

COMMUNICATION EDUCATION IN MODERN AGE: CONTEMPORARY REQUIREMENTS

Prof. Dr. Sedat CERECİ
Mustafa Kemal University
Communication Faculty
31030 Hatay- TURKEY

Abstract

This study investigates character of communication education, and evaluates communication need of people, and handles relation between communication and contemporary requirements, and emphasizes contemporary requirements on communication education. Industrial Revolution and technological developments also contributed communication technics and proved numerous technological facilities for communication. Education in the world also use developed technology in any department and communication education especially necessities high technological facilities in schools. Many high schools and universities have communication departments and most of them use contemporary technological facilities, but they are not sufficient. Communication departments in educational organizations in Turkey have computer classrooms and monitors and cameras and microphones and telephones and different softwares and others. But despite all this, technological facilities and teaching methods are not sufficient because of contemporary developments. Technology develops rapidly due to hopes of people and technological facilities in education can not catch developments and people always hope more.

Keywords: Communication education, technology, contemporary requirements, technics.

INTRODUCTION

Time passed quickly and almost everything has changed in the world. People moved from rural to urban and left most of their traditions and people have adopted a modern style (Stimeling, 2012: 24). Economical approaches and production changed and culture changed due to economy after Industrial Revolution. Urban areas provided people many different facilities and taught modern approaches (Bellion, 2010, 22). People have never given up education because of necessity of education and always found technics and instrument for education. Modern age needed new instruments and people developed new tools for modern education too (Steel, 2013, 471). Governments also planned educational policies and provide modern education facilities for people.

Communication education contains to create a modern communication concept and routing the communication process, and to acquire skills to deal with communication problems, and to target communication to be successful in all areas of life, and to use the most available technology to communicate in modern age (Lin and Ha, 2009: 581). Effective communication is necessity of modern age because of modern business conditions and modern life style and effective communication is necessity of modern social conditions and and it is necessary for social cohesion (Randall and Graffagnino, 2012: 730). Effective communication is especially necessary for economical organizations in modern age in which economy is the first dynamic of the world.

Because of the importance and necessity of communication, people expect to learn about communication and they want to use modern technology to communicate. Many people have communication technologies like mobile telephones or like computer or like different softwares, however students and officers and workers and all people want to use communication technologies in optimum manner (Kwilecki, 2009: 124). Communication technologies are especially used in education and in health and in transportation and in security and in banking and in journalism and in social media and in shopping and etc. (Bach, 2013: 257). People try to learn news via online methods and many people use internet to send message and to receive message in modern age.

Information and communication technologies that provide to create knowledge and to reach information are the most popular instruments of modern age. Information and communication technologies are all kinds of audio, visual, print and writing instruments and they are main components of contemporary development (McMahon and others, 2014: 261). Many people use computer and television and camera and telephone and printer and monitors and modem and imaging systems and GPS systems and other for their works and for their daily lives and for their education. Communication education became more important due to technology use and due to global conditions in modern age recently.

There are almost 200 universities and almost 11 thousand high schools and there are communication departments more than 60 faculty in Turkey. There are journalism and radio and television and cinema and public relations and advertising and visual design departments at high schools and at communication faculties and well-educated teachers teach in educational organizations. High schools and universities have many technological facilities for communication education and they try to follow contemporary developments but contemporary conditions develop faster than educational developments (Stambach and others, 2011: 466). Contemporary conditions change due to political plans and economy changes form due to policy and technology develops due to economical plans and people change their lives due to technology. Meanwhile form of education and techniques in education naturally change and trainers have difficulty (Zhang, 2012: 415). Beside trainers educational organizations and administrators difficulty on contemporary technology because of financial problems.

Financial lack is one of the reasons of technological lack in education but it is not unique reason. Spiritual lack of administrators of educational organizations on technological developments and necessity of technology in education are other reasons and there are a great number of untrained administrators in underdeveloped countries (Kansanen, 2002: 433). Untrained teachers and administrators are always problems everywhere and governmental and non-governmental educational organizations sometimes neglect training of teachers and administrators (Akyeampong and others, 2006, 168). Untrained teachers and administrators naturally prevent well education.

COMMUNICATION EDUCATION METHODS

The most developed societies and governments realized importance of communication education in modern age and most of them arranged their education methods due to contemporary conditions. Since the field of communications is so broad, there are many career opportunities available for international students studying in the top communications schools in the US. With the newest technology, top ranked professors and a country in which media is at the center, international students seeking to study in the best schools for communication can discover a wide range of opportunity (<http://www.internationalstudent.com/>, 2016). Communication education requires many modern techniques and approaches in modern age.

One of the biggest challenges instructors face in the 21st-century college classroom is the struggle of retaining student interest and engagement while students remain connected to the outside world through their mobile devices. Instructors across institutions of higher education are faced with decisions of whether to allow electronics or institute no-electronics policies in order to create student-centered learning classrooms (Curzan, 2014). It is a common occurrence to observe students who are physically present, yet mentally preoccupied by noncourse-related material on their mobile devices. As mobile devices have deeply saturated the college student population, this problem will likely continue to pose a significant obstacle for faculty (Kuznekoff and others, 2015, 358). Mobile devices and other technological products are especially attractive to next generation, teenagers and students in university because of their interests.

Modern life can not be evaluated without modern technology because of common technology use. Among the social changes of the past decade, perhaps none is so ubiquitous as the reconfiguration of

interpersonal relationships by mobile communication technology. Moreover, college students lead other demographic groups in their level of engagement with social communication technology, and instructors have responded with concern about the effect technology access has on student learning. Instructional communication research supports their concerns, with mobile communication use associated with decreased cognitive learning, and lower final course grades (Ledbetter and Finn, 2015, 6). Contemporary conditions conduct people to use technology and technology develops due to people orientation.

Communication education was applied in traditional methods for a long time but conditions changed day by day especially since Industrial Revolution and approaches also changed. Education contains contemporary components and contemporary tools and contemporary methods in modern age any more. Modern communication education contains classical communication process and also information and creating message and announce the message and also creating public and also to persuade people and also affect the world public and also use the technology efficient manner (Lentz, 2014, 196). Communication education also contains psychology and sociology and international relations and electronics and naturally contemporary information because of character of communication (Fortunato and others, 2013, 167). Modern communication education also contains behavioral science because of humanistic character of communication.

Effective communication can ease difficulties and can gather support for an idea or for an approach. Therefore effective communication is preferred by administrators and by politicians and by manufacturers and by others who have large target. Effective communication provide people much gain and much prestige due to power of communication. Modern communication education examines details and key points of communication and shows ways of communication succeed and available technichs (Bugs and Crusafon, 2014, 382). Almost all countries are in information competition in 21.st century and all they heed information and communication education. Administrators provide large facilities for educational organizations and for training of trainers in modern age whose base is on information and on communication.

Communication education contains Language and Communication, and Communication Theory, and Communication Research Methodology, and Cultural Communication, and Organizational Communication, and Rhetoric and Nonverbal Communication, and Listenin and Digital Culture and Communication in some educational organizations and naturally use of communication technology (Dillon, 2004: 140). Contemporary communication education naturally contains conditions of sender and receiver and message and feedback in contemporary conditions too. Communication education also contains calculation of the input and output in communication process (Limburg, 2009: 68). Communication includes many complex components and communication eduaction contains many technical and cultural informations too.

Traditionally, instructional communication researchers have focused on investigating student characteristics, teacher characteristics, or the communicative interaction between teachers and students In order to develop a more comprehensive understanding of instructional communication, however, more recently researchers have extended the investigation of the learning process to include the communicative interactions that students have with one another. Despite the progress these studies have made in understanding student-to-student communication in the classroom, there remains much to be understood in terms of how students influence each other in the learning process. (Johnson and LaBelle, 2015). Communication education is distinguished from other educations because of its contemporary character. Contemporary communication education must be supported by technological facilities.

TECHNOLOGY IN COMMUNICATION EDUCATION

Some educational organizations provide their students technological facilities on communication and media education to train their students to contemporary conditions. Communication, Media, and

Learning Technologies Design (CMLTD) Program provides a cluster of degree programs for students seeking to develop leadership capacities in the use of information and communication technologies in education and society. The program applies to all subject areas and serves students, staff, and faculty members who share a commitment as educators to use digital technologies to improve education at all levels (<http://www.tc.columbia.edu/>, 2016). Many educational organizations are aware of that technology is base of modern age and communication in contemporary conditions.

Different technics are used in education because of necessity and technics changed when ages changed. Communication education begins literacy and understanding and technics and ways are shown to students (McGhie-Richmond and others, 2013: 228). Radio and television have been used widely as educational tools since the 1920s and the 1950s, respectively. According to trainers, there are three general approaches to the use of radio and TV broadcasting in education; direct class teaching, where broadcast programming substitutes for teachers on a temporary basis; school broadcasting, where broadcast programming provides complementary teaching and learning resources not otherwise available; and general educational programming over community, national and international stations which provide general and informal educational opportunities (Deaney and others, 2006: 472). Contemporary education mostly works on technology base and all educational organizations try to obtain technological facilities in possible opportunities.

Traditional technics changed into modern technics and traditional approaches changed into modern approaches in modern age and hope of people changed too. People began to live in a high rhythm world in modern age and fronted to gain much and to have much and left many humanistic values after Industrial Revolution and after urbanization. Communication methods and languages also changed and many different communication technics participated lives of people (Fassett and Nainby, 2016: 120). Next generation adopted contemporary technologies rapidly and others try. Communication education ease to adopt contemporary technics and use of contemporary technologies.

Technology naturally eases learning and naturally provide wide approaches to comprehend. Learning with the technology means focusing on how the technology can be the means to learning ends across the curriculum. It includes presentation, demonstration, and the manipulation of data using productivity tools, and use of curriculum-specific applications types such as educational games, drill and practice, simulations, tutorials, virtual laboratories, visualizations and graphical representations of abstract concepts, musical composition, and expert systems, and use of information and resources on CD-ROM or online such as encyclopedia, interactive maps and atlases, electronic journals and other references. Contemporary conditions naturally presents people many different facilities and ways to communicate (Kem, 2006: 203). Technological literacy is required for learning with technologies to be possible, implying a two-step process in which students learn about the technologies before they can actually use them to learn. However, there have been attempts to integrate the two approaches (Tinio, 2015: 15). Especially electronic technology eases communication education in schools.

Modern age presented people many information and communication facilities and people front to use them. Modern developments in information and communication technologies (ICT) provide exciting possibilities to enhance the quality of education. Interactive education software, open access digital libraries, and cheaper and more intuitive technology may facilitate new forms of interaction between students, teachers, education employees and the community and enhance the quality of education by making it more accessible (<http://download.ei-ie.org/>). Technology use in communication education is inevitable because of contemporary conditions and expectations, but all educational organizations can not afford for technology or some of them do not think that it is necessary (Chong and Druckman, 2010: 671). Many students use technology better than trainers in schools.

Developing technology presents contemporary world many different facilities and one of the facilities is digital technology. People have been living in a digital world since some time and people form their lives due to digital developments. Digital technology also eases individual communication and mass

communication and numerous messages are conveyed via digital technology (Rye, 2010: 88). Digital technology products and digital technology use must naturally be evaluated a matter of communication education in schools. People live in the midst of a period of dramatic global economic change, co-evolving with and fuelled by an equally dramatic technological revolution (Asselin and others, 2005: 804). The revolution forced all sectors to change and education changes as required. Communication education contains many different technological matters and facilities after the Revolution.

CONCLUSION

People have always fronted to live more comfortable and easier and developed their lives and invented many different tools and technics. People have developed not only physical inventions but philosophical approaches too. Education has developed due to conditions of time and many different educational methods were used in the past. Conditions changed educational methods and instruments and any age developed its own methods. Communication education was applied in traditional ways but it also changed due to contemporary conditions. Traditional communication instruments and technics were mostly left in modern age and technological methods replaced them. Many technological ways are used for communication in modern age and educational organizations necessarily have them and teach them to their students.

Communication one of the most necessity need of people and people have tried to develop different communication instruments and methods for a long time. People have always used their intelligences and developed technics for their lives and taught their children their technics. Any generation developed technics and changed the world with their technics and created revolutions and new styles. Economical conditions, and social life, and educational conditions changed due to developing technologies and education naturally had a contemporary form. Classical informations left their places to contemporary informations and contemporary technologies.

Communication is subject whose teaching is impossible without technological facilities. Because contemporary communication activities are completely based on technological base. Especially computer and digital technology are used much for communication and the schools that have communication departments absolutely have communication technologies to teach their students contemporary communication. Mobile telephones and cameras and monitors and computer and software and sender and receiver systems are main equipments of schools in modern age. Most of trainers are trained well about contemporary communication and communication technologies and trainers who are insufficient about contemporary communication technologies are continued to train. Firstly next generations and especially children and then most of people front to use communication technologies, and communication technology is necessarily used in business world, and people who are in education world use communication technology and many others use in modern age. Communication technology provide people many facilities to communicate and many other facilities to spend time. Therefore communication education is a necessity in schools and communication technology naturally has to be taught due to contemporary conditions because of much use.

BIODATA AND CONTACT ADDRESS OF AUTHOR



Sedat Cereci is professor Communication Faculty in Mustafa Kemal University .Studied radio and television broadcasting at Communication Faculty in the Universtiy of Istanbul between 1982 and 1986. He studied on documentary film at doctorate process at the University of Istanbul between 1988 and 1992. He works at magazines and at newspapers as journalist and as redactor and works at Yuzuncu Yil University as professor and teaches radio and television broadcasting. Wrote many essays, participated in conferences and in symposiums all over the world, worked in international projects, wrote for magazines and for websites. He was assigned as Dean of Fine Arts Faculty at Batman

University in 2010 and arranged a multilingual film festival in Batman. He studied classical Turkish music, composed songs in different forms and produced radio programs at TRT Istanbul Radio. He settled a multilingual music group who sings in 5 languages at Fine Arts Faculty and had concerts. He directed documentary films about cultural topics and participate in international film festivals. Beside directing documentary film, he wrote 19 books about communication, and television producing. He also takes photograph and had exhibitions in different cities.

Prof. Dr. Sedat CERECİ
Mustafa Kemal University
Communication Faculty
31030 Hatay- TURKEY
E. Mail: s.cereci@gmail.com

REFERENCES

- Akyeampong, K. and Pryor, J. and Ampiah, J. G. (2006). A Vision of Successful Schooling: Ghanaian Teachers' Understandings of Learning, Teaching and Assessment. *Comparative Education*, 42 (2): 155-176.
- Asselin, M. and Early, M. and Filipenko, M. (2005). Accountability, Assessment, and the Literacies of Information and Communication Technologies. *Canadian Journal of Education / Revue canadienne de l'éducation*, 28 (4): 802-826.
- Bach, A. and Shaffer, G. and Wolfson, T. (2013). Digital Human Capital: Developing a Framework for Understanding the Economic Impact of Digital Exclusion in Low-Income Communities. *Journal of Information Policy*, (3): 247-266.
- Bellion, W. (2010). Vision and Visuality. *American Art*, 24 (3): 21-25.
- Bugs, R. C. and Crusafon, C. (2014). The Construction of a Mediterranean Perspective in Media Policy: Common Values for Content Regulation in MENA and EU Countries. *Journal of Information Policy*, (4): 377-395.
- Chong, D. and Druckman, J. N. (2010). Dynamic Public Opinion: Communication Effects over Time. *The American Political Science Review*, 104 (4): 663-680.
- Communication, Media, and Learning Technologies Design Program.
<http://www.tc.columbia.edu/mathematics-science-and-technology/communication-media-and-learning-technologies-design/>. 04.02.2016.
- Deaney, R. and Ruthven, K. and Hennessy, S. (2006). Teachers' Developing 'Practical Theories' of the Contribution of Information and Communication Technologies to Subject Teaching and Learning: An Analysis of Cases from English Secondary Schools. *British Educational Research Journal*, 32 (3): 459-480.
- Dillon, P. (2004). Trajectories and Tensions in the Theory of Information and Communication Technology in Education. *British Journal of Educational Studies*, 52 (2): 138-150.
- Fassett, L. and Nainby, K. (2016). Forum: Diversity and Scholarship on Instructional Communication. *Communication Education*, 65 (1): 120-122.
- Fortunato, M. W. P. and Bridger, J. C. and Alter, T. R. and Emmmerling, G. M. and Ortbal, K. J. and Schwartz, M. and Sterner, G. E. and Shuffstall, W. (2013). Promoting Fair Local Organizing for

Broadband Delivery: Suggestions for Community-Level Action in Persistently Underserved Communities. *Journal of Information Policy*, (3): 158-180.

Johnson, Z. D. and LaBelle, S. (2015). Student-to-Student Confirmation in the College Classroom: An Initial Investigation of the Dimensions and Outcomes of Students' Confirming Messages. *Communication Education*, 65: 44-63.

Kansanen, P. (2002). Didactics and Its Relation to Educational Psychology: Problems in Translating a Key Concept across Research Communities. *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education*, 48 (6): 427-441.

Kem, R. (2006). Perspectives on Technology in Learning and Teaching Languages. *TESOL Quarterly*, 40 (1): 183-210.

Kwilecki, S. (2009). Twenty-First-Century American Ghosts: The After-Death Communication—Therapy and Revelation from beyond the Grave. *Religion and American Culture: A Journal of Interpretation*, 19 (1): 101-133.

Kuznekoff, J. H. and Munz, S. and Titsworth, S. (2015). Mobile Phones in the Classroom: Examining the Effects of Texting, Twitter, and Message Content on Student Learning. *Communication Education*, 64 (3): 344-365.

Ledbetter, A. M. and Finn, A. N. (2015). Why Do Students Use Mobile Technology for Social Purposes during Class? Modeling Teacher Credibility, Learner Empowerment, and Online Communication Attitude as Predictors. *Communication Education*, 65 (1): 1-23.

Lentz, B. (2014). Building the Pipeline of Media and Technology Policy Advocates: The Role of "Situated Learning". *Journal of Information Policy*, (4): 176-204.

Limburg, V. E. (2009). Internships, Exit Interviews, and Advisory Boards. Assessing Communication Education, Ed. William G. Christ, New York: Lawrence Erlbaum. Pp: 56-71.

Lin, C. and Ha, L. (2009). Subcultures and Use of Communication Information Technology in Higher Education Institutions. *The Journal of Higher Education*, 80 (5): 564-590.

McGhie-Richmond, D. and Irvine, A. and Loreman, T. and Cizman, J. L. and Lupart, J. (2013). Teacher Perspectives on Inclusive Education in Rural Alberta, Canada. *Canadian Journal of Education / Revue canadienne de l'éducation*, 36 (1): 195-239.

McMahon, R. and Gurstein, M. and Beaton, B. and O'Donnell, S. and Whiteduck, T. (2014). Making Information Technologies Work at the End of the Road. *Journal of Information Policy*, (4): 250-269.

Randall, W. S. and Graffagnino, J. K. (2012). Communications. *The New England Quarterly*, 85 (4): 735-740.

Rye, S. A. (2010). Digital Communication, Transportation and Urban Structuration in Students' Daily Life. *Geografiska Annaler. Series B, Human Geography*, 92 (1): 81-96.

Stambach, A. and Raby, A. R. and Cappy, C. (2011). Changes in the Field: Analysis of the 2010 Comparative Education Review Bibliography through a Lens of Global Norm Making. *Comparative Education Review*, 55 (3): 457-472.

Steel, S. (2013). Contemplation as a Corrective to Technological Education. *Canadian Journal of Education / Revue canadienne de l'éducation*, 36 (3): 458-480.

Stimeling, T. D. (2012). Music, Place, and Identity in the Central Appalachian Mountaintop Removal Mining Debate. *American Music*, 30 (1): 1-29.

Study Communications in the US (2016). <http://www.internationalstudent.com/study-communication/>. 04.02.2016.

Tinio, V. L. (2015). *ICT in Education*. New York: Wikibooks.

Use of Information and Communications Technology (ICT) in Education. http://download.ei-ie.org/Docs/WebDepot/EI_ICT_Principles.pdf. 04.02.2016.

Zhang, D. (2012). Tongshi Education Reform in a Chinese University: Knowledge, Values, and Organizational Changes. *Comparative Education Review*, 56 (3): 394-420.