

## Design and Validation of Media Literacy Education Model in Secondary School

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**Purpose:** Media literacy plays an important role in teaching and learning curriculum. Therefore, the purpose of the present research was to design and validate the media literacy education model in secondary school.

**Methodology:** This was an applied study in terms of purpose and qualitative in terms of implementation method. The study population for designing the media literacy education model was the specialized council of the thinking and media literacy book department of the country (n=18 people) who were selected by census sampling method. Also, the study population for the validation of the media literacy education model was professors and researchers in the field of communication, Education Department experts and experienced teachers in the field of media literacy, 20 of whom were selected as a sample using the purposeful sampling method. The data collection tool was in-depth interviews in the model design section and calculation the agreement rate in the model validation section. Data analysis was carried out by coding method in MAXQDA ver.10.

**Findings:** The results showed that the model of media literacy education in secondary school consisted of 40 components in 7 categories of media message creation techniques, media unknowns, audience studies, media and lifestyle, media consumption regime, harm of media literacy education and opportunity of media literacy. Also, the model of media literacy education in secondary school had an acceptable validity after calculating content validity ratio (CVR) (0.88) and content validity index (CVI) (0.91) based on the opinion of professors and researchers in the field of communication, Education Department experts and experienced teachers in the field of media literacy.

**Conclusion:** Based on the results of the current research, it seems necessary to plan for the inclusion of media literacy education in secondary school curriculum through the identified components and categories.

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## 1. Introduction

The secondary education is of double importance compared to other levels of education because it is the link between the school and the university or society, and students are required to know media literacy as a vital life skill in the current era (Taghizadeh, 2018). One of the main tasks of the Department of Education, considering the growth of information and communication technology and cultural globalisation, is to empower teenagers in various fields, including media literacy, to prepare them for future social life (Chen, Lin, Li and Lee, 2018). Life is now surrounded by all kinds of media and, in fact, media have become a part of people's lives; to the extent that it is claimed, any transformation and revolution in mass media and communication leads to the emergence of a new era. The results of various studies indicate that nearly 70% of people's daily time is spent on media (Imanzadeh, Karimi and Farajpour Bonab, 2020). In the present era, the media have taken a special and important place and are more attractive for teenagers and most of their lives are tied to them and new communication technologies (Mukhtar & Putri, 2021). Media literacy is the ability to interpret and create personal concepts from hundreds and maybe thousands of audio and visual symbols received every day through television, radio, newspapers, magazines and the Internet (Tsortanidou, Daradoumis and Barbera-Gregori, 2022). Media literacy also refers to a set of knowledge and skills that we actively use to be exposed to the media in order to better analyze and interpret the meaning of the implications presented by it (Nagle, 2018). A significant effort has now been made to promote this type of literacy among its citizens in most of the developed and developing countries, both in general policy and in planning and implementation, and it has almost become a national issue. Accordingly, UNESCO's vision in 2017 was to ignore national borders and integrate media and information literacy institutions to create common interests and to flourish the energies and ideas of individuals and organizations to achieve the main goal of media literate citizens faster (Schilder & Redmond, 2019). If people have a relatively poor level of media literacy, it will be difficult to protect themselves against media domination, but if they have a high level of media literacy, their behaviors, attitudes and feelings will not change and they will be able to understand concepts and manage the content that the media conveys to them from the surrounding world (McNelly & Harvey, 2021). The link between the current generation, especially teenage students, and the media cannot be ignored; which now shifts towards modern media while using traditional media at the same time. Considering students' access to various online sources, their membership in social networks, internet searches and dozens of other communication activities, the physical share of school boundaries is reduced and its online area is increased. In the meantime, teenage students do not have access to essential information and healthy content of the media, and their use cannot be limited to scientific and useful things, and accordingly, media literacy education can ensure useful use of the media (Taghizadeh & Kia, 2014).

Media literacy education requires attention to four perceptual, emotional, aesthetic and moral dimensions. The perceptual dimension refers to the audience's previous knowledge and information about the consequential content that is transmitted from a medium. Emotional dimension refers to the amount of positive or negative emotional consequences that the audience has for the content of a certain media message. The aesthetic dimension contains information about the method of message production, which provides the context for the audience to judge writers, actors, designers, musicians, lighting team, etc. The moral dimension deals with the values of the audience and includes information about values that are rooted in the human mind and spirit (Valtonen, Tedre, Makitalo and Vartiainen, 2019). The purpose of media literacy education is to access the media as a means of understanding the society for democratic participation, to improve the skills of critical analysis of media messages, to encourage people to create media texts, creativity and interaction in different areas of media communication, and to expand the critical evaluation of messages to actively strengthen the abilities of people and users (Fedorov, Levitskaya and Camarero, 2016). According to media literacy education, not everyone can have much control over what the media offers, but they can learn control methods in the form of mental programming. Therefore, its purpose is to teach people how to control and manage media (Weninger, 2018). Media literacy education leads to the emergence of useful habits, i.e. questioning, and research, strengthening expressive skills to communicate consciously and

thoughtfully with the media, and creating a careful and critical analysis of media messages. Accordingly, media literacy creates a serious transformation in the education field in a purposeful and critical manner while creating two-way and interactive communication (Marfil-Carmona & Chacon, 2017).

#### Research Background

Nurani, Husseini, Gudarzi and Keshavarz (2021) conducted a comparative study on design of the conceptual model of media literacy and concluded that the media literacy model should be based on the values and principles of monotheistic worldview with an emphasis on the status of Khalifatullah, rationality, responsibility, knowledge seeking, limited recognition, emphasizing the virtuous life (based on personal and collective growth), the hierarchy of the virtuous life, educational justice, emphasizing emotions and forgiveness, emphasizing the promotion of the aesthetic dimension.

Ansari, Seraji and Yousefzadeh (2020) conducted a research on the model of media literacy education for second grade elementary students based on the principles of ...and concluded that there is a significant relationship between components and indicators of media literacy levels (functional consumption, critical consumption, functional production-consumption and critical production-consumption). Also, the principles of include rationality as an organizing factor, education as a research process, classroom as a research community and self-aware thinking, which focuses to the promotion of self-leadership through the cultivation of caring, critical and creative thinking, challenging content with research capability, community research based on dialogue and self-evaluation method as essential elements of the media literacy model.

Alighardashi, Seifi, Ghafari and Poya (2020) performed a study on a model for media literacy in the educational system and concluded that the above model consists of seven categories of management mechanisms, teaching and learning mechanisms, structure reform mechanisms, mechanisms of competencies necessary for transformation in media literacy, learning mechanisms, mechanisms of attention to the quality of education and the mechanisms of developments and challenges facing media literacy education .

In a research on the content indicators of media literacy education in elementary school, Ojagh (2019) reported that media literacy education should shift from one-way to multi-way and from monologue to dialogue. It is also necessary to teach the educational content to children at both theoretical and practical levels, and at the theoretical level, children learn the conceptual basics of media according to their age, emphasizing the concept of representation and the main vocabulary of media studies. They use the semiotic method for media analysis and the three main indicators for choosing the appropriate media literacy education content include learning the concept of representation, self-efficacy and rethinking.

Sharifee & Karami Namivandi (2018) concluded that the dimensions of media and information literacy education in the formal educational system included teaching methods, levels of education, separation of media, determination of the target population and the education content.

Salavatian, Hosseini and Motazedi (2017) concluded in a study that four factors, including education, radio and television, family and society play an important role in the native model of teaching media literacy to teenagers, and its main goal is to guide and educate teenagers and its requirements include the teaching method and educational content based on the main and secondary goals of the model.

Khaniki, Shah-Hosseini and Noorirad (2016) came to the conclusion that the model of teaching media literacy in the educational system consists of three stages of reading aloud in pre-primary school age, teaching philosophy to children in the first few years of primary school and teaching media content in the final years of primary school, and the agenda is to institutionalize infrastructures in the minds of children before entering media knowledge structures. Rethinking, dialogue-based and exploration-based educational style is an inseparable principle of this model that can create a rethinking, responsible, critical and creative attitude towards media texts in children and lead to more accurate judgment.

Wood (2009) concluded in a research that media literacy education played an effective role in improving reading comprehension, visual comprehension and comprehension of long paragraphs.

Duran, Yousman, Walsh and Longshore (2008) concluded in a research that media literacy is affected by awareness of media productions and techniques used such as music, color, media knowledge, media economy,

media activity strategy, awareness of media effects and structure, media sponsors and involvement in the media.

Regarding the importance and necessity of research, it can be stated that the media has conquered all aspects of human life and all parts of the world today, which is rightly called the era of communication and information revolution, and their effects are seen almost everywhere, and for this reason, it is not an exaggeration to consider them as an inevitable and necessary part of individual and social life (Imanzadeh et al., 2020). With regard to policy-making, the Supreme Council of Cyberspace, which should be effective in promoting media literacy, had a poor performance. Moreover, in the legislative field, the Cultural Commission of the Islamic Council has not presented a codified law in this field, and in the implementation phase, the only activity includes publication of the 10th grade media literacy book by the Education Department, but the experienced and expert teachers have not been trained to teach the book, and in general, the actions taken by the Education Department, radio and television, and universities have been sporadic and unplanned (Sharifee & Karami Namivandi, 2018). There have also been few studies on the model of media literacy education, especially for students, and this research can help curriculum experts and planners in developing curricula to ensure significant improvement in media literacy education. Therefore, the aim of this research was to design and validate the media literacy education model in secondary school.

## 2. Methodology

This study was applied in terms of purpose and qualitative in terms of implementation method. The study population for designing the model of media literacy education was the specialized council of the book thinking and media literacy group of the country, all of whom i.e. 18 people were selected using census sampling. Due to the small size in the census sampling, all members of the population are selected as samples. Also, the study population for the validation of the media literacy education model included professors and researchers in the field of communication, experts at the Education Department and experienced media literacy teachers, 20 of whom were selected using the purposeful sampling. In the purposeful sampling method, the samples are selected according to inclusion criteria in advance, the most important criteria in this research include being an expert in the field of media literacy education, willingness to participate in the research, and having a book or an article or thesis and dissertation guidance published for professors and researchers in the field of communication and experts at the Education Department or having at least 5 years of teaching experience in thinking and media literacy course for experienced teachers in the field of media literacy.

To begin the study, first, questions were designed for the interview with the specialized council of the country's book thinking and media literacy group with the help of professors and the study of the theoretical foundations of the media literacy education model. For this purpose, seven main questions and a number of secondary questions were designed and interviews were conducted with all 18 people after stating the importance and necessity of the research and the commitment of the researcher to comply with ethical considerations. It should be noted that all the interviews were recorded after obtaining participants' permission for re-analysis purposes. Therefore, the data collection tool in this section was in-depth interviews. To conduct interviews, first the interviewer read the first question to the interviewee and then, while noting down the important information, he got the interviewee's confirmation about the correctness of the written information. Moreover, all the interviews were recorded using a tape recorder. Then the above process was continued for other main questions and secondary questions were raised, if needed, to help understand the main questions. When the interviews were completed, the findings were coded, and sampling was then carried out on professors and researchers in the field of communication, experts at Education Department, and experienced media literacy teachers, and their level of agreement with each of the codes extracted from the interviews was examined.

Therefore, the data collection tool included in-depth interviews in the model design section and agreement regarding the extracted codes in the model validation section. The data analysis was carried out by coding in MAXQDA ver. 10.

### 3. Findings

There were 18 people samples in the design of media literacy education model section and 20 people in its validation section.

Table 1. Frequency and percentage of frequency of gender and educational level of samples of both design and validation of media literacy education model

Variable	Levels	Samples of model design section		Sample of model validation section	
		Frequency	Frequency percentage	Frequency	Frequency percentage
Gender	Male	11	61.11%	14	70%
	Female	7	38.89%	6	30%
Education	BA.	3	16.67%	5	25%
	MA.	6	33.33%	7	35%
	P.H.D	9	50%	8	40%

As can be observed in Table 1, most of the samples of both sections were male (design section: 61.11% and validation section: 70%) and had PhD (design section: 50% and validation section: 40%). The results for coding the design of the media literacy education model in secondary school were presented in Table 2.

Table 2. Results for coding the design of media literacy education model in secondary school

Category	Component
Media message creation techniques	1. The lack of more examples, 2. The optionality of the media literacy and thinking book, 3. Limitation instead of informing, 4. Impossibilities in preparing and creating media by the students themselves, 5. Inconformity with the latest needs, and 6. Incomprehensible and intangible examples
Media unknowns	1. Outdated content, 2. Old examples, 3. Non-visual and auditory messages and reliance on written messages, 4. No reference to the discussion of celebrities, 5. Unclear explanation of the content, 6. Stereotyped, formal, organizational and classic preparation and poorly attractive book and 7. Non-compliance with the principles of media studies
Audience studies knowledge	1. Lack of updating topics, 2. Lack of diversity and flexibility, 3. Absence of more objective examples, 4. Mismatch with the real world and the needs of students today and in the future, and 5. A boring introduction
Media and lifestyle	1.No focus on students' intellectual system, 2. Lack of historical examples, 3. Ignoring the issues of dangerous and uncontrolled communication, 4. Inappropriate imagery, 5. Lack of diversity, 6. No reference to Islamic and Iranian lifestyle, 7. Non-attractive imagery and graphics and 8. Mismatch with the age of students
Media consumption regime	1. No clear information on the target population, 2. No reference to of the statistics of scientific articles, 3. Few

	examples of the day and 4. Absence of challenges, adventures and media realities of the new era
The harm آسیب of media literacy education	1. Improper education of the media regime, 2. Improper communication, 3. Education by non-specialists, and 4. Lack of necessary infrastructure for this type of new lessons.
Media literacy opportunity	1. Marketing discussion, 2. Content production, 3. Responding to the entertainment needs, 4. Increasing the awareness and using media wisely, 5. Positive use of the formation of think tanks included in the new course, and 6. Nurture challenging and knowledgeable students.

As can be observed in Table 2, the model of media literacy education in secondary school consists of 40 components in 7 categories of techniques of media message creation (6 components), media unknowns (7 components), audience studies (5 components), media and lifestyle (8 components), media consumption regime (4 components), harm of media literacy education (4 components) and media literacy opportunity (6 components). According to the identified components and categories, the model of media literacy education in secondary school was presented in Figure 1.

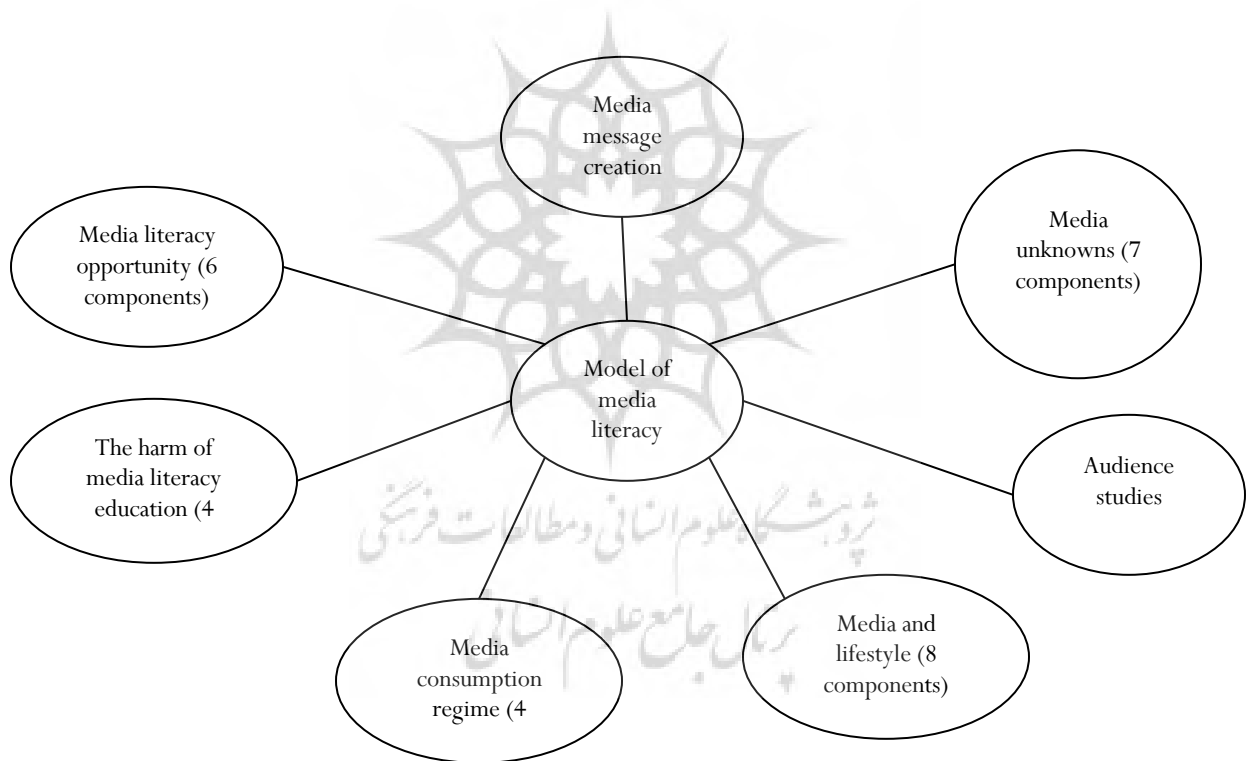


Figure 1. Model of media literacy education in secondary school

Results also showed that the model of media literacy education in secondary school had an acceptable validity considering content validity ratio (CVR) of 0.88 and content validity index (CVI) of 0.91 based on the opinion of professors and researchers in the field of communication, Education department experts and experienced teachers in the field of media literacy.

#### 4. Conclusion

The issue of media literacy is an important and ponderable issue and one of the important necessities of life that many countries of the world started teaching media literacy in their curriculum. Besides, the current era is the era of creating global culture and globalization, and due to widespread, fast and easy communication and access to information in the shortest possible time, investigating media literacy and designing a model for teaching it is very important. Therefore, the aim of the present research was to design and validate the media literacy education model in secondary school.

The results of this research showed that the model of media literacy education in secondary school consists of 40 components in 7 categories of media message creation techniques (6 components), media unknowns (7 components), audience studies (5 components), media and lifestyle (8 components), media consumption regime (4 components), harm of the media literacy education (4 components) and media literacy opportunity (6 components). Its designed model also had acceptable validity. Although few studies have been conducted on the validation of the media literacy education model, the results of this study are in some ways similar to the findings of studies by Nurani et al (2021), Ansari et al (2020), Alighardashi et al (2020), Ojagh (2019), Sharifee and Karami. Namivandi (2018), Salavatian et al (2017), Khaniki et al (2016), Wood (2009) and Duran et al (2008).

To interpret and describe the categories identified for the media literacy education model in secondary school, it can be concluded that to improve the category of media message creation techniques, more examples and more understandable and tangible examples should be used in the book of thinking and media literacy. The above course as one of compulsory (not optional) courses should be included in the secondary school. In teaching media literacy, students should be informed in various fields of media literacy, and efforts should be made so that they prepare and create media, and the above course should be taught in accordance with the needs of the society. With regard to the category of media unknowns, experts and planners should make efforts to update the contents in the book of thinking and media literacy and use today's examples, design the book focused on visual and audio messages and according to the principles of media studies, so that written messages to celebrities and clarity of the content attract special attention and reduce the stereotypical, formal and organizational nature of the book and increase its attractiveness. In the category of audience studies, it is necessary to update the topics, use variety and flexibility in the contents, provide concrete examples, pay attention to the needs of the real world today and the future of students and make the book attractive, especially at the beginning of the book. Also, with regard to the category of media and lifestyle, in the book of thinking and media literacy, while trying to improve the intellectual system of students, various historical examples, appropriate graphics and illustrations should be used, and the issue of dangerous and inappropriate communication should be addressed, Islamic and Iranian lifestyles should be emphasized and while taking advantage of them, teach media literacy content according to the age of the students. With regard to the category of media consumption regime, experts and designers of books on thinking and media literacy should define the scopes of the book for different age groups, refer to the statistics of scientific articles in its design, use many and various examples and design the book appropriate to the challenges and adventures and the media realities of the current era. With regard to the category of harm of media literacy education, the correct media regime and appropriate communication should be used, book contents should be taught by expert teachers, and the necessary infrastructure should be provided for newly designed lessons and books such as thinking and media literacy. Besides, with regard to the category of media literacy opportunity, it is necessary to pay attention to marketing, content production, entertainment, using media wisely, use of think tanks, and focusing on challenging and knowledge enhancement content in the design of the thinking and media literacy book.

Overall, according to the results of this research and those of previous researches, if we decide to seriously and scientifically teach students media literacy, it is more appropriate to consider media literacy as a continuum in the educational system of Iran. Because if the philosophy of media literacy starts from a younger age, it will be more effective, and it is suggested to develop a media literacy curriculum in the Ministry of

Education during primary education with the participation of experts and active researchers in the field of media literacy. Also, the needs assessment of students and the planning of media literacy curriculum according to their needs, media consumption, their age and education conditions, and education plans related to students by determining the model of their media consumption can lead to deeper and controlled effects, which will help the planners approach their goals. It is also possible to plan taking into account that media and by knowing the extent and context where each media is effective, and achieve the expected results. In addition, due to the failure to achieve the goals of media literacy education in the secondary school, it is suggested that future researchers investigate the reasons for the poor media literacy education in the secondary school period, the causes of the poor performance of the secondary school education system in media literacy education, factors affecting education media literacy in secondary school and the effect of media literacy education courses on improving media literacy by gender and level of education.

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