

PalArch's Journal of Archaeology of Egypt / Egyptology

THE ROLE OF EDUCATIONAL INSTITUTIONS IN DELIVERING MEDIA EDUCATION: A REVIEW STUDY

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**Shaima Ahmad Hamed Matalqa .THE ROLE OF EDUCATIONAL INSTITUTIONS
IN DELIVERING MEDIA EDUCATION: A REVIEW STUDY--Palarch's Journal
Of Archaeology Of Egypt/Egyptology 17(7), 6475-6485. ISSN 1567-214x**

**Keywords: Media education; Educational Curriculum; Teaching; Educational policy;
Arab region;**

ABSTRACT

Today, the existence of media as a major social institution is of greater concern. Although people perceive media as a source of entertainment and information, the role of media in education is still debatable. In this regard, the current article highlighted the role of media in educational arenas. The author extensively discussed the correlation of media and education in the realms of media education. The current study also cited relevant students witnessing the role of media education as developing critical thinking abilities among students. Therefore, the author suggested that media education should be a part educational curriculum at every level. Media as a nm integral part of education can not only modify the critical thinking ability also, it will help students to attain practical skills to adopt media as a professional career in future.

INTRODUCTIONS

The concept of media education needs to be examined and clarified, as the debate still exists between educators and media professionals in the Arab world. Educators and policymakers mutually agree on the importance of media in the educational curriculum.(Alghizzawi et al. 2019) Media education is of greater relevance as it aims to present a scientific framework regarding the origins of Teaching and cultural curriculum that contributes to human well-being and development. Today, media education is primarily concerned with the development of the critical thinking methods and strengthening the learner's skills in research, analysis and evaluation of media content. However, the lack of clarity of media education exists due to weak policies and conceptual support. The results of a theoretical study by researcher Abdulla, Djebarni, and Mellahi (2011) indicated that media education belongs to media studies. Moreover, Rajab sees, in his book "Educational Media in Egypt, Its

Reality and Problems (Siefkes-Andrew and Alexopoulos 2019) :that media education is one of the closest thing to the educational field due to the fundamentals of education, specifically the philosophy of education as educational media presents the relationship between media and education in terms of educational commitment.(Gon and Rawekar 2017) The concept of media education was multiplied by the plurality of the human sciences. This multiplicity does not indicate a difference in the concept of the media, as it indicates the richness of the meaning, and the confirmation of its importance.(Muhaisen, Habes, and Alghizzawi 2020) Apart from going into details, media education also means preparing media professionals to perform the educational duties. (Habes 2019).Media and education agree that both of them aim to bring the constructive social changes. While education aims to change the behavior of students for the better, we find the media aims to change the behavior of the new generation in general, (K. F. Alhumaid 2014; Khadija Alhumaid et al. 2020)The student who speaks a new word, pursues positive attitude due to the words he has learned. Both Education and information are a process of understanding. Here the process of understanding is the broad social process on which societies are built, as no individual can live isolated. Without understanding, a person cannot survive with his fellow human beings and also, he cannot survive on his own. In this regard, media as an agent of communication and interaction between people in a meaningful manner (Ali 2020) Pupils in the various stages of education are homogeneous in terms of achievement, past experience, age and time. As for the mass of media, they are all citizens in society or part of it and they equally deserve positive constructive change.(Habes, Salloum, et al. 2018; Özçakir, Erkoç, and Özçakir 2015)

JUSTIFICATIONS OF THE STUDY

Public education is different than media based education as, they differ in the types of students and selection of majors according to their aptitudes. As in media, students informally learn and are reliant on digital sources.(Ihmeideh and Alkhalwaldeh 2017)On the other hand, formal education helps students to independently choose, and they are accountable for the selection and study results. (Ebersole 2006; Said A Salloum et al. 2019)The drive to education is logically clear in the case of the formal education as students are socially and psychologically motivated to avail education, follow their peers to get enrolled and choose the trending subjects.(A V Fedorov and Levitskaya 2018) However, in media based education, students are influenced by the level of motivation and access to the educational program. Still the reason behind opting media based education is ambiguous and needs in-depth consideration except in a few cases, the peer pressure is the primary reason. (Stack and Kelly 2006)From this intellectual point of view, it becomes clear: that the media provides enlightenment, awareness and better understanding to achieve adaptation and mutual understanding. (Alexander Fedorov 2008; Habes, Alghizzawi, et al. 2018)Likewise, education also aims to continue delivering the scientific, social, literary and cultural heritage of successive generations, and to develop skills, mental and physical abilities.(Lee 2016) As institutions are obligated to play their educational and informational role, the rise of technical media further increased the importance of media platforms to deliver education and knowledge among the young generation.(Tereshchuk et al.

2019) Thus, the main question of the study emerges: What is the role of the role of media in school education, practices and results?

PREVIOUS STUDIES ON EDUCATIONAL MEDIA AND CURRICULUM

Educational media is one of the most important tools in the educational process. With its distinguished social liability, and the informational, cultural and educational materials it is preferred in many educational disciplines. The importance of educational media lies in contributing to developing students' media awareness, developing their critical and creative abilities.(Bogoviz et al. 2017; Buckingham 2013; Daniel 1996).There are many definitions attributed to educational media. One of the definitions in educational media is that "making use of progress in communication techniques and sciences to achieve the goals of education." Many researchers in the Arab Gulf states have adopted the same definition as it refers to the benefits due to advances in communication technologies to attain the educational goals(Areed, Salloum, and Shaalan 2021)In this context, the educational media also performs the similar duties to achieve the similar goals. Here the target is a large number of masses, having different background but same objectives of development and progress. Also, the term "Media Education" itself carries its distinct characteristics however, the other media also bears the responsibility of social change in a different manner but lacks the educational objectives and features (Habes, Alghizzawi, Salloum, et al. 2020)Lacking educational objectives indicates that there is a confusion between the concepts of educational media, and media activity regarding their goals and purposes. Such as, in educational institutions, students from journalism or radio majors, tend to modify their practical skills but are not responsible for the training, education and skill development of the others. Despite these students fall under the institutional name., they differ in their objectives and goals.(Said A Salloum et al. 2018) These students actively engage in educational activities but, are responsible for their own development and lack any responsibility regarding their fellow students.(Daniel 1996) In the same manner, general media and educational media fall in the same category of information, education, and knowledge yet, they differ in their purposes and goals. Besides, there is also a difference between the concepts of educational media and general media activity. General media works to inform and entertain, and the educational media works only to educate and develop the learning skills. (Tereshchuk et al. 2019)The goals of educational media in institutional arenas are numerous, and are divided into general categories, which are achieved through utilizing media in educational institutions.(Daniel 1996) These categories may involve:

- (i) Students' awareness of the multiple uses of media activities and their role in the social welfare
- (ii) Realize the importance of media content and its objective
- (iii) Critical evaluation of media, differentiating between the media coverage of social scenarios
- (iv) Helping the students to utilize media for their education and training
- (v) Guiding the students to receive and interpret the media message in an effective manner
- (vi) Understanding the meaning and effects of media messages.

- (vii) Encouraging them to be communicators by using self-generated printed, audio and visual media content
- (viii) Developing their abilities to express their opinions and feelings,
- (ix) Possessing valid arguments and evidence that support their views
- (x) Enabling the students to improve media messages, analyze and criticize them.

In addition to special goals concerning educational media, developing educational media curriculum is also of greater importance. In the different educational stages, besides applied programs of media education, these goals especially focus on: (i) Enabling students to express their views on what they see, hear, and read, (ii) develop their abilities for oral and written expression through their participation in the preparation and implementation of various forms of media production, and (iii) provide students with the skills critical thinking, (Gon and Rawekar 2017; Mhamdi, Al-Emran, and Salloum 2018). Here we also have several problems attributed to educational media such as defining the term educational media, financing media studies, uncertainties about agencies concerned with educational media, educational duties of public media, and the human forces emphasizing partial content in the curriculum. (Habes, Salloum, et al. 2018; Masterman 1997). Introducing and implementing media education in schools also needs closer ties with the people who are working on media platforms or understand the working, strategies, policies and infrastructure of current media operations. As to educate the students, human knowledge of relevant institutions and functions is of much significance. (Alexander Fedorov 2008). Besides, having a prior planning of media types and operations focused in each educational stage, also requires strictly codified general educational policy. Similarly, experts are also required to sustain the practical training activities for the students under the designated rules of the relevant educational institution. Many studies have dealt with the educational media in schools, and defined the role of educational media in achieving general educational goals, developing academic trends, and improving educational performance

In this context, Thomas (2004) investigated the importance and role of educational media in the secondary school from the perspective of teachers and students in Sudan. The researcher selected cross-sectional study and data gathered from $n = 1000$ respondents. Results revealed that educational media is considered as one of the most important major on the secondary school level with the frequency of $n = 500$ respondents who supported educational media as a fundamental part of their curriculum. However, both students and students differed in responses based on their demographical characteristics. The researchers suggested an increased interest in media education in the secondary school and also to enhance the use of new media technologies to further modify the media education on a broader level. The study of Al-Jadou (2013) was aimed at identifying the potential role of educational media in facilitating school activities and obstacles regarding media usage for education from the viewpoint of directors of public schools affiliated with the Education Department in Amman Governorate. The researchers used cross-sectional study method and selected a sample of $n = 200$ public schools' directors to attain the quantitative data. The results showed that media education was

playing a positive role in public schools, but due to a number of technical and financial obstacles, directors were thinking to discontinue the media education. Moreover, respondents also revealed that female students as compared to male students, more likely to opt for media education and are actively participating in relevant educational activities. Another study conducted by Hawamdeh (2013) investigated the extent to which school curriculum resorts to media to improve the students' academic performance in Jerash governorate. The researchers used a descriptive quantitative approach and selected a study sample of $n = 200$ participants. Results indicated that the role of media to improve the students' performance was moderate yet positive. However, the role of media education to develop critical thinking was weak. Researchers further suggested setting a strategic plan would be helpful to improve the school media's contribution to achieve general educational goals, and appointing subject specialists in the institutions. Furthermore, the study conducted by Muhammad Hassan Jaradat (2013) examined the role of media education in improving academic performance among the students of public sector schools in Jerash from the point of view of their teachers. The researchers selected a sample of $n = 235$ instructors for the data gathering purposes. Findings revealed that the role of media education in improving students' academic performance from the point of view of their teachers was positive. Media education also helped students to develop evaluation and critical thinking abilities. The researchers suggested recruiting more employees with media expertise and skills to practically implement media practices on educational level for the skill development purposes, (Jaradat 2013).

Maha Shbeita and Muhammad Awaid (2013), examined the role of media to educate students about violence prevention. The researchers employed a cross-sectional study designed a selected $n = 24$ participants from school administration. The results showed that the actual role of media education reached (1.91) with a medium degree, while the desired media education role reached (2.60) to a large extent. Thus the researchers suggested that the aim of education and learning should be about developing critical and practical skills of students. Media education should be designed with these objectives to benefit the maximum number of students. The study conducted by (Bogoviz et al. 2017) indicated the effectiveness of the school library's media programs in promoting intellectual freedom among students. The researcher considered it as one of the major aspects of a free and democratic society, and these programs aim to make students critically evaluate the media content. The researchers recommended that, educational institutions should also provide students with the appropriate knowledge and skills to enhance their digital skills, enable them to safely and responsibly use information and communication technology, achieve cybersecurity, and limit misuse of information.

OBJECTIVES OF MEDIA EDUCATION IN SCHOOLS

Educational reforms, role of media to bring positive changes and improve the students' learning skills that can be achieved through using media education in the educational institutions. (Jaradat 2013) For instance, to increase the role of media education in schools, establishing radio station, teaching practical

journalism, school theater, celebrations, and various exhibitions, can help to achieve the desired goals such as:

1. Refining the student's creative behavior, through the development of their critical thinking abilities through media education programs.
2. Developing students' ability to make decisions that are compatible with the ethical standards included in the school community, through the content of the various media messages presented to them.
3. Designing the curriculum, and teaching them in a simple practical way by adopting new and unique teaching methods.
4. Supporting educational integration between home and school, by creating effective means of communication between the two parties. The annual publications in institutions that access students' homes, contribute to conveying the students' and teachers' viewpoint to the parents, which helps acceleration of the educational process.
5. Supporting the various school activities, participating in them, criticizing and evaluating them, which motivates students towards extra curriculum activities for their personality development.

Here, we have the importance of these Objectives by resorting to media awareness programs and campaigns. That may emphasize media education as a pathway to awareness, critical and contemplative thinking. As we live in an environment where access to media content is readily available. Here we should also know that media messages are not simple instead a complex and fabricated phenomenon. Media fabricate and exaggerate the external reality and represent them carefully (Nwakanma, Jackson, and Burkhalter 2011). In this regard, critical thinking ability helps us to perceive the external reality in realms of media representation. (Hawamdeh 2013). Critics argued that people, especially those who are highly educated, if they are aware of their environment, current events and media fabrication of reality, are abler to use communication tools to share their stance. As a result, they will become better-trained and committed citizens leading to positive constructive attitudinal changes among them. Media education enables people to interpret media materials and form conscious opinions about the. Thus, the goal of media education is to develop students' critical and creative skills in a broader perspective. (K. F. Alhumaid 2014; K Alhumaid 2020; Buckingham 2013; Habes, Alghizzawi, et al. 2018).

SCHOOL & MEDIA

Today, societies witness an increased difference between the educational and media systems, that resulted in several uncertainties among individuals and their ways of thinking. (Alghizzawi, et al 2018) The educational system is based on the social and cultural values. (Khadija Alhumaid et al. 2020; A V Fedorov and Levitskaya 2018) Here the goals it to learn and achieve more. Although social actors acknowledge the importance of critical thinking through education, a little is done to increase the role of media education. Likewise, mass media content is considered as only for entertainment purposes but the actual responsibility of media is taken for granted. For most of the people, media content is only for entertainment and information gathering purposes, they do not consider the role of media in educational context, (Alexander Fedorov 2008; Habes, Alghizzawi, Ali, et al. 2020) This negligence towards the role of media for educational and awareness purpose

resulted in a create a gap between education and media institutions.(Lee 2016) Existing contrast between mass media's role of an educational institution and entertainment factors is due to the media activities attributed to propaganda, political economy and framing. (S. A. Salloum and Al-Emran 2018)Despite the cultural diversity in educational and media institutions, and their different goals, objectives, methods, there are areas of homogeneity and similarities between the educational and media institutions. As both resort to communication to convey the message and also they aim to change the public behavior toward positive constructive directions. (Al-Jadou 2013; Areed, Salloum, and Shaalan 2021; Maha and Awaid 2013)

New generation seems more influenced by mass media regarding the culture, behavior patterns, values, convictions. Advanced communication and information technology, and the crowding of space with satellites, also demand the educational policy makers and stakeholders to teach the students about the infrastructure, policies and strategies of media proceedings.(Jaradat 2013) With modern technical developments, the educational institution's stance on communication technology and media education has been transformed. These institutions consider media education as one of the primary part of educational curriculum regarding educational and practical capacity building of the students. In this regard, media and information technology usage are prioritized in educational process.(Daniel 1996) Similarly, using multimedia devices and e-learning dependency in classroom environment, all are also facilitating the student to easily access the education from all over the world without any geographical limitations.(Alghizzawi et al. 2019; Habes et al. 2019) As media education is moving towards adopting new approaches for students to acquire practical skills, it is important for the young generation to understand the media culture and proceedings. (Ali 2019)Today, media education is a part of classroom curriculum for the young generation. Additionally, media education also provides an opportunity to children and teenagers who are motivated to learn new skills and build their professional career in realms of media and communication. As young generation rely on media for entertainment and education, they can also start evaluating media with their critical thinking abilities.(A V Fedorov and Levitskaya 2018) However, one must differentiate between media education and entertainment media as both roles are attributed to media yet they differ according to the relevant scenarios.(Buckingham 2013).

As with the tremendous technical development media eliminated time and space barriers through the technology, the concept of media education has evolved and extended to include the educational duties of the media as a major social institution (Habes et al., 2020). This rapid expansion of technology is attributed to several dynamic factors such as the evolution of education, which has become broader and more meaningful. Furthermore, perceiving education as a comprehensive and sustainable process. Also, a large scale media development of new media platforms, also led to the rise of their contributive role in education.(Alexander Fedorov 2008).

CONCLUSION AND FUTURE STUDIES

The review of relevant literature highlighted the role of media education in building knowledge and skills among the students. The researcher also addressed the potential role of media education in planning, implementing and evaluating educational activities in schools. Cited literature also witnessed an increased interest of researchers and critics in media education and its contribution for the personality development of the students. Here the role of media professionals to teach and help students to learn media evaluation practices are also of greater pre-eminence. Addressing the potential obstacles in delivering media education will also help to elevate these issue for the students; welfare and improved learning process. Besides students, the current article will also help the stakeholders and policy-makers to introduce new programs and policies aimed at training the teachers to teach effectively. Thus, to attain the educational objectives, economic and social stability, introducing new patterns of education and adding media as a fundamental part of education, is the need of the day. Critical thinking, evaluation and teaching the students to gain practical learning skills can also support them to adopt media as their future profession. From this perspective, the author also recommends more studies addressing the media education as a part of curriculum. Especially investigating the role of media education in developing critical thinking among will bring important insights.

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