

Educational Strategies in Cultivating Students' New Media Literacy by the Media Educators

Tan Dongxue, Rajendran Nagappan
Infrastructure University Kuala Lumpur (IUKL), Malaysia

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v14-i8/22516>

DOI:10.6007/IJARBSS/v14-i8/22516

Published Date: 14 August 2024

Abstract

Past studies have found that media students in China struggle with selecting, understanding, and critically thinking about media content, and that the new media literacy proficiency of Chinese university students is poor and inadequate. The purpose of this study is to explore the educational strategies in cultivating students' new media literacy by media educators within the new liberal arts framework through journalism in China. This systematic literature review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines method. The researcher used Google Scholar and China National Knowledge Infrastructure (CNKI), the largest database in China, to conduct the first stage of literature identification, covering the period from 2013 to 2023. In CNKI, the study used keywords to search for article titles, abstracts, and keywords. The search keywords were "new media literacy," "media education," "liberal arts," "journalism education," and "China." The language of the retrieved articles was restricted to Chinese and English, and the time period was restricted to 2013 to 2023, and based on the pre-set inclusion/exclusion criteria, a total of 15 papers were selected. The results show that numerous universities globally, including those in China, have incorporated new media literacy initiatives into their academic curricula. Even in schools, media studies are taught, but the instructors and educators lack sufficient training and experience in media literacy

Keywords: Educational Strategies, New Media Literacy, New Liberal Arts, Media Educators.

Introduction

The idea of teaching media studies in China within the framework of liberal arts studies still has a lot of potential for improvements. Media education tends to concentrate on teaching practical skills and professional media operations, rather than teaching students how to critically evaluate and assess information. This is a result of the academic community's stringent ideological control and censorship. Liberal education models that foster independent thought, productive debate, and challenging conventional wisdom are subject to restrictions. Thus, the aim of this chapter is to highlight new media literacy as a type of information technology that media teachers can use to mentor and instruct media students

in developing the abilities required for creating media materials and engaging in critical analysis of media content.

Zhang and Wu (2023), claim that new media has developed into a subset of information technology that gives consumers access to a range of services and data through the use of digital interactive multimedia devices. The dimensional, integrated, and interactive characteristics of new media not only make it easier for ideas, knowledge, principles, values, and philosophies to be shared, but they also aid in removing barriers to human connection that arise from time and place. New media literacy (NML) is defined as "a combination of information skills, traditional literacy skills, and social skills" (Chen et al., 2011, page 84) (Zhang & Wu, 2023). Zhang & Wu provided this definition. Furthermore, according to Kara et al (2018), users need to become more involved and engaged when watching and creating media content for NML to be successful. Hobbs (2010), and Luan et al (2020b), assert that critical thinking, creativity, awareness of ethics, and active participation are necessary for effective use of new media. Traditional media literacy, on the other hand, just calls for the capacity to read and comprehend the text. The traditional media, including newspapers and television, constantly emphasizes basic skills like the capacity to recognize bias or assess the credibility of sources in the traditional media. Compared to new media, a more advanced stage of critical thinking must be undertaken. People have an obligation to assess the credibility of digital resources, discern between inaccurate and accurate information, and critically assess the content they encounter due to the abundance of readily available information on the internet. This ability requires being capable to recognize fakes, understand social media echo spaces and their inner workings, as well as critically evaluate the software that filters the content users see.

In the last few years, several countries have incorporated new media literacy into their curricula. For instance, the United States began incorporating media literacy instruction into English education courses in the 1990s, whereas the United Kingdom initiated this first in 1988 (Hobbs, 2005). In September 2004, Shanghai Jiaotong University launched a media literacy course; nevertheless, China's progress in media literacy education is still far inferior to that of many Western countries. A tiny minority of teachers possess a thorough understanding of media literacy, and only a small number of schools have incorporated it into their curricula (Liu & Huang 2019).

"Digital natives" are today's younger generations who have been born into the technological age and have become accustomed to the constant flow of information produced by the internet generation, according to Dingli and Seychell (2015, p. 9). This group comprises today's college students, who are surrounded and impacted by digital technology all the time. As communicators between the East and the West, media students need to improve their NML. Students will be able to select, understand, apply, assess, analyze, and create a range of new media content thanks to technology. Consequently, learning NML has emerged as a critical new requirement for creating media content.

Humanities and social sciences are greatly and broadly impacted by the development of new liberal arts. The impact of building new liberal arts facilities may extend to modifications in curriculum design, research methodology, or general direction. In light of the new liberal arts framework that has emerged in the context of this study, media educators need to think about how they can encourage and cultivate media students working in the new media

domain. The use of digital technologies and the internet in new media could have a significant impact on the media-related industries. Media educators are currently faced with difficulties in positioning the new media talent in the form of the media students they will be developing to fulfill the needs of the industries, given the constant development in relation to the new liberal arts.

Problem Statement

Due in part to utilitarianism, or the idea of examination-oriented education, some Chinese universities have not paid enough attention to media studies by incorporating elements of the liberal arts (Wang, 2020). If utilitarianism is prioritized over all other considerations, teachers may choose to cut down on lecture time or abandon some subjects in order to focus on exam preparation (Tao & Chen, 2012). Universities that provide courses like "new media literacy" therefore don't know how to incorporate liberal arts concepts into their curricula and syllabus (Meng, 2021). A limited comprehension regarding the way media educators might integrate liberal arts elements into the new media literacy could arise from this. These institutions offer new media literacy without making their intended purpose clear or explicit, and their curricula are similar to one another and lack any unique features. The important theoretical and practical issues of the day cannot be adequately addressed by these courses either. Because of this, the students' vision, awareness of innovative thinking and creativity, and ability to put into practice the concepts they have learned are limited.

China students struggle to comprehend the concept of new media literacy, claims Zhao (2022). Because some of the teaching methods used by the educators are explained in a disjointed manner as courses, while others are unified into disciplines, students encountered difficulty following the concept of media studies. China employs a top-down strategy for media education, which starts in primary and secondary schools and moves throughout higher education institutions. In universities, relevant courses are offered first.

Primary as well as secondary schools still employ this strategy. However, a lot of cities and provinces do not recognize or approve of the media education courses because there are not many higher education institutions offering them and not many educators teaching them there. The situation is far worse in elementary and secondary schools. Many schools find it difficult to organize enough classes because of the stress and expectation of attending a university. As a result, they are unable to provide students with continuous media education during the crucial time when they are beginning to form their fundamental beliefs and values. The general context of the development of new media literacy within the liberal arts framework will be the main focus of this study. The concept of media talents will also be introduced, taking into account the new business forms of the media industry and their requirements for media talents, along with the reform and development of higher education in the modern era. The researcher's goal is to better understand the methods and obstacles media educators in China use to teach students new media literacy through journalism within the context of the new liberal arts framework. By defining the primary research objectives and addressing important research questions, this study aims to investigate, analyze, and provide insights into the particular field of study.

By defining specific research objectives and pertinent questions, one can work toward

augmenting the body of current knowledge and ultimately producing noteworthy discoveries that could aid in decision-making and broaden understanding of the field.

Research Objective

1) To explore the educational strategies employed by media educators to cultivate new media literacy for their students within the new liberal arts framework.

Research Question

1) What educational strategies do media educators utilise to cultivate new media literacy for their students within the new liberal arts framework?

It is highly beneficial and reasonable to conduct a study on the methods and difficulties media educators in China face when trying to help students develop new media literacy through journalism within the context of the new liberal arts framework. The Chinese government and academic institutions could utilize the study's results as a policy guide to evaluate the effectiveness of their current new media literacy initiatives within the liberal arts framework. This is especially true when evaluating global standards and their own responsibility for educating the public. Therefore, this study aims to both encourage policymakers, university administrators, and educators to consider educational issues that could help them think more strategically about goals for institutionalized curriculum adjustments in the coming years and to push for the development of a new media literacy curriculum in China. Create world-class media studies and communication majors; establish an integrated media experimental teaching demonstration center (Deqiang, 2019); and create the national virtual simulation experimental teaching project in journalism and communication. These are just a few of the ways that the study will assist colleges and universities in actively adapting to the profound development of the information society and the in-depth development trend of media integration.

Research Method

The purpose of this study is to identify and assess the existing literature on the educational strategies in cultivating new media literacy by media educators within the new liberal arts framework through journalism in China. This systematic literature review follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines method. Preparing articles using the PRISMA methodology involves the following three preparatory stages: identification, screening, and inclusion.

In the identification stage, given the study's scope within China, the researcher used Google Scholar and China National Knowledge Infrastructure (CNKI), the largest database in China, to conduct the first stage of literature identification, covering the period from 2013 to 2023. In CNKI, the study used keywords to search for article titles, abstracts, and keywords. The search keywords were "new media literacy," "media education," "liberal arts," "journalism education," and "China." The language of the retrieved articles was restricted to Chinese and English, and the time period was restricted to 2013 to 2023.

The second stage, screening, consisted of two parts: identifying inclusion and exclusion criteria for the literature. The criteria were as follows:

Inclusion Criteria

The teaching target is Chinese undergraduate students. The studies evaluate teaching effectiveness indicators, including the development of critical thinking and media literacy skills. The studies focus on educational strategies within the new liberal arts framework through journalism.

Exclusion Criteria

Studies involving other educational frameworks or teaching models that might impact the results. Studies where the teaching target is not Chinese undergraduate students. Studies lacking measurement data on educational strategies and media literacy outcomes. Studies not strictly adhering to the new liberal arts framework or journalism education focus. In the second screening stage, articles that passed the identification stage were reassessed for suitability based on title and abstract. Two themes were identified in this study: the effects of educational strategies on cultivating new media literacy and the challenges faced by educators in this context. Eligible outcomes were broadly categorized as follows: the study of changes in students' media literacy after using specified educational strategies, and the challenges faced by educators in implementing these strategies within the new liberal arts framework. Finally, the articles were confirmed to meet the requirements by reading the full text. Data were collected for this study in the following areas: author, year, source of publication, time of intervention, method of intervention, method of measuring media literacy, and challenges identified by educators.

Our review utilized the PRISMA guidelines to ensure the thorough identification of suitable studies. We expanded our search terms and databases but chose to limit our search to two databases known for their quality and contribution to research to ensure the rigor and quality of the papers included in our assessment. The researchers emphasized the quality of the selected articles over the scope of the study. However, due to the focus of the study, all of the publications originated from China and were primarily related to media education within the new liberal arts framework.

Literature Review

Four distinct theories are used in this study to provide its theoretical foundation: the social constructivism learning theory (Hofer & Putrich, 1997; Lin et al., 2013), epistemological beliefs, the uses and gratifications theory, and new media literacy. According to Koc and Barut (2016), media literacy is a concept that encompasses a range of crucial abilities and proficiencies needed to live and work in the digital and interactive cultures of the twenty-first century. According to Datu et al. (2021), the literature currently in publication presents a variety of theoretical stances on media literacy. While some of the current models (Koltay, 2011; Livingstone, 2014) place a strong emphasis on putting media literacy into practice, others (Chen et al., 2011; Pfaff-Rüdiger & Riesmeyer, 2016) place a stronger emphasis on the social competencies needed to access and generate media materials. In order to enable students to use media in a safe and ethical manner, the researcher will examine the educational strategies used by media educators in this study (Koltay, 2011; Livingstone, 2014). Additionally, the study will explore the difficulties faced by media educators in fostering new media literacy for their students within the new liberal arts framework, particularly with regard to teaching students how to use their social skills or social competencies to approach

and create media materials (Chen et al., 2011; Pfaff-Rüdiger & Riesmeyer, 2016).

According to Buckingham et al (2005), media literacy is primarily a concept that describes how people access various media, understand the media's content, and create their own customized messages. However, traditional media literacy has placed more of an emphasis on how to use and consume media content responsibly. Furthermore, it aims to ensure that users become aware of media and take responsibility for their actions (Literat, 2014). While traditional media literacy enables people to stay informed about the media, it is limited to actively producing and disseminating media content (Kara et al., 2018). Stated differently, new media literacy emphasizes the production of media content rather than merely consuming it, setting it apart from traditional literacy categories such as digital, audiovisual, and traditional (Luan et al., 2020).

Lin et al (2013), created a new theoretical framework for new media literacy, taking into account the socio-cultural and technological aspects of the new media technologies. In WEN 1.0 settings, people are referred to as consumers. Individuals use Web 2.0 platforms, such as social media applications, as both producers and consumers (Lin et al., 2013). As a result, in their framework, Lin et al (2013), emphasized the participating culture that emerged with Web 2.0.

The following indicators are skills that are part of new media literacy: When someone attempts to consume media content, they must have the following abilities: (a) comprehension and consuming skills; (b) technical skills and mastery capabilities (Lin et al., 2013). The abilities to reconstruct, dissect, and revise media content while incorporating multiple points of view are included in analysis (c) and synthesis (4) (Lin et al., 2013). Evaluation demonstrates the capacity to challenge, assess, and determine the validity of media content (Lin et al., 2013). According to Lin et al (2013), consuming skills (f), circulation (g), and production (h) talk about the technical abilities needed to create, distribute, and duplicate media content. According to Lin et al (2013), involvement (h) demonstrates the ability to use new media platforms. According to Lin et al. (2013), creation (i) refers to the ability to produce media content while critically analyzing socio-cultural ethics, values, and ideologies.

Digital interactive devices are utilized by new media to deliver information and services to users (Zhang & Wu, 2023). The dissemination of information, values, knowledge, and principles is facilitated by the three-dimensional, unified, embedded interactive engagement features of new media, which also help to dissolve geographical and temporal barriers to interpersonal communication. The combination of social skills, information skills, and conservative literacy skills is what Chen et al (2011, p. 84) define as new media literacy. Additionally, according to Kara et al (2018), new media literacy promotes more active participation in media production and consumption. Those with the intention of using new media in a meaningful way require different skills than those involved in conventional media literacy. These include the capacity for critical thought, ethical sensitivity, creativity, and active participation (Hobbs, 2010; Luan et al., 2020b). According to Wang and Li (2019), new liberal arts education differs from arts education. Efforts are being made to revitalize the traditional liberal arts with the new liberal arts. The current technological revolution and the new socialism with Chinese characteristics are the

backdrop against which the new liberal arts are seen and discussed. Many changes have been brought about to daily life, the economy, and society by the global technological revolution that has resulted in numerous advancements, novelties, and inventions. China's unique environment and requirements are demonstrated by the Chinese socialist era. It is evident from this that China's political and economic systems are developing rapidly. When it comes to innovation and inheritance, the traditional liberal arts have made strides. In light of the Chinese journalism landscape, students can enhance their interpersonal abilities to cultivate and forge connections, as well as expand their network of credible sources (Altbach, 2016). Journalists need to understand the value of developing cultural consciousness and an understanding of social dynamics in the context of China's new liberal arts framework. These skills are necessary to understand the country's complex culture and society.

Since journalism heavily relies on providing and gathering information, the media students in this study have a background in journalism. According to Hu and Jun (2015), media students are expected to evaluate the reliability of sources, verify information, and communicate it accurately. As such, the new liberal arts framework links the emphasis on information literacy with the abilities of disseminating and gathering knowledge.

Gaps Found in Research in This Area

The significance of this research lies in the fact that numerous universities globally, including those in China, have incorporated new media literacy initiatives into their academic curricula. Even in schools, media studies are taught, but the instructors and educators lack sufficient training and experience in media literacy (Liu & Huang, 2019). Because consuming and assuming literacy is practical, there are legitimate difficulties that students face in understanding media studies (Luan et al., 2020a). Outdated teaching method of media programme which fail to effectively satisfy the demand of media students Daniel (2000), mismatch between content, theoretical aspects and actual media industry needs He Xuming (2005), mismatch between conventional knowledge and contemporary media content Hujian (2016), lack of employment and practise in relation to media interests Goodman (2017), discrepancies between the conventional instructional mode and new media combined teaching in the framework of the new liberal arts Creech (2015), instructional material in journalism Hunteran (2022), shortage of teachers and supplemental teaching materials Jianwu (2017), lack of standard communication between media workers and media teachers in tertiary education Zhian (2019), inability to understand demands expectations of media (Shu, 2019), teaching new media literacy through their group work (Zhang & Wu, 2023), modern information technologies and media (Nouri, 2019), media engagement via technology and digital platforms Manca (2020); Xu et al (2022), internet and online resources related to media literacy Xu et al (2022), tertiary students' development in media literacy Zhang & Wu (2023), students' literacy to understand fake news Syam & Nurrahmi, 2020; Eun Hee Lee et al (2022), exploring students' media literacy through English as a Foreign language course (Layzer & Sharkey, 2018), mass media analysis and interpretation (Dvorghets & Shaturnaya, 2015), media content (Luan et al., 2020a). The educational approaches and difficulties used by media educators in China to help students develop new media literacy within the framework of the new liberal arts through journalism, as well as the perspectives of media students regarding these approaches, need to be examined in a study. Ultimately to provide guidelines for the application of new media literacy for teaching and learning by

media educators within the new liberal arts framework in the Chinese university context. in fostering new media literacy within the new liberal arts framework.

Past Studies

The teaching of media literacy in mainland schools Despite significant progress, China continues to face several challenges. When Shangzhou Xia brought media education to China in 1994, she was the first to introduce the concepts of media literacy. Then came Wei Bu's 1997 analysis, which examined Western media education strategies and how they translated to China. These early efforts included the development of instructional websites and the conducting of surveys to determine the level of media literacy among young people. However, despite these advancements, there remained a deficiency in the understanding and utilization of media literacy, particularly concerning media ethics and critical consumption (Shangzhou, 1994; Bu, 1997).

Discussions at international conferences held in 2004, 2009, and 2012 have been very beneficial for the promotion of media literacy education in China. These incidents addressed issues like the harm that media does to youth and the need to preserve traditional culture, highlighting the need for a theoretical framework suitable for the Chinese context (UNESCO, 1982; UNESCO, 1989). Academic institutions that have taken the lead in integrating media literacy into their curricula include Fudan University and the Communication University of China. They have done this by creating research centers, offering specialized courses, and publishing relevant literature. Despite these efforts, most media literacy training is still located in big cities like Beijing and Shanghai, leading to significant accessibility disparities between different regions (Fudan University, 2006; Communication University of China, 2004).

One of the primary issues is the lack of a coherent theoretical framework for media literacy education in China. Divergent interpretations and applications have resulted from the absence of a unifying theory, hindering the discipline's advancement (Potter, 2004). Additionally, China's media literacy research heavily relies on foreign literature with minimal localization. This results in a lack of social support for programs that promote media literacy as well as a shortage of critical, applicable, and practical techniques unique to China's sociocultural context (Liang, 1922).

Geographic differences compound the problem, as media literacy programs tend to be concentrated in urban areas, leaving rural and underdeveloped areas largely unaffected. Northeast Normal University (2007), asserts that educational disparities are exacerbated by this unequal distribution. Furthermore, it is common to undervalue the role that families play in media literacy instruction. A significant portion of parents lack the media literacy necessary to effectively mentor their kids, and the broader framework for media literacy does not adequately incorporate family education. This oversight jeopardizes the effectiveness and sustainability of media literacy education (Sadler, 1976; Wei Bu, 2009).

Furthermore, the majority of media literacy research conducted in China has been qualitative; comparatively few quantitative studies that could provide insightful and practical applications have been conducted. This research gap limits the practical impact of media literacy

education (Chen, 2012). To solve these issues, a thorough plan that emphasizes strengthening family involvement, expanding regional access to media literacy education, and developing a theoretical framework that is culturally relevant is required.

The research conducted by Lee (2016), offers valuable insights into the potential of this approach with regard to the integration of information technology (IT) into media education in Hong Kong's primary schools. The study offers insight into how successful IT can be in fostering media literacy and 21st-century skills in young learners by examining how the "21st Century Skills Learning: The Creative Information Technology Education Project" was implemented in two school.

The study's all-encompassing methodology is one of its main advantages. Focus groups, observations, and surveys taken together provide a comprehensive understanding of the project's effects from a number of perspectives. This approach makes the study more credible and makes the triangulation of results easier. Additionally, Lee (2016)'s alignment of the study with the concept of "School 2.0" (Collins & Halverson, 2009; Morrison & Lowther, 2010) demonstrates a theoretical framework that is well-defined and useful for understanding the potential of technologically enhanced learning environments.

However, there are certain limitations that need to be considered. Although the study does not establish causal relationships, it does demonstrate a favorable relationship between improved media literacy and IT integration. Correlational research cannot definitively establish cause and effect, as Shadish, Cook, and Campbell (2002) noted. Additionally, because the study only focused on two schools, the findings might not be as applicable to other educational contexts. Expanding and diversifying the sample would enhance the study's external validity.

Moreover, the research may benefit from a closer look at the specific IT tools and platforms that were employed. Knowing how these technologies aided in the growth of media literacy and aligned with academic goals would provide richer insights. Furthermore, it is crucial to look into the part that teacher assistance and training play in effective IT integration, as suggested by the Technological Pedagogical Content Knowledge (TPACK) framework put forth by (Mishra and Koehler, 2006). It would be advantageous to further improve the research by looking at the long-term effects of IT-integrated media education on students' media consumption patterns and critical thinking skills. Researchers could assess the program's long-term effects by keeping an eye on students' media participation after the project is finished. It would also be beneficial for educators and legislators to look into potential roadblocks and challenges in putting these programs—like curriculum development, teacher preparation, and technology access—into general practice.

In brief, the research conducted by Lee (2016), substantially advances our understanding of IT-integrated media education. The study's strongest points are its alignment with contemporary educational theories and rigorous methodology. However, it is essential that the aforementioned limitations be addressed and that the scope of investigation be expanded through future research in order to fully realize the potential of technology-enhanced learning in developing media literacy and 21st-century skills. In order to shield young people from dangerous content, Thailand started teaching media literacy to children in the 1970s. Both

digital literacy and critical thinking have since been added to the curriculum (Kleebung, 2017). Significant challenges remain despite the progress that has been made.

Governmental and non-governmental organizations first collaborated to create educational materials and awareness campaigns that emphasized preventative measures. Nevertheless, as time went on, a more thorough understanding of media literacy as a tool for critical and civic engagement emerged (Kleebung, 2017). While media literacy education has begun, there are still obstacles to overcome, including a shortage of trained instructors and inadequate training (Kaurchit & Kongdee, 2017). In the era of digitalization, media literacy is more crucial than ever. Government initiatives, like the digital literacy curriculum created by the Ministry of Digital Economy and Society (ETDA, 2019), have taken steps in this direction. Civil society and media organizations have made significant contributions, largely due to public education campaigns and fact-checking efforts. Unfortunately, limited funding and a disjointed strategy hinder wide-ranging effects. One major barrier is the government's tendency to prioritize media literacy programs over counter-disinformation campaigns. Equally important as battling misinformation is adopting a more nuanced strategy that equips people with the critical thinking skills to evaluate information. Furthermore, the effectiveness of the current programs' outreach to a range of populations—particularly the most vulnerable—has not received adequate investigation.

Thailand needs a well-thought-out plan in order to increase media literacy. To achieve this, it is necessary to strengthen teacher preparation, integrate media literacy into all educational levels, promote critical thinking skills, and foster collaboration among academia, civil society, the media, and the public sector. Addressing these problems will enable Thailand's citizens to acquire the abilities required to successfully traverse the complex media landscape.

For these attempts to be successful, though, a full understanding of the Thai context is required. Social and cultural variations as well as the evolving media landscape must all be considered. To further evaluate the success of media literacy programs, extensive study and data collection are required. It is difficult to assess progress and identify areas that require improvement in the absence of a precise assessment of the findings.

The creation of policies, public involvement, and education will ultimately be necessary for Thailand to develop media literacy. Thailand may take the lead in media literacy in the area by addressing these problems and strengthening its present advantages. The environment of media and information literacy (MIL) in Malaysia is shaped by a complex interaction among society issues, educational policies, and technological development. Though improvements in increasing internet access and including ICT into the curriculum, the degree of media literacy of the population varies. One main problem is that the curriculum gives technical mastery top priority over media judgment and critical analysis (Norlini, Paridah, Noor Azma, Noor Lees, & Abd Halim, 2017). Students often struggle to apply Higher Order Thinking Skills (HOTS) to media consumption in the real world, despite their best efforts (Yu, Ismail, Izhar, Hussin, & Amran, 2017). The digital divide accentuates this disparity by giving metropolitan areas more access to technology and information than rural areas (Hwa, Kylasapathy, & Zukki, 2018).

Government campaigns including "Klik Dengan Bijak" (MCMC, 2018) have helped to spread

knowledge on internet safety and security. These initiatives sometimes, though, give security top priority over encouraging critical media consumption. One major omission is the lack of a thorough MIL framework including media evaluation, critical thinking, and digital citizenship (Wilson et al., 2011). Strong MIL competencies are especially important given the explosion of social media and the rise in media false information. Citizens must have a strong basis in digital literacy, critical thinking, and media evaluation if they are to properly negotiate this challenging environment. Malaysia has to give merging MIL education into all educational levels—from elementary to postsecondary institutions top priority in order to meet these challenges. Media analysis and critical thinking should be given great importance in initiatives training upcoming teachers. Development of thorough MIL strategies also depends on cooperation among government agencies, educational institutions, civic society organizations, and the media sector. For MIL projects to be carried out effectively, one must have a strong awareness of the Thai setting, which comprises cultural aspects, socioeconomic inequalities, and the dynamic media ecology. By funding media literacy, Malaysia can enable its people to use the internet responsibly, critically, and intelligibly, so producing a more informed and involved society. The Philippines is facing a widespread problem of information disorder, which is made worse by the quick rise in internet and social media usage (Cabañes & Ong, 2018). This problem has been greatly exacerbated by politically motivated disinformation campaigns, which are frequently coordinated by troll armies. Because of falling morals, the lure of consumerism, and insufficient media literacy education, young people in particular are both victims and perpetrators of misinformation. The government has made media and information literacy (MIL) a required course in senior high school in order to address this crisis (Department of Education, 2019). But critical thinking and analysis are frequently neglected in favor of an overemphasis on technology and mass media in the curriculum (Bautista, n.d.). Teachers also lack the necessary training to conduct the course in an effective manner (Bautista, n.d.). The Philippine Association for Media and Information Literacy (PAMIL) and the Asian Institute of Journalism and Communication (AIJC) have made excellent efforts, but the MIL ecosystem as a whole is still underdeveloped and dispersed. Although their reach is restricted, media outlets like ABS-CBN and GMA Network have made a contribution through fact-checking projects and public awareness campaigns. There is doubt about the efficacy of the current MIL initiatives. Few thorough evaluation studies have been conducted to determine how they affect students' media literacy behaviors and competencies. Furthermore, the emphasis placed on MIL education's ability to empower individuals at the individual level may obscure the necessity of structural adjustments to the media landscape and regulatory framework. Political division, economic disparity, and the emergence of populist discourse are just a few of the intricately interacting elements that the Philippines must deal with in order to combat the spread of misinformation. Creating a more resilient information ecosystem requires addressing these fundamental problems.

Moreover, the swift advancement of digital technologies and communication platforms demands that MIL strategies be continuously modified. New strategies for disinformation detection, prevention, and response are needed in light of the platforms and formats that are emerging.

In conclusion, there are still a lot of obstacles to overcome even though the Philippines has made progress in incorporating MIL into the curriculum. In order to effectively counter misinformation, a more thorough and multifaceted strategy is required. This entails improving

media literacy across all age groups, bolstering MIL education, assisting independent media, and tackling the underlying social and political issues that fuel the spread of false information.

The media environment in Indonesia is shaped by a complex interaction between cultural influences, socio-political dynamics, and technological advancement. Even though the nation has moved from an authoritarian to a more democratic state, there are still many difficulties facing the media landscape. Concerns concerning media pluralism and the range of viewpoints offered to the public are raised by the concentrated ownership of media outlets by a small number of strong conglomerates (Nugroho et al., 2019). This oligopolistic system may result in standardized news coverage, reducing the variety of information accessible to the general public and possibly swaying public opinion in the owners' favor. The media conglomerates' commercial imperatives have the potential to jeopardize journalistic integrity further, as profit margins may take precedence over the public's right to information.

Digital media's introduction has increased access to information while simultaneously making misinformation a bigger issue. The dissemination of politically motivated false information and "hoaxes" has grown to be a serious problem, damaging institutions and public dialogue (Sugihartati & Provokatif, 2018). Although the government has passed legislation to address this issue, such as the Information and Electronic Transactions (ITE) Law, its implementation has come under fire for possibly violating the right to free speech (Sudiby, Lee, & Werdiono, 2018). This demonstrates the difficult balancing act between policing offensive content and safeguarding fundamental rights. In Indonesia, the field of media and information literacy (MIL) education is still relatively new. One major limitation of the curriculum is its emphasis on technical skills rather than critical thinking and media evaluation (Sarwono et al., 2014). The digital divide and a shortage of teachers with the necessary training also impede the growth of media-literate citizens. A stronger MIL framework is necessary to counter misinformation and encourage critical thinking. In Indonesia, there are particular difficulties in the interaction between traditional and digital media. Even though television is still the most popular medium, media consumption habits are changing as social media and the internet become more widely used. Because of the increasing convergence of media, people must learn how to navigate various platforms and recognize reliable information in a variety of formats. This has implications for media literacy education.

Conclusion

In summary, the media environment in Indonesia is defined by a complicated interaction of opportunities and difficulties. Even though the nation has made strides toward media freedom, a truly media-literate society is still far off due to factors like the concentration of media ownership, the spread of misinformation, and the shortcomings of media literacy education. A comprehensive and multifaceted strategy involving cooperation between the government, media, civil society, and academia is needed to address these issues.

References

- Autry, A. J., & Berge, Z. (2011). Digital natives and digital immigrants: Getting to know each other. *Industrial and Commercial Training*, 43(4), 460-466. <https://doi.org/10.1108/00197851111171890>
- Bautista, A. P. (2018). *Media and information literacy in practice: Experiential and content analysis of the views from selected Senior High School teachers* (Master's thesis). Asian Institute of Journalism and Communication, Manila.
- Bautista, N. A. (n.d.). *Media and information literacy in practice: Experiential and content analysis of the views from selected Senior High School teachers* (Master's thesis). Asian Institute of Journalism and Communication, Manila.
- Cabanes, J., & Ong, J. (2018). *Architects of networked disinformation: Behind the scenes of troll accounts and fake news production in the Philippines*. The Newton Tech4Dev Network. <https://newtontechfordev.com/wp-content/uploads/2018/02/ARCHITECTS-OF-NETWORKED-DISINFORMATION-FULL-REPORT.pdf>
- Chen, J. (2012). *An overview of media literacy research in China*. Beijing: Zhonghua Shuju.
- Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
- Department of Education. (2019). *K to 12 Basic Education Curriculum Senior High School – Core Subject*. https://www.deped.gov.ph/wp-content/uploads/2019/01/SHS-Core_Media-and-Information-Literacy-CG.pdf
- ETDA. (2019). *วัยใส วัยเก๋าฉลาดรู้เน็ต 2 [Youth and Elderly's Smart Internet Volume 2]* [PDF]. Bangkok: ETDA.
- Fudan University. (2006). *Media literacy education in higher education*. Shanghai: Fudan University.
- Hwa, T., Kylasapathy, P., & Zukki, A. (2018). Bridging the digital divide: An exploration of initiatives in Malaysia. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, 14(3), 101-113.
- Kleebpung, N. (2017). The challenge of media literacy education in Thailand. In B. S. De Abreu, P. Mihailidis, A. Lee, J. Melki, & J. McDougall (Eds.), *International handbook of media literacy education*. New York: Routledge.
- Kaurchit, W., & Kongdee, C. (2017). *The survey of media literacy education in higher education in Thailand* [PDF]. Bangkok: Sripatum University and the Children and Youth Media Institute.
- Kylasapathy, P., Hwa, T., & Zukki, A. (2018). *Unlocking Malaysia's digital future: Opportunities, challenges and policy responses*. Bank Negara Malaysia.
- Lee, A. Y. L. (2016). [Insert full article title]. *Global Media and China*, 1(4), 435-449.
- Liang, Q. (1922). *A summary of China's evolution over the last fifty years*. Yinbing Shi Heji [Collected Essays from the Ice-Drinker's Studio]. Beijing: Zhonghua Shuju.
- MCMC (Malaysian Communications and Multimedia Commission). (2018). *Internet users survey 2018: Statistical brief number twenty three*. Cyberjaya. Retrieved from <https://www.nielsen.com/us/en/insights/article/2011/malaysian-internet-usage-takes-off-in-2010/>

- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher education. *Journal of Teacher Education*, 57(1), 60-70.
- Norlini, M. D., Paridah, S., Azma, N. Z. A., Lees, N. A., & Abd Halim, N. B. (2017). The level of information literacy skills among secondary school students in Malaysia. *Journal of Educational Technology & Development and Exchange (JETDE)*, 8(2), 189-202.
- Nugroho, E., & Mutmainnah, N. (2019). Indonesia. In Eriyanto & N. Mutmainnah (Eds.), *Media landscape. European Journalism Centre*. <https://medialandscapes.org/country/indonesia>
- Pemerintah Indonesia. (2008). Undang-Undang Republik Indonesia Tahun 2008 Tentang Informasi dan Transaksi Elektronik (UU ITE). *Lembaran Negara Republik Indonesia Tahun*, 58, 7.
- Potter, W. J. (2004). *Theory of media literacy: A cognitive approach*. Thousand Oaks, CA: Sage.
- Severin, W. J., & Tankard, J. W., Jr. (2001). *Communication theories: Origins, methods, and uses in the mass media* (5th ed.). New York: Longman.
- Shangzhou, X. (1994). We need media literacy in China. *Journalism Review*, 1, 9-10.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Houghton Mifflin.
- Sugihartati, R., & Provokatif, P. (2018). KOMPAS, 6.
- Thoman, E., & Jolls, T. (2005). Media literacy education: Lessons from the Center for Media Literacy. In G. Schwartz & P. U. (Eds.), *Media literacy: Transforming curriculum and teaching* (Vol. 104, pp. 180-205). Malden, MA: National Society for the Study of Education.
- UNESCO. (1982). Declaration on media education. In L. Masterman (Ed.), *Teaching the media* (pp. 340-341). London: Comedia.
- UNESCO. (1989). *World communications report*. Paris: United Nations Educational, Scientific and Cultural Organization.
- UNESCO. (2011). *Community media: A good practice handbook*. Paris: United Nations Educational, Scientific and Cultural Organization.
- Wilson, C., Grizzle, A., Tuazon, R., Akyempong, K., & Cheung, C. K. (2011). *Media and information literacy curriculum for teachers*. Paris: UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf00001929714o> mini