The Role Of The Media Education Course In Reducing Hate Speech And Incitement To Violence From The View Point Of The Students Of The University Of Jordan

Dr. Reem Mohammad Semreen Alamoush [1],
Dr. Haifa Abdelhadi H. Aldalabih [2]

[1] Head of the Court of the Princess Al Hussein Bin Abdullah College of Technology, PhD in Education Curricula and Teaching Methods (Social Studies)
[2] Associate professor at Department of Curricula and Instruction, Faculty of Education Sciences, Al-al-Bayt University.

Abstract

The study aimed to know the role of the media literacy course in reducing hate speech and incitement to violence from The view point of the students of the University of Jordan. 2022 AD, and a random sample was selected from the study population, consisting of (300) male and female students from Al-Hussein Bin Talal University and Al Al-Bayt University. The results of the study showed that the role of the media education course in reducing hate speech and incitement to violence from The view point of the students of the University of Jordan, and that there were no statistically significant differences in the estimates of the study sample about the role of the media education course in reducing hate speech and incitement to violence from The viewpoint of the students of the University of Jordan is attributed to the variables of gender, academic year, and specialization.

The study recommended the need for the Ministry of Education and Scientific Research to benefit from the study tool to develop a media education course for the phenomenon of hate speech and incitement to violence, and work to include issues of renunciation of violent behavior in the strategic plans developed by the designers of the media education course, and the Jordanian universities adopt a philosophy based on the dissemination of media culture Through conferences, seminars and student activities.

Keywords: media education, hate speech, incitement to violence, Jordanian universities.

Introduction:

The digital revolution and the widespread spread of social media has led to an unprecedented growth of hate speech globally, and this has resulted in the spread of many cases of violence, persecution and discrimination to which minorities, groups and individuals have been subjected in many countries, due to political, cultural, religious, social and other considerations.

The spread of social media contributed to the acquisition of new beliefs, meanings, and perceptions about the world it presents, as the means of communication made it possible for extremists and fanatics to meet, and facilitated the process of communication between them with small amounts, with the aim of spreading hatred, although social media played a prominent role in change Positive and interactive, the negative influences gradually began to play a role in social media in spreading deviant culture and spreading sectarian hatred, violence, conflicts and other negative matters (Balalia, 2022).

Hate speech is considered to be an incitement to violence, discrimination, or aggression towards countries, societies, or individuals, and any attempt to incite feelings of hatred toward others, implicitly or not (Babu, 2022). Hate speech is based on directing ideas and opinions to racist behavior, through jurisprudence that seeks to frame the language of that concept through the use of other concepts of an inciting nature in which a division of human identity is made, and an assessment of the level of hatred (Jegedel, 2022).

Hate speech on social networking sites can be confronted through the mechanism of the educational process, and this is done by enhancing digital education and modifying the curricula for students, so that they include new educational materials commensurate with the digital world in which we live and the related phenomena, such as adding the "media education" course, and the "media education" course. Education on digital citizenship" and the subject of "education on tolerance and human values". These curricula can build students' awareness about the dangers and threats of the digital world, and promote a positive image of the other in line with the culture of pluralism, the new global citizenship, and coexistence (Al-Sarraf, 2021).

The school curricula play a prominent role in developing students' values that are based on spreading peace and rejecting violence and extremism among students, so that they must include all the values that preserve the preparation of a future generation that is

capable of solving problems and communicating with others on the basis of love, mutual respect and altruism. , and other values that students learn from practicing hatred and violence (Jaara, 2022).

Media education has emerged with the emergence of the digital society and the wide spread of the media as an urgent necessity for young people in general, and university students in particular to receive and receive everything that is presented in the media without realization or awareness, which makes them need to develop their culture in dealing with these means (Mahmoud, 2022).

Most of the UNESCO reports have confirmed that the challenges of the twenty-first century impose on society the need to adopt media education, through the development of students' personalities for media contents by raising students on the optimal use of the media, and through media education, students are able to enhance their abilities to think critically while dealing With media messages, in order to become smart consumers of information, and more able to respond to the escalation of hate speech and incitement to violence (Mojed, 2022).

Study Problem:

The hate speech spread through traditional and modern media, as well as social media, is considered one of the growing problems at the global and national levels. Some non-competitive societal practices such as violence, humiliation, exclusion, and rejection of the other.

Razzaq (2021) referred to the importance of media education as a strategy for building awareness and immunizing students of all ages against violent media contents through the new media environment, which carries behaviors laden with hatred and hostility to the other, to enable them to acquire the mechanisms of conscious use of these means.

Hamdi (2020) emphasized the importance of employing the media education curriculum with academic content in colleges to shape students' personalities and provide them with analytical and critical media skills for media messages circulated extensively in all media, due to students' poor knowledge of media education and its importance.

It is worth noting that the role of universities is not limited to scientific indoctrination, but rather extends to developing the skills of university students. Hence, in light of the growing

influential role of media technology in society, universities should bear the responsibility of educating students and training them on the optimal use of the media, with the caveat To the dangers of what the media presents, as educational systems should bear the responsibility of creating a new education that keeps pace with the developments of the times and makes students more aware, responsible and positive in dealing with these means, which universities should have a role in supporting media education and converting it into academic courses within Basic courses for university students, and anyone who follows Jordanian universities finds that Al Hussein Bin Talal University and Al Al al-Bayt University teach the course of media education, and from here the problem of the study is determined in the following main question:

What is the role of the media education course in reducing hate speech and incitement to violence from The view point of university students?

Study questions:

The current study sought to answer the following questions:

- What is the role of the media education course in reducing hate speech and incitement to violence from The view point of university students?

- Are there statistically significant differences (α = 0.05) in the sample's responses about the role of the media education course in reducing hate speech and incitement to violence from The view point of university students due to the variable (sex, major, academic year)?

Study importance:

The importance of the study, both theoretical and practical, is as follows:

The theoretical importance is as follows:

 -The study is of exceptional importance due to the many dangers that hate speech poses to societies in their various political and social systems.

 -The current study responds to the interest of those in charge of the educational process to confront hate speech and incitement to violence.

-The current study is a qualitative addition to studies and research, in light of the lack of studies that dealt with hate speech and incitement to violence.

The practical importance is as follows:

- Its practical importance comes from the need of university students to understand this discourse and know its motivations, in order to close its outlets and remedy the repercussions on the recipient students.

- The results of the current study can benefit those responsible for designing the media education course in developing mechanisms to educate students about hate speech and incitement to violence, increase their awareness of its harms, and provide them with mechanisms to deal with it successfully.

The current study may be a starting point for researchers specialized in the educational field to analyze the content of the media education course to find out the extent to which it deals with hate speech and incitement to violence.

Terminology of study:

Media education: a compound term of two words: education and media.

The researcher defines it procedurally: a set of basic information and principles acquired by university students in the face of hate speech and incitement to violence.

Media literacy course: It is a course taught at the undergraduate level that deals with the basic concepts of media and information literacy, the ethics of the virtual world, how news is verified and dismantled, addressing hate speech, using the Internet safely, acquiring the skills of finding and reproducing information, and comparing the virtual and real world. Al al-Bayt University).

Hate Speech: "Refers to insulting or abusive expression, harassment, intimidation, or incitement to discrimination or violence, directed against people on the basis of race, gender, religion, physical condition, disability, sexual orientation, etc." (Damish, 6:2021).

The researcher defines it procedurally: it refers to the offensive expressions spread among university students that are directed against a student on the basis of his race, religion, gender, or otherwise**.**

Incitement to violence: "expressions that support incitement to harm, especially hostility, violence, or discrimination according to the goal that has been identified among a demographic or social group" (Mishari, 2020: 73).

The researcher defines it procedurally: It is a letter that encourages, threatens or encourages violent actions.

The limits of the study:

The current study was limited to the following limits:

Spatial limits: The current study was applied at Al-Hussein Bin Talal University and Al Al-Bayt University in Jordan.

Temporal limits: The current study was conducted in the second semester of the academic year 2022/23.

Human Limits: The current study was limited to students studying media education at Al al-Bayt University and Al-Hussein Bin Talal University.

Theoretical framework:

The concept of hate speech and incitement to violence and its causes:

The term hate speech does not have a unified definition, but it is noted that the term is used to cover forms of expression aimed at persecuting individuals by distorting their identities, ethnic reputations or personalities, and the most important of these definitions are the following: Hate speech is defined as: "a form of discriminatory aggression aimed at destroying human dignity and attacking the group. (Al-Fatlawi, 83: 2016). It is also defined as: "any speech that is bad, insults, or threatens groups on the basis of color, race, religion, origin, sexual orientation, or other characteristics" (Al-Badri, 2019: 487).

As for the phenomenon of digital media and its prominent role in fueling conflict, spreading hate speech, and inciting violence, the arenas of competition and conflict have recently expanded to make Facebook, Twitter, YouTube, and Telegram the main arenas in which parties try to make their voice louder, spread their messages, and see them in reality.

There are many causes for the emergence of hate speech and incitement to violence, foremost of which is the formation of a false image of others, fear of competition, the perception of the individual that the other is his enemy, education, culture, as well as the way in which history is read, as there are many societies

that remain prisoners of historical events. , and the media and the absence of information, as several positions were adopted on the basis of the absence of information and preconceptions (Al-Rubaie, 2019).

The reasons for hate speech lie in two things, namely: the media falling into the hands of politicians so that they are employed in order to meet personal interests, and journalists' poor understanding of the potential impact of some immoral images and words, which encourage hatred and incite violence, which highlights the responsibility and duty of media professionals and journalists. Communicating the facts, and giving priority to the public interest over the personal interest (Ma'abara, 2019).

The researcher believes that hate speech is caused by fear, ignorance and lack of understanding of others, and hate speech can also be a result of extreme bias or fanaticism for a particular idea or group, which requires us to respect each other regardless of background and culture, and to learn how to deal with this type of speech. , and a laboratory to promote dialogue and understanding between individuals.

Indicators of hate speech and incitement to violence in the media:

The media diversified and multiplied very quickly, which reflected negatively on the transmitted media message. Individuals were able to follow dozens of channels from multiple directions, and the masses were given a variety of programs, but they worked to distort reality and feed minds with a new reality that is tainted by the different form of the other. Doctrinally or intellectually, and lack of confidence, and among the most prominent indicators of hate speech are the following (Al-Hiti, 2021):

The rhetoric of noise: the discourse of incitement, hatred and agitation predominated, as did the noise media.

Imitation and frustration: the use of ready-made templates and keeping abreast of developments, which makes the means of communication lose their privacy.

Lack of readiness: i.e. working in a vacuum and distancing the language from the needs, coordination and understanding of the recipient, thus ignoring the cultural and social factors to which the individual belongs.

Selective: Going to a specific audience, leaving the other and his opinion without reaching it, which leads to the imposition of the language of extremism.

Confusion: lack of clarity or consistency of the meaning presented, and this includes the error in choosing the appropriate means for the text and the weakness in the use of words and their meanings.

- Distortion discourse: There are some campaigns that distort thought and close the outlets of visions of the Arab public, as it is exposed to media that speak in a technical language that carries stylistic meanings, but it conceals dangerous dimensions.

- A letter of guardianship: The media in the Arab world still lacks professional legislation that carries renewed standards that mimic the spirit of the times.

Combating hate speech and incitement to violence:

Practices and policies aimed at combating hate speech must be in line with human rights law, but there are some cases in which countries implement laws related to hate speech that fall under the threshold of incitement, the same laws can be used to limit freedom of opinion and expression, so hate speech must be confronted Hatred by spreading more counter-discourse that adheres to international human rights standards, and this is what was approved by the United Nations as a plan of action in accordance with the four principles (Al-Zahraa, 2023):

The United Nations supports counter-speech as an essential means of combating hate speech.

Addressing hate speech is the responsibility of everyone in terms of societies, governments, the private sector and individuals.

- The United Nations must support the new generation of digital natives so that they distinguish between hate speech, reject it, and confront it.

- Data collection and research on the root causes and conditions leading to hate speech.

Media education for university students:

Media education is one of the recent trends in school curricula, and due to technical developments and knowledge openness, this requires that students be prepared in line with the developments of the times and cultural globalization, so that they are able to use the various media that link them to their society and enable them to acquire skills and communicate with others. (Al-Amiri, 2021).

Media education constitutes an essential pillar in the lives of members of society, as it has suddenly been made available to

them in various websites, chat rooms, personal discussions, and photos. (Al-Hamdani, 2015).

Media education is a tool with a long-term impact, as it helps university students to know new media and its prominent role in society, in addition to its ability to form critical awareness among students, and this is done through analyzing and criticizing the contents of media messages that they are exposed to on a daily basis, as well as their ability To form an independent self-understanding about the credibility of media messages or not (Mahmoud, 2022).

Basic principles of teaching media literacy:

There is a set of basic principles for teaching media education, as follows (Hamdi, 2020):

Teaching media literacy requires active inquiry and critical thinking about messages that are received or generated.

- Media education works to expand the concept of literacy to include all forms of media.

- Media literacy education builds and enhances skills for students of all ideas, such as print literacy.

Media literacy education recognizes that the media are part of culture and function as elements of social communication.

Media literacy education emphasizes that individuals use their individual beliefs, skills, and experiences to construct their own meanings from media messages.

Previous studies:

The Schmidt study (2012) aimed to determine the effectiveness of teaching media education at the university level in America and Pennsylvania, and this was done by comparing the extent to which students are exposed to the basic elements of media education during learning in upper secondary schools. The study sample consisted of (736) students. The analytical descriptive approach and the questionnaire tool were used, and the study found that students in colleges were exposed to media education lessons less than they were in the secondary stage, and that universities focus on analyzing media dimensions, and American universities neglect what is related to media production and its use in criticism and interpretation.

Hanusch (2013) conducted a study on university media education and its impact on students' professional perceptions, by

applying it to a sample of (320) journalism and media students in six Australian universities. The study indicated that the students showed a great deal of similarity in priorities and the order of assigned roles. From their point of view, the students also showed interest in their role in the intervention as an oversight component.

The study of Fedorov & Levitskaya (2016) aimed to know the perceptions of university students in Russia about media education. It was positive, while the level of media competencies among students was medium, and the level of motivation among students to register a course on media education was high, and there were no statistically significant differences due to the gender variable.

The study of Jaara (2022) aimed to know the sample members' estimates of the role of educational curricula in directing violent behavior among students at the secondary stage in the Directorate of Education of the Qweismeh District. The study sample consisted of (217) male and female teachers. The study followed the analytical descriptive approach. The study tool included: A questionnaire, and the results of the study showed that the respondents' estimates of the role of educational curricula in directing violent behavior among students at the secondary stage in the Directorate of Education of the Qweismeh District were medium, and it also showed that there were no statistically significant differences in the averages of the respondents' estimates of the role of educational curricula in directing behavior Violence among secondary school students in the Directorate of Education of Qweismeh District, according to the variable of gender, educational qualification and years of service.

Ismail (2022) conducted a study to identify the role that the educational curriculum can play in its components to renounce violence among students by determining the level of each component of the curriculum. The study concluded: There is a role for the educational curriculum in renouncing violence among students from The view point of teachers in its components: educational and general educational goals, educational components, educational activities, and evaluation.

Mahmoud's study (2022) aimed at enabling university students to acquire media education, to confront fifth-generation wars, and to achieve human security. Cairo, and the case study method was used, with the help of three research tools, namely: the questionnaire, the attitude test, and the interview. Where the

results of the study revealed the lack of interest of the university and faculty members in spreading the culture of media education within the university campus, which led to the weakness of the university students' possession of media education skills, which resulted in their weak awareness of the practice of these skills with the fifth generation wars extended through the new media. (Facebook, Twitter, Instagram), which affected the achievement of human security in its various political, economic, social and cultural dimensions.

The study of Fakhr El-Din (2022) aimed to know the role of media education in the safe use of digital media. The study is considered one of the forward-looking researches that relied on extrapolating reality. The study stressed its importance due to the successive technical developments and the absence of regulatory rules in the digital media scene. The results showed that there are no programs Digital media education with independent, agreed-upon curricula, weak digital infrastructure, the culture of the Egyptian society itself, how it accepts it, and poor funding. The results also indicated the limited role played by traditional media in disseminating its standards.

Commenting on previous studies:

After reviewing the previous studies, it seems clear that the results of the study that dealt with the variables of the study differed, and it appears that there are no local studies that have studied the role of the media literacy course in reducing hate speech and incitement to violence. The researcher, through her research and knowledge, is one of the first local studies that dealt with the role of the media literacy course in reducing hate speech and incitement to violence. Therefore, the study will contribute to filling part of the gap in this field and add a new research result in the environment of Jordanian educational institutions. .

Study methodology and procedures:

Study Approach:

The current study is a descriptive research in terms of type, and the study uses the survey method in the context of what is related to the survey of the target audience of the study, which mainly aims to identify the opinions and attitudes of students regarding the issue under study.

Study population and sample:

The study population consisted of all Jordanian university students who are studying the media education course in the second

semester of the academic year 2022/2023. A random sample was chosen from the study population of (300) male and female students from Al-Hussein Bin Talal University and Al Al-Bayt University, Table (1) explains

The members of the study sample according to the variables of the study.

Table (1) Frequencies and percentages according to the study variables

	Categories	Repetition	ratio
Gender	Male	160	53.3
	Female	140	46.7
Specialization	scientific	176	58.7
	Humanitarian	124	41.3
Academic year	1st year	83	27.7
	2nd year	68	22.7
	3rd year	68	22.7
	4th year	81	27
	Total	300	100

Study tool:

To learn about the role of the media education course in reducing hate speech and incitement to violence from the perspective of university students, the researcher did the following:

- Reviewing the educational literature related to the subject of the study as a study

- Writing the paragraphs of the questionnaire, and each paragraph was assigned a five-point scale of response (to a very large degree, to a large degree, to a moderate degree, to a small degree, to a very small degree), and scores were given numerically (1,2,3,4,5) respectively.

Amendment of the paragraphs of the questionnaire in the light of the observations of the arbitrators, as it became composed in its final form of (22) paragraphs.

Study tool Validity:

To verify the Study tool Validity, it was presented to a group of arbitrators with expertise and specialization in the field of media, measurement and evaluation, to find out their opinions about the validity and clarity of the paragraphs from the linguistic and educational aspects of the subject to be studied, and to make amendments or observations in the event that the paragraph needs to be modified, or Adding other paragraphs that are not included in the tool, and in light of this, the researcher made the amendments proposed by the arbitrators, which included excluding a number of paragraphs, and amending the linguistic wording of some paragraphs, and thus the tool became finally composed of (22) paragraphs.

Build validity:

To extract the indications of the construction validity of the scale, the correlation coefficients of the paragraph with the total score of the scale were extracted in an exploratory sample from outside the study sample consisting of (30) respondents. The correlation coefficients of the paragraph with the total score of the scale ranged between (2), and the following table shows that.

Table (2) Correlation coefficients between the paragraph and the total score of the scale

Item number	correlation coefficient	Item number	correlation coefficient	Item number	correlation coefficient
1	.85*	9	.58**	17	0.31
2	.85**	10	.54**	18	.45*
3	.55**	11	.64**	19	.54**
4	.73**	12	.71**	20	.50**
5	.83**	13	.72**	21	.58**
6	.70**	14	.59**	22	.76**
7	.70**	15	.47**		
8	.70**	16	.61**		

* Statistically significant at the level of significance (0.05).

** Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these paragraphs were deleted.

stability of the study tool:

To ensure the stability of the study tool, it was verified by the test-retest method by applying the scale, and reapplying it after two weeks on a group outside the study sample consisting of (30), and then the Pearson correlation coefficient was calculated between their estimates in the two times if it reached (0.88).

The stability coefficient was also calculated using the internal consistency method according to the Cronbach alpha equation, if it reached (0.84), and these values were considered appropriate for the purposes of this study.

Statistical treatment:

With regard to the statistical treatment, it was as follows:

To answer the first question related to the role of the media education course in reducing hate speech and incitement to violence from the perspective of university students, the arithmetic means and standard deviations were extracted on the total score of the scale.

To answer the second question related to the variable of gender, academic year, and college

In order to judge the role of the scale averages, the following gradation was relied upon:

A five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (to a very large degree, to a large degree, to a medium degree, to a small degree, to a very little degree), and it is represented numerically (5, 4, 3, 2 , 1), respectively, the following scale was adopted for the purposes of analyzing the results

1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

Study variables:

- Independent variables: It includes variables: gender and it has two levels (male-female), specialization and it has two levels

(scientific, human), the academic year and it has four levels (first year, second year, third year, fourth year).

Dependent variable: It is the study sample's responses to the study scale.

Study procedures:

Preparing the study tool, then verifying its validity and reliability.

Determining the study sample, then distributing the scale to the study sample after obtaining the necessary approvals.

Collecting and entering results data on the computer and processing them using the statistical program for social sciences (SPSS).

Study results and discussion:

The first question: What is the role of the media education course in reducing hate speech and incitement to violence from The view point of university students?

To answer this question, the arithmetic means and standard deviations were extracted for the role of the media education course in reducing hate speech and incitement to violence from The view point of university students, and the table below illustrates this.

Table (3) Arithmetic means and standard deviations related to the role of the media literacy course in reducing hate speech and incitement to violence from The view point of university students, arranged in descending order according to the arithmetic means

Rank	No	Items	Arithmetic Average	Standard Deviation	Level
1	1	The media literacy course contributes to consolidating the values of familiarity and affection among students.	4.01	0.881	High
2	10	The media education course directs each party to respect the other and not to underestimate their gender and culture	3.97	0.914	High
3	9	The media education course urges students to recognize all	3.95	0.942	High

		people and peoples without any hesitation.			
4	3	The media literacy course encourages acceptance of an apology.	3.92	0.943	High
5	2	The media literacy course is keen to establish the principle of objectivity for students' opinions, ideas, and people.	3.88	0.996	High
6	8	The media education course directs students to reject racial, religious, sectarian, and ethnic discrimination.	3.85	0.977	High
7	4	Directs students to the necessity of accepting the opinions of others and disagreeing with them in an appropriate manner.	3.83	1.023	High
8	7	He urges students to exercise self-restraint towards others while dealing with them.	3.82	0.928	High
9	5	The media education course urges students to love the homeland and preserve its unity and gains.	3.81	0.935	High
10	17	To make students aware of proper writing rules.	3.81	1.054	High
11	16	Educate students about the dangers of hate speech.	3.8	0.953	High
12	6	The media literacy course works on developing the values of truth, goodness, and cooperation among students of different religions, ideas, and cultures.	3.78	1.025	High
13	18	The media literacy course contributes to the renunciation of violence within society.	3.76	0.987	High
14	22	The media literacy course urges not to distort or deny the facts.	3.76	0.965	High
15	21	The media literacy course demonstrates the importance	3.75	0.981	High

		of avoiding dissemination of misleading information.			
16	11	The media literacy course demonstrates the importance of accepting other people's points of view and avoiding fanaticism or intellectual extremism.	3.73	0.962	High
17	13	The media education course contributes to developing the values of tolerance among students and rejecting extremism.	3.73	0.997	High
18	19	The media literacy course contributes to the development of values that make students able to form new relationships.	3.72	0.937	High
19	12	The media education course contributes to the rejection of verbal and behavioral societal violence	3.71	0.954	High
20	15	The media education course introduces the idea of moderation and moderation among students.	3.71	0.892	High
21	20	The media literacy course encourages voluntary cooperation and good deeds among people.	3.71	0.936	High
22	14	The media education course works on developing social solidarity among students.	3.68	0.994	High
		total	3.8	0.615	High

Table (3) shows that the arithmetic averages ranged between (3.68-4.01), as Paragraph No. (1) states: "The media education course contributes to consolidating the values of familiarity and affection among students." In the first place, with an average of (4.01), while Paragraph No. (14) came, which reads: "The media education course works to develop social solidarity among students." ranked last, with an average of (3.68). The arithmetic mean for the total tool was (3.80).

Results of the second question: Are there statistically significant differences in the sample's responses about the role of the media literacy course in reducing hate speech and incitement to violence from The view point of university students due to the variable of gender, specialization, and the academic year?

To answer this question, the arithmetic means and standard deviations were extracted for the role of the media education course in reducing hate speech and incitement to violence from The view point of university students according to the variables of gender, specialization and academic year, and the table below shows that.

Table No. (4) Arithmetic means and standard deviations for the role of the media education course in reducing hate speech and incitement to violence from The view point of university students attributed to the gender variable, specialization, academic year, according to the variables of sex, specialization, and academic year

Variables	Categories	Arithmetic Average	Standard Deviation	Repetition
Gender	Male	3.85	0.569	0.569
	Female	3.76	0.652	0.652
Specialization	Scientific	3.82	0.642	168
	Humanitarian	3.79	0.581	132
academic year	First Year	3.78	0.582	83
	Second Year	3.77	0.689	74
	Third Year	3.86	0.503	62
	Fourth Year	3.82	0.662	81

Table (4) shows an apparent variation in the arithmetic means and standard deviations of the role of the media education course in reducing hate speech and incitement to violence from The view point of university students, due to the variable of gender, specialization, academic year, due to the difference in sex, specialization, and academic year, and to show the significance of the statistical differences between the arithmetic means. Use the triple analysis of variance Table (5).

Table No. (5) Triple variance analysis of the effect of specialization and academic year on the role of the media literacy course in reducing hate speech and incitement to violence from The view point of university students

source of contrast	Squares Sum	Freedom degree	Squares Average	F Value	Statistical significance
gender	0.522	1	0.522	1.367	0.243
Specialization	0.021	1	0.021	0.056	0.813
academic year	0.36	3	0.12	0.314	0.815
The error	112.27	294	0.382		
total	113.19	299			

Table (5) shows the following:

-There were no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, as the p value was 1.367 and the statistical significance was 0.243.

- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of specialization, as the p value was 0.056 and the statistical significance was 0.813.

-There were no statistically significant differences ($\alpha = 0.05$) due to the effect of the school year, as the P value was 0.314 and the statistical significance was 0.815.

Discussing the results of the study:

The results of the study showed that the role of the media education course in reducing hate speech and incitement to violence from The view point of the students of the University of Jordan came to a large extent. Audiovisual, which has become an essential part of daily life. This result is also explained by the high status of media education and the belief of university students that it has become one of the necessary life skills, and that it has the ability to enable students to act in matters. This result also indicates the awareness of curriculum designers. Studying the media literacy course and its main role in knowing and evaluating the content of media messages and understanding their effects on the scientific level, enabling students to evaluate and conclude about the optimal use of media in enhancing the student's position within society.

The researcher believes that media education in academic courses represents the first line of defense against extremism, hate speech, and incitement to violence. Social communication, by understanding the aesthetic and artistic components of the content of these messages, as university students are able to stand in front of the huge amount of media messages that carry the seeds of hatred and violence that represent the opposite of intellectual security.

The researcher explains this result that the volume of messages published through the media and social media is numerous, and it is difficult for governments and educational systems to control them. This requires the existence of a media literacy course that plays its role as a gatekeeper, based on informed oversight based on analysis and understanding by the audience receiving messages. Of the students who represent the future generation.

Paragraph No. (1) states: "The media education course contributes to consolidating the values of familiarity and affection among students." In the first place, the researcher explains this result to the fact that the media education course aims to teach students the principles of tolerance, equality, justice, forgiveness, forgiveness, affection and intimacy, through practices and activities in which students have a prominent role in order for these practices to become a distinctive behavior for students, and so that students' learning is not isolated from Aspects of life they live inside or outside the university.

It showed that there were no statistically significant differences in the estimates of the study sample about the role of the media literacy course in reducing hate speech and incitement to violence from The view point of the students of the University of Jordan, due to the variable of gender, academic year, and specialization. Their majors and academic years indicate that they are studying the media literacy course, which means that the convictions of university students about the role of the media literacy course in reducing hate speech and incitement to violence were similar.

Recommendations:

According to the results, the researcher recommends the following:

- Conducting discussion sessions in which university students participate in analyzing and criticizing the content of media messages of all kinds, and giving them an opportunity to present methods of protection commensurate with their level of skills and thinking.

- The need for the Ministry of Education and Scientific Research to benefit from the study tool to develop a media education course on the phenomenon of hate speech and incitement to violence.

- Work to include the issues of renunciation of violent behavior in the strategic plans developed by the designers of the media education course.

- Jordanian universities adopt a philosophy based on spreading media culture through conferences, seminars and student activities.

- Increasing the interest of faculty members in issues of hate and incitement to violence.

- Developing university students' skills in dealing with the contents of media messages.

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Appendix (1)

Study Tool

Dear student

After Greetings...

The researcher is conducting a study entitled "The Role of the Media Education Course in Reducing Hate Speech and Incitement to Violence from The view point of the University of Jordan Students," asking you to kindly answer the paragraphs of the tool accurately and objectively, knowing that it will only be used for scientific research purposes only. Thank you for your kind cooperation, and may God reward you.

Demographic information:

Put (x) in front of the correct answer:

The sample:

First: Gender: ( ) male, ( ) female

Second: Specialization: ( ) scientific, ( ) humanitarian.

Third: Academic year: ( ) first year, ( ) second year, ( ) third year, ( ) fourth year.

No	Paragraph	Level				
		Very High	High	Medium	Low	Very Low
1	The media literacy course contributes to consolidating the values of familiarity and affection among students.					

2	The media literacy course is keen to establish the principle of objectivity for students' opinions, ideas, and people.					
3	The media literacy course encourages acceptance of an apology.					
4	Directs students to the necessity of accepting the opinions of others and disagreeing with them in an appropriate manner.					
5	The media education course urges students to love the homeland and preserve its unity and gains.					
6	The media literacy course works on developing the values of truth, goodness, and cooperation among students of different religions, ideas, and cultures.					
7	He urges students to exercise self-restraint towards others while dealing with them.					
8	The media education course directs students to reject racial, religious, sectarian, and ethnic discrimination.					
9	The media education course urges students to recognize all people and peoples without any hesitation.					
10	The media education course directs each party to respect the other and not to underestimate their gender and culture					
11	The media literacy course demonstrates the importance of accepting other people's points of view and avoiding fanaticism or intellectual extremism.					

12	The media education course contributes to the rejection of verbal and behavioral societal violence					
13	The media education course contributes to developing the values of tolerance among students and rejecting extremism.					
14	The media education course works on developing social solidarity among students.					
15	The media education course introduces the idea of moderation and moderation among students.					
16	Educate students about the dangers of hate speech.					
17	To make students aware of proper writing rules.					
18	The media literacy course contributes to the renunciation of violence within society.					
19	The media literacy course contributes to the development of values that make students able to form new relationships.					
20	The media literacy course encourages voluntary cooperation and good deeds among people.					
21	The media literacy course demonstrates the importance of avoiding dissemination of misleading information.					
22	The media literacy course urges not to distort or deny the facts.					