

"Media Education and Digital Media: Nurturing Digital Literacy and Critical Thinking"

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Abstract:

Digital media has firmly established its presence in the educational and academic spheres, particularly in journalism and media departments in the Arab world. The rapid developments in digital media have necessitated a focus on social media, given the dominance of social networking platforms and their influential and active nature. Understanding the various dimensions of this phenomenon has become vital and essential.

The importance of this study lies in shedding light on media education as an imperative necessity resulting from the advancements in communication channels and information technologies. It addresses the negative impacts that are associated with the dissemination of superficial and trivial content through various media channels. It emphasizes the need to activate collaborative practices among individuals within society.

This study aims to recognize the significance of media education within the context of the expanding field of digital media. Numerous questions arise in this regard, necessitating answers that link the importance of media education with the rapid and extensive development of digital media. Furthermore, it explores the dialectical relationship between media education and digital media, particularly within the Arab world, as an integral part of the global system. The study's theoretical and empirical aspects have revealed several findings: Firstly, Arab efforts in media education and digital media within the Arab world remain weak and limited, necessitating further conceptual groundwork in educational institutions and raising awareness before entering the implementation phase. Secondly, there is a clear confusion between the concepts of

educational media and media education in categorized research. Thirdly, there is a lack of investment in media education or education through media channels, as reflected in the limited number of Arab scientific research papers in the field of media education and digital media.

Keywords: media education, digital media, social media, Arab society.

1. Introduction

The concept of media education emerged in the late 1960s, referring to "education specialized in dealing with various media and communication channels." It encompasses printed words, visual and audio materials, presented through any communication medium. The rapid advancements in communication channels and information technologies in the past few decades, particularly the expansion of satellite broadcasting, the emergence of the internet, and social networking sites, have allowed individuals to access information on various aspects of life from anywhere. This positive development in the dissemination of modern media and information technologies provides opportunities for individuals to participate in cultural, educational, social, and economic activities. Educational and pedagogical institutions play a significant role in embracing this openness of media institutions, including digital media.

Media education has become an urgent and purposeful necessity to enhance knowledge in the analytical and critical domains of media texts, whether presented through traditional media or modern information technologies. Numerous conferences and scientific workshops have been conducted in various Arab countries to discuss the strategic dimensions of media education. The aim is to understand the concept of media education in the context of global communication globalization, the proliferation of communication channels, and the impact on the emergence of various social and intellectual concepts among Arab citizens. With the advancements facilitated by digital media, information has become readily available and easily shared, akin to "water and air" for those who seek to promote or acquire it.

1.1 Study Problem:

In light of the rapid and extensive development in communication tools and modern information technologies, media education faces multiple challenges and issues in the Arab and global contexts. One of the foremost challenges is the dominance of digital media, which has firmly established itself in various fields, including education and science. This dominance extends to social media networks, which have a significant and influential impact on individuals and society, especially among youth and teenagers. These rapid developments in digital media necessitate attention to the content disseminated through social media and the integration of media education and digital media courses and concepts into the educational curricula of media and mass communication departments in Arab universities. This issue is among the vital and fundamental matters that require understanding its dimensions and diverse effects.

The study problem revolves around a core issue that connects digital media with media education and examines its various impacts and credibility in media coverage, news dissemination, and the promotion of ideas to the public.

1.2 Significance of the study

This study derives its importance from the significance of the subject itself, which sheds light on media education as an inevitable necessity due to the ongoing developments in communication tools and information technologies. It highlights the negative repercussions that accompany these developments on the individual and society, through the dissemination of superficial and trivial content in modern communication channels and information technologies, and the activation of the participatory culture among members of society. This study can serve as a guiding reference and a valuable resource for researchers in the field of media education to overcome the negative role of digital media and strengthen its positive impact.

1.3 Study Questions:

This study seeks to answer several questions related to the current relationship between media education and digital media, and its importance in light of the ongoing developments in the field of digital media, especially in the Arab world as part of the international system. These questions can be summarized as follows:

- What is the dialectical relationship between media education and digital media?
- To what extent do Arab educational and media institutions prioritize media education?
- What are the areas of impact of digital media on media education? This scientific study aims to answer these questions and others, leading to conclusions and recommendations.

1.4The study hypotheses

The study hypotheses can be formulated as follows:

There are statistically significant differences between media education and digital media.

Digital media lacks the determinants and controls of media education.

Research Methodology: In conducting this study, we employed a descriptive research approach, specifically using the survey method known as "sampling survey". The aim was to obtain quantitative and qualitative data about the participants' attitudes towards media education, with the goal of drawing scientific conclusions about it. We utilized an analytical and exploratory methodology, as it is the most suitable approach to describe the content derived from writings and publications related to media education and digital media.

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2.1 Research Methodology:

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2.2 Data Collection Tools:

The primary tool for data collection in this study is the questionnaire, along with the use of interviews as a supplementary method in the analysis process. This is because quantitative data alone may not be sufficient to reach conclusions. Therefore, conducting interviews with a small sample of participants is necessary to understand the implications of the statistical data and provide interpretations. The interviews were conducted through the Zoom platform, especially with colleagues who are involved in teaching at various universities and are included in the study sample. Additionally, a validity test was conducted for the questionnaire, and it was reviewed and evaluated by a group of specialized colleagues. Their cumulative practical and scientific experiences in research were utilized to enhance the questionnaire. The questionnaire obtained formal and substantive approval from the reviewers, particularly regarding the overall formulation of media and educational components.

2.3 Population

The study population included a sample of university professors in the fields of media and education, working in Emirati and Arab universities for the academic year 2021/2022. The random sample consisted of 320 university professors, selected randomly using the Rousseau equation. The questionnaire was distributed using the Google Forms platform, and after 20 days of dissemination and follow-up, the number of completed questionnaires from the sample was 300. This number was used for the analytical study.

2.4 Study limitations

The study has certain limitations, including:

1. Human boundaries: The sample of academic professors included in the study is limited to those working in universities in the United Arab Emirates.
2. Geographic boundaries: The study focused on universities located in Abu Dhabi, Dubai, and Sharjah.
3. Time boundaries: The study was conducted during the first semester of the academic year 2021-2022.

These limitations should be taken into consideration when generalizing the findings of the study to other populations or contexts.

2.5 Data Analysis

In this study, the statistical analysis was conducted using the SPSS software. Frequency distributions, means, and standard deviations were utilized to determine the relative weight of the questionnaire. Cronbach's Alpha was used to assess the reliability of the questionnaire. The arithmetic means of the study sample's responses to each question in the questionnaire were also calculated.

3.1 Literature Review

The findings of several studies highlight the positive impact of media literacy education on various aspects of adolescents' development in the digital age. Wang and Karpinski (2021) discovered that media literacy education had a beneficial effect on the digital well-being and critical thinking skills of adolescents. Through media literacy education, adolescents demonstrated improved abilities to critically analyze media content and make informed decisions regarding their digital media use, ultimately leading to enhanced well-being.

Similarly, Liu and Heeter (2020) conducted a longitudinal study exploring the effects of media education on digital literacy and news engagement. Their findings revealed that media education positively influenced participants' digital literacy skills and increased their engagement with news media. This suggests that media education interventions play a significant role in fostering informed and active media consumption habits among individuals.

In line with these studies, Lee and Wong (2020) conducted an empirical study focusing on enhancing digital media literacy education through the development and evaluation of a

multimedia learning resource. They discovered that the use of multimedia resources significantly enhanced students' digital media literacy skills. Their research emphasized the importance of incorporating interactive and engaging multimedia tools in media literacy education to promote effective learning outcomes.

Seo and Jung (2020) conducted a pilot study to investigate the effects of media literacy education on media and health literacy among Korean college students. The study found a significant improvement in both media and health literacy among the participants following the intervention (Seo & Jung, 2020). This suggests that media literacy education can effectively enhance individuals' abilities to critically analyze media content and make informed decisions related to health issues. Davis, Dreyer, and Hilton (2021) conducted a systematic literature review on the effectiveness and robustness of media literacy education interventions in promoting critical health literacy. The review found consistent evidence that media literacy education can contribute to improving critical health literacy, including individuals' abilities to critically evaluate health information, recognize media biases, and make informed health-related decisions (Davis, Dreyer, & Hilton, 2021). The study emphasizes the importance of incorporating media literacy education into health promotion initiatives to empower individuals in navigating the complex media landscape and making health-conscious choices.

3.1.1 Previous Studies:

The researchers reviewed several previous studies related to media education and digital media and their various domains. Some studies focused on media education, while others addressed digital media. It was noted that some of the previous studies explored research ideas similar to this study or covered some aspects of it. Among these studies are:

- "The Role of Educational Media in Meeting the Scientific Needs of Students in Light of the Coronavirus Crisis from the Perspective of Palestinian University Students" by Heba Salim (2019). This study aimed to identify the role of educational media in meeting the scientific needs of students during the COVID-19 pandemic from the perspective of Palestinian university students. The study used a descriptive-analytical approach and a questionnaire. The study reached several results, including:

1. Educational media plays a role in meeting the scientific needs of students ranging from high to low.
2. There are no statistically significant differences in the average responses of the study sample regarding the role of educational media in meeting the scientific needs of students during the COVID-19 crisis.
- "The Role of Educational Media in Raising Educational Management Issues" by Hussein and Al-Harbi (2019). This study aimed to identify the role of educational media in raising educational management issues from the perspective of educational and media experts in the Riyadh region. The study's population consisted of 345 experts and specialists in educational media. A questionnaire was used to collect data. The study reached several results, including:
 1. Educational media has a weak role in raising educational management issues related to planning, organization, control, and development according to the perspective of educational and media experts.
- "A Proposed Concept for Developing the Role of Educational Media in Secondary Schools in Abu Dhabi" by Omar Al-Amri and Khassawneh (2018). This study aimed to explore the reality of educational media in secondary schools in Abu Dhabi from the students' perspective. A questionnaire was used as a data collection tool, distributed across five areas: school journalism, instructional technology, school radio, seminars and lectures, and communication with families and the local community. The study yielded several results, including:
 1. The fields of school journalism and instructional technology ranked first with the highest average score of 2.43, while the field of school radio ranked third with an average score of 2.41.
 2. The fields of seminars and lectures and communication with families and the local community ranked last with an average score of 2.40.
- "Educational Media and Its Role in Shaping Children's Awareness" by Harith Al-Khayoun (2018). This study aimed to uncover the required role of educational media and its impact on building a sound human personality and shaping children's awareness. The study reached several results, including:
 1. Educational media contributes to evaluating human behavior, building a social system that contributes to achieving higher goals, and developing children's awareness.

- "Media in Bahrain and Its Contribution to Personal Skills Development" by Ibrahim (2016). This study aimed to explore the role of educational media in the Kingdom of Bahrain and the tasks it performs to develop students' educational and skill capabilities. It also examined the effectiveness of educational teaching among secondary school students in Bahrain. The study was applied to a sample of 500 students, and several results were obtained, including:
 1. There is a statistical significance in the role of media and education in the Ministry of Education in the Kingdom of Bahrain and in developing personal skills within the educational system.
 2. The development of personal skills among secondary school students affected their specialization choices.
- a- (Study by Noha El-Sayed Ahmed Nasser, 2016) This study aimed to prepare teachers capable of understanding the media used in their society, the methods employed by these media, and then enable them to acquire skills in using media for communication with students and developing the teaching methods in pre-university education. This study yielded several results, including:
 1. The state of media and digital education in the Arab world is deteriorating, and its level is low among Arab youth.
 2. Egyptian efforts in the field of media education are still low and require further establishment of the concept in educational institutions.
 3. The awareness of the concept of media education among teachers is weak, given the continuous development in the field of digital media.
- b- (Study by Ahmed Gamal Hassan Mohammed, 2015), titled: Media Education towards the Content of Social Networking Sites. This study aimed to determine the impact of the proposed model of media education towards the content of social networking sites on the development of social responsibility among university students. It was applied to a sample of 32 second-year students from the Department of Educational Media, Faculty of Specific Education, Minia University. The study used a selection test and a social responsibility scale as research tools. This study reached several results, including:
 1. There is an impact of the proposed model of media education on the academic achievement of the study sample regarding

the cognitive aspect of media education and social responsibility.

2. There is an impact of the proposed model of media education on the development of the credibility level of social networking sites' content among the study sample, as well as reducing its negative effects on them.
- c- (Study by Miri Aboud, Fares Al-Hajj, Mohammed Kalas, 2013), titled: Media Education in the Era of the Citizen Journalist. This study addressed the problem of linking citizen journalism with media education, examining its different effects and its credibility among the public. This study yielded several results, including:
1. The importance of media education has increased in light of citizen journalism, with messages that are less objective and lacking accuracy.
 2. Citizen journalism provides the freedom of transmission and the ability to receive as an integral part of media education.
- d- (Study by Reham Abdelrazek Mahmoud Khatib, 2013), titled: The Effectiveness of Using a Media Education Program in Perceiving Television Violence among a Sample of Egyptian Children. This study aimed to develop a program to equip late childhood stage children with media education skills to perceive violence in Egyptian films. The study adopted a quasi-experimental method and included a sample of 23 children in the late childhood stage, aged between 9 and 12 years. The study reached several results, including statistically significant differences between the average scores of the study sample children before and after implementing the media education program in the "Perception of Violence in Egyptian Films through Media Education Skills" scale.

e- (Study by Alderi, 2012) on the reality of using educational media in acquiring educational media skills. This study aimed to identify the reality of using educational media in acquiring educational media skills. It was a descriptive study that used a questionnaire as a data collection tool, applied to a sample of students. The study reached several results, including:

1. The study sample members agreed on the importance of using educational media in communication skills for students with learning difficulties, according to the study's criteria.
2. The study sample members agreed that the degree of using educational media in transferring communication skills to

students with learning difficulties was statistically significant, according to the study's criteria.

f-(Study by Masoud, 2010) aimed to identify the motivations behind the use of educational and counseling media among secondary school students in the governorates of Minya and Alexandria. It was a descriptive study that used a questionnaire as a data collection tool

3.1. 3 What distinguishes our study from previous studies:

The researchers have extensively reviewed and utilized existing studies as the foundation for their research. They have highlighted the dialectical relationship between media education and digital media, especially considering the rapid advancements in the field of digital media from the perspective of media and education specialists. The key features that set our study apart from previous ones are as follows:

1. Focus on understanding the viewpoints of media and education professors in Arab universities regarding media education and digital media.
2. Addressing the dialectical relationship between media education and digital media, and the impact of digital media on human behavior in the face of rapidly evolving technological developments in multimedia communication channels.
3. The study was conducted on a random sample of media and education professors in Arab universities, specifically in the United Arab Emirates, during the year 2021.
4. Execution of the study amidst the wide and rapid proliferation of digital media, particularly in the context of the global COVID-19 pandemic experienced by countries worldwide, including Arab countries.

3.2 Scientific concepts related to the study:

1. Media Education: The 2002 Youth Media Education Conference defines it as "recognizing the sources of media content and their political, social, commercial, and cultural objectives. It includes critical analysis of media materials, production of these materials, interpretation of media messages and the values they contain. It involves critical thinking, participation, idea generation, and processing. It also includes analyzing news, re-reading and criticizing education,

television and cinema films, images, and more, and ensuring citizens' right to participate in all areas of life."

2. Media Literacy: It encompasses all practices that enable people to access, critically evaluate, create, and process media. Media literacy aims to enhance awareness of the influence of media and foster an active stance towards consuming and creating media.
3. Digital Media: Modern communication technologies that have emerged from the convergence of computers, smartphones, and traditional media such as print, photography, sound, text, and video. There is often confusion between the concepts of educational media and media education, although they differ greatly. Media education aims to educate individuals on critically and consciously engaging with media, essentially eliminating media illiteracy.
4. Educational Media: It refers to the use of school media, such as school newspapers and radio, to achieve educational goals. On the other hand, media education relies on activating and stimulating the audience's ability to perceive, analyze, criticize, and selectively engage with media and its channels and messages in smart ways.

3.3 The Conceptual Framework.

3.3 .1 The Cognitive Framework :

The advent of modern communication channels and information technologies has significantly impacted education, particularly in reaching underprivileged groups with limited access to education. Media, including radio, television, and the Internet, has played a crucial role in raising awareness about the importance of education and providing basic literacy and numeracy skills to those in need. These media serve multiple functions and objectives, contributing to the economic, social, and cultural development of societies through ethical, educational, and informative means, fostering a well-rounded individual capable of fulfilling social responsibilities.

With the rapid advancements in communication channels and information technologies, media has become an integral part of the educational process, leading to the inclusion of educational

media as a specialized field in educational institutions. Educational media aligns education and media to shape human behavior, particularly in terms of upbringing and youth development, ensuring a balanced approach that neither deviates from media flexibility nor restricts educational progress in the digital media landscape.

Media education encompasses various aspects, including accessing, analyzing, evaluating, and delivering information. It plays a significant role in instilling social and cultural values in children, equipping them with critical evaluation, problem-solving, communication, and literacy skills necessary for effective communication. Media education is a structured process aimed at addressing educational challenges faced by individuals in society, interacting with other societal processes to achieve common educational goals. Skilled professionals in media education are essential for its successful implementation.

The concept of media education gained prominence in the Arab world in the early 2000s as a response to the growing need for analytical and critical understanding of media texts, both local and international. Several conferences and workshops were conducted in Arab countries to explore the strategic dimensions of media education, including a significant workshop hosted by the American University in Beirut in 2006, focusing on media education in the era of globalization, widespread communication channels, and information technologies, and their impact on social and intellectual concepts within Arab society.

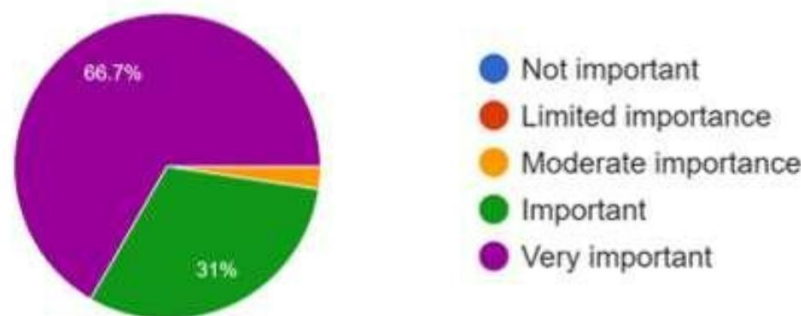
The inclusion of media education in Arab curricula is not a recent development, as it has garnered attention from local, regional, and international organizations, such as UNESCO, which advocated for the teaching of media education since 1982. The definition of media education encompasses various forms of media and communication, including moving and still images, words, and illustrations delivered through different information and communication technologies, enabling individuals to understand, produce, and choose appropriate means to express their messages.

4.1 Results

the researchers designed a questionnaire and presented it to a group of colleagues for peer review. They benefited from their feedback and opinions, particularly regarding the selection of the study sample. As mentioned earlier, a simple random sample was used, consisting of professors and specialists in the fields of media and education. A total of 300 electronically distributed questionnaires were collected, which will serve as the basis for the analysis

1: The importance of media education in the digital media era:

Figure (1) illustrates empowering the community to face the challenges of digital development.

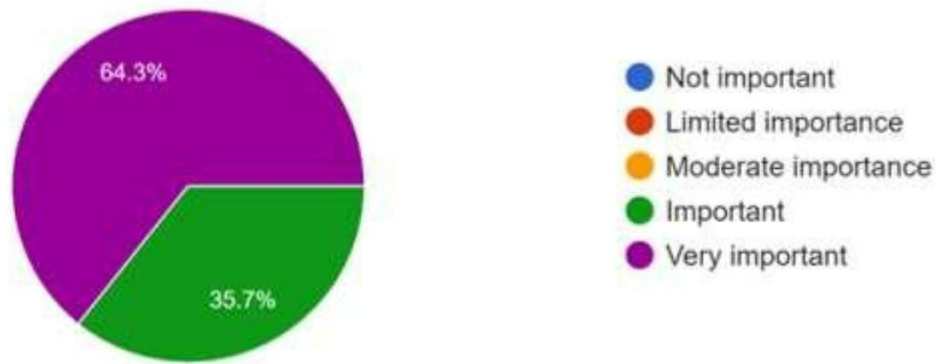


Empowering society to address the challenges of digital advancement:

The results depicted in Figure 1 demonstrate that media education enables society to confront the challenges of digital advancement. When the researchers inquired about the role and significance of media education in the digital media era, the findings revealed that media education contributes significantly to addressing the challenges of digital advancement

2-The role of media education in equipping individuals with media literacy knowledge and skills

Figure (2) demonstrates equipping individuals with media literacy knowledge and skills.



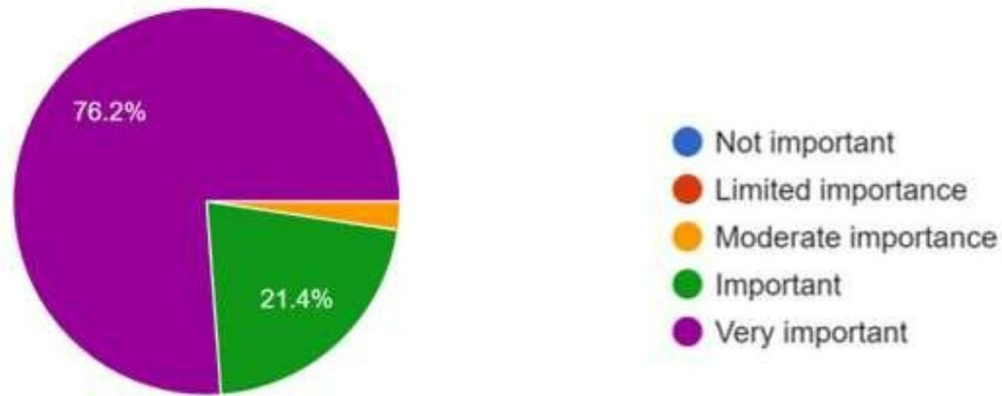
When the researchers asked about the role of media education in equipping individuals with media literacy knowledge and skills, the results indicated that 64.3% of respondents considered it highly important, and 35.7% considered it important. This clear indication underscores the role and significance of media education in providing individuals with media literacy knowledge and skills to combat media illiteracy.

These findings demonstrate the effectiveness of media education in addressing the challenges of media illiteracy and empowering individuals to critically analyze and evaluate media content. By equipping individuals with media literacy knowledge and skills, media education enhances their ability to navigate the digital media landscape, identify misinformation, and make informed decisions.

The results emphasize the importance of incorporating media education programs and initiatives into educational systems to promote media literacy and combat the spread of misinformation. By doing so, individuals can acquire the necessary knowledge and skills to navigate the complex and rapidly evolving media landscape, fostering a more informed and media-literate society.

3- The role of media education in promoting media ethics

Figure (3) illustrates promoting media ethics.



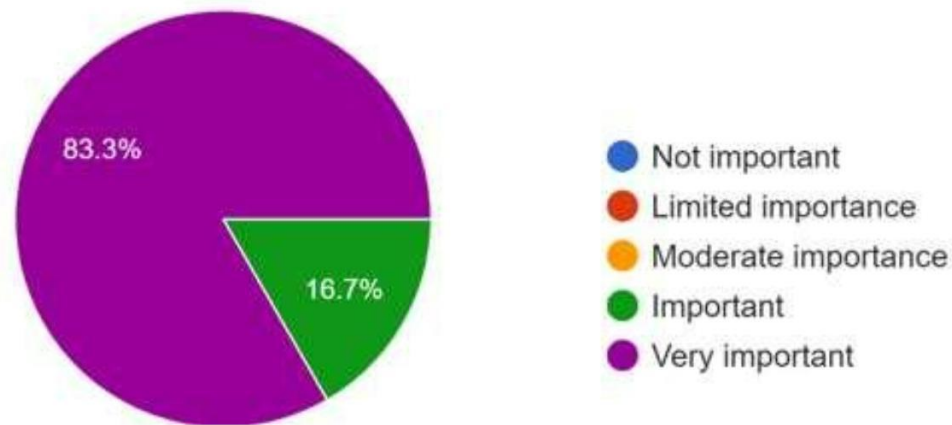
When presenting a question to the researchers about the role of media education in promoting media ethics, the results indicated that 76.2% of respondents considered it highly important, and 21.4% considered it important. This clear indication highlights the role and significance of media education in promoting media ethics.

Media education plays a crucial role in instilling ethical principles and values in individuals when it comes to media consumption and production. By raising awareness about the ethical considerations involved in media content creation, media education empowers individuals to make responsible and ethical choices in their media practices.

These findings demonstrate that media education is instrumental in fostering a media environment that upholds ethical standards, such as accuracy, fairness, transparency, and respect for privacy. By emphasizing the importance of media ethics, media education encourages individuals to critically evaluate media messages and engage with media content in an ethical and responsible manner. By integrating media education into educational curricula and promoting ethical media practices, society can cultivate a media-literate population that values integrity, ethical behavior, and responsible media consumption. This, in turn, contributes to the overall improvement of media ethics and promotes a healthier and more responsible media landscape.

4- The role of media education in empowering the community to confront media deception

Figure (4) demonstrates empowering the community to confront media deception.



When the researchers presented a question regarding the role of media education in empowering the community to confront media deception, the results showed that 83.3% of respondents considered it highly important, while 16.7% considered it important. This clear indication highlights the role and significance of media education in enabling the community to address media deception.

Media deception refers to the dissemination of misleading or false information through various media channels. In an era where information is readily accessible and spreads quickly, media education plays a crucial role in equipping individuals with the skills and knowledge needed to critically evaluate media content and identify deceptive practices.

By promoting media literacy and critical thinking skills, media education empowers individuals to question and analyze media messages, detect biases, verify information, and distinguish between reliable sources and misinformation. It enables individuals to become informed and discerning media consumers who are less susceptible to manipulation and deception.

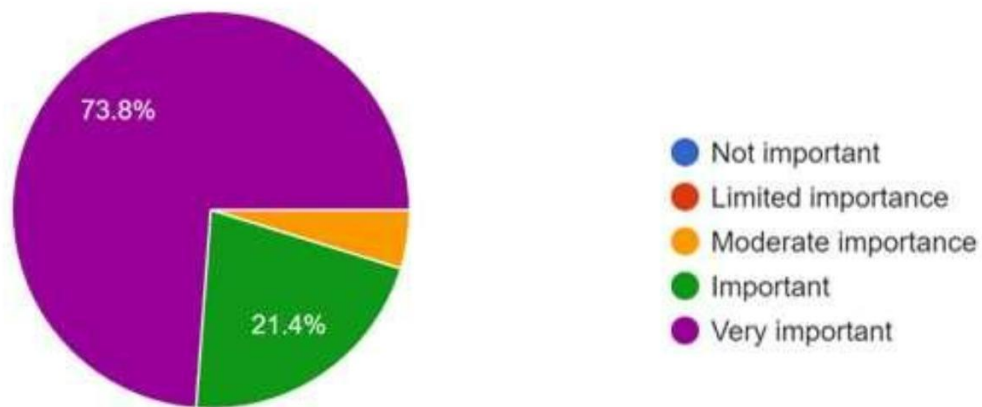
Furthermore, media education fosters an understanding of the ethical responsibilities of media professionals and the importance of journalistic integrity. It raises awareness about the potential

consequences of media deception on society and encourages individuals to actively engage in media literacy initiatives and advocate for media transparency and accountability.

By empowering the community to confront media deception, media education helps create a more informed and vigilant society that can navigate the complex media landscape and make well-informed decisions. It enables individuals to challenge misinformation, promote truthfulness, and contribute to a healthier media environment.

5-The role of media education in achieving safe media use:

Figure (5) illustrates achieving safe use of media platforms.



Regarding the question on the role of media education in achieving safe media use, the results showed that 73.8% of respondents considered it highly important, while 21.4% considered it important. This clear indication highlights the role and significance of media education in promoting safe and responsible media use. In today's digital age, where media platforms and technologies are readily accessible, ensuring the safe use of media is of paramount importance. Safe media use encompasses various aspects, including protecting personal information, preventing cyberbullying, avoiding online scams, and maintaining digital privacy and security.

Media education plays a crucial role in achieving safe media use by equipping individuals with the necessary knowledge and skills. It

educates individuals about potential risks and threats associated with media consumption, such as identity theft, online harassment, and exposure to inappropriate content. By raising awareness about these risks, media education empowers individuals to make informed decisions and take appropriate precautions to protect themselves.

Furthermore, media education teaches individuals how to critically analyze media content and evaluate its credibility and reliability. This enables them to identify misinformation, fake news, and manipulative tactics used in media, thus reducing the risk of being misled or deceived.

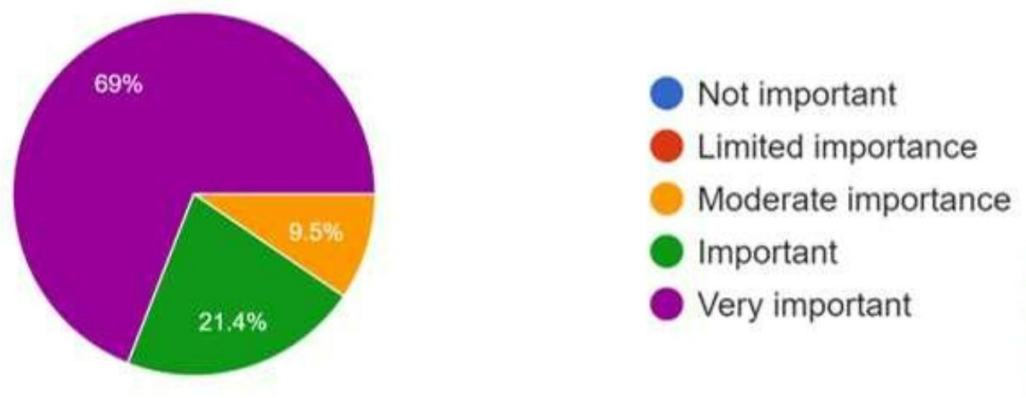
Media education also promotes responsible digital citizenship, emphasizing ethical and respectful behavior in online interactions. It encourages individuals to engage in positive and constructive online communication, while discouraging cyberbullying, hate speech, and other harmful behaviors.

By integrating media education into educational curricula and community programs, individuals can develop the skills necessary to navigate the digital landscape safely. They learn about the importance of setting privacy settings, creating strong passwords, and using security measures to safeguard their personal information.

Overall, the high percentage of respondents recognizing the importance of media education in achieving safe media use underscores its crucial role. Media education enables individuals to become informed and responsible media users, empowering them to navigate the digital world safely and confidently.

6- The role of media education in reducing the negative impact of media on society

Figure (6) demonstrates reducing the negative impact of media on society.



Regarding the question on the role of media education in reducing the negative impact of media on society, the results indicated that 69% of respondents considered it highly important, while 21.4% considered it important. This clear indication highlights the role and significance of media education in mitigating the negative influence of media on society.

The media has a powerful impact on individuals and communities, shaping their perceptions, attitudes, and behaviors. However, this influence can sometimes be negative, leading to misinformation, sensationalism, stereotypes, and harmful content. Media education plays a crucial role in addressing these issues and reducing the negative impact of media on society.

By providing individuals with critical thinking skills and media literacy, media education enables them to analyze and evaluate media messages effectively. It helps individuals recognize biased or misleading information, distinguish between fact and opinion, and understand the potential consequences of media consumption.

Media education also encourages individuals to be active and discerning media consumers. It promotes media literacy by teaching individuals how to seek diverse perspectives, verify information from reliable sources, and engage in constructive dialogue about media content. By empowering individuals with these skills, media education enables them to make informed decisions and resist the negative influence of media.

Additionally, media education fosters media literacy among the younger generation, preparing them to navigate the media landscape responsibly. It equips children and adolescents with the tools to critically evaluate media content, question stereotypes,

and understand the manipulative techniques used in advertising and media messages.

Furthermore, media education promotes media ethics and responsible journalism. It emphasizes the importance of unbiased reporting, accuracy, and transparency in media production. By raising awareness about ethical standards, media education encourages individuals to demand responsible and ethical media practices, thus contributing to the overall improvement of media content and its impact on society.

In conclusion, the high percentage of respondents recognizing the importance of media education in reducing the negative impact of media on society demonstrates its crucial role. Media education equips individuals with the necessary skills and knowledge to critically analyze media, make informed choices, and resist the negative influence of media. By promoting media literacy and ethical media practices, media education contributes to creating a more informed, responsible, and resilient society.

7- Ensuring conscious engagement with media content.

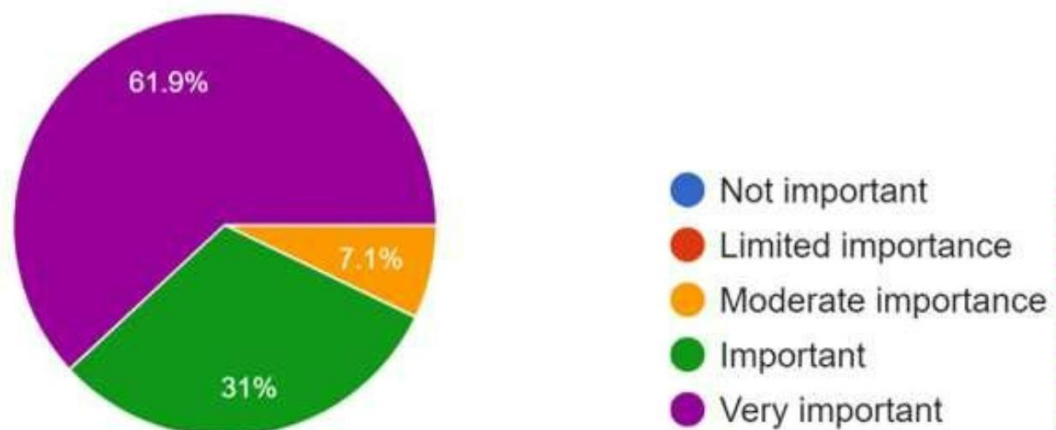


Figure (7) illustrates ensuring conscious engagement with media content.

The results depicted in Figure 7 indicate that the importance of media education in ensuring conscious engagement with media content is rated at 61.9% as highly important and 31% as important. The percentage indicating moderate importance is 7.1%. This serves as a clear indicator of the significance of media

education in guaranteeing informed and conscious interaction with media content.

In today's media landscape, individuals are bombarded with a vast array of media content from various sources. It is essential for individuals to develop the skills and awareness to engage with media content critically and consciously. Media education plays a vital role in equipping individuals with the necessary tools to navigate media messages effectively and make informed decisions. By providing individuals with media literacy skills, media education enables them to analyze, interpret, and evaluate media content from a critical standpoint. It helps individuals develop an understanding of the techniques used in media production, such as framing, bias, and manipulation. With this knowledge, individuals can recognize the intentions behind media messages and assess their credibility and accuracy.

Media education also emphasizes the importance of active engagement with media content. It encourages individuals to question and challenge media representations, stereotypes, and narratives. By fostering critical thinking and promoting media literacy, individuals are empowered to navigate through media content consciously, making informed choices about what they consume and share.

Furthermore, media education promotes digital citizenship and responsible online behavior. It educates individuals about online privacy, digital footprints, and the potential risks and challenges of the digital world. By raising awareness about these issues, media education equips individuals with the skills to protect themselves and engage responsibly with online media.

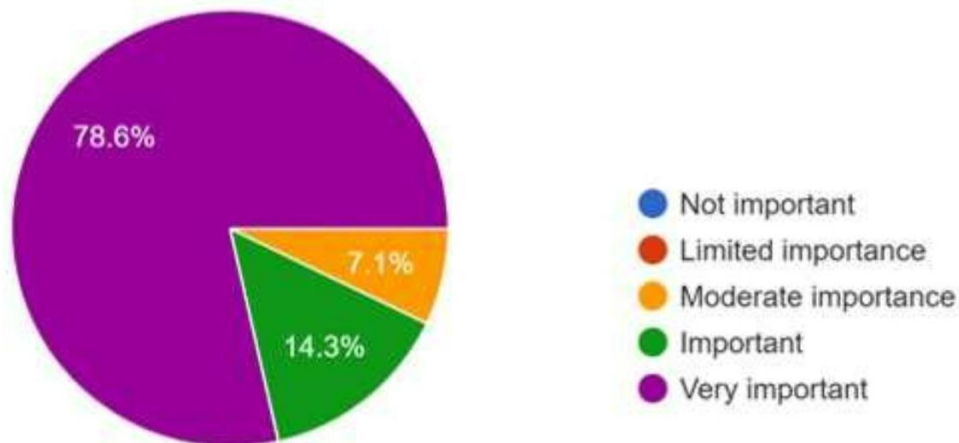
Moreover, media education addresses the impact of media on personal and social values. It encourages individuals to reflect on their own beliefs and values and consider the influence of media messages on shaping societal attitudes and behaviors. By fostering media literacy and critical reflection, media education enables individuals to resist manipulation, challenge harmful narratives, and contribute to a more informed and inclusive public discourse.

In conclusion, the results indicating the importance of media education in ensuring conscious engagement with media content highlight its significance. Media education equips individuals with critical thinking skills, media literacy, and digital citizenship, enabling them to navigate media content effectively and make informed choices. By promoting a conscious and informed approach to media consumption, media education empowers

individuals to be active, discerning, and responsible participants in the media landscape.

8 - Protecting the community from cultural invasion and intellectual penetration.

Figure (8) demonstrates protecting the community from cultural invasion and intellectual penetration.



The results presented in Figure 8 demonstrate the importance of media education in protecting society from cultural invasion and intellectual penetration. According to the researchers' opinions, the significance of media education in this aspect is rated at 78.6% as highly important, 14.3% as important, and 7.1% as moderately important. This indicates the crucial role of media education in safeguarding the community from cultural intrusion.

Cultural invasion and intellectual penetration refer to the influence exerted by external forces on a society's values, beliefs, and cultural identity. In the context of media, this can occur through the spread of foreign ideologies, dominant narratives, and distorted representations that challenge or undermine a society's cultural heritage and indigenous perspectives.

Media education plays a pivotal role in raising awareness about cultural invasion and intellectual penetration. By developing media literacy skills, individuals are equipped with the ability to critically analyze and evaluate media messages, recognizing the underlying cultural and ideological dimensions. They become conscious consumers of media, capable of discerning between authentic cultural expressions and those influenced by external forces.

Media education also fosters a sense of cultural identity and pride. It encourages individuals to explore and appreciate their own cultural heritage, traditions, and values, enabling them to resist the

erosion of their cultural identity. By understanding and valuing their cultural roots, individuals are better prepared to protect their society from cultural invasion and intellectual penetration.

Moreover, media education promotes diversity and inclusivity. It emphasizes the importance of embracing different cultural perspectives, challenging stereotypes, and promoting intercultural dialogue. By encouraging respect for cultural diversity, media education strengthens society's resilience against external influences that seek to homogenize or marginalize certain cultures. In addition to fostering critical thinking, media education empowers individuals to actively participate in shaping media content and narratives. By providing platforms for local voices to be heard, media education enables individuals to counterbalance external influences and ensure that their own cultural expressions and values are represented in the media landscape.

Furthermore, media education raises awareness about the ethical implications of cultural invasion and intellectual penetration. It encourages individuals to reflect on the ethical responsibilities of media producers, promoting media practices that respect cultural diversity, authenticity, and social cohesion. By developing a sense of media ethics, individuals contribute to creating a media environment that protects society from the negative impacts of cultural intrusion.

In conclusion, the significance of media education in protecting society from cultural invasion and intellectual penetration is evident. By fostering media literacy, cultural awareness, and ethical engagement, media education equips individuals with the tools to resist external influences and safeguard their cultural heritage. Through critical analysis, active participation, and respect for diversity, media education empowers individuals to protect their society from the negative effects of cultural intrusion, fostering a resilient and inclusive media landscape.

Enhancing the role of media in promoting proper education:

Table (1) illustrates reinforcing the role of media in fostering proper education.

Statement	Alternatives
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	Not important	Limited importance	Moderate importance	Important	Very important
Reinforcing the role of media in promoting proper education.			7.1%	28.6%	64.3%

The results presented in Table (1) indicate the importance of media education in reinforcing the role of media in promoting sound education. According to the respondents, media education is considered highly important in this aspect, with a rating of 64.3%, followed by 28.6% who considered it important. Additionally, 7.1% of the respondents rated it as having moderate importance. These findings highlight the significance of media education and its role in strengthening and promoting sound education.

Media plays a significant role in shaping individuals' knowledge, attitudes, and behaviors, particularly in the modern digital age where media platforms are pervasive. Media education aims to enhance individuals' understanding and critical thinking skills regarding media messages, enabling them to engage with media content in a responsible and informed manner.

By integrating media education into the educational system, individuals can develop the necessary skills to navigate and interpret media effectively. They learn to analyze and evaluate the credibility and accuracy of information presented in various media formats. This empowers individuals to make informed decisions, distinguish between reliable and misleading sources, and develop a discerning approach to media consumption.

Furthermore, media education promotes the understanding of media's role in shaping societal values, norms, and behaviors. It encourages individuals to reflect on the ethical dimensions of media production and consumption, fostering a sense of social responsibility and promoting positive societal development. By critically engaging with media representations, individuals can challenge stereotypes, promote diversity, and contribute to the creation of a more inclusive and equitable media environment.

Media education also highlights the importance of media literacy across different educational domains. It emphasizes the integration of media literacy skills within various subjects, enabling students to apply critical thinking and analytical skills to media content across different disciplines. This interdisciplinary approach

enhances students' overall educational experience and equips them with the tools to navigate and make sense of the complex media landscape.

Moreover, media education promotes the development of media production skills. By encouraging individuals to create their own media content, such as videos, podcasts, or blogs, media education empowers them to actively participate in shaping media narratives and contribute to the production of responsible and engaging media content. This hands-on experience enhances creativity, digital literacy, and communication skills, fostering a more active and participatory media culture.

In summary, media education plays a crucial role in reinforcing the role of media in promoting sound education. By equipping individuals with media literacy skills, promoting critical engagement with media content, and fostering ethical awareness, media education enhances individuals' ability to navigate, analyze, and contribute to the media landscape. By integrating media education into the educational system, individuals are better prepared to engage with media in a responsible and informed manner, leading to the acquisition of a sound education that aligns with societal needs and values.

The challenges facing digital media education are as follows:

Table (2) illustrates the challenges facing digital media education

Statement	Alternatives				
	Not important	Limited importance	Moderate importance	Important	Very important
Lack of community awareness of the importance of media education.		9.5%	% 16.7	26.2%	21.4%
Lack of courses that promote media education.		14.3%	28.6%	19%	28.6%
Lack of expertise and professional cadres in the field of media education.	%10.5	11.9%	28.6%	35.7%	19%
Lack of coordination between educational institutions and media organizations.	%9.5	11.9%	19%	33.3%	26.2%

Lack of training and development programs in the field of media education.		10.5%	26.5%	31%	21.5%
Low level of knowledge and skill performance of foreign languages.		14.3%	26.2%	21.4%	31%

The findings illustrated in Table (2) demonstrate the following:

1. Lack of awareness among the community about the importance of media education: The results show that there is a very high percentage of 21.4%, 26.2%, 16.7%, and 9.5% respectively, indicating a lack of awareness about the importance of media education.
2. Absence of curriculum that promotes media education: The results indicate varying percentages, with 9.5% very low, 14.3% low, 28.6% average, 19% high, and 28.6% very high, reflecting the absence of curriculum that supports media education.
3. Low level of expertise and professional skills in media education: The highest percentage of 19% indicates a very high level, followed by 35.7% indicating a high level, and 11.9% indicating a low level.
4. Lack of coordination between educational institutions and media organizations: The results show a very high percentage of 26.2%, a high percentage of 33.3%, a medium percentage of 19%, and a low percentage of 11.9%, highlighting the challenges of coordination between educational institutions and media organizations.
5. Limited training and development programs in media education: The results show a very high percentage of 21.5%, a high percentage of 31%, and an average percentage of 26.5%, indicating the lack of sufficient training and development programs in the field of media education.
6. Low level of knowledge and proficiency in foreign languages: The opinions of the researchers varied between a very high percentage of 31% and a high percentage of 21.4% regarding the low level of knowledge and proficiency in foreign languages.

These challenges highlight the obstacles that need to be addressed in order to enhance digital media education and ensure its effectiveness.

Thirdly, practical proposals to activate media education in society are as follows:

Table (3) illustrates the practical proposals to activate media education in society

	Statement	Alternatives				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
1	Benefit from successful global experiences.			7.1%	40.5%	52.4%
2	Include media education in school curricula			4.2%	32.5%	62.8%
3	Directing and supporting research activities towards the fields of media education.			2.7%	51.2%	46.5%
4	Holding conferences, workshops and specialized forums.			9.1%	38.6%	52.3%
5	Holding conferences, workshops and specialized forums.			2.4%	54.4%	43.2%
6	Increasing community awareness of the importance of media education.			4.5%	50%	45.5%
7	Establishing partnerships between educational agencies and media institutions.			13.6%	45.5%	39.5%

The findings presented in Table (3) indicate the following:

1. Utilizing successful international experiences as a proposal to activate media education in society: The results show a strong agreement percentage of 52.4%, agreement percentage of 40.5%, and a lower neutral percentage of 7.1%.
2. Including media education in the curriculum: The results indicate a percentage of 32.5% strongly agreeing and 62.8% agreeing with this proposal.

3. Directing and supporting research activities towards media education: The researchers unanimously agreed on the importance of this direction, with a percentage of 97.7%.
4. Holding conferences, workshops, and specialized forums to activate media education in society: The results show a strong agreement percentage of 52.3%, an agreement percentage of 38.6%, and a neutral percentage of 9.1%.
5. Increasing community awareness to activate the role of media education: The results indicate a percentage of 43.2% strongly agreeing, a percentage of 54.4% agreeing, reflecting the opinion of a group of media education specialists who believe that increasing community awareness of the importance of media education has achieved a high percentage.
6. Establishing partnerships between educational institutions and media organizations to activate media education: The results show a strong agreement percentage of 45.5%, an agreement percentage of 50%, and a neutral percentage of 4.5%.
7. Including critical thinking in the curriculum regarding media education: The results show a percentage of 39.5% strongly agreeing, a percentage of 45.5% agreeing, and a neutral percentage of 13.6% in the study sample.

4.2 Results

4.2.1 Results. Results and Recommendations:

The study, both in its theoretical and field aspects, has yielded several scientific results that have achieved its objectives. These results were presented in the third section of the research, which analyzed the findings and presented the field study. The main results can be summarized as follows:

1. Arab efforts in the field of media and digital education in the Arab world are still weak and limited. There is a need for further establishment of the concept in educational institutions and raising awareness about it before moving into the implementation phase.
2. There is a clear confusion between the concepts of educational media and media education in the classified research.

3. The study participants agreed on the obstacles that hinder the use of educational media in transferring communication skills to students at the educational stage, to a large extent.
4. The application of proposed models of media education on certain target audiences has proven to be effective. This indicates a positive indication of the readiness of the public to accept and practice the concept in real life.
5. There is a lack of scientific research linking media education with digital media. If this is the situation in the field, how can knowledge and its advancements be disseminated among the targeted audiences?
6. There is a lack of investment in the field of media education or education through media. The limited Arab scientific research in the fields of media education and digital media is evidence of this.

4 .2 .2 Results Recommendations:

Based on the study's findings, the researchers recommend the following:

1. Media education should be included in educational curricula to enhance communication literacy among university students in both professional and social aspects.
2. Educational media should focus on providing students with contemporary experiences in the field of educational media. Universities should allocate more resources towards educational broadcasts to provide students with opportunities in various learning disciplines.
3. The role of educational media should be activated in addressing educational management issues related to planning, organization, supervision, and development.
4. Modern technological means should be provided to implement programs related to professional development in digital media.
5. Innovative methods should be developed to encourage interaction and dialogue between teachers and students regarding the content presented in media.
6. Future field studies should be conducted to shed light on the role of educational media in secondary schools and to activate it at different educational stages in schools.

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