching, students can understand the nature of the history discipline, have an idea about the logic of creating historical texts, and the history writing processes of historians (Barton, Caswell and Jensen, 2010).

Students' answers indicated that they mostly used digital media for education. The results obtained in this research are consistent with those found by Konuk and Güntaş (2019), Taşçı Ağaoğlu and Durmaz (2021), and Ardıç and Altun (2017). The use of online platforms, resources, and tools in history classes offers remarkable opportunities for teaching history (Pearcy, 2014). The number of students who saw digital media as an entertainment and leisure activity platform was close to the number of those who used it for reading the news. A few students stated that they used it for socialization and communication purposes.

In the second part, the place of digital media tools in history education was questioned. Students stated that digital media tools should be a part of history education and that when there was a subject that they could not understand in class or that they needed to reinforce, they always watched videos related to the topic. Learners of the digital age find written texts boring. While they generally prefer multimedia materials such as pictures, sounds, animations, and videos to obtain information, they also use digital media tools for doing searches (Ardıç and Altun, 2017). This result overlaps with the results of studies showing that technology is used for obtaining information (Bennett et al., 2008; Yıldız, 2012; Ardıç and Altun, 2017). Students in this study stated that they used digital media tools to support their lessons, but they could not give a convincing answer to the question of what websites they used. Students said that they generally watched videos on YouTube for their history education. EBA, websites on history, and those listed on Google were among the addresses they used for history education. Aleksandr (2014) investigated the use of a web-based mobile application. In their study on the academic performance of high school students who learned history through digital technologies such as AppsQuizlet and Virtual Reality Glasses 3D, Toktamysov, Abdalkareem Alwaely and Gallyamova (2022) concluded that it was necessary to further investigate the ways of teaching history by using digital technologies and that their findings could be used to improve the curriculum and teaching material. These results suggest that the addresses, websites, and digital tools that students can use in digital environments should be standardized through national and international studies.

The new generation, called Generation Z, wants to access information instantly. In this way, the problem that exists at that moment is instantly resolved. Here, the important thing is not to learn the answers to questions asked but to meet that momentary need. Therefore, instead of going to the library and reading books, they prefer easily accessible digital media tools. Students stated that digital media tools had a very important place in history education and that they used digital media tools to watch historical movies and access visuals about history subjects. It is seen that a lot of potentially useful materials and visual resources have become accessible, especially for history lessons, thanks to the Internet (Stradling, 2003; Pearcy, 2014). This result is also consistent with the results of studies conducted on this topic (Tonta, 2009; Yıldız, 2012).

Students' responses to the question "What is the purpose of using digital media tools in history education?" were that they used digital media tools for doing searches for history topics, accessing accurate information, watching videos on the subject, reading articles and books on legal websites related to history subjects, and obtaining preliminary information. Students mentioned the benefits of using digital media tools in history education under some headings, such as providing ease of access to information, moving everything including education to digital platforms, reinforcing course subjects, using educational tools for their intended purpose, and concretizing abstract concepts. According to the literature, digital media tools are also preferred to answer students' questions about history, memory, and identity (König and Bernsen, 2014).

In the general evaluations section, which is another dimension of the study, teachers' attitudes toward the use of digital media were questioned. When teachers recommend and implement something, students will have a tendency toward it. In addition, since students still ask their teachers to confirm the accuracy of information, they are affected positively or negatively by everything that teachers do. In the study, it was concluded that teachers used digital media tools only when necessary. For students to develop digital literacy skills, teachers must have a good command of the subject and be willing to use them in their lessons. This result is consistent with the results of studies on the subject (Tepe and Çelik, 2021; Yıldırım, 2017). Tay and Allen (2011) emphasized that although educators believed that social media environments needed to be used more in teaching processes, they also stated that these environments would not produce reliable and desired results if they were not developed pedagogically. Orlanda-Ventayen and Ventayen (2017) determined that social media was an alternative teaching facility and teachers positively evaluated education provided through social media environments, was beneficial in academic activities, increased teacher-student and student-student interaction, and enabled student-centered learning. Rochez (2015) revealed that educators were increasingly willing to use social media to network and share things and promote their own and others' studies.

As a result, while students preferred using digital media tools to access information, they did not prefer a certain standard digital tool to do it, they followed their existing habits, and they wanted to question the accuracy of the information they encountered, which showed their critical thinking skills, and they were concerned about the accuracy of the information they obtained due to so much information on the Internet. It was determined that when there was a subject that they did not understand in class or that they needed to reinforce, they preferred watching videos on that subject, and they preferred digital media tools while watching historical movies or searching for visuals on history topics more easily. In addition, it was determined as another result of the study that teachers were not yet at the desired level in using and encouraging digital tools.

The accuracy of information can be controlled to reduce information pollution on digital media tools. Certain websites can be used and encouraged in educational institutions to avoid information pollution. Studies can be carried out to show that not all information on digital media is correct and that the use of information on these platforms needs a critical approach. Educational environments that allow the use of evidence in education can be organized. It is a fact that what the age brings cannot be resisted.

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