

# The Practice of Media Education

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## ABSTRACT

Social networks have infiltrated many domains of educational practices or procedures, in addition to providing amusement and information. Nowadays, social media has an ever-increasing impact on the lives of youngsters. This paper attempts to emphasize the usage of the social network in the advanced education while also highlighting some of the elements at play. Furthermore, through a analysis of related article, people hope to provide visions into social networks effects on (a) active learnings (assistances, educational development, teamwork's, or coordination enhancement, educational achievements) from perspectives of students or educator, (b) consumers' personalities profiles or learnings styles, (c) social networking site online learnings (LMS) learning managements systems, (d) their usage in the advanced education. The findings show positive effects in all of the aforementioned areas, demonstrating that the usage of the online social network in higher learning has a bright future. Teachers or higher education institutions, on the other hand, have not yet been sufficiently mobilized to leverage online social networks in their operations. The future aspects of new media have been attracting the interest of mass seekers around the world. As a result, the leading colleges have begun providing skill and industry-focused programs.

## Keywords

Higher Education, Media Education, Networking, Social Media, Social Networks.

## 1. INTRODUCTION

Online social networks and their apps have pervaded our everyday lives during the past decade. They have succeeded in changing the way young people live while also being one of the most essential forms of communication or entertainment. Meanwhile, the school institution is concerned that OSN is systematically lowering students' enthusiasm in educational procedures, an issue that not only impacts their performance but may also result in dropouts. Despite various alternatives that have been presented, the traditional educational system seems to be unable to adapt effectively to the ongoing decline in student enthusiasm. Blended entertainment and informative behavior tendencies have been suggested to promote student awareness of instructional procedures. Such behavioral patterns are supported by social networks, and this seems to be a pleasurable and widely recognized medium in students' daily lives. During the previous decade, review projects have risen to identify beneficial components of the social networks utilization for the educational activity. This overview does not aim to critically examine or synthesize review results in any systematic way, nor would it attempt to address specific review concerns. As a result, rather than using a specific

methodological technique people highlight appropriate studies or reviews by trying to present their findings or highlighting the related issue, problem, or challenges, as well as potential solutions [1].

### 1.1. Higher Education versus Popular Social Network

Millions of individuals, particularly young people, use social media sites like as Twitter, Facebook, Google+, Instagram, Myspace, LinkedIn, and many others. According to a survey of 3000 students in the United States, 92 percent of the utilized Facebook, and 38 percent uses Twitter as communications medium. According to extra review conducted in the nation, around 72 percent of the advanced educations student utilize Facebook [2]. Facebook is leading social networking site for both personal and educational uses. Furthermore, students spend an average of 11 to 61 minutes each day on online social networking (OSN) sites, even while they are studying. Additionally, academic institutions employ social media to address educational difficulties inside. In this paper, people analyze a review that shows that OSNs and social networks have a favorable influence on educational processes, particularly in higher education. The reviewer gathered 77 papers from 2010 onward, or they discovered the Facebook or Twitter are most used OSN platform for the edifying resolves [3]. Extra precisely, Facebook featured as the primary educational tool in 56 articles (82.42 percent); Twitter showed as the primary educational tool in 9 stories (11.697 percent); or another social network such as Google+, LinkedIn, Myspace, or others appeared in 8 pieces (13.68 percent). All social networks were engaged in the remaining 4 articles (7.19 percent). To group the beneficial effect as well as the involvements of the social network in articles, they were further divided into four categories.

- Active learning (benefits, educational process enhancement, communication or collaborations, academics presentation) from perspective of student or instructor.
- The operator's personalities or learnings style (way as well as methodologies to gain information, academic cultures, and effectiveness).
- Social networks such as online. The next paragraphs go through each of these four areas in further depth.

### 1.2. Learning Processes and Social Network

Utilizing social network in together formal or informal learnings, new strategies to acquire information have arisen over this decade. Higher education is a hierarchically structured education system that includes academic studies, specialist training, and also vocational or technical learning programmers for all ages, but also is arranged in successive periods, from

nursery through secondary school to college. Informal learnings is defined as procedure through which separately individual learn or gains perspectives, value, knowledge, or abilities via his or her everyday experiences or social environments. This is also known as interactional learning and lifelong learning [4].

According to several surveys, students mostly utilize OSNs for socializing, sharing views or ideas, including enjoyment. Such activities, on the other hand, may be included in instructional practices. While some studies demonstrate that students utilize Facebook primarily to boost their social presence, others say that Facebook usage has a direct or indirect impact on students' education. In a separate review of more than 600 students performed at Islamia University in Bahawalpur, Pakistan, over 90% said they use Facebook for academic purposes as well. Furthermore, 71.25 percent of 160 University of Delhi philosophy and social studies scholars said they used Facebook in their study of collaborative learning processes. In terms of Twitter, a review done in Pharmacology Departments at the Boston University found that added 60 percentage of student who took part in the survey utilized it to raise their skilled recognition or academics profile [5].

All of foregoing finding, however, are at odds with the finding of another review that cast doubt on the favorable impact of OSN platforms on educational processes. The authors conducted a thorough literature analysis and discovered that just a few relevant studies support the favorable influence of social networking on schooling. When this occurs, OSNs are mostly utilized for the informal learnings settings (question to a friend for assistance and to point out certain tough subjects). Furthermore, the reviewers question whether OSNs can be utilized successfully as instructional aids due to a lack of relevant references [6]. Finally, the research presented a usability paradigm for using social networks as teaching tools, particularly through piquing students' interests. They observed that the paucity of reviews is starting to lessen throughout their inquiry.

### 1.2.1. On the Students Side

Student look to utilize OSN in a variety of ways throughout their educations, according to the study results thus far, to strengthen their edifying activities or improve their academic achievement.

### 1.2.2. Supports

Several studies looked at the success of education programs when they were performed in the Facebook like settings, although others reported that the transition to university cultures was painless. The authors of the review concluded that social contacts via social network "make student impression more related to institutions, which may improve the possibility that people would persevere elsewhere their first years". According to author, Facebook is most beneficial social networks for assisting student in the scholastic pursuits. Several colleges in Israel launched more than 70 Facebook or Twitter profiles to promote instructional activities, according to a study. As a consequence, a supporting network for knowledge acquisition was established, with promising outcomes in terms of knowledge dissemination. In terms of self-esteem, the impact of the social network on the student at the Griffith University in the Australia. They noted an increase in students' learning efficiency and concluded that OSNs had become an essential learning support tool for them. "OSNs can help students in developing their learning to a greater degree," they concluded [7].

Enhancing the educational experience OSN, according to various assessments, offers up new perspectives in the learning process. In essence, social networking's site permit student to participates in both formals (like as studying courses content)

or informal (searching the internet for beneficial information's) learnings scenarios. Student may discover individuals who share their viewpoints and exchange knowledge informally (for example, swapping educational experiences) to achieve educational goals. For example, first-year students may learn all they need to know about their faculty by just talking to senior students, which also will help them adjust to the novel academic life. More precisely, according to survey, 20% of students in Germany use Study, the German version of Facebook, to share information related to their studies. The review is mostly focused on first-year students seeking new acquaintances to help them arrange their new life [8].

People have also discovered that exchanging learning experiences amongst students through OSNs is connected to the development of a global virtual community. In addition, a survey conducted at USM (University Sains Malaysia) found that the 300 student see Facebook like as beneficial or vital instrument for supporting and improving their English language abilities.

### 1.2.3. Academic Achievement

All of the reviews described above point to some good aspects of using social media to assist and improve educational processes, as well as excellent educational results. They investigate the areas in which OSNs may have an impact (social learnings, communications, academic cultures) and argue that social networks may improve (or at least anticipate improving) educational performance. The favorable effects of OSNs on student performance have been noted in less review. The bibliography, however, seems to be lacking in quantifiable academic accomplishments [9]. For example, it is unknown how longer students utilizes OSN or what academic results she achieves as a result. Our investigation and personal experience in this sector do not support recorded findings like these: Students who usage Facebook for their studies regularly should expect to do well on their examinations; alternatively, the great majority of top students utilize OSNs for study reasons. Some investigations, on the other hand, give us insight on social networking's positive effects on higher education, while others suggest that it has a negative influence on students' "academic performance," which will be defined by attention span, time - managements, students characteristics, or academic competence. Some authors raise concerns about whether social acceptance attitudes prevail when student share their works in OSN, but about the possibility of copying or rejecting if their ideas [10].

### 1.2.4. Collaboration and communication

As previously stated, there are opposing viewpoints on OSNs and excellent academic achievement. On the other hand, there is more agreement among education providers on their role in communication and collaboration. To begin with, communication through more conventional Information's Computer Technology (ICT) method or OSNs seem to be unaffected by user prior "technical adequacy" as well as "digitals literacy," and it is referred to in bibliographies. The ease with which electronic gadgets (smartphones, laptops, etc.) are used, as well as their profile, is characterized as digital literacy [11]. However, it was just a few years ago that past computer users to connect with others was shown to aid in the adoption of new computer learning methods. Students that participated in OSNs seemed to have more flexibility when it came to using computers learnings system computers support collaboratives learnings.

The majority of review papers believe that social network or OSN platform, in the overall, improve student cooperation. Another review, which agreed with this viewpoint, identified several positive element/characteristics as advantages of utilizing social network in the e-learnings settings, like as

increasing students' motivation and knowledge or establishing collaborative learning approaches via usage of the Facebook. Furthermore, Madhusudan demonstrated that the advantages of collaborative learning via OSN usage were validated by 71.25 percent of 160 students who took part in the review at Delhi University in India. In addition, over 90 percentage of the 600 student who participated in parallel survey at Islamia University in the Pakistan said using Facebook is beneficial to the academics pursuits, particularly for sharing information's with international colleague.

#### 1.2.5. *Personality, Social Networks, or Learning Style*

Individual temperament and behavior seem to impact and be changed by online social networks (OSNs). As previously indicated, many characteristics of how they affect young people have been identified. However, seeing students' activities that are favorably or adversely connected to the OSN is fascinating. People with more personality utilize Facebook or have additional friend, frequently to the share diverse interest with the other. In addition, young individuals who are lonely have a large number of Facebook friends with whom they communicate to alleviate their loneliness. Self-esteem, narcissism, and neuroticism, on the other hand, did not seem to be adequately associated with Facebook in the same review. However, according to another review, here is strong link amongst increased self-confidence or regular usage of the Facebook. In addition, 53.5 percent of the student who took part in a survey performed by University of the Delhi in India claimed that the one of advantages of utilizing Facebook in the review is that it boosts self-image or contentment.

In the meanwhile, the vast majority of early peoples utilize social media in the private life for amusement, information's, or other purposes. When it originates to the more "thoughtful" matters (such as educational procedures), it's unclear if they'd choose to employ them. Students selected more conventional means to be informed in the parallel review conducted in the United States addressing the gathering of protest demands for the closure of an institution. Instead of using social media, many decided to write or talk to legislators or sign protest memoranda to voice their dissatisfaction. Another facet of social networks' potential good impact on students' life is the apparent improvement in their cognitive behavior. Regular Facebook users do higher in cognitive skills tests, such as linguistic abilities, memory use, spelling, and so on, according to a separate review. They're also more precise in their comments and have fewer distractions.

Learning management/support systems using social networks support for sequence managements systems and learnings management system, by way of they are often known, is another facet of the social networking's education. Students who had prior experience with social networking's interactions were extra inclined to utilize computer learnings system a few years ago computer reinforced collaborative learnings. This compelled them to devise new methods to incorporate OSN functionalities into these systems. They discussed the potential for OSNs to become a dynamic instrument for facilitating educational collaboration between students and teachers, as well as proposals for improving learnings as consequence of the combinations. The earlier study on this topic produced empirical review data demonstrating the benefits of using Facebook as a learning management system. Cuellar and colleagues' review has increasingly focused on how to integrate OSN or LMS to achieve favorable learning results. They presented a method that could collect educational data from various LMS or harness their probable to improve learnings

resources or create relevant investigates for the educator as well as learner.

The bibliography shows that social networks are not used as exclusive learning methods. Positive findings were found in a relevant review in the area of nursing. It signified the transformation of the teacher's function into that of directors/coordinators, as well as the students' role as creators of educational material rather than merely consumers. For example, Facebook served as CMS (computer management software) via which lecturer communicated with her or his pupils. Student have to mix or usage all of this in the active or inquisitive attempt to take information quicker to them.

#### 1.2.6. *Educational Institutions and Social Networks*

The effort detailed here is one of the rare large-scale and effective instances of an educational institution merging social networks with instructional processes. As a result, the use of social media in organizational positions insides educational institutions seems to be fewer dynamics. Faculty attitudes about incorporating social network into organizational operational of the institution or classroom work have been reported in studies. They prefer more traditional methods of communication, like as e mails. At the very same times, there may be a considerable gap in how student or professors perceive Facebook's educational value; students have much higher expectations than academics. Availability of social media throughout working hours has been reported to be restricted by educational institutions, claiming evidence that the use of OSNs impairs academic achievement [12].

However, 60 percent of participants in a survey performed at three private institutions in Indonesia said they uses social media through work hour not just for enjoyment, then also to disseminate knowledge. And they provide communications channel to assist educational actions such as announcement, task reprogramming's, and test question transmission, among other things. According to the study, it would be more sensible for institution to support OSNs by establishing or implementing appropriate laws for their use throughout their facilities, while constantly considering users' behavior in these circumstances. In truth, Israel's university have done so, with 47 Facebook pages and 26 Twitter accounts set up to help in the distribution of educational materials to students. These accounts ran in the background of the institution's "actual" operations and were intended to convey information via promoting informal learning. In contrast to the typical account rejection percentage seen on social media sites, students kept their accounts active. This demonstrates that the academic community in Israel applauded these institutions' efforts, setting greater expectations for the relationship between educational institutions and social networks [13].

#### 1.2.7. *Digital Literacy Goes Online*

Four main conceptual concepts are usually viewed as a fundamental component of media literacy. Those would be most explicitly defined by multimedia educator inside the United Kingdom, but increasingly around the globe, during the past 21 years: a more thorough explanation may be found in my book *Media Learning*. While digital media raise new challenges and need new study approaches, this fundamental theoretical model remains a useful tool for mapping the topic. Representation. Digital media, like other forms of media, depicts rather than just reflects the reality. They provide specific interpretations as well as choices of reality, all of which must represent hidden views or ideologies. Intelligent media consumers will be able to evaluate the material they see by analyzing the motivations of those who created it or comparing



it to other sources, including their own direct experience. In the case of information texts, this means dealing with issues like authority, reliability, and prejudice, as well as bigger considerations about whose voices are heard and whose ideas are expressed, and who isn't. A really literate person is capable of not just using language but also comprehending how it works. This is partly a matter of understanding the 'grammar' of various types of communication, but it also requires an understanding of the wider norms or conventions that apply to certain situations. This necessitates the acquisition of analytical skills or a meta-language for explaining how language works.

### 1.3. The School's Role in Technology or Pedagogy

One may argue, at least in theory, that digital creation is part of the broader empowerment of media consumers. Digital technology may help student to become authors like as consumers of the visual or audio visual media by providing more democratic access to complicated form of the media creation, blurring these established divides. Although there is a need for care in this regard, the school might play an essential role in widening access to technology, especially among underprivileged people.

Although it will depend on the pedagogy used, the social context of the school seems to present major changes in this regard. It seems, for example, that emphasizing the need for teamwork in digital creation is especially crucial. During the analogue time, media education tended to emphasise in group projects, both for practical or pedagogical reasons (due to a lack of technology). These ideas are challenging to implement in the context of digital media production. Individualization of the production process is common when digital media is used. Students often work alone at screens in a computer room, especially one set up to promote creative artwork, and the teacher has more one-on-one interaction with students; nevertheless, students may also serve as peer tutors, particularly to address software issues.

## 2. LITERATURE REVIEW

Alexander Levitskaya examined media education in several places of the world. There in United Kingdom or Russia, media literacy dates back to the 1920s. In very many nations, media education has become more important in recent years. France, along with the United Kingdom, is one of the most active European nations in terms of media and ICT promoting education. Several novels, sequences of essays, textbook, or even other publications have recently been written or translated in the United Kingdom. The majority of German universities teach media cultures, and schools in Germany began their media education practise by including it into the core curriculum. In Canada, Australia, and the United States, media education is well established. Despite the difficulties of the 1990s, Russia's information literacy has a promising future. They may also look at how fast media education is progressing in other Eastern European countries. Hungary was the first nation in Europe to make high school media instruction mandatory. Around the turn of the twenty-first century, media and ICT education reached a critical mass in the world's major countries, backed by considerable theoretical or methodological research. Regrettably, not all European, African, and Asian nations have equal access to media and ICT education [14].

David Buckingham reviewed how to rethink media training in the Internet era. It then continues to a more detailed examination of the nature of digital literacy. It contends that digital literacy definitions have inclined to takes relatively restricted perspective of the information's or concerns of trustworthiness or bias, and it suggests a larger approach that emphasizes the political and psychological aspects of all kinds

of transmitted representation. Following that, it provides some real instances of how sound educational methodologies may be used especially to the assessment of the World Wide Web, using the well-established framework of 'key ideas.' Finally, it considers how digital media creation might be utilised to enhance digital literacy in the classroom. It distinguishes between the methods of media educators and more instrumental or expressive techniques. The majority of computer use throughout schools fails to participate with the complex technical as well as media-saturated atmosphere in which today's kids are growing up. These are, of the most part, rigidly defined, mechanical, but also unimaginative. The answer to this challenge does not rest in importing ever more stylish but "child-friendly" equipment, nor in sweetening the learning pill with a dash of digital amusement. Digital media literacy is a more rigorous, or more fun but also inspiring, way to coping with the digital era's educational issue [15].

Ranieri investigated the need for communication review in democratic education. Despite the potential for media and technology to be decentralization forces, as well as the challenges to democracy presented by partisanship or the increase of political advertising spend, school media teaching as well as active citizen preparation time is almost non-existent. This essay makes the argument for reviving media education as a cornerstone of educational policy in the age of electronic media, and it lays out a plan that includes teacher development, curricular integration, student engagement, and evaluation. How would students in the poorest or least well-equipped schools, for example, benefit from simulations, fundamental media literacy, and democratic pedagogies? After all, they are the pupils who, not only demand the most advanced education, but also the most advanced curriculum. They're also the type of young people who want to inspire to pursue locally and globally civic action [16].

Miroslaw investigated the effects on education, literacy, and media education. The settings of study, philosophy, policy, and practice give rise to this rhetoric of innovation. They begin by identifying ten rhetoric's, each of which is discussed in connection to philosophical through political traditions in which it stems. The conversation then shifts to four rhetoric's play, technology, politic/democracy, or the creative classroom that are most relevant for understanding literacies and how they are developed, supported, and articulated in various social situations. The purpose of this paper is to describe rhetoric and its major issues, as well as to examine how some of them might be applied to a situation of media literacy. What implications a culturalist social psychology approach to creativity may have for evaluations of children's and young people's media literacy. However, as previously stated, applying cultural psychology principles, particularly Vygotsky's dialectic between intellectual activity and fantasy play, allows for a more detailed understanding of how cultural resources, such as mainstream news products, can be transformed in the act of creation by both adults and children [17].

Renee Hobbs reviewed the states of media literacy: a reaction to Potter. Potter's article on the status of media literacy professes to reflect the current state of the subject, but it omits much of the groundbreaking work done by reviewers in the domains of communications, education, especially public health in the previous ten years. The emergence of several media literacy education efforts by educationists working in both teaching and learning is not included in the study. Potter misses the breadth and complexity of the discipline by framing media literacy as a reaction to the negative impacts of mass media or popular culture. They must continue to investigate the complex pedagogical methods that encourage civic involvement, creativity, and a wide variety of communication skills that support a lifetime of learning about mass media, mass entertainment, or digital technology [18].

### 3. DISCUSSION

People sought to compare 77 publications published from 2010 onwards throughout this review. The first thing to note is the widespread interest among scientists and academics in using social media for educational purposes. Also, even though this specific scientific topic was formerly thought to be bad, many have seen that this is changing. This research discovered that Facebook leads social networks, as well as various social networking exploitation patterns in educational activities. To begin with, such developments are about learnings with many types of contributions (such as assistance, educational process upgrades, collaboration, and performance). The findings of our study seem to be extremely positive in terms of the effective usage of social media in education. Their excellent contribution to student's communications or collaboration for educational objectives was nearly universally acknowledged. The majority of reviewers seems to think of OSNs as a useful instructional tool.

While reviewers have showed their efforts, it has been noted that they are having significant difficulty obtaining detached empirical evidence on possibly improved academic achievement. Some of them objected to the beneficial outcomes. Almost all of the evaluations agreed that OSNs had a good influence on various criteria that promote good education activities, including such communication, collaboration, and academic culture. Despite research urging them to do so, teachers are uninterested in incorporating social networks into instructional procedures. Of course, this seems to postpone the addition of further empirical data to the review. Some studies looked at the impact of OSNs on student's personality or cognitive behaviour; their findings were mostly good, although there were a few caveats. They showed a rise in self-esteem, increased social acceptability from other pupils, improved memory management, and improved cognitive language skills exam outcomes. The criticism is primarily directed at the types of activities that take place on social media platforms, in the sense that they may not all be beneficial; chatting and online games, for example, do not appear to be beneficial, whereas searching for information's, as well as reviewing as well as trying to describe events, do.

### 4. CONCLUSION

Only a rare reviews have shown, at smallest so far away, the connections between social network and online learnings system. This is most likely because these interactions are very recent in the literature. However, the very first results of their collaboration look to be quite promising. As a result, the additional review should be expected shortly. Furthermore, the administrative or teaching personnel tend to be wary of the social network involvement in inner institutional or educational procedures. Moreover, despite students' favorable views on the institutional and pedagogical use of social networks, several reviews do not seem to support this viewpoint. This might be due to instructors' patience while waiting for all favorable outcomes to be verified and documented.

It makes it impossible to undertake a review of scientific evidence to enhance it. On the one hand, our findings seem to support the premise of providing empirical evidence linking social networks to high academic achievement. On the other side, it makes it more difficult for educators to fully and constructively incorporate OSNs into educational processes. This might, of course, be due to a absence of planning, well designed, or well organized approaches and practices for integrating social networks into the educational community. People anticipate that such review endeavors will become more common soon. The findings show positive outcomes in all of

the aforementioned areas, indicating that the use of online social network in higher education has a bright future. On either end of the spectrum, teachers especially institutions of higher learning have still not been sufficiently mobilized to use online social networks in their operations. The findings show favourable results in all of the aforementioned areas, indicating that the availability of internet social networks in postsecondary learning has a bright future ahead of it.

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