



Defining Egyptian Media Literacy through the Lens of Current Events: A Descriptive Analysis



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Abstract

Now that we are living in a digital age, we should be aware of the mass media messages we get bombarded with in everyday life situations. These messages can be imprecise or fabricated. Furthermore, we need to be aware of the regulations and policies applied in the media field, which serve both audience and professionals interests. Attaining this kind of knowledge comes from acquiring media literacy skills, so that we can participate responsibly in the new century digital society, especially because our society suffers from media illiteracy in all types of mass media.

Consequently, Egyptians need to acquire new knowledge and tools to make responsible and shrewd decisions regarding the free flow of information they are bombarded with, as most of them stopped caring about the quality of information they get from social media. Therefore, these skills are no longer optional or pleasing, on the contrary, they became crucial and essential in achieving all the social and personal benefits required in succeeding in a digital age.

The study aims at determining new media literacy among youth and its effect on their usage skills and patterns. In addition to, measuring their analytical, communicative, creative, productive, participative, evaluative, comprehensive, and distributive abilities while using the different types of online media. Moreover, it will discuss how media literacy contributes to the awareness, the knowledge, and the empowerment of the Egyptian audience through the practice of their selective skills. Moreover, the study aims at measuring the position and the degree of media education among the Egyptian youth. Finally, identifying the demographic variables like (age, gender, and educational level) and their impact on users' degree of media literacy (both consuming and prosuming) and usage skills.

The study is based on Quantitative Research, where Survey method will be used. A pre-planned questionnaire will be distributed among a representative sample to measure their diverse behavior in the online space, and their understanding of the notion of New Media Literacy. The population of the study is represented in all types

of youth who use new media, especially social media. Additionally, qualitative research was used to measure the notion of media education, where in-depth interviews were conducted with media and non-media professors; to analyze the position and status of media education in the educational institutions.

Introduction

Generally, when people hear the term “Literacy”, what springs up in their minds is the ability to read, write and listen (Martens and Hobbs, 2015). The word literacy is defined as exemplifying the skills and knowledge to understand, read and cause the production of specific kind of texts and relics. In addition to, having certain intellectual abilities and tools to become an active participant in one’s social and cultural contexts (Hobbs and Jenson, 2009). According to Douglas Kellner and Jeff Share, literacy involves the learning of using the right competencies in different kinds of social communication and representation. That’s why literacies are considered a product of social practices, as they develop and shifts according to the cultural and social changes (Kellner and Share, 2005).

Due to technological developments, new forms of literacies started to appear like media literacies, multimedia literacies, computer literacies, therefore multiple literacies are cultivated in the restructuring of the educational system. Since multimedia environment is growing, media literacy started to have a significant role. Recently, media is recognized as having the power to shape and set people’s agendas and perceptions through constructing certain images about the world (Hobbs and Jenson, 2009). Therefore, media literacy became an important notion as it addresses the issue of multiculturalism and social differences (Kellner and Share, 2005).

Some studies claimed that the media is not only contributing in our culture formation, it is our culture (Considine, Horton, and Moorman, 2009). In other words, new media, social media, has an undeniable and constructive role in different societies, which calls for the need to be properly equipped with new literacies that will

enable societies to take on the new media and its environment. Thus, the above argument signifies the significance and inevitability of new media literacy (Tzu-Bin Lin & et al, 2012).

People generally have the need to access, analyze, and engage in the critical thinking process regarding the messages they get bombarded with, to reach proper decisions in their everyday life situations (Kahne, Lee, and Feezell, 2012). Today, to be considered a full and active participant, people not only consume mass media messages, but also, they develop and share them. Media Literate people must acquire multimedia communication skills, which are defined as the ability to formulate messages using language, sounds, colours, and graphics on the one hand. Being able to use these skills in the civic life of their communities on the other hand.

The Aims and Objectives

The study aims at determining the degree of youth's awareness of new media literacy on multiple levels. First, how their knowledge, cognitive and behavioural levels affect the degree of their media literacy. Second, how their consuming and prosuming skills affect their usage patterns of social media, thus recognizing its influence on their awareness of new media literacy.

The study intends to examine the youth's Media Selectivity concept, and how does it contribute to the level of their digital media literacy.

The study also determines the degree of their skills in applying media literacy on two levels: the individual level and the environmental level when using diverse new media outlets.

The study aims at measuring the position and the degree of media education among the Egyptian youth.

The study aims at determining the youth's motives behind using social media, whether it is to enhance their knowledge and consequently increase their media literacy, or it is for entertainment and spending some free time. Furthermore,

determining the variables affecting the social media usage skills, which are age, gender, educational level, and socio-economic level.

The Importance of the Study

This study is considered a turning point in mass media studies, as it discusses the advantages of social media, where social it facilitates the exposure to different communities, aids in a successful communication process resulting a media literate user.

The insufficiency of the Arabic studies that identified the impact of new media literacy awareness on the audience's usage skills; therefore, there is a need for such researches due to the increase of the unconstructive consequences of new media illiteracy.

The study will differentiate between the terms “Media Education” and “Media Literacy”, as they are used as synonymous to each other rather than examining each one separately.

It is divided into three courses, Media Education, Media Literacy Studies and New Media Literacy Studies:

1. Media Education Studies

Veronica Yarnykh. (2021) “Media Technologies in the Corporate Model of Media Education: Opportunities and Prospects” study's main purpose was to identify the meaning of corporate education system and examine the factors which influence the development such notion. The study applied a set of theoretical and empirical research methods to examine the impact of transmedia literacy, digital education tools, and generation Y and Z, as labor market, on the corporate education system. Additionally, the study included a particular variable info-demic to analyze its influence on the above-mentioned- factors. The study relied on previous existing sources and papers, where comparative analysis, incorporating observation, was used

as the research method to interpret how the development regarding the corporate model for media education occurred.

The study found that integrated online interaction increases media literacy, information literacy, and digital literacy. Also, the study found that the post-pandemic situation increased transmedia literacy, digital literacy and corporate education system. Additionally, the study found significant difference between corporate media education and micro-learning. The study found a significant relation between corporate media education system and generation Z. The study found that generation Z show higher transmedia literacy and digital literacy than generation Y, as well as more corporate media education competence. Moreover, Veronica Yarnykh. (2021) “Media Education in Corporate Education’s Ecosystem” study aimed examining the gap between the levels of digital media and information literacy regarding different generations. Companies are adopting corporate education systems and changing their managerial approaches to digital and online media, especially post pandemic. The mix of online and offline tools has proved to be the most effective approach to develop competencies. Since, digital technology occupied an essential part of corporates reality and practice, the need for studying its implications is not a luxury anymore, therefore, the current study provided a framework for technologies to effectively exist in the workplace. The study’s aim was to introduce a business model that combines both offline and online practices.

The study proposed first reliance on blended education, where it proved to provide flexibility and speed essential for developing competencies. Educational space is one of the results that proved to be effective when it comes to corporate cases, knowledge, procedures and educational programs. The study proposed a corporate university format in order to make sure that employees retool their skills and knowledge continually.

Additionally, the study proved that corporate learning innovations have a positive impact on the organization on the market. Lastly, the study proposed

compliance as the last factor in the integration model, yet compliance permeates all business activities and not just the legal concern. Furthermore, Svetlana Fiialka. (2020) “School media education during the Covid-19 pandemic: Limitations and new opportunities” analyzed the media use of distant learning during the Covid-19 pandemic quarantine. The study aimed at examining the role of the online space in education, socialization and social learning. Additionally, the study analyzed the media educational activities of teachers and their relation to digital literacies.

Quantitative method was used, where 830 online surveys were distributed as the method of data collection containing both closed and open-ended questions. 391 respondents were schoolteachers and 439 were secondary school teachers. Moreover, other theoretical methods were used, which were analysis, specification, classification, generalizations of scientific sources, normative official documents. The study found that receptive media do not need active overt responses other than to be exposed to the content in a passive manner. However, interactive media needed some kind of active overt response to engage with the content provided online. The study found that interactive media produces enhanced memory, yet receptive media produces enhanced connections. Also, the study found a negative correlation between the time spent online and academic performance. There is a negative relation between the children’s ability to collect online information and produce online information. Additionally, there is a negative relation between the children’s skill growth and their demographics variables. The study found that media selection is a personal preference and not does not depend on the digital skill.

Comparably, Robyn L. Mofitt, et al. (2020) “Embedding media richness in online assessment feedback: effects of multimedia delivery and paralinguistic digital cues on social presence and student engagement” study’s main objective was to examine the current position of online assessments in the online learning process. The study wanted to examine the following first, the role of online assessment in affecting the student’s engagement, motivation, and enjoyment. Second, the relation between

online assessment and digital technology. Third, to measure the online cues and interpersonal connectedness of the student in the assessment design. Additionally, the study aimed to investigate the role of media richness theory in such online circumstances, where will it be able to provide educators a more creative and innovative online space that would improve the flexibility and personalization of online assessments on the one hand; and measure the student's satisfaction and engagement on the other hand. The study found that paralinguistic cues, resulting from rich online medium, communicated effective emotionality. The study also found that the use of emojis and emoticons results agreeableness and openness in the feedback. Emoticons are found to be more effective in communicating feedback cues than emojis. The use of emojis and emoticons improved the emotionality communication and increased the richness of the feedback assessment. Finally, the use of paralinguistic cues proved to prompt higher levels of content understating, which eventually increased the quality of the students' output.

Additionally, Amira Abdel Hameed. (2019) "Evaluating the Impact of Media Education on the Analytical and Critical Skills Levels of New Media Messages on Facebook" study's aim was to examine and measure the impact of media education on the analytical and critical skills of the online users regarding their online behaviors. The study aimed at differentiating between some crucial literacy concepts, where it differentiated between media education and educational media on the one hand. On the other hand, it differentiated between media education and media literacy. The general purpose of the study is to highlight the importance and the role of media education on all levels either individual or social on the one hand. On the other hand, the study highlighted the core competencies of media education (critical and analytical), where the users should exemplify and develop. The study examined the online users of 18-22 age range, where it examined their critical and analytical skills while using social media platforms, specifically "Facebook". Additionally, it measured the level of their media education skills, as well as their online usage

patterns. Also, it measured the relation between their media education skills and their ability of selective exposure.

Finally, examining the impact of educational level as a variable in affecting their degree of media education. The study depended on four theories for its theoretical framework, the innovation-decision theory, individual innovativeness theory, the rate of adoption theory, and the theory of perceived attitudes.

Simple random sample was used as the sampling method, where the respondents were chosen among eight groups, four of which were arts majors, and four were science majors. The sample age range was from 18-22, university students, where both public and private universities were included in the study population. The study used focus groups as the qualitative method of data collection, where four groups were included in the study consisting of 10-12 individuals each group, resulting a total of 44 respondents. The study found that the arts majors' students are aware of the media education skills and can use online space in a critical manner, as well as differentiating between traditional and new media. Also, the study found that public university students arts majors exemplify critical skills and are aware of the new media features. Nevertheless, science major students are aware of the new media updates, yet they confuse new media and social media platforms. Public universities science majors were found to be unaware of new media and they cannot differentiate between traditional and new media platforms. Yet, they are found to be aware of social media platforms, and they use it heavily. The study found that arts majors students can link between media education skills and educational level, yet science major students cannot. Finally, the study found that arts majors student exemplifies more analytical and critical media education skills that science majors' students, regardless the heavy usage of all students to social media platforms, especially "Facebook".

Moreover, Ahmed Gamal. (2015) "Media Education Towards the Content of Social Networking Sites: A Proposed Model for The Development of Social Responsibility Among University Students" study aimed at identifying the credibility

of the social media content and its effect on its users. The researcher assumed that mass media had a negative effect on its audience, and it is directly related to its diverse content. Since there are countless media messages, it became very hard for the youth to verify their validity. This is called "automatic processing" and it means "the unconscious response to different media content". This has led to a weak sense of social responsibility among young people. The study also aimed at preparing a list of skills of media education to enable young people to analyze, criticize, interpret media content, and identify the values through which they are presented, as well as participating in its production in a responsible manner. The researcher used two methods in his study, first descriptive analytical method for the data collection.

Second, the semi-empirical approach to suit the research nature in humanities. The study was done on a sample of 32 college students; they are sophomores in the department of educational media, University of Specific Education in Minya. Also, the researcher conducted 12 meetings, where 3 interviews were completed on a weekly basis.

The study showed that the proposed model proved to be effective, where students achieved the required skills for media education. Those skills were limited to the ability to access, analyze, criticize, produce, and participate, hence becoming active in the social responsibility. The study showed that the students were able to attain the knowledge aspect required for media education, developed the emotional aspect required for the social responsibility, achieved the cognitive aspects required for examining the credibility of the content of social networking websites, and finally, achieved the creative aspect required for media education. Similarly, Sherifa Soliman. (2013) "The Role of Communication Technology in Spreading Media Education Concept in UAE Schools" study aimed at examining the curriculums of UAE schools and how do they apply the concept of media education through them. It aimed at identifying the content of different subjects and how it developed the analytical and critical skills of the students, hence their technological skills. Also, the study aimed at

introducing the notion of “co-operative education” as a mean to enhance the students’ technological skills. The researcher did a descriptive study, as she wanted to measure the student’s analytical and critical abilities when exposed to different media content, as well as measuring their freedom of expression. The researcher’s population were two governmental schools in UAE, where she distributed questionnaires among the ninth-grade students only. A total of 187 questionnaires were distributed among the students using purposive sample, as the researcher was well aware of her population.

The study proved that the communicative technological skills of the students helped in their educational process. The study showed that co-operative education did positively contribute to the students’ freedom of expression in an objective manner. They study showed that the chosen sample (both males and females) had critical and analytical abilities if they were given the opportunity to express themselves, and such abilities could be developed through their school curriculum as well. The number of male students contributed with a low percentage in the Facebook page created by the researcher to measure their technological skills, where they rarely used social media as a mean of communication, in spite of having Facebook accounts. Comparably, Rasha Abdel Latif .(2011) “Media Education Standards and How to Apply them to Television Content from the Experts’ Perspective” study aimed at examining media education through studying the standards and the skills required for its attainment. The researcher relied on applying the standards of media education from the expert’s perspective on the television content to identify some means of protection to guard the children and the adolescents from the damaged caused by the media (more specifically television and social media). The study aimed at finding out how to become active and responsible media users especially while using television, as well as encouraging social responsibility as a means of protection. The survey was chosen to be the method of data collection, where 400 questionnaires were distributed among a purposive sample of media experts.

The study found that the skills required to activate the media education depended on the years of experience, the knowledge of the experts, the concept, and the definition of media education in the Egyptian culture. The study found that the variable “areas of expertise” was not related to the awareness of the need for media education. The study found that the gender variable had not affected the application of media education in Egypt. The study found that the age variable had affected the application of media education in Egypt. Likewise, Alexander Fedorov. (2003). *Media education and Media Literacy: expert’s opinions*” study’s purpose was first, to properly define the terms media education and media literacy.

Second, to identify the theories and models used for media education application. Third, how to integrate media education in schools and universities. Third, what is the relation between media education and the socio-cultural contexts. Last, which counties applied media education the most. The study applied quantitative methods, where a survey containing both, open and closed -ended questions, was distributed among experts measuring their knowledge of media education, media literacy and media studies.

The study found that most of the experts agreed on the basic definition of media education, yet one of them suggested multi-media education instead. Also, the study found that the majority of the experts agreed on media literacy definition, yet some of the suggested that media literacy as a result of media education should be included. Another suggested that media literacy is adopting critical and responsible behavior in the public sphere.

Approaches for media education were added, for instance, ethical, religious, and instructional systems. Also, a practical hands-on approach was suggested as part of the new media educational model. Finally, high correlation was found between media, sociology, and culture.

2. Media Literacy Studies

Zeinab Ismail. (2021) “The effectiveness of flipped training environment on developing media and information literacy among teachers” study’s aim was to measure and examine the degree of media literacy among teachers and educators, where the researcher found a lack of awareness that result drawback in both teaching and learning methods of both teachers and students. Therefore, the main aim of the research was to increase and develop the aspect of media literacy and informatics regarding the teachers as they are considered the pillars of the educational sector. The study sample consisted of 56 teachers, and they were chosen randomly. In other words, systematic random sample was used as the probability sampling type, combining private and public schools in Alexandria. The research type used was quasi-experimental, where it aimed at instituting a cause-and-effect relationship between two variables, one independent and the other one is dependent.

Additionally, the study divided its sample into two study groups, one was used as a control group and the other one was the treatment group. The control group consisted of 26 teachers, and they were trained in a traditional manner without using any kind of additional medium, just the face-to-face communication. The treatment group, however, consisted of 30 teachers, and were trained in a flipped classroom method. The researcher used a pre-existing model, that was introduced by Mohamed El Dessouky, another researcher in 2012, as well as using Edmodo platform. The study found statistical differences between the two groups, the control group and the treatment group, regarding the achievement test; where the difference was in favor of the treatment group. Additionally, the study found statistical differences between the two groups in the note cards, and the difference was in favor of the treatment group as well.

Finally, the study proved that using the flipped learning classroom method did have a positive impact on the establishment and the development of media literacy skills among the teachers. Furthermore, Peiman Parandeh Afshar, et al. (2020)

“Health Literacy and Media Literacy: Is there any relation” is a cross-sectional study that aimed at investigating the relation between health literacy and media literacy in terms of the search and the selection of reliable information regarding people’s health. Quantitative method was used as the research type for this study, and questionnaires were the method of data collection distributed. The survey was distributed among 700 citizens using random cluster sampling method, where the city districts were divided into four clusters, and shopping malls, commercial centers, markets, and parks were all included in the research settings.

A significant positive correlation between health literacy and media literacy was found. High levels of media literacy and health literacy are observed in females more than males. The results also showed that students got their health information from online media and friends more than they got it from traditional media. Most of the study sample (61.3%) showed high levels of media literacy. Lastly, the study found that more than half of the study sample had deficient health literacy, yet three fifths of them had high levels of media literacy. Moreover, Doaa Raddy. (2019) “The effect of mass media on improving children's media literacy skills in dealing with digital media” study aimed at measuring the impact of mass media in teaching media education skills among children in the light of new media usage.

The study aimed at determining the effect of mass media on the development of media education skills while using the online space. Second, the study aimed at recognizing the role of mass media in the development of children’s online usage skills, for instance, online gaming, online news, and social networking. The study depended on the cognitive theory of multi-media learning as its theoretical framework. Also, the study applied ADDIE Model for instructional design.

The study depended on quasi-experimental research, where it depended on an experimental method aiming at establishing a cause-and-effect relationship between an independent and a dependent variable. The study used pretest- posttest design two groups, where it divided the sample to three groups, two experimental groups and one

control group. The study sample consisted of prep students ranging from 12-15 years old. Purposive sampling was used in this study, as the researcher wanted to prep children from all three levels with certain mental and creative characteristics. Each group consisted of 20 questionnaires, resulting in a total of 60 questionnaires for all three groups. The study found that there is statistical difference between study group and the control group regarding the media education skills test. The study found that gender does have an impact, where statistical differences regarding the groups gender are found. Finally, statistical differences were found to exist between study groups in the cognitive achievement. Finally, the study found that interactive online learning resulted in a statistical difference between the study groups.

Additionally, Salma El Ghetany .(2017) “The Challenges and Policies of Media Literacy Programs in Egyptian Schools” study examined the challenges the educators face in both private and public schools in implementing media education programs. A media education model had been created to enhance the media literacy in Egyptian schools. This Egypt based model had been drafted with recommendations based on descriptive analysis of such programs in different countries on the one hand. On the other hand, it was derived from in-depth interviews and surveys conducted and distributed among the teachers. The purpose of this study is to institute a well-rounded media literacy educational model that could be easily applied in both private and public schools across grades K-12. The addressed problem is the lack of comprehensive media education that teaches the students how to consume different mass media in a critical and analytical manner. The theoretical framework is based on Uses and Gratification and Media Ecology theories.

The research used case studies as the method of data collection, as well as using both qualitative and quantitative methodologies to examine the different variables in a specific time frame. The viewpoints of the teachers were crucial in this research, as they constitute a very important variable that could be neglected by other research in media literacy with the intention of focusing only on the receiver and the

content. Also, the researcher conducted in- depth semi-structured interviews with media experts. Consequently, these methods offered a profound explanation on the content and the indicators that affect media literacy in different school years. Each interview lasted from 20-30 minutes during the weekdays.

After conducting the research, the study showed that media literacy should be compatible with cultures and ideologies in order to be effective. The study found that according to the experts, skepticism is associated with the authenticity of the message that riddles with the quality of information the students use to build up their cognitions and behaviors. The study also found that the role of parents, especially mothers, is important in clarifying to their children the basics for media literacy. The experts in the study introduced new concepts to be associated with the definition of media literacy, for instance “Rational Use”. Also, the study found that the ideal age to be given media literacy would be from the higher primary stages and up. Moreover, Sara Khater. (2016) “Advertising Literacy of University Students in Egypt” study aimed at knowing whether the Egyptian university student possess the advertising literacy required to examine and assess the advertisements around them, and what are the variables affecting such literacy. The study examines six major advertising literacy skills, which are the ability to identify the target audience of the advertisement, the ability to identify the educational level of the target audience of the advertisement, the ability to identify the slogan of the advertisement, the ability to identify the campaign to which the advertisement belongs, the ability to identify the purpose of an advertising message, and the ability to determine the message execution styles used in an advertisement to attract and hold attention from a list of message execution styles. The researcher conducted first a pilot study that consisted of 51 sophomore and junior students through their Facebook accounts to ask them to answer specific pre-planned questions on chosen advertisements. The study was based on quantitative research, where 400 questionnaires were distributed between both public and private

university students, and 6 advertisements were chosen for the content analysis method. The sample technique applied was an available sample.

The majority of the students possess advertising literacy skills, however more than half of the sample were not able to identify the slogan of the chosen advertisements on the one hand. On the other hand, the lowest percentage of them did not know what a slogan means. Comparably, Renne Hobbs, et al. (2015) “How Media Literacy Supports Civic Engagement in a Digital Age” study aimed at exploring the relation between media knowledge, academic level, information seeking motives, news and advertising analytical skills, and civic engagement. The research design implemented in such a study was based in two high schools that have media literacy education programs. The students selected were based on their high academic performance, as the sample was selected from grade 11 and their age ranged from 15 till 19 years old. A survey method was used, where 507 questionnaires were distributed among the students, but 107 did not complete enough items to measure the required variables, resulting in a sample size of 400 students.

The results showed that most of the students have the knowledge, the news and advertising analytical skills, because of media literacy and their selective media skills. The study found that the student’s participation in media knowledge programs is positively associated with information seeking motives, news and advertising analytical skills. The study found that student’s information seeking motives; news and advertising analytical skills were positively associated with their effective civic engagement. Additionally, Youmna El Awamri. (2015) “Sustainability Literacy in Higher Education: An Assessment of the

American University in Cairo’s Students” study aimed at measuring the level of sustainability literacy of AUC students in order to govern the weakness pattern found in students majoring in different specializations and suggest a solution for such problem. The study used a sequential mixed method in order to measure and assess

the level and degree of sustainability literacy through the use of a quantitative method survey and questionnaire.

Non-probability convenience sample was used because 20 students for each discipline were needed from different faculties, resulting in a total of 206 sample students.

The study found that the level of sustainability literacy is affected by the students' major and educational levels, whether undergraduate, graduate, or post-graduate.

Additionally, age do have an impact on the degree of literacy, yet it's a mild impact. Secondary education level was found to have no impact on sustainability literacy, yet the level of higher education, regardless being enrolled in public or private universities, do have an impact on sustainability literacy. The study also found that there is no statistical difference between those who received sustainability literacy in the curriculum and those who did not. Finally, the study found that the two major factors behind the degree of sustainability literacy are the students' interest level and their educational level.

Yasoshi Gotoh .(2014) "The Effects of Frequency of Media Utilization on Decision Making of Media Choice" study's purpose was the use of the Analytic Hierarchy Process in order to examine the frequency of media utilization in the audiences' daily lives. And how such behavior affected decision-making in media choice. The main objective of the study was to identify the balance in the use of different media to obtain information about current affairs for business and study. The criteria used for such research were accuracy, timeliness, enjoyment, ease-of-use, and search function. The study examined 276 college students, and they were asked to give a list of how they prioritize mass media outlets like television, books, newspapers, web pages Facebook and Twitter, when seeking information about current affairs. They were divided into two groups in the study, a high- frequency group and low-frequency group.

The study showed that there is a clear relation between frequency of media usage and decision-making in media choice. The study showed a positive correlation between reading books, reading newspapers, and using the web. The study showed a negative correlation between reading books, reading newspapers and watching television. Last but not least, the study showed a negative correlation between using the web and watching television.

3. New Media Literacy Studies

Nada mohamed. (2021) “uses of science popularization videos on social media and their effects on involvement in science learning activities” study’s aim was to measure the impact of gratification in the digital era, where according to the audience activity model and the connectivism theory of the digital stage, there is a gratification seeking aspect exemplified by the audience when placed in an informal learning environment. The researcher claimed that there is first, a direct impact of motives and attitudes regarding the post-viewing process in the learning activities of the audiences. Second, there is an indirect impact on the audiences’ activities before and during exposure to certain video, especially science popularization videos on Facebook and YouTube. The purpose of the study was to investigate the different patterns the users exhibit in their media use decisions, level of science popularization videos viewership, and eventually digital skills of the audience.

Additionally, demographic variables (age, gender, educational level, and generation) were determined to see their impact on the digital literacy skills of the audience.

The researcher used survey method, where an online questionnaire was used as the method of data collection to be distributed among the targeted sample. Purposive sampling was the sampling method applied resulting a total of 408 respondents, where only social media users who were exposed to science popularization video on a regular basis were chosen. Additionally, the age was a

contributing factor, where sample chosen aged from 13 till 43 years old. The study found that there was a positive direct impact on post-viewing involvement in science learning activities between instrumental motives and affinity attitudes. Also, the study found that there was a positive indirect impact before exposure between high intentionality and selectivity. Ritualized motives were found to have no direct impact on post-viewing involvement in the science learning activities. Nevertheless, the study found that there was an indirect negative impact of post-viewing involvement in the science learning activities on reduced selectivity.

Moreover, realism attitude was found to have a direct negative impact and indirect negative impact on reduced selectivity as well. The study also found that cognitive involvement had no mediating impact regarding any of the independent variables and post-viewing involvement in the science learning activities. Lastly, the study results showed that most of the study sample showed a statistical difference regarding their ritualized motives, realism attitude, selectivity, intentionality, viewing level and digital literacy skills and their age, gender, generation, and educational level. Comparably, Micro-Gui, et al. (2021) “Theorizing inconsistent media selection in the digital age” study’s aim is to examine of the theories of media choice, and how digital technologies affected exposure choice. The study is basic research type that is based on the review of different literature regarding the psychology of the users and reasons behind their media choice. This research aims to understand the variables that affect the choice behind media content exposure, where it aims at determining the gratifications the users feel because of their media selection. The study investigated the role of certain active selection theories besides media theories in order to provide an explanatory theory for media selection, such theories are uses and gratifications, selective exposure, mood management, and planned behavior.

The study found that traditional media resulted in inconsistent media selection because it rationalizes it, where it depends on logical need and not personal preference. The study tried to explain the selection process through uses and

gratification theory, and it found that there is a difference between the “gratification sought” and the “gratification obtained”. The study found that the main trigger behind the users’ media selection is the mood motive, where mood acts as the motivational drive behind media choice. The study also found that media selection is based on personal predispositions, where the user will choose the media that fortifies hi/her viewpoints and perceptions. In other words, it is a completely subjective process. The study found that having access to more media, especially different tv channels, lowers user satisfaction. More options result in less satisfaction. Lastly, the study found that most of the time, media selection is an automated compulsive behavior, where it became a habit rather than a process that requires critical thinking. Besides, Ukam Ivi Ngwu, et al. (2021) “Influence of digital media literacy on health outcome of youths” study’s purpose was to examine the relation between media literacy and health outcome, where the influence of media literacy will be intensively examined on the health outcome of youth. The study’s main aim was first to examine if youth use and rely on new digital media technologies.

Second, determine the new media channels used by the youth. Third, examine if there is a relation between educational level and digital media literacy. Fourth, to study the role of media education in increasing and developing digital media literacy. The study used quantitative research methods in order to conclude statistical results, where survey methods were used as the method for data collection in which 396 questionnaires were distributed. Furthermore, the researchers chose social learning theory to be their theoretical framework as it will help them in identifying the influence of digital media on youth, and whether such influence is imitative from other people or not.

The study found that the educational level influences the youth’s digital media literacy. The majority of the respondents (93.9%) stated that they get their health information from the digital media. The majority of the respondents (86.9%) depend of digital media for their health-related decisions. The study found that media

education is not related to digital media literacy, where only 10% of the respondents acted according to what they have learned at school. Likewise, Lama Atef (2020), “the role of social media influencers on the consumer’s buying decision process in the light of advertising literacy” study’s purpose was to examine and investigate the role the influencers play in the online buying and online purchase decisions of the consumers. Additionally, the research will measure the degree of advertising literacy among the consumers on the one hand. On the other hand, it will examine how advertising literacy affects the purchasing decision as well. In other words, the research examined the relation between the impact of the influencers on the online buying behavior of the consumers, in relation to the skills they consume because of having advertising literacy.

To achieve the research objectives, two models were applied in the theoretical framework, kotler’s black box model and malmelin’s model and dimension of advertising literacy.

The research methodology used was exploratory descriptive qualitative research, based on both focus groups and intensive interviews. Purposive sampling was used as the researcher wanted the sample to embody certain characteristics related to active online behaviors, resulting in 66 respondents in total, 60 respondents for the focus groups and six respondents for the intensive interviews. The study found that there is a major difference between social media influencers and brand ambassadors in terms of collaboration time and exclusivity. Also, the study found that the sample showed a high degree of advertising literacy, where they can identify influencers, however, they can hardly differentiate between macro- influencers, micro-influencers, and celebrities. Finally, the study found that the main objective of influencers is to indirectly deliver campaigns messages.

Additionally, Emmanouil Tranos & Chrisotph Stich. (2020) “Individual internet usage and the availability of the online content of local interest” study’s objective is to measure the availability of online content of local interest and its impact

on the individual's online exposure. The study wanted to differentiate between the factors that push and pull individuals to become heavy online users, where push variables re identified and pull factors are still unclear; the study aimed at identifying such factors. Attaining a deep and more obvious understanding of how users are attracted to online space and what are the causes of the digital divide, is one of the major goals of the study. The study used the geolocation information as geographics is one of the main variables that need to be examined in the research. Quantitative methodology was applied in the research, where questionnaires were distributed among the sample to measure the frequency of internet usage on the one hand. On the other hand, to investigate the effect of local internet content on availability as well as usage. Also, the study applied multiple level models rather than theories to examine the individual and the geographics variables.

The study found that there is a direct relation between geographic characteristics and internet usage and availability. There is a positive correlation between internet availability and online content of local interest. There is a positive correlation between income and internet usage. Qualifications have a negative relation with internet usage. There is a positive relation between population density and internet usage. Last, there is a negative relation between proximity to an urban center and internet usage. Comparably, Marlen Martínez-Domínguez & Jorge Mora-Rivera. (2020) "Internet adoption and usage patterns in rural Mexico" study's aim was identifying the demographic and the socio-economic variables that would affect internet access, adoption, and usage patterns among Mexicans, especially in rural areas. The study suggested some variables for measurement which are age, educational level, employment type, and geographic area. Additionally, digital divide would be one of the aspects measured in the study as well as new rurality. To examine the above-mentioned variables, the researchers depended on data conducted from previous survey and applied the econometric model on it, where it measures selectivity as an online decision made up internet users.

The study found that women are more likely to use digital media and online space than men, even if the gap between them narrows by time, still women constitute the high usage. The study found that the younger the age group, the more likely to use internet and online space than older age groups. Yet, their usage is limited to entertainment and social media networks. The study also found that the higher the educational level, the greater the benefits the users get from the digital media. Additionally, it is found that employment in commerce and self-related activities increases the internet usage. Also, the study found that geographical location is of essence when it comes to measuring the internet penetration and usage, the more urban the area is, the more internet penetration found. It is concluded that weal index is a key factor in measuring the internet penetration. Furthermore, Soo Jung Moon & Sang Y. Bai. (2020) “Components of digital literacy as predictors of youth civic engagement and the role of social media news attention”. study’s aim was to scrutinize the multi-component concept of digital literacy as a trigger for civic engagement among teenagers varying on their news attention level. The study divided digital literacy to four main factors which are technical skills, information usage, communication, and creation. Also, the research hypothesis was formulated according to these four variables, where the study will examine the relation between each one and the civic engagement variable.

Additionally, the study examined if there were noticeable differences between low, medium, and high news attention groups on the one hand. On the other hand, what is the relation between each level separately and civic engagement as a result of using digital media. The study conducted quantitative research methods, where surveys were distributed among 2584 Korean adolescents.

The study found significant differences between technical skills and activities of engagement. Information usage was found to be more practiced in social issues and donation, while creation is found more in volunteering. Digital literacy components in general were significantly related to civic engagement in high news attention

groups. The study also found that more time spent online does not necessarily result in high engagement. There is a negative correlation between time spent on social media and engagement. GPA is found to be the most affective predictor of civic engagement. In other words, the higher the GPA, the higher the engagement level. The study could not explain whether news consumption is the cause or the consequence of media literacy. Also, Yusuf Zafer Can Ugurhan, et al. (2020) “From media literacy to new media literacy: A lens into open and distance learning context” study’s purpose was to investigate the role of new media literacy on distant learning that depends on ICT (Information and Communication Tools) in education. More specifically to see how new media literacy contributes to participatory technology. Also, the study examined the relation between new media literacy and the demographics of the students. The study used cross-sectional quantitative research method to measure NML skills (critical and functional) of distant learners studying at a university in turkey. The study sample was 1459 participants who completed the online survey voluntarily. The New Media Literacy Model was applied in this study to measure the degree of functional consuming, critical consuming, functional prosuming and critical prosuming skills.

The study concluded that participants in general have higher consuming skills than prosuming skills. The study found that females participants have high levels of functional consuming skills, yet male participants have high levels of critical prosuming skills. The study also, found that younger age group constitutes higher literacy levels than older age groups. Generation Y have higher skills than Generation X. Educational level does have an impact on the degree of new media literacy skills. Also, socio-economic status, defined in monthly income, does have an impact on the level of new media literacy. Finally, the study found statistical difference between time spent online and new media literacy skills, where increased time spent online upsurses the degree of new media literacy skills. Additionally, Lynnette Matthews. (2019) “Should we use video technology for giving feedback” study’s aim was to

investigate the role of video screencasts in providing feedback for students as a part of the UK professional standards framework for teaching in higher education. The purpose of the study was to develop the academic assessment, either summative or formative, as well as introducing and using the new technology in providing instant and interactive feedback. Therefore, the focus of the study was first to find whether academics perceived video technology to be effectual in getting feedback on their own assessments. Second, were they willing to integrate technology in their teaching as well. Third, whether the use of video technology improved their performance when compared to their previous practices. Self-administered survey was the method of data collection used for both qualitative and quantitative data, to measure the academics' perception of video technology, where open-ended question is designed for the qualitative results and closed-ended questions were designed for the quantitative results.

Most of the respondents (92%) agreed that video technology did improve their understanding of the written feedback. A large percentage of the respondents (72.5%) agreed that video feedback is stimulating, creative, helpful, engaging, pleasurable, richer, clearer and provides more depth. The survey results showed that more than half the sample (58%) agreed to use video technology in their teaching methods as well. The majority of the respondents (92%) stated that video technology eased the process of their feedback understanding as it provides personalized feedback. Moreover, Sally Tayie. (2019) "News literacy for a responsible online news experience against harmful messages: implications for political engagement of Egyptian and Spanish youth" study is an exploratory study, based on comparative analysis between Egyptian youth and Spanish youth online political behaviors.

Its purpose was to examine the role of news literacy in encouraging and developing youths' online behavior that leads to their political participation and engagement. The study will first assess the youth's level of news literacy, then will measure its impact on their political participation and engagement. The study used

cognitive theory of media literacy as its theoretical framework because the study is defining news literacy as a multi-dimensional element, and the theory allows for the measurement of those constituents. Triangulation technique was applied in the methodology, where the study combined both tools, surveys and focus groups, also the result of the focus groups guided the design on the questionnaire.

Purposive sampling was used, as the researcher wanted respondents with specific characteristics in both qualitative and quantitative methods. The survey sample consisted of 184 students from Egypt (110) and Spain (74), and four focus groups were conducted, 3 in Egypt and 1 in Spain.

Generally, the study found that all students either in Egypt or Spain are not heavy users of traditional media, and they rely more on new media and online space. The study found that males use new media more than females and are considered heavy users than females. The study found that Facebook is the most visited website (90.1%), followed by YouTube (46.3%), Instagram (43.6%), and lastly Twitter (12.7%). In addition to, relying on Facebook as a source of their news about current issues. The study however concluded that Facebook and other social media platforms in general are regarded as delivery platforms rather than platforms for news sources. Moreover, the study found that there is a correlation between the youths' trust level of media and their exposure. Also, it showed that youth lack locus of control when they are exposed to news media platforms. Finally, the study found that there is a correlation between news literacy level and motivation to seek news.

Additionally, Wulan Widyasari & Heidrun Allert. (2019) "Understating online media literacy in diverse society" study aimed at examining a new media literacy movement and measure its impact on the Indonesian diverse society. This would be done through the exploration of the meaning of online media literacy in the Indonesian s diverse society as the first step. Also, the relation between online media literacy and societal diversity will be examined. Moreover, how societal diversity impacts the

understanding of information as well as its role in the principles and models of online media literacy. Analysis of different literature was the method used for this research, where research questions were formulated accordingly. The purpose for such analysis was to develop a deep and clear understanding of media literacy issues in Indonesia, cultivate media literacy principles and models, and finally providing recommendations on how to use media literacy in enhancing online media concepts that already exists.

The study suggested the addition of three components to online media literacy which are, personal locus, knowledge structure, and new media literacy skills. The study found that media literacy only focuses on negative outcomes, and suggested that trainings and workshops on how to process media facts should be implemented. Also, their study suggested that backgrounds of the users should be used as a media map to guide literacy education and knowledge structure provided within. The study suggested a set of skills that should be inducted in the online media literacy skills, which were analytical skill, ability to evaluate, grouping, induction, deduction, synthesis and abstracting. Likewise, Mehmet Kara, et al.(2018) “Validation of an instrument for preservice teachers and investigation of their new media literacy” study’s purpose was to validate a new media literacy instrument as well as examining the NML levels of Turkish teachers. In order to accomplish the goal of the study, an updated model for NML was formulated. Moreover, the study aimed to examine the following, first, the degree of validity and reliability of the existing NML scales and frameworks. Second, what were the current levels of NML in the teachers. Third, is there a relation between NML levels and the variables gender and teacher training program. The study applied quantitative method, where a survey was constructed and distributed among 972 teachers, after applying convenience sampling method to 11 teacher training programs and 5 public universities in turkey.

The study found that preservice teachers had high levels of functional consuming skills and low levels of critical prosuming skills, especially in participation

skill. The study found statistical differences between NML and gender, where male showed higher levels of NML than females. The study found statistical differences between NML and teachers training programs in favor of insufficient digital technology teaching. Moreover, the study observed a “ceiling effect”, where a relationship between users’ NML and their media experience is observed. It could be a result of the technology-related courses in their teacher training program or their constant use of their smartphones and being exposed to digital technology 24/7. Finally, the study proved that NML had an impact on social, cultural, economic, and political aspects. Furthermore, Shantha Swamy. (2018) “Influence of big- data based digital media on spiritual goal strivings and well-being: a media richness theory perspective” study’s purpose was to investigate if there is a significant relation between big-data based digital media and spiritual goal striving through the application of media richness theory. Also, the study aimed at observing the impact of digital media characteristics on spiritual goal strivings outcomes. Media richness theory is the base of the study, where it is the core tool used to explain the relation between digital media and goal strivings. The research method is quantitative method, where surveys are distributed as the method for data collection among a huge sample resulting 987 valid responses out of 3052 in total. Non-probability sampling, more specifically convenience sampling, was used.

The study found that there is a significant relationship between digital media and spiritual goal strivings outcomes. Using media richness theory, the study concluded that digital media embodies high levels of interaction, particularly in goal strivings, for instance information search or group discussions. Also, the results of the study showed that respondents agreed that digital media assists in communication of a variety of cues, where it enables respondents to experience attitude, feedback and emotional manner that resembles interpersonal interaction. Furthermore, the study found that digital media allows the respondents to tailor its messages to fit their personal preferences, where its ability of interaction in different formats like audio,

video, etc, allows for an increased effectiveness and efficiency. Lastly, the results of the study showed that digital media enables high levels of interactivity, thus resulting in a higher degree of richness in the media abilities for effectual communication. Consequently, digital media offers an opportunity for self- directed learning without any time and place constraints.

Comparably, Ghada Amin .(2017) “ The Role of TV Channels and New Media in Shaping The Critical Skills of Young People Towards Practicing Democracy in Egypt” study sought to identify the role of traditional media, which is represented in the opinionated programs aired in the Egyptian governmental and private satellite channels. Also, identified the role of new media, which is represented in electronic newspapers that shaped the youth’s critical skill regarding democratic issues. The study also aimed at defining the true concept of democracy, measuring the attitudes of youth towards democratic issues, for instance the parliamentary election in 2015. The study was based on both descriptive and analytical analysis of the content and the audience, where 111 episodes, 114 electronic newspapers, and 400 students (200 males, and 200 females) were examined.

The study found that there is a relation between the exposure to traditional mass media and youth’s critical skills. The study found that there is a relation between the exposure to new media and the development of their critical skills towards democratic practices. The study found a relation between the exposure to traditional media and the cognitive, knowledge, and behavioral effects on youth. The study proved that being exposed to new media is related to only cognitive and behavioral effects. Moreover, Tai Keui Yu, et al (2017) “Understanding factors influencing information communication technology adoption behavior: The moderators of information literacy and digital skills” study’s purpose was to examine the meaning of digital inequality and what were the reasons behind such phenomenon. The concept “digital inequality” appeared because of social inequality in the information use and the digital media use patterns. Consequently, it contributed to the increase of the

digital divide. The study argued that the existence of ICT (information communication technology) and the possible easy access of information could help overcome the digital divide. The main aim of this research paper was to unravel the psychological factors that affect the adoption behavior of ICT on the one hand. On the other hand, examine if “digital literacy” or “information literacy” have any moderator effects. The study used quantitative research method, where a survey was as the method for data collection, and questionnaires were distributed among 875 participants.

The study found that there is a positive relation between social interaction and media richness, media technostress, and media experience. Consequently, there is a positive relation between social interaction and the enhancement of the ICT adoption behavior. The study found a positive relation between media richness, media technostress, media experience and ICT adoption behavior. The study’s model showed that the influence of ICT adoption behavior is controlled by both digital literacy and information literacy. Moreover, the study found a direct relation between information literacy, digital literacy and ICT adoption behavior. Finally, the study proposed a theoretical model to indicate the user’s ICT adoption behavior in rural areas. Contrastingly, Thierry Penard, et al. (2015) “Internet adoption and usage patterns in Africa” paper’s objective was to examine and inspect the variables and factors that affect the adoption, access, and usage of the internet in Africa either positively or negatively. The study’s main objective is to identify the relation between gender, educational level, age, geographic area and internet adoption and digital literacy. Also, the researchers added computer skills variables to be measured in order to examine its influence on internet adoption and usage patterns as well. The study followed a quantitative research method, where it used the data from a previously conducted survey from Cameroon and applied econometric approach on the previously generated data. The sample consisted of 2650 individuals, where they act as representatives of the whole population.

The study found that males are more internet users than females. Also, it is found that internet affordability and availability are positively related to internet adoption. Moreover, computer skills are positively related to internet usage and adoption, where they higher the computer skills, the more internet adoption and usage found. The study found that young generations are more likely to use and adopt online space, yet, the old generations are less likely to do so. Furthermore, the study found that there is a positive relation between higher educational levels and higher internet usage patterns and adoptive behaviors. Having families abroad has a direct impact on the increase of internet usage and adoption. Finally, younger generations internet usage is high, yet confined to entertainment and social media contexts.

Comparably, Youssra Mohsen El Sayed. (2015) “The uses of smartphones and their sociopolitical implications on Egyptian society” research aimed to explore how mobile phones and smart gadgets affect the behaviors of the Egyptian society. The growing use of smart phones and internet had urged the need for such research, as Egyptians’ over-use and over-depend on smart gadget with the slightest education. The study chose uses and gratifications to be the theoretical framework applied, as well as the apparatus theory to examine the political participation and attitudes of the Egyptians as a part of their civic engagement. The quantitative method was applied in the research, where two survey were conducted and distributed among 250 participants. Purposive and stratified sampling techniques both were used, where purposive sampling was applied to the elite sample and the stratified was applied to the university students’ sample. The objective of the survey was to compare between the impact of smart phones on sociopolitical implication and civic engagement before and after the Egyptian revolution.

The study found that almost all the study sample (98.4%) owned smart phones. Most of the respondents agreed that they all heard about the Egyptian revolution through social media while using their smart phones. Also, (54%) of the media experts preferred television to be their main source of information regarding the revolution

and not social media. Also, (50%) of the respondents, both media experts and students, used smart phones for news dependency regarding the Egyptian revolution. The study found significant difference between both expertise and age, and news follow up through online space. Finally, the study found that both media experts and students did not use smart phones as an action tool, but rather as a social tool. Moreover, Dalia Alfred. (2014) “Online Privacy Issues: Awareness, Attitudes, and Perceptions amongst Internet Users in Egypt” study aimed at measuring the level of awareness, attitudes, and perceptions of Egyptian internet users regarding privacy issues. It examined the effect of demographic variables such age, gender, and educational level on the level of awareness, attitudes, and perceptions of online privacy policy issues. Additionally, the study will investigate to what extent Egyptian users are willing to share their information with third party people. In other words, to what extent do they prefer socialization than protecting their personal information. The method used in this study was descriptive survey method, where non-probability purposive sampling was applied as respondents needed to be online adult users. The sample included 404 questionnaires that were distributed among different students and employees in different areas in Cairo.

The results of the study showed that there is low level of awareness regarding privacy issues in various online platforms, where 84% of the respondents did not read Google’s terms and conditions, 73% did not read email, and 62.4% did not read fakebook’s privacy terms. The respondents agreed that the length and the complexity of the terms are the main reasons behind them ignoring the reading of the privacy terms. The study found that there is a significant difference between age variable and privacy policy awareness of Facebook, yet no significance between age and awareness on Google’s online privacy policies. Moreover, education variable is found to be statistically significant with awareness on google, yet statistically insignificant with awareness on Facebook. Consequently, the study concluded that people give more attention to the socialization benefit than their privacy concerns.

Lastly, it is found that males have higher levels of awareness than females on both Google and Facebook's privacy policies. Moreover, Doaa Rady .(2014) "A Model for Examining the Relation between News Media Literacy Skills, Heuristic Systematic News Processing, and Political Knowledge Levels" research aimed at identifying the relation between news media literacy skills, gratifications resulted from using mass media, and relying on media for political knowledge. In addition to, developing a scale for measuring new media literacy skills. The researcher surveyed both undergraduate and graduate students at the American University in Cairo, who were chosen according to convenience sample that is a non-random sample type. The reason behind such sample was to control the "educational background" variable, where students were divided into three groups: students in the media field, students who study politics, and students in other majors making them a total of 212 questionnaires.

The results showed that students do use the Internet with high percentages (48.1%) through their computers or mobile phones, and that is more than 3 hours and less than 7 hours daily. The results showed that 61.3% of the students use online newspapers, however they use the Internet less than 3 hours a day. Such numbers showed that there is a relation between news media literacy and improving the level of individual news processing, and levels of political knowledge. Subsequently, acquiring those skills is essential to deal with the newsletters in a beneficial manner. Moreover, having high levels of political knowledge requires having high levels of prosuming skills when dealing with political news. The study showed that the educational background affected the relation between the news processing and news media literacy skills. Additionally, Sally Tayie .(2014) "Impact of Social Media on Political Participation of Egyptian Youth" study's purpose was to examine if social media had a role in the encouragement and the empowerment of the Egyptian youth to participate in politics. It intended to scrutinize to what extent does social media allowed for the empowering and the encouragement of youth's political participation,

thus taking the first steps of developing democracy. The study measures two social media platform, Facebook and Twitter, as they are the most used social media websites regarding political issues and discussions.

The study followed the triangulation technique where both quantitative and qualitative methodologies were used. The study used survey and in-depth interviews with their sample, as well as choosing purposive sampling that included 400 students between 18-30 age range. Purposive sampling was chosen because the researcher needed active online users, who have accounts on the studied online platforms. The study found that all the respondents access Facebook and twitter on a daily basis. Also, it found that females use social media platforms more than males, yet their education type does not have an impact on their usage patterns regardless their gender. Moreover, 39% of the respondents considered Facebook a trustworthy platform as well as a credible source of information, where they always find political information regarding protests, demonstrations, and elections on it. The study found that respondents' consumption of social media is more than their consumption of traditional media, resulting social media to be perceived as a credible source of information more than traditional media. Additionally, the research proved that social media acts as a motivating tool for youth to participate in political life, resulting more politically active youth.

Lastly, Facebook and Twitter were found to be free and open spaces for youth to express their viewpoints and opinions liberally. Thus, encouraging their active political participation and involvement.

Furthermore, Nermeen Sayed Kassem. (2013) “Young Egyptian activists’ perceptions of the potential of social media for mobilisation” study’s aim was to examine the perspectives of young activists about the role of social media in collective action and mobilisation, especially in the Egyptian uprising that occurred on the 25th January 2011.

Moreover, the study investigated all online and offline media usage themes and action that were related to collective action and mobilisation as well as analysing the activists' use of social media and its consequences on the offline and online political behaviours. The study is divided into three sections, first, analysing the reasons behind using social media. Second, their attitudes towards political activism, both online and offline. Third, the actual outcome of using social media as a collective tool for mobilisation. Uses and gratification was used in the theoretical framework to examine the reasons behind using social media and relying on online platforms. A mixed method was used, where survey was distributed among the respondents as the method for data collection as the quantitative method. The snowball sampling method was applied on 367 respondents through the distribution of self-administered survey. In-depth interviews were conducted as the qualitative method.

The study found that social media acts as a mobilisation tool for political participation and activism. The study found that guidance was not significantly related to political online practice. Moreover, the study found that convenience was not significantly related to online political activism. Also, the study found that social utility was not significantly related to online political activism. The study found that entertainment was not significantly related to online political activism. Furthermore, the study found that surveillance was significantly related to online political activism. Finally, the study found that networking was significantly related to online political activism. Additionally, Joseph Kahne, et al .(2012) “Digital Media Literacy Education and Online Civic and Political Participation” study examined a diverse group of youngsters from both high school and college levels. The study resulted that media literacy is not affected by the demographics variables; also it found that media literacy is directly related to the increased online political participation and the increased exposure to diverse viewpoints. The study aimed at first examining the youth's online activities in their scholastics. Second, examining the relation between media education and online political participation. Third, examining media

education's role in allowing students to be exposed to diverse perspectives. Quantitative research was used in this study, where the sample was divided into two panels of high school students. The first panel contained 7 schools, where 1203 questionnaires were distributed among California high schools' juniors in 2006. In 2007, the researchers revisited the schools and conducted 502 follow-up surveys, and to minimize the bias all the juniors' classes were surveyed during class time. The second panel contained 21 schools, and followed the same procedure of the first panel, where 435 students were surveyed in their junior and senior years between 2005 and 2007. These students were re-surveyed in 2009 after the presidential elections.

The study found that from 40%-57% were required to engage in digital media literacy activities, however less than 20% were not. The study found that digital media literacy activities allowed the students to consume their online civic and political information effectively. Those opportunities were more common in college students, where 68%-81% of the students reported having such an opportunity. Furthermore, Kok Eng Tan, et al .(2012) “ Online Activities of Urban Malaysian Adolescents: Report of a Pilot Study” study's purpose was to describe the online activities of Malaysians adolescents in different urban areas, where 54 participants contributed to this study, and were selected from secondary school in urban Penang. A questionnaire was distributed among 54 students (32 males, and 22 females), and they all took part in the pilot study that paved the way for a larger study including more than 500 participants. They comprised 38 Chinese, 12 Indians, and 4 Malaysians. The pre-planned questionnaire contained questions about the students' online practices, for instance how often the Internet was accessed, the purpose behind the visits, and what types of websites. This study concentrated on the theoretical perspective, where the theoretical framework used was consistent with the social and the cultural perspectives. Therefore, resulting literacy as a meaningful cultural and social perspective.

The finding showed the different languages use on the Internet by the students, where 80.6% in English, 10.6% in Bahasa Malaysia, and 8.8% in Chinese. Moreover, the study found some common websites that the adolescents visited. The results of such study showed that 50% of the students use the Internet at least one or a number of times daily, 13% use the Internet once in a few months, and 9.3% never used the Internet. The study found that the participants spent a lot of time online when compared to other daily activities. Another result found by the study was that the English language is the second and third language of the participants. The study found that the students visited diverse websites for different purposes and needs, like entertainment, communication, and education; meanwhile having their web pages active. Moreover, Doaa Farag. (2011) “New Forms of Electronic Media and their Impact on Public Policy Making” research aimed at identifying the role of electronic media on the process of public policy making, thus measuring its impact on public opinion mobilization. The research used triangulation technique of research, where a mix of qualitative and quantitative methods are conducted. Intensive interviews were conducted with media and political science experts, as well as surveys distributed among 238 students in the American University in Cairo. Purposive sampling was used for the qualitative method as professional expertise was a must, yet non-probability convenient sample was used for the quantitative approach.

The results showed that electronic media do have an impact on public policy making decisions. However, the survey showed that most of the public get their information from television, especially satellite tv, because social media reaches only a portion of society as a result of the digital divide and the high illiteracy rates. The majority of the respondents, 77%, used television as their source of political information, compared to Facebook, 34% of the respondents used it for their political knowledge. Also, results showed that both Facebook and YouTube do have an impact on public policy, yet respondents use them more for freedom of speech and opinions expression as well as creating awareness on certain topics.

Finally, David Buckingham. (2007). *Digital Literacies: rethinking media education in the age of the internet*” study’s purpose was to examine and analyze the capabilities of media educators in responding to the challenges and opportunities of the digital media, hence, the internet. First, the study will examine the term “literacy” and what opportunities and limitations that accompany such term. As literacy is confined the information and competencies, a more critical approach needed to be introduced to embody the complete meaning and function of the term. Also, there is a need for integrating media education and drawing the link between the latter and digital media literacy, where the use of digital media in classroom could act as a means for introducing digital media literacy. The study also aimed to examine the degree of the digital divide and what were the factors affecting it. Finally, the study aimed to draw the light on the collaborative production introduced solemnly by digital media literacy; arguing that digital literacy is a part of the re-conceptualization process of literacy in general.

The study particularized four core components for media literacy in general, which were language, audience, representation and production. The study found that media education used only approach digital media literacy from the “access” aspect only and not the critical use. Digital media literacy introduced the notion of “writing” the media as well as “reading” it. Furthermore, the study found that digital media literacy introduced a new concept of “art education”, where the notion “digital artists” was familiarized. Despite calling for enhancing the production skills given by digital media, he studies found that most respondents can barely possess basic skills for online navigation.

Comments on previous studies

- The perspective of research studies has changed, where now the trend is to examine the positive effects of new media, in order to eliminate its negative old image, in addition to focusing on utilizing its potential and uses in a

beneficial manner. This was found in the studies of Ahmed Gamal, Doaa Rady, Sherifa Soliman, Ghada Amin, Renee Hobbs and Joseph kahne.

- All of the Arabic studies tackled “media education” as a subject that needs to be taught in schools and by parents, none of them suggested that it is concept that needs to be acquired as a method of critical thinking. This was reflected in the studies of Sherifa Soliman and Salma El Ghetany.
- Arab studies have focused on the analysis of media content and its effects on the development of usage skills only. This is shown in Ahmed Gamal’s study of the content of social media.
- Lack of media studies that examine the relation between media selectivity, media usage skills and media literacy, where none of the presented studies tackled the variable of media selectivity.
- Lack of Arab media studies that measure new media content based on usage criteria like search function, accuracy, timeliness, etc.
- There is a lack in Arab media studies that apply media literacy models rather than applying theories. The model was only found in two studies, Ahmed Gamal’s and Doaa Rady’s.
- Scarcity of Arab media studies that discuss social responsibility and its relation to media literacy.
- Scarcity of Arab media studies that examine civic and civil participation. This was only found in the foreign studies of Renne Hobbs and Joseph Kahne.
- In Egypt, the definition of media literacy is not precise enough, where the term “media education” is used to define the capabilities of both young adults and children and synonymous to “media literacy”. Nonetheless, media education is only practiced during the children’s educational stages, and media literacy is developed in the later stages as a consequential behavior. This was reflected in the studies if Salma El Ghetany, Ahmed Gamal, and Rasha Abdel Latif.

- Most of the Arab studies recently are following qualitative research designs, where they started caring about the quality of research and not results generalization. The most recent studies measuring media education and media literacy used quasi- experimental methods, and this is found in the studies of Zeinab Ismail, Ahmed Gamal and Doaa Rady.
- Additionally, the most recent media literacy studies conducted by Arab researchers relied on qualitative methods, focus groups and intensive interviews, where they started changing the perception of their research aims as they are searching for the reasons to answer their research query instead of chasing quantitative generalizations. This is mainly found in the studies conducted by Amira Abdel Hameed.
- Most of the foreign and Arab recent studies relied on models for their theoretical framework, and this was abundantly found in Lama Atef, Yusuf Zafer Can, Zeinab Ismail and Ahmed Gamal's Studies. However, some of the recent Arab studies still used mass media theories. For instance, uses and gratifications theory, cognitive theory, innovation-decision theory, and individual innovativeness theory to examine the need and the motives behind using online space; this was reflected in Nada Mohamed, Doaa Rady, Amira Abdel Hameed and Salma El Ghetany's studies.
- Almost all the studies, either foreign or Arabic, used purposive sampling as they all wanted certain characteristics to be exemplified by the study sample, especially being social media users or at least having an online account in any online platform. Nevertheless, one of the Arab studies used simple random sample, Zeinab Ismail, as she chose teachers from a probability list, and she wanted to avoid sample error.
- Most of the foreign studies tackled the concept of media education in two perspectives, where they first identified the meaning and the importance of media education. Second, they proposed different models of media education

in different educational levels to be embedded on a practical level as well as the theoretical. That was reflected in the studies of Veronica Yarnykh and Svetlana Fiialka. Thus, only one Arab study introduced a model for media education conducted by Ahmed Gamal, and the rest of media education Arab studies only measured its existence and application.

- Scarcity of Arab media studies examining and measuring new media literacy skills, especially with the development of online space and the increase of usage, more studies tackling the online space and new media literacy skills should be conducted. Nevertheless, Arab studies focused more on the segregation of media literacy types, where Lama Atef's study examined advertising literacy only, and Sally Tayie examined news literacy only. Therefore, a broader perspective of new media literacy should be tackled, measured, and examined because of the increase rate of heavy usage of the youth on the one hand. On the other hand, the dissemination, and the easiness of accessibility of online space featured in all smart gadgets made users unalarmingly reliant on online space in all their daily activities, ranging from entertainment to education and workplace.
- The researcher can determine the research problem and present it in a clear and comprehensive manner. In addition to, identifying the research questions and hypothesis to be addressed in the study, research type, methodology, method of data collection as well as the sample type. Therefore, this research dissertation will focus on the concerns and the topics that other Arab media studies could not measure, examine, and address.
- This study examined the level of the youth's new media literacy through the application of Media Richness Theory, and New Media Literacy Model, where they are considered the most reliable and accurate media models for knowing the particular degree of new media literacy exemplified by the users.

- The study offers a new theoretical framework by explaining a model for assessing the level of new media literacy that could help propose an educational plan for implementing media literacy for different audiences.

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