

## ***Media Education: An Exploratory Study of Concepts and Dimensions***

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Received: 20/09/2023

Accepted: 29/06/2024

Published: 31/07/2024

### ***Abstract:***

*Through critical engagement with media messages, media education aims to empower individuals to choose the media they consume wisely. Every individual worldwide has this fundamental right and obligation, and it helps them develop the media literacy that is so important in the digital age. The significance of media education lies in its ability to produce knowledgeable, discerning individuals who can successfully navigate the complexities of the media environment. People who have superior media literacy may be less susceptible to misinformation and manipulation because they have a better understanding of the goals and biases that underlie media texts. In order to provide people with the necessary abilities to actively participate in the present media environment, this abstract emphasizes the value of media education. As the globe grows more interconnected, media education is essential for fostering ethical media consumption and critical thinking, which will ultimately result in a more informed and engaged global society.*

**Keywords:** Education, The media, Media Education, Critical Analysis.

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## **1. INTRODUCTION**

The concept of the media education encloses a number of aspects and refers basically to the difference and the number of its users between students, educators and activists at the level of civil society, and among the different social groups in general (Potter, 2010, p. 675). This is evident in the growing attention towards educational media, despite a decline in the audio-visual field. Yet, the focus on spoken word formats has resulted in a lack of value in educational programming, causing great moral needs and deficiencies. (Saud, 2015, p. 07). Hence, it is becoming necessary to reinvigorate educational media to harmonize with the real media we experience on a daily basis. The latter will help the individuals gain the correct social principles and work on engraving the competencies of criticizing, evaluating and analyzing the different problems and help with forming the faculty of linking between the changes of the media messages. We should not simply replace real media failures with equally failed bad media.

However, we must have a clear understanding of the concept of educational media, as the research on this latter is considered as multifaceted with diverse perspectives. Thus, scholars appear to frame education as an aspect with a different structure from the defacing elements (Potter, 2010, p. 675).

This agreement is what added to the word's importance and gave it its intellectual value. Yet, at the same time, it led to a kind of clear misunderstanding. The way of defining and looking at media education has implications on framing the discussions and the time table of researchers work, as well as related initiatives in politicians that target the perfection image of the media situation (LIVINGSTONE, 2004, p. 03). Today, the problem lies not in the use of media for educational purposes, but in improving the quality of media and education as media education should be used proactively, alongside efforts to improve the content itself.

And here appears the role of media education as an educational aspect that works on gaining social individuals in general and students in particular the competence of electing and making a good choice of the kind of media message that must be received and creating knowledge instead of becoming negative consumers of it (Reyna, 2021, p. 2573). So the recent technological progress did not only deal with the changes in society but also participated in the changes in aspects and terminology.

Finally, this research paper attempts to define the concept of media education as explored in both Arab and international research, examining the various dimensions and stages of development in how this concept is used.

Also, we will the most important value issues that the researchers face in the study of media education, tackling the possibility of seeing media education as one of the most important curricula of media study in our Arab region.

## **2. The Media Education: Analyses of Expert Views**

With the spread of the negative effects of media means, a lot of countries started to look for ways to protect children and youth from these influences while at the same time trying to invest in the positive aspects of these means. (Tom, James A, & Lori, 2008, p. 111). So the education is the only solution in front of these countries, which made the school bear the total responsibility in trying to construct mechanisms in dealing with the media under what is called the media education. This concept appeared in the late 1960s, concentrating on the possibility of using the media tool and media means to achieve educational benefits. However, in the 1970s; it started to look at media education as education for the sake of media and it is a defining project whose goal is represented by the protection of the children and the youth from the dangers which the media means created, so that the concentration in that period was on uncovering the fake means and the non-appropriate values and encouraging the students to refuse and avoid them. (Abdul Rasoul, 2015, p. 42)

A lot of researchers delivered their arguments in this field. For example, (Adams & Hamm, 2001, p. 33) defined media education as the ability to renew personal meaning from the visual and verbal symbols that we receive every day from TV, advertisements, and digital media means. According to them, educational media is more than a request to students to solve symbols and specific information; those students have to equip themselves with argumentative thinking and be able to understand and produce inside the media means that surround them.

According to (Anderson & Ploghoft, 1981, p. 08)), media education means collecting information, interpreting it, texting it, and applying it with competence in order to perform an objective work regardless of the means or method of presentation. "

However, according to (Barton & Hamilton, 1998), media education expresses an activity that exists in the real space between thinking and the texts. They contend that the education does not exist in individuals' minds only, considering it as a group of skills that should be learned. It is basically social, and it exists in the interaction between individuals.

But, (LeCompte, Brooke, & Brandi, 2017), argue that "media education is the ability to access media evaluations, analyze their evaluations, and communicate their messages in different forms. " And according to the

dictionary of media education by (Silverblatt & Ellen M, 1997), media education is: " a cognitive skill that helps the audiences decipher the information system that we receive through public media means and then develop independent points of view on the media content. " (Potter, 2010, p. 675). Based on the previous definitions, we can conclude that most researchers concentrate on the concept of media education and the view and critical spirit that must be shown by the followers of the media. Today, media education is viewed as a personal development process that works on developing the culture of dealing with the media through the development of creative abilities and individual communicative capacities, urging critical thinking and logical perception of the media messages, improving the ability to explain, analyze, and evaluate the texts of the media means, and learning the different forms of expressing oneself with technological media means. (De Smedt, Fastrez, Philippette, Pérez Tornero, & Celot, October 2009, p. 18)

So, the media education is based on pushing the students to develop their competences to analyze the media messages and define their objectives, to whom they are addressed, and why they are written in this form. And what are the existing realities in them and the missing ones in them? What are the impartial resources that can be verified, and so on?

Media education plays an important role in teaching students the social Culture and helps them acquire the ability to solve problems, so they own the ability to link between things and the variables. " (Al-Shudayfat, 2012, p. 274)

The imperative need to prepare children for a world where visual, auditory, and textual communication take precedence is emphasized by the United Nations Commission on Education, Culture, and Science (UNECS), well-known organizations like NESCO, which is a major global supporter of media education, and other influential groups. The usefulness of media education is now widely acknowledged and without dispute. International organizations like UNESCO have emphasized the significance of this type of education since the 1980. It crosses many boundaries and calls for special attention in educational curricula, teacher preparation programs, family counseling, and for marginalized (Ignacio Aguaded, 2011, p. 07). A 1984 UNESCO report defines media education as encompassing "all the forms of study, learning, and teaching at various levels and in diverse circumstances. It involves the evaluation of media as artistic and technical tools, and the identification of their role and influence within society. (Zaghloul, 1984, p. 186)

Then, we would like to point out in this regard that there are other terms used to express the media's educational Concept. Media literacy "is used as

a synonym to the concept of media education" in English speaking countries, and a lot of researchers view the concept of media literacy as a part of the expanded concept of literacy in general. So, in 1992, at a national literacy leadership conference in the United States, the definition of media literacy was formulated, with the latter being "the ability to access, analyze, evaluate, and produce messages in a wide range of forms. " (Aufderheide, 1992, p. 06)

In the questionnaire that (Fedorov, 2008, p. 123) presented to a group of experts, he exposed in it three types of definitions of media education (published through last year in documented and official editions), and they show that the majority of experts support the first definition of "UNESCO". So, experts considered that the most convincing and the most common of the rest of the definitions that were offered

**Table 01:** Experts points of view on different definitions of media education.

| №  | Definition of media education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | percentage of experts who support the definition | percentage of experts who do not support the definition |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------|
| 01 | It enables individuals to deal with all means of communication, as well as the printed world, drawings, sounds, the movements, the picture published on any means of technical means. - And the media education allows the people to understand better the means of communication used in their society and its method of work, which contributes in their acquiring skills in using these communication means With the others, the media education allows the analyses and the production of media means texts. The identification of the sources of the media means texts and its political and social influence, cultural and economical, interpretation of means and values which the media means presents. The media education is a basic right in all the countries in the. |                                                  |                                                         |
|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 96,15%                                           | 03,85%                                                  |
| 02 | Teachers and researchers in the media field use the concept "the media education" and the concept "literacy media" in general, and I prefer using the concept "media education" and media literacy is the competences of experiencing, interpreting, analyzing and making media production. (Workshop,1999 ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 65,38%                                           | 26,92%                                                  |
| 03 | The media education" is teaching about media means, and is advertised as well by education with media, generally the media education expresses the acquisition of knowledge related to media means in producing and distributing the media messages and most useful competences in interpreting and evaluating the content of the media means, whereas                                                                                                                                                                                                                                                                                                                                                                                                                            | 46,15%                                           | 42,31%                                                  |

|  |                                                                                                                                                           |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | "the media means studies" confirm the habit of the scientific training on expertise for media production (the international encyclopedia, 2001, p 9494. ) |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

(Fedorov, Media Literacy Education, 2015, p. 12)

According to all this, it becomes clear that the media education approach focuses on the audience's critical ability to deal with fake news, so this approach assumes that literacy interventions must be practiced to provide the citizens with the cognitive ability to distinguish the facts from fake stories. (Mo Jones, Tara, & Jingjing, 2021, p. 373) Then, whatever the definitions vary, what we must understand as learners of media phenomenon that going to open the media phenomenon which we view today, we must be aware, and that requires our critical intellectual effort to avoid falling in the trap of the simplifying view. Hence, the danger. The danger behind all this lies in both the recognition of the negative sides of media and in the continued dependence on it. Hence, what is required is providing intellectual effort and a cognitive equipment which permits the individual to master the meanings of the things and this obliges devoting enough "time balance" sufficient for a close expository of the content, and this is what (Saddek, 2014, p. 125) calls critical reading.

### 3. Media Education concept dimensions

A word does not embody a concept unless it carries given characteristics that define it as such These characteristics differentiate the concept from the words that are similar to it and which may carry the same meaning (Ben Gharbia, 2013, p. 07). In this section of the study, we will deal with the dimensions of the media education concept, but before that, we would like to point out that these dimensions are not fixed and well-known by researchers but rather may increase or decrease.

#### 3. 1 Theoretical Dimension

Most studies that rely on theoretical approaches have the objective, according to the researcher (Kerlinger, 1986, p. 09)," of providing the research with a conceptual sample so that the theory provides us with a conceptual framework about the theory under the study.

In this context, the researcher Stuart Hall was able to describe the process of the media message and detect the existence of the imprint of media education inside it. He stressed that a difference should be made between the encoding of texts by media producers and the decoding of these messages by consumers. (Martens, 2010, p. 02) He did so via his paper in which he attacked the three components of the mass communication paradigm,

claiming that meaning is not simply produced or defined by the sender. The message is not apparent at all, and the listener is not a passive consumer of meaning. (Mambrol, 2020)

So here, the media education role becomes apparent and clear through the readings which the audience adopts to these media message. Their reading can be either agreeing so they accept all what came with the media message without showing any disagreement, and in this case the media literature had categorized this kind of audience as a negative with quick influence, or a negotiation reading that is to say, some accept and others refuse starting from personal experiences and helping aspects from social upbringing and politics in forming critical view to the media content that it is an active audience, that is to say positive in its dealing with the media means. The third and last reading is a definitive reading so the public refuse all the message content especially when it does not coincide in most of the time with criteria of the latter. These readings, as provided by Stuart, derive their sources from the Birmingham school of cultural studies or what is called the critical cultural theory which we see that it is carrying the media education concept.

From its inception, British cultural studies intentionally rejected the division between high and low culture, instead embracing the cultural elements of media culture. This approach went beyond the exclusive inclinations of prevailing literary viewpoints on culture. Similarly, British cultural studies surpassed the Frankfurt School's concept of a passive audience by envisioning an actively engaged audience that actively creates meanings and influences popular culture (Douglas, 2001, p. 395).

So, this theory sheds light on the idea that media means serve predefined interests which is certainly classified as negative thought with influences on the individual and on the structural society. Yet, it goes beyond serving just individual interests; it aims to influence broader societal structures. Hence, the role of the theory lies first in exposing this thought and second, in objective critique that serve the individual and the society alike and contributes in constructing individual intellectual stock which allows the individual to digest and understand the ideas which he receives from these kinds of channels, then becomes quite aware about the group interest in criticizing and combating these ideas.

Then, according to the public culture concept, we find a thin thread that reminds us of the negative image that (Le Bon, 1906, p. 24) drew about the masses. He contends that the inability of the public's mental thinking prevents it from having a critical spirit, that is to say from any ability to

distinguish between the truth and the error and then from forming a precise judgment on things. From this point of view, we notice that the individuals who do not rank, then if we delve deeper into the public image at the public level, they are numerous.

The critic of media content is one of the important pillars of media education, and this is what the critical theories dealt with, especially the critical cultural theory, which dealt with the negative effects of the media, from which we can consider this latter as a close theoretical recipient carrying the media education concept with all its recognized signs.

### **3. 2 The Social Dimension**

Media education didn't emerge arbitrarily; rather, it stemmed from tangible origins within the realm of social and human studies. Its development was intricately tied to the practical requirements of life and the quest to satisfy educational and media-related necessities. The significance of media and information literacy is not coincidental; rather, it is a response to societal and political challenges. Hence, media and information literacy have evolved into essential components (Elena A, Svetlana E, Tatiana Yu, & Ekaterina V, 2018, p. 02).

Ally among the concept of media education would not have been presented with such force if it did not contribute in the social context to the emergence of this latter through the characteristics that the social era carries in a particular region, our Arab region, from low development and its local mark, which makes it distinct from the others. In contrast to the media era's balanced relationship between them, the media era is influenced by its western image, and the social era symbolizes the traditions and habits that it wants to avoid and oppose, especially among the young ones (Nora, 2017). This negotiation was among the important causes of the appearance of the media education concept and the request to activate it after floating the societies, especially the developing ones, with the global discourse. The nature of the social context of the Arab countries in particular is considered among the important motivations, which work on applying legality about the media education concept. Thus, the nature with which this context marked before the media means made from it a little sample of west societies, but carries the same consuming characteristics because the media tools occupy a high percentage from our spare time. Therefore, today people spare the percentage of (25) hours a week in watching TV, and find time to listen to the radio and watching films and having a book at magazines and newspapers. Therefore, the time that they spend watching TV is considered longer than the time they spend at school or with family and friends, and all this has

reflections and effects on the social nature in individuals (Mehraj, Bhat, & Mehraj, 2014, p. 57).

The increased watching of television by young children has sparked heated discussions and raised serious worries among several groups and scholars. The fundamental problem is children's free access to a wide variety of information, which has the potential to harm their growth, behavior, health, and learning. The (American Academy of Pediatrics, 2001, p. 423) has continuously raised concern about the excessive amount of time kids spend watching television for more than 10 years. The American Academy of Pediatrics (AAP) advises that children over the age of 2 should watch no more than one to two hours of high-quality television each day, while children under the age of two should never watch any television at all. Additionally, the AAP strongly discourages the use of media in bedrooms, particularly for young children. Despite these recommendations, a general trend reveals that kids are increasingly requesting personal TVs in their rooms, a habit that was already normalized. In fact, a research found that 32% of kids between the ages of 2 and 7 and a startling 65% of kids between the ages of 8 and 18 had televisions in their rooms. This results in an average daily television watching duration of around 3 hours, which adds up to a total daily media exposure of 6 hours and 32 minutes when other media sources are taken into consideration (Jusoff & Nurul, 2009, p. 151). This attachment to the media means that it has its influences on the social life of the individuals. Torn between influences from what is shown and imitating what is watched, individuals become marginalized cultures, which facilitates the change to an excellent consuming tool. One of the companies, called Students Monitor, exposed a group of data.

So, it showed that about 19.1 million students from different facilities in the United States have a purchasing power that reaches about \$306 billion American dollars, and the average of what they spend from it exceeds \$104 dollars per student. That is why you see that television programs spend a large part of their time on advertisements directed at them. (Arthur Asa, 2012, p. 12). This is called media commoditization; the follower of media means will understand well the world orientation to popularize the consuming values in the societies, but the consumerism for everything through information and advertisement. In addition to that, the other media programs (films, series, programs of fashion show and fashion), are the important window to grow the consuming habits, so that the human being is panting behind the attractive and the new, which has no end (Saud, 2015, p. 09). Therefore, it is necessary for the researchers in the field of public media to

control the deviation of directed media and suggest ways and means to reduce it. So, the orientation towards media education is the most successful and the most beneficial, and for that, there was the birth of a new concept in the domain of the social and human sciences.

### 3. 3 The Cultural Dimension

It is represented by specifying the cultural type to which the concept is related and imprinting it with a semantic linguistic charter according to its characteristics and its specifics, which differentiate it from other cultures. The concept is inextricably linked with the typical circumstances in which this mental formation is updated. In this regard, the concepts are indicators of various criteria, including cultural ones (Novikova, Popova, Shatilova, Biryukova, Guseva, & Khukhuni, 2018, p. 237). The conservative cultures that still stick to the idea that habits and traditions are always source to concepts preserving educational concepts, as it is for the media education concept. So, this concept and according to literary reviews started as result to west culture and what reached as illness and disease. This latter tried to find the remedy and serum which helps it to stand up again, that's why launching educational programs with different forms was one of the most important methods proposed in this field, including the media education. So, the analyses of media messages, its criticism and scrutiny for a way which the individual be saved from the trap of globalization, in which fell the developing west societies before those under-developed Arab societies, and led to all its forms of consumption with all types.

The one studying the conceptualization of media education finds out directly the relationship between its indicators (the critical side that it carries) and our educational Islamic heritage culture, and the clear text of God Almighty says: « **O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful.** » (Al-Hujurat., n.d), determining the information, whatever its type, is the second aspect of the process of subjecting the letter to questioning and scientific criticism to know its reliability or not, and the Islamic cultural heritage urges on that, which the critic related to the letter in two principal ways. The first of them concerns the source of the information, to know who stands behind the media message has a role in categorizing it, and came in the characteristic of the evildoer, which was mentioned in the verse that is the derivation for the word debauchery. It is a subject, which indicates the meaning of exodus, and evildoer was called evildoer in order to be detached from the good deed, (Mohammed Hassan Noor, 2015). So, media education, according to the

Islamic view, obliges us to take our news from it, but the second view is concerned with the content of the message, as in the saying of God Almighty by the tongue of Solomon. Peace be upon him when he addressed Hoopoe Bird, who came with the information of the people who were found prostrate to the sun without God: « **Said We will see whether you were truthful or were of the liars.** » (An-Naml, n.d). Suleiman did not hurry in believing him or denying him, and he did not heed the news that Hoopoe's birth told him but tried to confirm its truth, such as with the legal prophet and the firm King (Qutb, 1906, p. 2639). The confirmation of the truth of the news and authenticity in the media is the combination of the true understanding of the media education concept, which is an individual and collective educational project based on the principle of putting the media's content on a scientific critical distinction between good and evil, what is beneficial and what is not. From that we see that the Islamic culture and the Islamic religious heritage are a real starting point for the media education, even though it does not point at this concept clearly, but we deduce From what precedes that, media education, as a concept, has its roots in the heritage and the Islamic culture in a clear form.

### **3. 4 Time Dimension**

Any concept composed of principal cycling elements and other elements that occur on the concept through its historical intellectual procedure emerges at some stage and then develops throughout its history. This alone urges the performer of the study process of the concept analysis to keep in mind some of the connotations that the concept acquires in certain historical periods, which may move the principal indicator to the margin and push additional indicators to the center (Akubash, 2013, p. 03). Moreover, the follower of the technology media education concept sees well, so the appearance of the media education concept in the world at the end of the sixties is basically about an idea delivered by experts. Its essence is the ability to use communication and media means to achieve educational benefits inside the society, that is to say the use of media means and different contents as educational means (Al Shumaimeri, 2010, p. 19). And that is based on the idea of the overall patterns of the part with an activity inside the whole, and then the media means in this case are considered social rules and sub-system branches that perform social activities to contribute to realizing balance and whole society stability. (Amel, 2013 )

The functional coupling of the concept of media education in this period with clear and important social functions made responsible communication the centered educational activity, with the evidence of submitting media

professionals to training sessions on the deontology of media and basic media performance, and for this purpose, the member of the Saudi media council, Badr Bnou Ahmed Karim, says that media education means "training, preparing the media presenters to perform the media education process, so it is not sufficient that the presenters master the media activity competences without being consistent with the values and goals of society. " (Al-Awlaqi, 2007, p. 13), but quickly the indicator of the concept knew decreasing in particular with the appearance of the new intermediates in a short time that was the cause of moving the media means to a new and recent horizon. then from it stopping the production of the media message through moving it from a narrow dimension to a large one, and more inclusion and influence, and more interaction, which analysts and experts of media and information did not expect. (Yekhlef, 2013, p. 01). So, they look at media education as teaching for the sake of media, and it is a defense project whose basic goal is the protection of children and youth from damages created by media after they were dysfunctional, encouraging and valuing the following of messages with delicious tastes and protecting them. (Al Shumaimeri, 2010, p. 19) So that contemporary media current imposed the necessity of establishing rules, mechanisms, and methods to enable the youth, adolescents, and children to interact with what the media tools put forth and that to ensure the safety, ethical, and valued construction for them and their societies. (Adel Sayed, 2009)

Today, media education is not only a protective project, but it has become a project that enables individuals to work in their circumstances in a condition of inside mental readiness so that their self-confidence and the knowledge they process from their intellectual capacities and knowledge can help them make the right decisions. (Bowen & Edward E, 1995, p. 73) To understand the media education that surrounds them, make good choices, and interact with them, presenting an influential and active image (Al Shumaimeri, 2010, p. 19)

#### **4. Media Education (between Concept, Process, and Schedule)**

The importance of media education and the invitation to study and teach it are not current or something new, but they are included in the strategic intentions of the UNESCO organization, which has been promising them since 1982. (al-Badrani, 2016, p. 135) So that we find today several categories of countries, among which the world countries category according to degree of observance to components of media education, where Thomas's

report (1990) put the world countries according to three categories as classified as follows:

1: Countries that have long-standing traditions in media education issues are those that have volunteered and had the merit of setting the first bases of media education and contributing in orienting it and putting their curricula in place, so they formed and trained teachers, such as Britain, Scotland, Denmark, and most countries of Europe.

2: Countries with irregular media education are countries where the bases of media education and its orientations toward producers are oriental. But these countries problems are that they lack teaching materials and have not dealt with this or that yet, or teachers are available but do not have a methodological framework or teaching policy, as in Italy, Ireland, Australia, and some developing countries such as India and the Philippines.

3: Countries where media education is far from teaching level and in which they tackle the media education bases through some efforts of some associations and trainers as individual efforts and that to fill time in the youth program, the different associations and religious homes, and others. Then from those countries, examples: Latin America and the third world countries. (Yahya, 2007, p. 09) .In spite of the repeated requests, what is observed in the teaching decisions, in particular in the Arab region, in the field of media or education, is that the educational syllabi related to the media contents and ways to protect the different social components of the society from its negativities are far from the educational syllabi that are related to the media contents and ways meant to protect the different social components of the society from its negativities. The scene today is nearly too bothersome in the Arab media space with thousands of channels and different programs with their positivity and more negativity, and we do not register, in spite of the constitutional importance of this issue, only some exceptions, which are nearly rare and isolated in a field of bothering and cannot change anything from reality.

In this issue, the journalist writer Mohamed Alasmar says, "In spite of our observations about the educational syllabus in content and global, it is necessary to expose an issue whose syllabus in an additional material to add this amount of educational syllabi which must be summed up in beneficial matters to the students and the readers this naturally requires the integration of media education as a part of the educational syllabi, preparing teachers and training them, providing the educational resources in the school libraries so that media education can be considered as "part of syllabus and that by integrating it into national and civic education decisions (Al-asmar, 2016).

Then, we think that the media education, if we deal with it as an educational teaching syllabus based on practice will have more prominent impact from our interact with it as an ideal scientific concept only.

The integration of media education in the teaching process and the contribution to the progress of the different individual competences, such as: how to use the media means in communication with others, how to analyze and think critically, the ability to identify the sources of the media means texts, and to define the industrial, social, and political rules and values that the media means present (Marchis, Liliana, & Vitor, p. 71). It cannot be only the educational syllabus as a decision that will be the most beneficial and successful. Only the reality is completely different from what is presented in the research paper presented by a researcher, (Rached Ben Houcine, 2007, p. 02), about media education in educational programs in Saudi Arabia. There are no free media educational programs in the educational syllabuses, and teaching-thinking competencies is not directly oriented to media education practice. Then he says in his issue, "There are a lot of sides that need development; it is necessary to feed the syllabuses even indirectly with subjects to interact with the media; the media materials that the student encounters represent a fertile field and effective activities to apply the thinking competences" (Rached Ben Houcine, 2007, p. 13). And here, we can confirm what does not leave any doubtful field that the media education at least in this time is not a priority to the one who sets the programs and the educational syllabuses in the Arab world but we cannot deny some existing exceptions today in our Arab world and here we particularly mention the digital media education faculty in Beirut (**MDLAB**) which came to improve syllabuses that mimic the media the media reality in the Arab world so that this faculty is the lonely and the first at the level of the Arab world which managed to be distinguished distinct with special syllabuses to help the young researcher to make a critical view of the media means through a rich teaching program.

In this case, the researcher (Melki, 2013, p. 77), a professor at the American University in Beirut, says that media education will help with improving the situation in the country, in particular, because Lebanon is known for its continuous political conflicts, religious, social, and political divisions, and lack of citizenship. So, he sees that digital media education may provide a lot to Lebanon and the Arab region in spite of the fact that it is still in its early stages.

The first complementary cycle of media education started at Lebanon University Salzburg Academy to change the presenter's development, and the

international academic community, which has been planning the media education syllabus since 2007, and other universities tried to adopt courses related to media education. The American Lebanon University adopted the media, culture, and technology in April 2010 with a tour "the media, the culture, and the technology," which included some principal units of media education and other associations of the civic public. The media education academy in Beirut, which has a lot of tours that are a mixture of teaching competences, critical thinking, writing, and numeric competences, helped the candidates form the concepts and competences that they need in their lives.

## **5. CONCLUSION**

Most of those who studied the media education emphasize on the central role which this latter plays, considering it as one of the most important pillars in the teaching process, with which the values of belonging to society and homeland are promoted. At the same time, it plays an important role in forming a general view and a rate from the society, based on solid structures in representing the other and the free expression and respecting the difference and the pluralism, and the point does not stop here at this stage. So, the real media education concept orients us directly to the truth, the credibility and objectivity in valuating on impartiality and primacy of the public interests on that private marginal interests. The concept of the media education thus demonstrates its importance as one of the most important educational axes at the level of educational institutions of the civil public in different counties. So, media education is a life process and way of living that helps us in behaving with others and understanding others. It provides us with interpreting and understanding the local, regional, and international issues that surround us and allows us to understand the issues and work on solving problems, providing us with solutions to face this latter instead of fearing it and putting our hands down.

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