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Media Education and Media in the light of Contemporary Thought Variables

التربية الإعلامية والميديا في ظل متغيرات الفكر المعاصر

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Abstract:

There is no doubt that the mental education and massive social interactions enabled and facilitated by new media have generated a wealth of thought in recent years, significantly reshaping the relationship between new media and human existence at all level, particularly in terms of culture and ethics.

In the same vein, modern media and social trends have evolved in an effort to counteract the negative effects of new media and renew their missions through media education. Within this context, this article aims to clarify the concept of media education, identify trends and types of new media, and shed light on how contemporary thinking handles the relationship between media and education. The study concluded that modern media provided a variety of knowledge, idea, and perspective, demanding a push for media education to minimize potential harmful consequences- an idea supported by many thinkers' thoughts and opinions.

Keywords: New Media, Media Education, Contemporary Thought.

الملخص:

لا شك أن التربة العقلية والتفاعلات الاجتماعية الهائلة التي أتاحتها وتتيحها الميديا الجديدة استطاعت أن تنتج خلال السنوات الأخيرة فكرا غنيا، بات يساهم إسهاما واضحا في إعادة تشكيل العلاقة بين الميديا الجديدة والوجود الإنساني بكل مستوياته خاصة منه ما يتعلق بشق الثقافة والأخلاق.

وفي ذات السياق برزت اتجاهات إعلامية واجتماعية معاصرة تبحث في تقادي الآثار السلبية للميديا الجديدة وبعث مهام هذه الأخيرة عن طريق ما يسمى بالتربية الإعلامية. وفي إطار بحث كل هذا يسعى هذا المقال إلى التعريف بمفهوم التربية الإعلامية وتحديد توجهات وأنواع الميديا الجديدة، وكذا تسليط الضوء على كيفية معالجة الفكر المعاصر للعلاقة بين الميديا والتربية الإعلامية. وقد توصلت الدراسة إلى أن الميديا الجديدة قدمت سيلا من المعارف والأفكار والتوجهات، ما استلزم الوقوف وتجنيب التربية الإعلامية لتقادي السلبات الممكنة، وما أكدته أفكار وآراء العديد من المفكرين.

الكلمات المفتاحية: الميديا الجديدة، التربية الإعلامية، الفكر المعاصر.

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1.INTRODUCTION

The new media has enabled freedom in writing and expression, offering up new and unparalleled opportunities for individuals to share their views and beliefs without regard for the privacy of individuals and groups. The audience in currently witnessing a major transformation in electronic publication, with a sea of thoughts streaming around the with no regulation or uniformity. This freedom in transmission and reception was

certain to produce a number of variables in human reality, both positive and negative, that influenced lifestyles, thought patterns, and values. As a cultural carrier, the media has played a role in the formation of a new social and cultural hierarchies. The question remains: what is the nature of the hierarchy? Is it favourable or negative? And do these modifications already exist or not?

This intervention focuses on the relationship between media and media education as understood by modern thought proponents, with the goal of attaining clear ideas and raising awareness about everything discussed above. This begins with the study of new media in order to explain the problems of media in relation to media education using a descriptive approach that delves deeply into topic while describing its historical and theoretical paths.

2.New Media. Concepts & Concerns:

New Media emerged as a broad term in the latter part of the twentieth century to encompass the integration of traditional forms of media such as films, images, music, spoken word, and printed material with interactive capabilities provided by computers, as well as communication technology applications resulting from scientific advancements in communication fields. The technical revolution in communication transcended geographical limits and, by overcoming governmental constraints, resulted in enormous structural changes in the amount and quality of mass communication. Given that both New Media terminology and phenomena are still in their early phases, their related notion has yet to be properly defined or crystallized into its ultimate forms, resulting in numerous names and attributes being given to it. In fully comprehending the

dimensions of this phenomenon, Nicholas Negroponte (1943) encapsulates features distinguish New Media from its predecessors by replacing physical units with digital ones or bits instead of atoms serving as primary tools for information conveyance electronically rather than physically, allowing New Media to amalgamate various electronic communication types made possible by computer usage, as opposed to traditional press mediums, according to Jones.¹

2.1 Definition of New Media :

According to **Saddeq Al-Hamami**, Arab communication studies use imported Arabic terminologies that evolved in various cognitive and cultural contexts. He dislikes the term "new media" as a translation of the English "New Media" and the French "Nouveaux Medias". If there is no difference in translating the word "New", which is a neutral phrase with cultural overtones, the word media does not appear to be the best alternative for translating "Media".

The term "media" refers to institutions such as television, radio, and the press that produce content for the general audience. Modern technologies, on the other hand, are digital technological devices such as computers and phones that execute connection, transmission, and communication activities. Although these technologies have combined to serve the duties of newspapers, television, radio, and books, there has been an overlap and integration between media and modern technology, resulting in different functions, competition, and interaction.

Using the term media implies that renewal only covers mediums, when in fact, there isn't always a clear boundary between new and old characteristics of mediums, but rather the

formation of a somewhat different field concerns both hits constituents and the activities that evolve within it. Nonetheless, there are various language interpretations of media. While Arabic use conveys meanings linked to news reporting, sending information, and knowledge distribution, Media, derived from "**Medium**", points to meaning such as mediation, connection, and making "**media**" more indicative of completing richness through its new phenomena.

Then the new media cannot be reduced a process of integration or insertion of technology into the communicative and media process; rather, it integrates technological systems (digital receivers), activities (such as blogging), and social structures (families and political campaigns). It is neither "created out of nothing", nor is it the result of a fundamental and utter rupture separating a cultural history doomed for extinction from a current reality predicated on radical regeneration, but rather a process of gathering, reconciliation, and transcendence all at once². According to this presentation, new media or new modes of communication are defined as "the 21st century term used to define everything related to the Internet network and interaction between images, technology, and sound"³. "New media" defines change on a daily basis since it is always evolving. Most of us don't know what tomorrow will bring, but we know that it will continue to change.

In the same context, **Sheridan** college offers a practical definition of new media: "all types of digital media presented in digital interactive form". There are two situations that distinguish the new from the old in terms of how media information is broadcasted and accessed through them: it relies on integrating text with images, video, and audio, with computers serving as the primary mechanism for production and

display. " Interactivity is its main distinguishing feature"⁴. Overall, **Abbas Mustafa Sadiq** made numerous observations about the evolution of the phrase "**new media**"⁵ :

- 1- The historical development tracking for the term "new media" began mostly inside the network engineers' group.
- 2- Some creators' first thoughts regarding the internet/ web were not from a communication standpoint, and the same is true for many notions about new media.
- 3- It is necessary for the public to participate as a major player in the international media and communication system industry in order to develop theoretical approaches to understanding it and to shape the new media system that is solely focused on the public, both in terms of production and consumption, away from the authority of traditional communications systems.
- 4- Prior to moving to individual contributions, the majority of concepts connected to new media were produced and deployed jointly within institutions engaged in the field of application development.

2.2 Types of New media:

New media's types and methods vary, grow, and evolve with time. These include online journalism, interactive television stations, digital radio stations, discussion forums, blogs, personal, institutional, and commercial websites, social networking sites, virtual community network, and mailing lists, among other. In addition to TV broadcasts and interactive digital radios, mobil phones transmit internet sites, music, videos,

weather updates, flight movements, digital maps, text messaging groups, and multimedia messages. Below, we shall highlight some major sorts of new media.

2.2.1: Social Networks:

Social networks are a collection of electronic networks that enable users to construct their website and then connect it with other members who share their interests and hobbies, or to university or high school classmates⁶.

The **ODLIS** dictionary defines social networking as "an electronic service that allows users to create and organize personal profiles, as well as communicate with others."

According to this definition, social networks differ from other websites on the web in various ways, including :

- Social sites aim to foster engagement in a virtual community by bringing together individuals from various locations and nations with diverse perspective, levels, and technical language.

- Socializing aims to achieve a common goal, such as acquaintance, cooperations, consultation, or entertainment. This involves establishing new relationships, performing surveys, and making findings.

- The person in an active member, which means they send and receive messages, read and write posts, share material, listen, and speak. Their role extends beyond passive listening and reading. The site owner's function in these networks is purely supervisory, observing and striving to direct the site toward healthy communication⁷.

The growth of networks began in the late 1990s, with **classmates.com** launching in 1995 to link classmates. This was followed by **Six Degress** in 1997, which emphasized direct connections between people. These early networks offered users personal file sharing and the opportunity to send private messages to a group of pals. Despite providing services similar to current social networks, they were unable to create a profit for their owners and were eventually shut down. Several networks were formed between 1999 and 2001, but none of them were particularly successful. The actual genesis of social networking sites occurred in 2002, when **Friendster** debuted at the beginning of the year and became a huge success. It was followed by **Skyrock** in France in 2003, which began as a blogging platform before evolving into a full- fledged social network in 2007. It swiftly gained popularity, and by January 2008, it ranked sixth among social networks in terms of subscriber counts.

My Space, a well-know American website, debuted in early 2003 and is regarded as one of the first and largest global social networks, alongside its competitor **Facebook**⁸.

2.2.2: Blogs:

Blogging is one of the fastest- growing internet fads, and an electronic blog (wblog) or (blog) is “web-based publications primarily consisting of periodic articles, often arranged in reverse chronological order, "and there are several sorts of electronic blogs⁹.

- Blogs include branching links, daily notes, and articles.
- Blogs that include images.

- Blogs featuring radio or video broadcast clips.
- Various electronic blogs.
- A collection of electronic blogs.

2.2.3: Electronic Press:

A new type of media that shares the concept, general principles, and objectives of traditional media, but differs in that it relies on a new means of modern media, namely the integration of all traditional communication methods, with the goal of delivering the required content in distinct and more impactful forms. It is primarily based on the Internet, which offers journalists with several opportunities to exhibit their varied media resources in an entirely electronic format. This description comes closer to capturing the functions and characteristics of electronic journalism¹⁰.

3. Media Education: challenges and Trends:

Most cultures now observe open or hidden competition between educational and media system, whether stated or covert. This competition has led to the formation of harmful inconsistencies in people's minds and thinking processes. The educational system is founded on the ideals embodied in the curriculum material, as well as achievement competition represented by self-learning and personalized education. On the other hand, the media system is based on mass communication that focuses on what's new without reflecting on its content, diverse topics without emphasizing a specific specialization, and presenting entertaining programs that are simple to understand regardless of the clumsiness of methods or triviality of linguistic expressions. This has highlighted the dichotomy between

education and media¹¹ .

3.1 Concept of Media Education:

Until the early twentieth century, the school was the primary source of knowledge, with teachers serving as the primary suppliers of information. People used to rely on schools to learn about the world. Education was represented in schools to some extent, living in conflict with home to play its role; sometimes schools outperform homes, and sometimes the opposite occurs, until media emerged, becoming a competitor to both school and home combined, not only in controlling the child but also his parents. The media has strengthened its grip on the world, amusing educators and assisting busy parents. It arises every day with a fresh face, in each era with an inventive style, and at each stage with astonishing technology that pushes boundaries. The time and place, which made education with its limited means, and its gradual cautious development lose control over its ground, and the media has the largest share in social upbringing, influence and guidance. Educating both young and old together. And unless a person is media-conscious, the overwhelming tide will sweep away all closed eyes.

In the context of this competition, the term "media education" developed, which went through several incarnations until being well known in the late 1960s. Experts discussed the idea of leveraging communication tools and media to create tangible educational gains. By the 1970s, media education had evolved into a "defense project" focused at safeguarding children and young people against media-related threats. The emphasis was on exposing "fake" messages and "inappropriate values" and empowering pupils to reject and overcome them. In recent years, the concept of media education has developed to

include not only a " defense project " but also a " empowerment project". It goal is to teach young people to understand the media culture that surrounds them, make appropriate decisions about how to deal with it, and participate in it effectively and influentially¹².

The **Thomas** report (1990) defined media education as the ability to read and process information in order to fully participate in society, whereas the conference on Education for the Media and Digital Technology Age (1999) defined it as education that focuses on all media communication tools, including words and printed images, It has also been characterized as a process of maximizing the use of communication instruments in order to meet educational goals established in educational and state media policies. Media education is concerned with the concepts and rules that people learn from media outlets in order to empower them in dealing with media excesses and familiarize them with the proper approach to interact with these outlets. The comprises audio, still, or moving images conveyed using any sort of technology. Media education also tries to teach and train students on how to interact with media content responsibly, be alert, avoid harmful consequence, and profit from favorable outcomes, This method enables pupils to overcome their fear of technology, become more optimistic, climb above simple reasoning, and be more conscious and responsible while selecting media iteams¹³.

3.2 Principles of Media Education :

The ideas of Media education include establishing a nation's real identity through purposeful programs that connect past, present, and future¹⁴.

- Preserving the authentic society's values and beneficial practices. There true ideals in society that people inherit and carry forth. These principles must be safeguarded and not compromised, and the media plays an important role in this regard.
- Improving understanding of the nation's message and civilizational role among nations and peoples.
- Integrating the roles of media professionals and educators via mutual understanding and a constructive approach in order to establish educational principles for the benefit of both individuals.
- The media plays a responsible, trustworthy, and supporting role in many educational institutions in society.
- Achieving constructive communication between the aspects and components of media activity, namely the sender, the message, and the recipient, while ensuring that there are no inconsistencies that weaken their worth and essence.
- The media disseminating successful educational experiences that have produced great results and established reputation, with the goal of profiting from what is correct and positive in them.
- Supporting and encouraging local educational projects by conducting studies and conversations about them, as well as highlighting them through media coverage.
- Communicating with educational decision-markers about various educational concerns.

- Education has a significant impact; its primary focus is on the individual, reflecting on their conduct, values, and various attitudes in life. Individual cognitive, behavioural, and moral growth is regarded as a critical starting point for the formation of society and the nation. Perhaps education has an advantage over others because of the diversity of its listeners and the ease with which its message can be conveyed, The importance of how educational media is formulated persists; the loss of its instructional message has major effects that start with individuals, progress to communities, and conclude with nations.

4 Media, Media Education, contemporary Taught variable:

In recent, new media and vast social contacts have generated intellectual currents that address the relationship between them and media education as a necessity required by the conditions of the time. The humanities in all of their branches are witnessing unprecedented activity aimed at diagnosing the nature of the impacts that this media can have on the quality and forms of human life, as well as mechanisms for intellectual and cultural engagement with it, in other words, finding a suitable mechanism to avoid its negative consequences.

4.1.Reflections of new media through various intellectual currents :

It is inevitable for the current digital revolution in human history, fuelled new media, to result in the crystallization of disparate and opposing intellectual notions . Some are based on theories and schools that, to varied degrees, seek interaction,

adaptation, and integrations with emerging technological realities in order to help guide their routes. Others are motivated by fear and oppose the potential consequences of the spread of such technologies.

The intellectual arena inevitably includes numerous reconciliatory perspectives that strive, in some manner, or bridge the profound divide between multiple ideologies. There are two types of reactions to reactions to the dominance of new media in modern society. The first is that some experts use the phrase "new media" to refer solely to a terrifying phenomenon, one that carries nothing but alienating and invasive power. The second sort of resistance focuses on the fact the media cannot impose any cultural, ethical, or social influence.

Fredric Jameson, a Marxist, is a leading thinker in the school that advocates for the use of non-essential and fundamental media in cultural formation. He displays his inability to acknowledge the importance of technology, particularly information technology, in social and cultural development. He feels that evaluating the effects of social elements on culture and ethics unavoidably generates technological determinism, and that his view of discoveries and technology as the major source of historical change is not dissimilar to Marx's. When explaining the impact of new information technologies on society, **Jameson** believes that theories interpreting the Industrial Revolution as a result of the introduction of steam engines do not take into account human factors for social classes and social organization for production "**Marshal McLuhan**", (1911-1980).

However, because Marxism has entered model previously described as mechanical in mechanisms of social

change, **Jameson** accepts those models with caution, stating that the class of mechanical effectiveness retains its constant influence in cultural analysis, and it is not useful to disguise categories outside our thinking when these categories continue to exert their influence on the objective reality around which our reflections revolve¹⁵.

Yet, **Landow**, who created the first tangible embodiment of hypertext in computers, One the most researches fascinated by the implications of the successive revolution triggered by new communication technology in the lives of individuals and groups, as well as those deeply involved in addressing the impact of such technologies on current social systems.

In an exhibition showcasing the complicated mechanics of the transition from manuscript to print culture, **Kenan** suggests that this transformation took a long time and occurred gradually, passing through several contradicting stages. However, printing eventually transformed for the most advanced European nations from oral to print cultures, establishing a new framework for the entire social environment and rebuilding culture¹⁶. The subject of culture, ethics, and social life in general in connection to technology is still hotly discussed, particularly regarding virtual discourse, whether assumed or presume. In their words, can new media serve as a parallel field for culture and ethics, embodying social life and naturally moulding its destiny, or not?

Near the of 2003, the critic and author "**Umberto Eco**" (1932-2016) held a lecture title "plant Memory and Mineral Memory ... The future of Books," with the major question he addressed being whether paper books would disappear in the face of the internet. His response to this topic was that it could

not happen since he believes the internet enables for the creation of "infinite limited and unlimited collective stories. " However , this does not deprive us of "the concept of literature written by written by writers and the concept of art in general". Eco describes the open texts that emerge on the internet as a " sort of cosmic sport where one can perform every imaginable move but creates rules for oneself including some restrictions and then generates a small simple universe thereafter" .

Eco sees the issue as one as of realizing the dream of the open text, wich the book, or more speciafically, what he referred to as vegetative memory versus spider web networks. The passage of more than ten years since **Eco** delivered that lecture confirms that the internet has culturally succeded in establishing its own parallel field that does not place high value on all aspects of traditional village life but weaves its discourse in a spider- like manner, making it diffuclt to escape or attempt to disassociate from physical reality by describing it as an impossible illegitimate child¹⁷ . According to the foregoing, new media in the modern day appers to be truly powerful and influential in our daily lives once activated as an integrated and productive mechanism within the cultural and social framework. Regarding the activation model, it is worth noting that the integrative view between theory model and the latter began with **Francis Bacon's** revolution of science and philosophy review through science and its applications, elevating the value of human reason as a tool for understanding existence and language effects as a tool for mind expression of vision, ideas, and logical judgments, as clarified by **wittgenstein and Ayer's** logical positivism philosophy. **John Locke** also simply noted that the purpose of the surrounding world offers us means to consider¹⁸ . The media's metamorphosis into a cultural and social field, together

with its activation in the socio-cultural context, has made it a powerful tool in influencing many conceptions about life, interaction logic, and our understanding of ourselves and the world. This influences the model of formulated concepts, which therefore influences the process of understanding conceptual frameworks. This necessitate the identification of a technique for avoiding negative conceptual frames, which is unquestionably media education.

4.2. Intellectual approaches to media education in connection to media.

On of the oldest techniques in the field of media education is the protection approach, wich is founded on the notion that the media items supplied will compel individuals to emulate what they see. As a result, policies such as prohibiting smoking or violence in online settings, for example, will help to safeguard people and society from these evils. This strategy is commonly used in most countries throughout the world.

David Buckingham, a British Media Education expert and prolific author, is critical of what is referred to as protection. He feels that the emphasis on protection overlooks fundamental concerns in society, such as gender discrimination, social inequality in wealth distribution, unemployment, and deeper socail and political problem. He criticizes many studies that discuss the relationship between violence and television content, highlighting methodological and applicative flaws in research findings that are not generalized for scientific accuracy but instead align with public sentiment and conservative religious and political trends. In this connection, a study was carried out on violent, pornographic films and their relationship to crime revealed that watching video does not play a signifiant part in

driving persons to violence and crime, as it has been demonstrated that normal people watch violent and pornographic films at the same rate as deviants. The study also revealed that seeing the same movie does not simply contribute to deviation and crime, since it effects human behaviour by encouraging specific deviant behaviours in the recipient at first.

And we might add that the vast change in the nature of media makes it impractical to oppose it and try to protect the youth ; does this imply abandoning them to their whims ? of course not, because the modern approach to media education is that critical analysis of media content leads to the development of a critical citizen. Teaching the public the strategies employed by the media to transmit its message entails increasing knowledge of these tools and developing a critical sensitivity to the messages they present. Today's word is complex, and we have no choice but to teach children and adults how to live, understand, and analyse the events around them. If we do not teach kids these abilities, we will creat a generztion of ignorant citizens and unthinking customers who may be easily manipulated by presenting flimy arguments to which they lack the necessary processes to analyse. They are easily controlled or persuaded by others using all accessible communication channels in today's world. Those working in the media business are not free from this ; they are part of the change and are compelled to cope with it in order to preserve their jobs and do them with the precision expected by the information age.

David Considine believes that in an era where the media lacks objectivity and neutrality, we must cultivate individuals and recipients who can assess the intergrity and validity of information they receive from all types media. It is crucial that people have the ability to critically reflect on the media they

consume, whether it is images or printed materials, aural, visual, or technological. To effectively engage with all forms of media, recipients must be experts in visual language and human cognition. They will need knowledge in designing and presenting information electronically, as well as the capacity to create, store, access, and select materials.

According to **David Kenneth Berlo** (1929-1996), children today are subjected to numerous forms of media pressure, and they must have the tools and skills to make informed decisions about the media messages they hear. This is a fact we can discuss as our adolescents visit cellphone, camera, and car websites to compare their types, features, size, and what might be added to improve them. They communicate via various websites throughout the world to benefit them and offer recommendations on what technological gadgets, software, or DVD to purchase. If we learn how to deal with them comfortably, we may expect them to transfer the same skills and critical capacity to websites with ethical content.

When youth understand the nature of knowledge creation and the relationship between industry, business, politics, and ideologies in their environment, They will be able to make better decisions for themselves and their country. If we can teach these young people how to analyse commercial messaging and commercials, we may expect them to apply this knowledge to other levels dealing with more sensitive themes like sex, violence, etc. In the information age, humans must learn how to handle data in a world surrounded by an explosion of knowledge rather than being bombarded with ethical counsel. We have to acknowledge that the world that the new media portrays is one that has been honed and modified to fit the desired news policy of the nation or station in question, sometimes by omitting

certain facts and adding others. We refer to this as controlling human perception. Therefore, some facts and images must be concealed while focusing on others if the conflict is not progressing as it should¹⁹ .

5. CONCLUSION:

What can be concluded from this presentation is that modern media, with the numerous opportunities it has supplied and continues to supply, has helped to introduce new conceptual frameworks into the setting of our daily lives. Dealing with them constructive requires media education that allows for active choosing and construction. Many intellectuals have tackled these challenges, each with their unique perspective and ideology. In this essay, we recommend the following.

- There are numerous benefits to using new media, but they must be used consciously.
- Because new media seeks to infuse our daily lives with a constant stream of values, we must prioritize media education.
- It is very important to protect our children and teenagers, particularly from the media and its threats, by implementing programs within the framework of Media Education.

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