The media professors' skills in digital media... adoption and usage

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Abstract
The article explores the digital media skills and vision that media professors can use in teaching—furthermore identifying the factors that form the technical knowledge of media professors towards digital media skills. It has adopted the descriptive approach using the questionnaire as a data collection tool. The random sample has been (66) media faculty members in Jordanian universities. The results showed that media professors have a vision of the requirements and skills of digital media highly. Furthermore, it found a correlation between the technical knowledge of media professors and their attitudes towards digital media skills. The authors recommended that professors acquire the skills of using digital media effectively, as it reduces the effects of variables that affect how this type of media is used in lecturing or general everyday life.

Keywords: Digital media; media professors; media faculties; skills; universities.

1. Introduction
At the end of the twentieth century and the beginning of the twenty-first century, there was increasing interest in digital transformation based on the combination of scientific and professional expertise and technology tools provided by the media work field. Digital transformation aims to develop expertise and digital media skills by investing the capabilities and needs of educational institutions in the educational service and meeting the needs of students.

Information and communication technology has created a new method of communication and social interaction between individuals within
virtual cyberspace, which has contributed to significant changes in individuals’ social relations and forms of interaction as well as in communication methods, which means that it removed borders and bridged the distances between individuals, peoples and different cultures (Alawneh, 2012).

The increasing developments in the Internet also contributed to the emergence of digital media and the concepts related to digital transformation that regulates the methods of dealing with the target audience. Therefore, the use of information technology greatly affected the media, which made it necessary to include information technology in the educational service.

Accordingly, media institutions are very interested in the digital transformations of the content of the media material to automate their operations and raise their capabilities to address the public to be able to meet their information needs, especially since the information and communication revolution enabled the recipient audience to access information through other means. These transformations led to major changes in media operations because of the revolution in communications and information technology, which resulted in the extensive use of digital media skills in creating media content.

From the foregoing, with its new specifications, digital media contributes to forming features and perceptions of a new media model that includes all elements of the digital communication process, including the channels, media, messages, and tactics required. It also changed the role of digital media to become more positive and effective, which the authors assume transforms into software and digital transactions through modern communication technologies.

1.1 The problem statement

Digital media includes employing modern communication channels and technologies and using them to reach the target audience. Therefore, using digital communication technologies and new media to reach audiences using various digital media forms has become imperative. On the other hand, the content of digital media (news, cultural, entertainment, or other messages) contributes to developing the skills of faculty members in digital media, which has become the most important element of communication between faculty members in media faculties in Jordanian universities and students. Therefore, the problem of the current study is to identify the degree to which faculty members in media faculties and departments in Jordanian universities possess digital media skills, specifically in light of the noticeable decline in teaching traditional media due to communication techniques and innovations due to the strong influence of digital media on the target audience, considering that the techniques of New media have become
an important factor in creating the requirements and skills of this media. So, the article attempts to answer the following questions:

1- What is the level of media professors' skills in digital media?

2- Do media professors have a vision of the requirements and skills of digital media?

3- What factors in which form the technical knowledge of media professors towards digital media skills?

1.2 The importance

The article focuses on a recent and important topic related to university professors who teach young students. Young people are expected to possess various skills in digital media. Therefore, identifying the level of digital skills among teachers gives an idea of the gap between the two generations, and contributes to determining the most important requirements for the teacher, especially the media professor, to be at a level of skills in employing digital media in education or daily life.

1.3 The aims

The article aims to explore the level of media professors' skills in digital media, their vision about the requirements of digital media, and finally, examine the correlation between the factors that form the technical knowledge of media professors and their actual attitudes towards their possession of digital media skills.

1.4 The terminology

Media professors refer to the media faculties' professors at Jordanian Universities who teach digital media courses.

Digital media: The usage of electronic tools available on the Internet by digital media professors in media faculties and departments in Jordanian universities to engage students. Such as websites, social media and mobile applications through the Internet.

Digital skills: Digital skills are broadly described by UNESCO as "the ability to use digital devices, communication applications, and networks to access and manage information. They allow us to create and share content, communicate, and collaborate globally and instantaneously" (Adams, 2022). Procedurally, digital skills are all abilities of media professors to operate, promote and communicate online content managing.
2. Literature Review

2.1 Theoretical Background

The cultivation theory is a suitable background for the article's topic. It explains how individuals can get knowledge to influence others, adopt issues, trends, and ideas. Practically, it assumes that media professors' digital media skills contribute to enhancing and cultivating the students' digital abilities and improving their digital skills. Therefore, cultivation theory represents ideas related to meaning-making processes, the formation of social reality, observational learning, and the role of digital media in these fields. This theory links the intensity of acquiring meanings, ideas, beliefs, and symbolic images about the world presented by digital media away from the real world, mainly to the individuals exposed to these means extensively (Ismail, 2018).

2.2 Digital media

A set of terms refers to digital media, including interactive, multimedia, and live networked media. This media has been able to gain great attention because of its enormous capabilities and capabilities in developing the performance of institutions of all types and sizes and the methods of providing their services and satisfying their audiences, as creativity and innovation have become the basis for using digital media technologies and the main catalyst for various types of institutions to achieve a high level of performance for the services they provide to the public. Al-Dabbagh (2021) showed that the widespread use of digital media had crossed all borders and distances, as its impact has become clear at all levels, and that the most obvious of them is on the values that form the culture of society with its various sectors and the beliefs of its people.

Digital media has also been able to control the lives of societies and change many values, habits, and concepts to the extent that its influence has become as rich as the influence of the family, school, and university and sometimes even stronger than the influence of all these parties. Therefore, digital media also has a major role in influencing positively or negatively shaping the attitudes of society members towards various topics. The increase in subscribers to digital media led to an increase in its impact on society daily. Its competition with traditional media methods increased in influencing public opinion on many political, economic and social issues of concern to the community, as digital media was employed in publishing current news in the world in a manner more efficient and faster than television, newspapers, radio and other traditional media (Meshri, 2018).

Digital media is defined as applications of modern digital technologies that are integrated with traditional media strategies to achieve the ultimate goals of institutions. Institutions also adopt this new type of media to gain great momentum to support the facilitation of the
communication process through advanced smartphone applications that encourage various media exchange activities (Almaazmi et al., 2021). It has also been defined as a free interactive means of communication for the exchange of news and information and the practice of media and journalism without censorship or conditions that give signals to constitute criticism of the direction of traditional media and to announce the birth of a new media that competes with traditional media. Digital media also enables users to transfer data and information to the public through available means. This type of privatisation is not subject to any rules or censorship. The impact of these means has become greater than that of traditional media. This has affected society, its beliefs, and attitudes, in addition to the fact that alternative media can be in the form of information, opinion, news, or incitement sent to many people in society by using one of the means of modern technology represented by the Internet and mobile phones.

Digital media uses electronic devices in programs, websites, videos, media, social networking sites such as (Facebook, Twitter, and YouTube), blogs, and forums. The concept of digital media emerges from its audience, as the audience has become a basis and an alternative to traditional media methods and gives new ideas and strategies for cooperation, planning and arrangement among the members of society (Al-Rifa, 2017). Digital media is also known as media that takes place digitally and interactively, as digital is based on the fusion of video, text, sound, and image together, in addition to using the computer as a main device in the presentation process (Sadiq, 2021). Digital media has also been defined as "the application of interactive digital technology to achieve the objectives of the media organization by identifying and meeting the needs and expectations of customers. The use of various technologies, digital channels and all forms of media occurs via the Internet" (Onobrakpeya & Mac-Attama, 2017).

Digital media is "a non-traditional virtual platform that relies mainly on the Internet to enhance services and connect customers, identify and understand user needs using digital technologies and devices, and it is one of the modern and most effective methods to create awareness of service and develop and improve the image of the organization (Mishra, 2020). So, digital media can be defined as modern media used by faculty members in Jordanian universities. This type of media is based on using electronic devices for trading and transferring data through them in the form of binary signals. These devices include (digital cables, satellites, mobile devices, and computers). Digital media is widely used in programs and multimedia, such as images, audio, video clips, websites, and advertisements on the Internet.

2.3 The impacts of digital media

The importance of digital media is represented in its reliance on the Internet, which has become a tool that competes with traditional media
in terms of information, education, and entertainment. The Internet also allows platforms and applications to develop technology and activity techniques, thus encouraging user participation and giving impressions of how technology is used and manufactured according to the needs of the masses (Castells, 2012). Today, with its modern technologies, digital media is advancing rapidly, providing organizations with many forms that represent a real challenge to them in various fields, such as artificial intelligence, communications, and the like. It can be said with confidence that digital media helps to change and alter the values of the institution significantly and that considering the important changes that the world is witnessing today, the modern technical revolution represents the main factor influencing the institution's political, economic, and social environment (Halbawi, 2022).

The importance of digital media is that it is based mainly on advanced human and scientific knowledge and the optimal use of information flowing at a rapid pace, as well as in its privacy and isolation from previous technical revolutions, as it does not depend on raw materials, energy, or other factors of production; Rather, its main pillar and the main engine is the human mind. The importance of digital media has also increased nowadays, as through it, the institution interacts with its environment and its audience, and through its convictions, concepts, and behaviors are formed. It provides evidence and indicators of the institution's progress (Al-Khatib, 2019).

It is concluded that digital media is based on the use and employment of modern technical capabilities to carry out its activities and achieve the goals of professors in universities in communicating with students, as the use of the capabilities of technologies used in digital media achieves communication efficiently, and digital media, information technology and computers opened unlimited horizons.

Professionally, the digital media environment affects media performance and technical or linguistic skills. Bosnan & Riah (2022) stated that media journalists' performance in the digital environment is marked by technical and linguistic incompetence, which hurts the profitability of media performance and digital media processes. Socially, the digital media environment influences society's values and behaviours. Das (2020) showed that information that can be created, displayed, modified, transferred, and saved (as programs, digital videos, images, web pages, databases, audio, E-books and digital books) via digital media affects social values.

From another point, digital transformation has affected economic status. Salami & Bouchi (2019) examined the connection between digital transformation and financial risk and concluded that digital transformation helps establish a digital economy where individuals and businesses can increase productivity and create a stimulating and competitive commercial position. Moreover, that digital transformation
entails several risks that must be addressed by developing systems that keep up with technological revolutions and technological advancements, as well as improving electronic information security.

The influence of the media is not limited to values and the economy but also affects political relations and diplomacy. Asadi(2017) identified the role of digital media in diplomacy discussions worldwide, its nature and various categories, and the position of these media and modern communication technology in today's political and social interactions. Asadi stated that a digital diplomacy is an innovative tool in the world for changing attitudes and influencing people's thinking and beliefs and that digital media has a significant effect on shaping social changes and changing viewpoints due to its exceptional features and ability to influence public opinion.

Orekat et al.(2019) identified the media students' motivations for digital media journalistic skills through their exposure to electronic newspapers. They concluded that the student's behavioral motivation for acquiring journalistic skills in digital media is high. Young people spend one to two hours daily on modern digital communication technologies(HPC, 2017). Alawneh & Alnassir(2016) revealed that most students follow specialized journalism and utilize the Internet for less than an hour daily.

2.4 Professors and Digital Media

Hämäläinen et al.(2021) showed marked differences in teacher skill and knowledge but little difference in attitudes. The importance of digital technology in education was widely recognized by professors, regardless of their background. Professors also acknowledge the need for professional development when using digital technologies. An important result of this research is the improved understanding of digital competence from the perspective of professors. Information and communication technology has greatly impacted people's quality of life in recent years. However, its educational potential has not yet been fully realized. The results show that university professors have sufficient digital skills. Still, their use in non-face-to-face classrooms is limited, and training programs in public institutions are limited to the COVID-19 epidemic and need to be reviewed(Soto et al., 2022).

Vergara-Rodríguez et al.(2022) showed a negative correlation between pandemic stress and professors' digital literacy and adaptability to the digital environment, weaker in both groups but more in digital immigrants in comparison. Both self-confidence and digital literacy positively impact perceived skill adaptation to DLE(digital learning environments), which is weaker among digital natives. There is a need to conduct training activities for higher education faculty on skills related to digital competencies in education.
To provide quality education, stay innovative, and contribute to Sustainable Development Goals, educational institutions use digital tools and implement ICT in the educational process. In addition to providing technical resources, properly training teachers with the appropriate knowledge and skills to fully exploit the potential of ICT is required (Pera et al., 2022).

Some quality teaching and learning processes in higher education are unthinkable without technology, especially as they affect the development of the skills and competencies needed in the 21st century. One of the first steps to successfully address this challenge is to analyze how university professors use ICT to develop the skills and abilities of students. In this regard, their perception is one factor limiting these tools' use. Among the most relevant results, it could be emphasized that the professor recognized her ICT potential and believed it would positively impact students' learning and the development of her 21st-century skills. The need to integrate ICT into the educational model is demonstrated, making digital skills training for professors relevant (Liesa-Orús et al., 2020).

For example, Information and communication technology (ICT) plays a role in online education through knowledge of school curricula or understanding the pandemic's evolution. Because professors must have the right skills to educate 21st-century citizens, create new and exciting learning spaces for highly skilled students, and develop those students' skills. (Elias et al. showed that students' digital skills do not meet the Chilean Ministry of Education (MINEDUC) requirements. However, the program advances to more complex cognitive levels as the curriculum progresses and promotes STEM skills. Developing the skills to design, create, or modify digital educational media that facilitate the use of digital and STEM skills remains a challenge. Elias et al. propose digital and STEM skills for teacher education and discuss their relevance for their integration into STEM teaching and learning (Elias et al., 2022).

3. Methodology

3.1 Method

The article uses a descriptive method to reveal the level of digital skills among media professors in Jordanian universities. The study was conducted during the academic year 2022/2023.

3.2 Population and sample

The population consists of (88) media professors at Jordanian universities that provide media and digital media majors: (Yarmouk University, Middle East University, Petra University, Zarqa Private University, Jadara University, Arab Open University, and Australian University of Media), In addition to two departments educating digital
media at the University of Applied Sciences and Aqaba University of Technology (JHEIAC, 2021). The sample is (66) media professors at Jordanian universities' faculties and departments of media.

3.3 Data Collection

For this article, the authors adopted a questionnaire to collect the data from the study sample. This questionnaire was judged by reviewers specialized in the digital media field. Relating to the reliability, the Cronbach Alpha coefficient was used then, which was (84%).

4. Results

Q1: What is the level of media professors' skills in digital media?

Table 1: Sample’s responses about the level of media professors' skills in digital media

<table>
<thead>
<tr>
<th>item</th>
<th>mean</th>
<th>s. deviation</th>
<th>level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordanian universities provide faculty members with the required abilities to deal with digital media.</td>
<td>3.913</td>
<td>.7459</td>
<td>High</td>
</tr>
<tr>
<td>Faculty members reveal strengths and weaknesses in programs that support digital media skills</td>
<td>3.857</td>
<td>.7570</td>
<td>High</td>
</tr>
<tr>
<td>Faculty members supply the information needed to ensure the success of Jordanian universities' dealing with digital media.</td>
<td>3.749</td>
<td>.8002</td>
<td>High</td>
</tr>
<tr>
<td>Faculty members provide the university with information that helps them improve their skills in dealing with digital media.</td>
<td>3.702</td>
<td>.7625</td>
<td>High</td>
</tr>
<tr>
<td>Digital transformation is invested in educating and training faculty members in digital media skills.</td>
<td>3.660</td>
<td>.8151</td>
<td>middle</td>
</tr>
<tr>
<td>Faculty members play an important role in reducing the effects of variables that influence students' acquirement of digital media skills</td>
<td>3.634</td>
<td>.7746</td>
<td>middle</td>
</tr>
<tr>
<td>Total</td>
<td>3.752</td>
<td>0.7758</td>
<td>high</td>
</tr>
</tbody>
</table>

The table above shows that the item "Jordanian universities are providing faculty members with the required abilities to deal with digital media" got a higher mean (3.913) of high level and standard deviation (0.7459). In the second rank, the item "Faculty members reveal strengths and weaknesses in programs that support digital media skills" came with a mean (3.857) and standard deviation (0.7570) at the same high level. At the last level, the item "Digital transformation is being invested in educating and training faculty members in digital media..."
skills" came with a mean (3.660) and standard deviation (0.8151) at the middle level, followed by "Faculty members play an important role in reducing the effects of variables that influence students’ acquirement of digital media skills" with a mean (3.634) and standard deviation (0.7746) at the middle level.

Q2: Do media professors have a vision of the requirements and skills of digital media?

Table 2: Sample responses about media professors’ vision of the requirements and skills of digital media

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean</th>
<th>S. Deviation</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members know the importance of transporting information about the digital transition and dealing with digital media.</td>
<td>3.811</td>
<td>.6610</td>
<td>high</td>
</tr>
<tr>
<td>Faculty members are aware of the significance of conducting digital media-related programs.</td>
<td>3.796</td>
<td>.6717</td>
<td>high</td>
</tr>
<tr>
<td>Faculty members contribute to supporting laws and regulations that encourage the use of digital media.</td>
<td>3.773</td>
<td>.6961</td>
<td>high</td>
</tr>
<tr>
<td>Jordanian universities have faculty members that are well-experienced in dealing with digital media.</td>
<td>3.767</td>
<td>.7785</td>
<td>high</td>
</tr>
<tr>
<td>Planning digital media transformation motivates faculty members to accomplish their professional duties in dealing with digital media.</td>
<td>3.641</td>
<td>.7566</td>
<td>middle</td>
</tr>
<tr>
<td>Planning digital transformation programs in media faculties in Jordanian universities plays an important part in the success of faculty members' efforts in dealing with digital media</td>
<td>3.529</td>
<td>.7813</td>
<td>middle</td>
</tr>
<tr>
<td>Total</td>
<td>3.719</td>
<td>0.7247</td>
<td>high</td>
</tr>
</tbody>
</table>

The table above shows that the item "Faculty members are aware of the importance of transporting information about the digital transition and dealing with digital media" got a higher mean (3.811) of high level and standard deviation (0.6610). In the second rank, the item "Faculty members are aware of the significance of conducting digital media-related programs" came with a mean (3.796) and standard deviation (0.6717) at the same high level. At the last level, the item "Planning the transformation of digital media motivates faculty members to accomplish their professional duties toward dealing with digital media" came with a mean (3.641) and standard deviation (0.7566) at the middle level, followed by "Planning digital transformation programs in media faculties in Jordanian universities plays an important part in the success
of faculty members' efforts in dealing with digital media" with a mean (3.529) and standard deviation (0.7813) at the middle level.

Q3: What are the factors that form the technical knowledge of media professors towards digital media skills

<table>
<thead>
<tr>
<th>Table 3: Sample’s responses about the factors that form the technical knowledge of media professors towards digital media skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>item</td>
</tr>
<tr>
<td>Digital transformation programs help form my point of view about various issues requiring digital media skills.</td>
</tr>
<tr>
<td>The digital media programs presented in digital media suits me.</td>
</tr>
<tr>
<td>Digital transformation programs in universities are known for the acquisition of digital media skills through the element of persuasion and acceptance</td>
</tr>
<tr>
<td>Acquiring digital media skills in digital transformation programs met my desires and needs.</td>
</tr>
<tr>
<td>Digital media-related subjects in digital transformation programs align with my interests.</td>
</tr>
<tr>
<td>Digital transformation programs affect my behavior in dealing with digital media.</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The table above shows that the most factor that motivates media professors to deal with the digital media environment is "Digital transformation programs help in forming my point of view about various issues that digital media skills require", which comes with a higher mean (3.827) of high level and standard deviation (0.7320). In the second rank, the item "Digital media programs presented in digital media suits me" came with a mean (3.794) and standard deviation (0.7810) at the same high level. At the last level, the item "Digital media-related subjects in digital transformation programs align with my interests" came with a mean (3.634) and standard deviation (0.7708) at the middle level, followed by "Digital transformation programs affect my behavior in dealing with digital media" with a mean (3.540) and standard deviation (0.7788) at the middle level.

5. Discussion

The results showed that faculty members in Jordanian universities' media faculties and departments have digital media skills and are on a
high level. It turned out that Jordanian universities have approaches toward providing faculty members with the required skills to deal with digital media. Also, faculty members can reveal weaknesses and strengths in programs that support professionally handling digital media. Also, provide sufficient information for the success of Jordanian universities' plans in dealing with digital media. Soto et al.(2022) referred to this in their article on professors' ability in digital universities, as they indicated that university professors have sufficient digital skills. Still, their use in non-face-to-face classrooms is restricted, requiring a review of training programs in public institutions in this context of the COVID-19 epidemic.

The media professors revealed that faculty members in Jordanian universities' media faculties and departments have an awareness and vision of the requirements and skills of digital media. It turns out that faculty members understand the significance of communicating information about digital transformation's importance, dealing with it, and implementing related programs. It also appears that the faculty members have contributed to the success of the laws and regulations that help deal with digital media. In this regard, Liesa-Orús et al.(2020) and Pera et al.(2022) showed that the essential step to approach digital challenges successfully is to examine how university professors look at ICTs and if they can contribute to developing their students' skills. The professors recognize the potential of the ICTs and consider they positively affect their students' learning and development of 21st-century skills. So, there is a need for the integration of ICTs in a pedagogical model in which professor training in digital skills acquires relevance is shown. In the same context, Hämäläinen et al.(2021) stated that the professors recognized the importance of digital technologies in teaching regardless of background. They also recognized the need for professional development in using digital technologies.

Moreover, the results appeared that some factors affected the media professors' behaviors towards digital skills, such as digital transformation programs help form a point of view about various issues that digital media skills require; digital media programs presented in digital media suit me. Digital transformation programs in universities are known for the acquisition of digital media skills through the element of persuasion and acceptance. So, media teachers must have digital skills at a high level to develop their students, especially since most of the modern sciences have begun to shift to the digital environment in a big way, and this was confirmed by the Elias study, which showed that professors must have the right skills to educate 21st-century citizens, create new and exciting learning spaces for highly skilled students, and develop those students' skills(Elias et al., 2022).
6. Conclusion

The article explored the level of media professors' skills in digital media, their vision of digital media requirements, and identified factors that form the technical knowledge of media professors and their actual attitudes towards digital media skills. The results concluded that media professors had been provided with the required abilities to deal with digital media. Also, the media professors are aware of the importance of digital transformation and have a vision about dealing with digital media. Finally, the results showed that many factors motivate media professors to adopt digital media tools and employ them in teaching and daily life usage.

7. Recommendations

The authors recommend that universities enhance staff's awareness of digital media skills through workshops and courses. Also, universities should develop academic plans to keep up with digital transformations. The media professors themselves should develop their skills in using digital tools.

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Bibliography


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