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Relationship Between Digital Media Education, the Communication Content Industry and Community Participation: Empirical Study

Relación entre la educación en medios digitales, la industria de contenidos de comunicación y la participación comunitaria: estudio empírico

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ABSTRACT

RESUMEN

This study is devoted to clarifying the relationship of digital media education with the communication content industry and community participation by radio and television students to develop a scientific media vision to employ digital media education. The two researchers used the survey method and scale tool to describe the relationship between the study variables and the observation of coexistence to develop a scientific vision in this area. The present study concluded that there are positive relationships between digital media education, media content industry, and community participation by the research sample.

Este estudio está dedicado a aclarar la relación de la educación en medios digitales con la industria de contenidos de comunicación y la participación comunitaria de los estudiantes de radio y televisión para desarrollar una visión científica de los medios para emplear la educación en medios digitales. Los dos investigadores utilizaron el método de encuesta y la herramienta de escala para describir la relación entre las variables de estudio y la observación de la convivencia para desarrollar una visión científica en esta área. El presente estudio concluyó que existen relaciones positivas entre la educación en medios digitales, la industria del contenido de los medios y la participación comunitaria de la muestra de investigación.

Keywords: Digital media education, communication, content creation, community participation.

Palabras clave: Educación en medios digitales, comunicación, creación de contenido, participación comunitaria.

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INTRODUCTION

It is not possible to talk about the role of digital education without social culture as a culture without education is an ignorant one, education without a culture is a loss of community identity, the absence of social education and social culture results from the absence of complete awareness of the role of new media in public life.

The new media has opened the tremendous potential for people to communicate and to renew ties with those who have been cut off for one reason or another. Everyone exchanges greetings, messages, and pictures of admiration. All these things are beautiful, but they are done in virtual reality. The reality still reflects the opposite. The birth of a social culture depends on social education. The preference to each of them is the real rather than the virtual.

Media education has a prominent role through its websites, available from other media and social media sites, in promoting the dimensions, values, and principles of digital education for deepening the awareness of its importance, objectives, and dimensions through various press, radio, and television programs as well as the Internet environment.

Media institutions, through their means, can play a vital and effective role in promoting digital education for every member of society, in general, and university youth in particular.

PREVIOUS STUDIES

1. Salim and Hussein (2018)

The study aims to determine the competencies that must be met in the digital media education curriculum. The two researchers' study is following the methodology of the media survey. The research tools were represented by the questionnaire tool that was distributed to an intentional sample of (86) respondents. The most prominent objectives of the study are to identify the best strategy in teaching the digital media education curriculum, to identify which education fits the digital media education curriculum, and to determine the cognitive, educational, media, technical skills, and emotional competencies necessary for the digital media education curriculum from the viewpoint of Iraqi university professors. Among the important conclusions of the study is that the cognitive competencies are determined in the digital media education curriculum by focusing on topics based on growing knowledge, wise skills, understanding, and comprehension, by activating creativity processes, learning communication skills, and developing the student's moral motivation, consolidating the spirit of active citizenship creating an educated student who can deal with different media, and by teaching students how digital media works to raise the skills of digital media, produce media materials and content, and activate processes of stimulating motivation to develop tendencies, trends, and needs (Salim & Hussein: 2018, pp. 37-56).

2. Bin Hamad and Bashreef (2017)

The study seeks to provide a description of the media upbringing of media institutions and their various effects on the activities of social upbringing institutions in society. The pivotal problem of the study is how education contributes to media through social networking sites to promote socialization among Algerian youth. The researchers concluded that planning for media education is one of the important necessities to create media awareness for Algerian youth by establishing departments for media education in educational institutions with the need to focus on social media sites as they attract the attention of young people (Bin Hamad & Bashreef: 2017, pp. 19-34).

3. Abdul Hameed (2019)

The study aims to identify the level of media education skills of university youth and the relationship of media education to the education system that young people receive. The researcher used the qualitative method. She conducted focus group discussions on a sample of university youth in four Universities: Helwan University, 6th of October University, Misr University for Science and Technology, and Nile University on 88 respondents. The study concluded that students of theoretical faculties can apply some media education skills when dealing with new media at a higher level than students of practical faculties. In general, it was observed that all students in the study sample needed a lot of awareness about media education and its skills (Abdul Hameed: 2019).

METHODOLOGY

The problem of the Statement

The problem statement stems from the following questions:

What is the nature of the relationship between digital media education and the communication content industry, and community participation by radio and television students in media faculties and departments in Iraq?

How can digital media education be employed in a way that enhances the capabilities of Iraqi radio and television students to produce and receive communication messages to reduce their negative effects and contribute to the formation of their cultural communicative identity?

Aims of the present study

The objectives of the present study are as follows:

1. Identifying the relationship between digital media education and the media content industry by radio and television students.
2. Identifying the relationship between digital media education and social participation by radio and television students.
3. Building a vision to promote digital education among Iraqi university students, especially students of radio and television journalism, leaving positive effects on their cultural communicative identity.

Hypotheses of the Study

There is a positive relationship between digital media education and the communication content industry among radio and television students in the media faculties and departments in Iraq.

There is a positive relationship between digital media education and community participation among radio and television students in the media faculties and departments in Iraq.

Methodology and tools of the Study

The present study is descriptive. It used the survey method and scale tool to demonstrate the nature of the relationship between the research variables, represented by the independent variable: digital media education and the dependent variables: the communication content industry, the reception of communicative content, and community participation by radio and television students in Iraq.

The observation is also used by field coexistence to develop the vision related to enhancing the role of digital media education in the industry of communication content and community participation by the research sample to contribute effectively to benefit from all dimensions of digital media education in the formation of a renewed active culture that contributes to the formation of the cultural communication identity of university students.

Community and Data of the Study

The relevant study community is the radio and television students in the Faculties of Mass Communication and their departments in Iraq because of their actual need for digital media education topics in their current and future professional lives; And because the researchers' specialization is in this field, which gives more depth to the present study. The research sample consists of (126) respondents obtained through a scale design that was published electronically through the telegram pages intended for students of radio and television in the faculties and departments of media in Iraq for a week in September. (18) Answers were excluded as the respondents failed to answer one or more of the research scale questions. Thus, the research sample became (108) respondents.

Fields of the Study

The thematic domain; the relationship of digital media education with the communication content industry and community participation. The human domain; Radio and television students in the faculties and departments of media in Iraq.

The spatial domain; Iraqi universities/ media faculties and departments.

The temporal domain; the period for designing the scale form, expediting, collecting, and analyzing data, which extended from 1-9-2020 to 1-10-2020.

Definition of the terms

1. Digital media education; It is to identify the sources of media content and its political, social, commercial, and cultural objectives and the context in which it is presented. It includes the critical analysis of media materials, the production of these materials, and the interpretation of media messages and the values they contain (Milenkova et al.: 2018, p. 21).

2. Communication content industry; It is the process of processing and transforming the outputs of intellectual production, presenting them, and dealing with them digitally or through modern digital and technological media (Robul: 2020, pp. 53-62).

3. Community participation; It is the participation and inclusion of individuals in bringing about change in undesirable social situations and circumstances. This means that it is based on stimulating the participation of individuals with all their energies through which they can contribute to the development, in the presence of leaders who are aware of the importance of the role that they have to fulfill (Rasoolimanesh et al.: 2017, pp. 142-153).

RESULTS

Digital media education; concepts and importance

Media education is intended to prepare media students to perform the educational media processor to contribute to it in all its dimensions, whether they are written or recognized values and constants. In this field, it is imperative to integrate roles between media professionals and educators to achieve this goal, especially since the time is a time of many problems resulting from the deviation, which has many justifications. Media that is balanced, purposeful, and responsible must take its positive role in bringing about the desired education to strengthen, consolidate, change, and amend.

It is seen as the process of building the human being and helping to make good use of the media. It aims to form a culture of interaction with those means to develop it purposefully and consciously. It means using the media in an active and lively manner with the aim of effective social participation (Bond et al.: 2018, p. 48).

The European Union also defined it as "the ability to access the media and understand and critically evaluate the media contents, in addition to the ability to produce a variety of messages in many contexts" (Pereira: 2019) Thus, it means being able to skillfully use communication technologies, distinguish communication channels,

receive messages, understand and analyze them scientifically, and participate actively in digital communication.

Most of UNESCO's reports emphasized that the challenges of the 21st century force current societies to adopt media education through the development of the personality of the recipient of media contents and the formation of individuals on the responsible use of the media (Stylianou et al.: 2015).

Statistics indicate an increase in the number of Internet users around the world. WeR Social and Hoot Suite shows that more than half of the world's population is now linked to the World Wide Web. The number of Internet users in 2018 exceeded 4 billion. The average use of the Internet is about 6 hours every day. That is, nearly a third of their waking period. Statistics indicate that one out of five children who use the Internet received sexual requests from strangers, one out of seventeen Internet users has subjected to threats or another type of harassment, 18% of The age group from 8-17 was exposed to insults through the network, 36% were exposed to shocking content, whether sexual or violent content and only ten percent of those people spoke to their parents about these contents (Stylianou et al.: 2015).

Therefore, since the beginning of the twentieth century, educational institutions have tended to use communication technologies to be able to carry out their tasks, invest all the activities of their tools in the real space, and market them in the digital space. Educational institutions have become a mainstay of media education in many of their programs around the world, but the Arab world has remained an exception in this field. A decade ago, no Arab university provided media literacy programs, so that the term was strange to most professors in the field of media according to the study of one of the researchers (Wang et al.: 2017, pp. 959-976)

After decades of conflicts, corruption, authoritarian rule, and strict restrictions on freedom of expression and the press, Arab media education has turned into factories that produce and ensure the sustainability of a "culture of control" and "preparing generations after generations of semi-educated journalists whose work is limited to promoting" the achievements of the state. Despite that, the past decade has witnessed a revival of media education thanks to the revolution in communication technologies on the one hand, and the political and cultural revolutions that swept the region and brought digital and media education to the forefront (Semali: 2017).

Presentation of the Results

1. Presenting the results of the scale form.

Table (1) the relationship between digital media education and the media content industry.

Table (1). Shows the following

Items	Agree	Agree to some extent	Disagree	Weighted mean	Weighted percentage
It provided me with the skill of searching over the internet.	78	24	6	2.66	88.66
It enhanced my knowledge of how to verify data.	73	35		2.67	89
It enabled me to make video clips.	31	47	30	2.00	66.6
It introduced me to how to produce media texts.	51	49	8	2.39	79.66
It informed me of how to employ styles of persuasion in producing media texts.	72	23	13	2.54	84.66
It enabled me to employ different images.	49	52	7	1.93	64.33
It informed me of how to gain public confidence in the media content.	69	39		2.63	87.66

It increased my experience in producing accurate, authentic, and objective media content.	52	51	5	2.43	81
It informed me of how to preserve my private sources.	62	40	6	2.51	83.66

1. Respondents' answers for the paragraph (It provided me with the skill of searching through the Internet) has a percentage weight of (88.66) and a weighted mean of (2.66), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and providing radio and television students in media faculties and departments in Iraq with the skill of searching through the Internet.

2. The respondents' answers for the paragraph (It expanded my knowledge of how to verify the information) has a percentage weight of (89) and a weighted mean of (2.67), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and expanding the knowledge of radio and television students in media faculties and departments in Iraq on how to verify the validity of the information.

3. The respondents' answers for the paragraph (It enabled me to make videos) has a percentage weight of (66.6) and a weighted mean of (2.00), which is equal to the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are not directed towards agreeing on the existence of a positive relationship between digital media education and enabling radio and television students in media faculties and departments in Iraq to make videos.

4. Respondents' answers to the paragraph (It provided me with media text-making methods) has a percentage weight of (79.66) and a weighted mean of (2.39), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and providing radio and television students in media faculties and departments in Iraq with methods of making media texts.

5. The respondents' answers for the paragraph (It enabled me to employ images of all kinds) has a percentage weight of (64.33) and a weighted mean of (1.93), which is less than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are not directed towards agreeing on the existence of a positive relationship between digital media education and enabling radio and television students in media faculties and departments in Iraq to employ images of all kinds.

6. Respondents' answers for the paragraph (It tells me about ways to gain the public's confidence in media content) has a percentage weight of (87.66) and a weighted mean of (2.63), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and informing radio and television students in media faculties and departments in Iraq about ways to gain public confidence in media content.

7. The respondents' answers for the paragraph (It has increased my experience in producing accurate, honest, and objective media content) has a percentage weight of (81) and a weighted mean of (2.43), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and providing the radio and television students in media faculties and departments in Iraq with experiences in producing accurate, honest, and objective media content.

8. The respondents' answers for the paragraph (It taught me methods of preserving and increasing my resources) has a percentage weight of (83.66) and a weighted mean of (2.51), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and providing radio and television students in media faculties and departments in Iraq with means of preserving and increasing their private resources.

Since the respondents' answers are directed towards agreeing on all the paragraphs of the relationship between digital media education and the media content industry, this proves the validity of the second hypothesis which indicates that there is a positive relationship between digital media education and the production of media content by radio and television students in media faculties and departments in Iraq). Yet, the respondents' answers do not agree on two paragraphs of the scale.

They are the paragraphs (It enabled me to create video clips) and (It enabled me to employ images of all kinds). This indicates that students need practical training in the field.

Table (2): The relationship between digital media education and community participation.

Table (2). Indicates the following

Items	Agree	Agree to some extent	Disagree	Weighted mean	Weighted percentage
It informed me of my rights and duties in the traditional and digital community.	61	39	8	2.49	83
It provided me with knowledge about spreading the culture of coexistence.	65	38	5	2.55	85
It informed me of the role of civil community organizations in promoting the culture of dialogue and respecting the other opinion.	55	43	10	2.32	77.33
It motivated me to participate in protesting movements to defend my rights.	51	44	13	2.35	78.33
It urged me to complete tasks assigned to me.	66	35	7	2.54	84.66
It increased my communicative skills.	69	32	7	2.57	85.66
It urged me to preserve public property.	57	38	13	2.40	80
It urged me to support the national product.	52	37	19	2.30	76.66
It motivated me to publish the Iraqi history and civilizations.	58	35	15	2.39	79.66
It urged me to fight all kinds of corruption.	66	34	8	2.59	84.33

1. Respondents' answers for the paragraph (It informs me about my rights and duties in the traditional and digital society) has a percentage weight of (85) and a weighted mean of (2.55), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and informing radio and television students in media faculties and departments in Iraq about their rights and duties in the traditional and digital society.

2. The respondents' answers for the paragraph (It provided me with knowledge about spreading a culture of peaceful coexistence) has a percentage weight of (84.33) and a weighted mean of (2.53), which is greater

than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and providing radio and television students in media faculties and departments in Iraq with knowledge of the importance of peaceful coexistence.

3. The respondents' answers to the paragraph (It informs me about the role of civil society organizations in promoting the culture of dialogue and respect for another opinion) has a percentage weight of (77.33) and a weighted mean of (2.32), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and informing radio and television students in media faculties and departments in Iraq of the role of civil society organizations in promoting the culture of dialogue and respecting the other opinion.

4. Respondents' answers for the paragraph (It motivated me to participate in the protest movements to defend my rights) has a percentage weight of (78.33) and a weighted mean of (2.35), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and motivating radio and television students in media faculties and departments in Iraq to participate in the protest movements to defend their rights.

5. Respondents' answers for the paragraph (It urges me to complete the tasks assigned to me sincerely) has a percentage weight of (84.66) and a weighted mean of (2.54), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and urging radio and television students in media faculties and departments in Iraq to be sincere in completing the tasks assigned to them.

6. Respondents' answers for the paragraph (It increases my experience in communication skills with others) has a percentage weight of (85.66) and a weighted mean of (2.57), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and providing radio and television students in media faculties and departments in Iraq with expertise and skills in communication with others.

7. The respondents' answers for the paragraph (It urges me to contribute to the preservation of public property) has a percentage weight of (80) and a weighted mean of (2.40), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and urging radio and television students in the media faculties and departments in Iraq to contribute to the preservation of public property.

8. Respondents' answers to the paragraph (It urges me to participate in communication in supporting the local product) has a percentage weight of (76.66) and a weighted mean of (2.30), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and urging radio and television students in media faculties and departments in Iraq to participate in communication in supporting the local product.

9. The respondents' answers for the paragraph (It prompted me to contribute to spreading the history of Iraq and its civilizations) has a percentage weight of (79.66) and a weighted mean of (2.39), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and urging radio and television students in media faculties and departments in Iraq to contribute to spreading the history of Iraq and its civilizations.

10. Respondents' answers for the paragraph (It prompted me to fight corruption in all its forms) has a percentage weight of (84.33) and a weighted mean of (2.53), which is greater than the hypothetical mean of (2) for the paragraph. Thus, the respondents' answers are directed towards agreeing on the existence of a positive relationship between digital media education and urging radio and television students in media faculties and departments in Iraq to fight corruption in all its forms.

DISCUSSION

Since the respondents' answers are directed towards agreeing on all the paragraphs of the relationship of digital media education with participation, this proves the validity of the second hypothesis which indicates that there is a positive relationship between digital media education and community participation by radio and television students in the media faculties and departments in Iraq.

It is necessary to think about the topic of digital media education in Iraqi universities and the ways to employ it in contributing to the formation of the student's identity differently and uniquely. The digital communication environment in the world has exceeded four billion users. Local societies even in developing countries have become quasi-digital (Holt: 2018, pp. 49-57). Therefore, whoever investigates the issue of employing digital media education must take into account a set of questions:

1. What informational vocabulary and tools are required?
2. What do people need to know and do while receiving or making media texts and digits?
3. What is the nature of the disciplines that can overlap in teaching and employing media education in the cultural identity of students?
4. What are the methods, programs, and services that have proven their effectiveness in this area?
5. How can academic institutions adapt and change to meet the empowerment of digital education skills for others?
6. How can digital media education be employed for radio and television students, in a way that affects the production, interpretation, and analysis of communication messages?
7. How can academic and media institutions enable students to participate in promoting freedom of expression and opinion, community peace, peaceful coexistence, and active citizenship?

The potential of the digital communicative environment can be invested in promoting digital education according to the following proposed vision:

First; employing digital media education vocabulary.

1. Interacting with the vocabulary of digital media education in a way that enables radio and television students, through years of academic empowerment, to become familiar with all its vocabulary, and to transfer its theoretical vocabulary to the field of application.

2. Taking into account the individual differences in the level of learning and thinking in teaching digital media education, in a way that enables students to approximately master its principles and arts.

3. Employing the vocabulary of digital media education in a way that enables the adoption of methods of persuasion and effective dialogue, and stimulating the emotional component in a way that enhances the spirit of active citizenship and strengthens the bonds of community peace and peaceful coexistence.

4. Employing the vocabulary of the digital media education curriculum to activate the processes of stimulating motivation, developing tendencies, trends, needs, and creative processes, and learning communication skills, and developing ethical motivation, teaching students to deal with various means of communication, knowledge of the digital media industry and the ability to produce media messages with specialized arts.

5. Generalizing media education vocabulary gradually according to the ages of students and their culture, starting from kindergarten and ending with preliminary studies, and dealing in the case of its application at a higher level with students in terms of specialization and stages in the faculties of media and their departments, especially students of radio and television.

Second; Teachers of digital media education.

1. The use of multiple disciplines in teaching communication and media to overlap in teaching the vocabulary of digital media education in a way that enhances the specialized and skillful aspects of students.

2. Empowering those in charge of teaching digital media education with knowledge and skills by involving them in training courses and workshops set up by universities and institutions that have a lead in the field.

3. Spreading the experience of artificial media environments for training purposes by involving students in different communication situations that require the production of communication messages or mobilizing comprehension skills, interpretation, analysis, and synthesis in dealing with different types of communication and taking appropriate decisions.

4. Activating the visiting professor mechanism with Arab or international universities that have leadership elements in employing digital media education vocabulary in the university student's culture.

5. Increasing the knowledge of professors and students through direct digital lectures and workshops with faculties of media and their departments in the corresponding universities in some Arab and foreign countries.

6. Creating media laboratories related to the vocabulary of digital media education, so that teaching can bring it closer to the minds of students and develop their skills, especially the vocabulary related to image production, analysis, speech-making, and deconstruction, and mechanisms for analyzing and employing verbal language and body movements in various communicative situations.

Third; Empowerment through electronic cultural activities.

A. Holding electronic courses, seminars, and workshops under the supervision of specialists in digital media education dimensions about:

1. How to deal with other media to identify the extent of their objectivity.

2. Editing and distortion programs to compose information about the authenticity of the press content.

3. Media philosophies and ideas in Iraq.

4. The art of enabling media students to speak to the media.

5. The skills of communication with others.

6. The roles expected of a university student in sustainable development in Iraq.

7. How to manage time in a way that contributes to arranging the agenda of university students.

8. How to deal with objective, impartial, and employee media.

2. Publishing press and video reports on the websites of media faculties and their departments on how to use the media and social networking sites in a way that contributes to refining behavior and serving development projects and intellectual fortification.

3. Posting educational and informative posters and advertisements on how to deal with the various media and communication modes: media, propaganda, advocacy, public relations, advertisements, psychological warfare, brainwashing, and rumor.

4. Promoting video clips and television interviews for specialists and experts in the fields of digital education from various universities and local, Arab, and international media institutions.

5. Cooperation Agreements, including twinning with media faculties in some Arab and international countries in the field of developments in the employment of digital media education capabilities.

6. Establishing links to major satellite channels and local, Arab, and international websites on the subject of empowering students with new developments in the manufacture of communication messages, methods of employing the subjects of communication media, news agencies, and other websites to enhance their capabilities in the manufacture and analysis of verbal and body language.

7. The culture of societies forms the semantic framework in the process of communication. Therefore, social culture must be studied in depth because of its important communicative symbolism and its power in forming and interpreting communication messages, analyzing and controlling public opinion in the formation of public opinion towards a phenomenon, issue, topic, or event. In the framework, students must be enabled to know their rights, duties, and ways to participate in social life. They are urged to participate in voluntary work of an

individual and collective character, in a way that promotes peaceful coexistence between all components of society and nurtures the spirit of positive citizenship.

8. E-literacy and enabling students to master information technology skills and renewable programs.

CONCLUSION

Digital media education has theories, models, axioms, principles, values, and skills that those in charge seek to master to try to achieve a clear understanding of the goals of the media, the extent of the truthfulness of their messages, how to deal with them, and ways to invest technology in communication interaction and reduce its risks, producing effective communication messages, receiving, and interpreting messages from means of communication and websites in a way that limits their negative effects. The study reached the following conclusions:

1. There is a positive relationship between digital media education and the creation of communicative content among radio and television students in the faculties and departments of media in Iraq except for two paragraphs of the scale for which the respondents' answers are not directed towards agreeing on them: (It enabled me to make video clips) and (It enabled me to employ pictures of all kinds).

2. There is a positive relationship between digital media education and community participation among radio and television students in media faculties and departments in Iraq.

3. To activate the role of digital media education in the manufacture and reception of communicative content and community participation, students must be practically empowered with the vocabulary of digital media education. The practical skills of digital media education teachers should be increased. Digital cultural activities related to digital media education should be employed in promoting the digital communication awareness of students.

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