

Media Literacy in Algerian Universities-Strategies for Advancement: An Analytical Study of Training Programs in Media and Communication Sciences

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Abstract:

This study endeavors to examine the current state and importance of media literacy within the academic sphere of media and communication in Algerian universities. Additionally, it investigates practical approaches to enhance the quality of media literacy, recognizing the pivotal role universities play in fostering students' media literacy and shielding them from harmful media influences. Equally essential is the instruction of students to create constructive media and communication content that reflects societal values. The study employed a descriptive approach, focusing on the analysis of training curricula for undergraduate programs specializing in media and communication studies.

The study results indicate that undergraduate training programs in media and communication at Algerian universities lack explicit metrics or educational frameworks related to media literacy. Nevertheless, these programs do introduce concepts that are indirectly or directly associated with media literacy.

Moreover, these programs are built upon a foundation of both general and specialized knowledge, complemented by the instruction of students in the essential skills for media literacy. The elements of media literacy provided by these training programs include analysis, critique, evaluation, and production. These elements are congruent with the principles of media literacy and contribute to the development of students' capabilities in media education.

In terms of advancing media literacy in Algerian universities, two principal strategies have been identified. The first entails introducing a specialized field of media literacy within the university curricula. The second approach involves integrating modules and study topics directly linked to media literacy into the existing training programs for media and communication sciences at the undergraduate level.

Keywords: Education, Media, Media Literacy, Educational Media, Training Programs, Algerian Universities.

Introduction:

Global events, while not entirely sufficient, have influenced the development of awareness regarding the historical and contemporary roles of media and the understanding of information and communication dynamics. Hassan (2015, p. 62) asserts that cognitive, technological, and economic advancements, both nationally and globally, have coincided with a heightened interest in media literacy. As a result, numerous countries worldwide have prioritized media literacy, integrating it into various educational stages and crafting specialized plans and programs for its implementation.

Academic and educational institutions globally have expanded the traditional notion of literacy, which historically centered on reading and writing, to encompass a broader array of knowledge, skills, and competencies essential for individuals to thrive in the modern world. In 2005, the New Media Consortium redefined literacy as "a set of abilities and skills where oral, written, visual, and digital cultures intersect" (Jenkins, Clinton, Purshotma, & Weigel, 2009).

Numerous international organizations have advocated for immediate support to be extended to countries worldwide regarding media literacy. Throughout the past century, many nations have hosted conferences, meetings, and workshops on media literacy, addressing both theoretical and practical aspects. These gatherings have underscored the importance of imparting media literacy skills by integrating robust media education into diverse curricula, thus enabling future generations to navigate media content effectively. Furthermore, there have been calls to expand the scope of media literacy to encompass contemporary developments.

In the Arab world, there were no distinct activities focused on media literacy prior to the workshop organized by UNESCO in 2002 in Tunisia. The workshop aimed to acquaint professionals in the fields of media, education, and teaching with the principles of media literacy (Inas Ibrahim & Rabah Ramzi, 2009, p. 606).

The inaugural International Conference on Media Literacy in Riyadh stands out as a pivotal event focused on propagating media literacy principles within educational institutions across several Arab nations and the Asian region. Collaborating with diverse organizations, universities, and research centers, the conference emphasized the necessity of incorporating media literacy as a compulsory subject within higher education curricula. This integration aims to equip individuals with the tools to navigate the negative influences of media content while engaging constructively with its positive aspects. Modern media platforms now wield significant influence in social development, posing formidable competition to educational institutions in fulfilling their cultural and social mandates. They play a crucial role in either reinforcing or undermining social cohesion, preserving cultural identity within the framework of cultural and ethical values embedded in their messaging (Hassan, 2015, pp. 69-70).

From the proclamation of "Grünwald" in 1982 to the Paris Declaration of January 2007, the significance of media literacy has been amplified amidst the emergence of new social and global factors and variables. These encompass advancements in knowledge and technology, as well as a need to understand and interpret these advancements. Moreover, global and national economic shifts have influenced the dynamics between media and societal structures, and brought about social ramifications for children and youth across various developmental stages (Abdelhamid, 2012, p. 106).

1. Framework of the Study:

1.1. Statement of the Problem and Research Questions:

Media and education are primary factors that shape the cultural and educational landscape of children, adolescents, and the youth. They both operate under a largely unified framework of knowledge dissemination to an audience. Thus, the challenge of integrating education with media lies not only in the impact of media on the younger generation but also in the content provided (Khalil, 2015, p. 16). Media and education represent two essential pillars for which the state must devise comprehensive strategies to guide successive generations towards desired social behaviors for our children and society. This necessitates leveraging the strong interconnections between media, education, and upbringing (Al Mawlid, 2010, p. 64).

The dissemination of media literacy is a collective responsibility shared by both official and non-official institutions. According to Al-Askari (2007, p. 35), it is a joint obligation among all official and non-official entities. This includes educators, media professionals, and societal organizations, who are tasked with raising awareness of this concept and subsequently initiating its dissemination and implementation.

Higher education plays a pivotal role in developing media literacy, as noted by Al-Mutawalli (2003, p. 20). Educational institutions, including schools and universities, extend beyond mere academic instruction to become cultivators of student media literacy skills. This involves training both educators and learners in effectively utilizing media and critically analyzing its content. Concurrently, it entails raising awareness about the potential hazards associated with media consumption. Educational systems are thus tasked with developing a contemporary form of education centered on critical thinking. The goal is to foster a more positive, awareness-based, and responsible approach to media engagement.

Given the importance of media literacy in Algeria, its perceived lag behind other nations according to certain studies, and the role of Algerian universities in mitigating negative media influences, our study serves as an exploratory endeavor to address the question:

What is the status of media literacy within academic disciplines (undergraduate training programs) in the faculties and departments of media in Algerian universities?

This gives rise to several sub-questions:

- What is the concept of media literacy and its importance for university students in the field of media and communication sciences?
- Do undergraduate training programs (LMD) in media and communication sciences in Algerian universities incorporate academic standards addressing media literacy? Are these standards presented directly or indirectly?
- What are the essential concepts that should be included in undergraduate training programs (LMD) in media and communication sciences at Algerian universities?
- What are the concepts of media literacy included in undergraduate training programs (LMD) in media and communication sciences at Algerian universities?
- What are the components of media literacy provided by undergraduate training programs (LMD) in media and communication sciences at Algerian universities?
- What is the nature of the educational content provided by undergraduate training programs (LMD) in media and communication sciences at Algerian universities?

- What are the strategies for developing media literacy in Algerian universities?

1.2. Research Objectives:

- Exploring the concept and significance of media literacy for university students.
- Assessing the incorporation of media literacy standards within undergraduate training programs (LMD) in media and communication sciences at Algerian universities, examining whether they are presented directly or indirectly.
- Identifying the essential concepts necessary in undergraduate training programs (LMD) in media and communication sciences at Algerian universities.
- Investigating the specific aspects of media literacy covered in undergraduate training programs (LMD) in media and communication sciences at Algerian universities.
- Analyzing the components of media literacy integrated into undergraduate training programs (LMD) in media and communication sciences at Algerian universities.
- Examining the educational content of media literacy within undergraduate training programs (LMD) in media and communication sciences at Algerian universities.
- Exploring strategies for enhancing media literacy at Algerian universities.

1.3. Significance of the Study:

- The significance of our study stems from the importance of media literacy, especially among university students.
- There is a necessity to actively promote media literacy across various academic disciplines and levels, along with seeking ways to enhance it in Algeria.
- Supporting contemporary approaches to media literacy by highlighting its importance in higher education and encouraging the development of skills such as analysis, critique, evaluation, and engagement in media messaging.

1.4. Limitations of the Study:

The scope of the study encompasses the Master's level training programs (LMD) in the field of humanities, specifically within the domain of Communication and Media Sciences, across several Algerian universities. It's noteworthy that the Ministry of Higher Education and Scientific Research in Algeria has been working for years to standardize specialized training programs across universities offering education in various scientific disciplines within the field of Communication and Media Sciences.

The timeframe of study spanned from June 15, 2023, to August 27, 2023.

Key Terms and Concepts:

- **Education:**

The concept of education has been subject to diverse interpretations, reflecting varying perspectives on the nature of education and the human condition. John Dewey famously posited that "education is life itself, not mere preparation for life." Conversely, Stuart Mill argues that "education encompasses all that one learns or imparts to others." Meanwhile, Al-Tahawi defines it as "the cultivation of a child's character in alignment with an ideal society." Lodge offers a nuanced perspective, suggesting that education entails both an individual's engagement with their surroundings—a broad interpretation—and specifically denotes formal schooling when discussing media education (Al-Hamdani, 2014, p. 51).

- **Media:**

The term "media" is commonly associated with news, information, and transient events, encompassing reports, displays, and highlights. Linguistically, it primarily denotes news and presentation, emphasizing its connection with current events and transient qualities (Al-Far, 2014, p. 26).

Defining the term "media" presents a challenge due to the diverse methodologies, multifaceted roles, and differing perspectives among researchers. As a result, there exists a range of definitions for the concept of media. For instance, Mohamed Gamal Al-Far defines media as "the process of providing people with news, information, and established facts that help them form a correct opinion on an event or issue, expressing an objective view of the public mentality and their trends. At the same time, it represents an objective expression of the mentality, spirit, and inclinations of the public" (Al-Far, 2014, p. 28).

In our study, "media" refers to the dissemination of news, events, facts, and educational and media-related information to all individuals within the higher education sector, encompassing both domestic and international contexts.

- **Media Literacy:**

Jose M. Brown defines media literacy as "the method used to clarify the skills and capabilities of university students that require awareness of advanced education in modern communications such as e-learning and multimedia in the age of information society" (Jose M, 2008, p. 103).

On the other hand, Share J. presents media literacy as: "Acquiring knowledge, understanding, and correct application of skills and positions that allow students to deal with the complex and changing media world in a conscious and purposeful manner, and as an acquisition of the ability to use media in an active and dynamic way for effective social participation" (Share J., 2013, p. 119)

In this study, media literacy is defined as the acquisition of knowledge, concepts, and skills for dealing with various media, and how to use this knowledge and these skills in the process of critiquing, analyzing, and evaluating media messages; not merely receiving said messages but also producing them.

- **Training Programs:**

The Algerian university underwent a significant overhaul in its educational framework at the onset of the twenty-first century, transitioning from the conventional classical model to the L.M.D system. In 2003, an application was submitted to adopt a new Bachelor's degree system, which commenced implementation in September 2004. The executive decree governing this process, numbered 04-1371 and dated November 21, 2004, marked the initiation of this educational paradigm shift (Saudi, 2019, p. 70).

Terminology varies between training patterns, models, and methodologies (Saudi, 2019). In the context of our study, we refer to them as the knowledge acquisition and production programs administered by the academic faculty at Algerian universities. Specifically, our focus lies on Bachelor's degree programs in the field of communication and media studies.

- **University:**

The Oxford English Dictionary defines a university as an institution that provides students with advanced learning in various fields and awards them academic degrees while facilitating scientific research.

In academic discourse, the term "university" has been subject to a variety of definitions and interpretations by scholars and intellectuals. Some define it as: "All forms of post-secondary education or training geared towards research, conducted within a university or other recognized educational institution at the higher education level, as acknowledged by the official authorities of the state" (Bouacha, 2000, p. 10).

Others characterize it as: "An institution engaged in production, aimed at enriching knowledge, advancing technologies, and cultivating competencies, drawing upon the accumulated human scientific knowledge across diverse scientific, administrative, and technical domains" (FadilDaliou et al., 2006, p. 79).

The university is also defined as: "An educational institution providing theoretical, cognitive, and cultural education to students holding a high school diploma or its equivalent. It embraces ideological and humanitarian principles, coupled with vocational training, aimed at preparing them for public life as productive individuals. Additionally, it contributes to addressing pivotal issues that periodically arise in society, influencing the varied interactions of these students" (Al-Baradei, 2002, p. 290).

- **Algerian University:**

In accordance with the legal framework outlined in Decree No. 03-579 dated August 23, 2003, which establishes the fundamental statutory regulations of the university, the university is defined as: "A public institution with an administrative, scientific, cultural, and professional character, endowed with legal personality and financial independence." (Official Gazette of Algeria, 2004, page 5). Furthermore, the university is regarded as a national institution prior to being predominantly an academic one, aiming for autonomy to fulfill the objectives of knowledge generation and dissemination. (Ibrahimi, 2013).

Operationally, it can be defined as an official institution in Algeria authorized to academically, professionally, and culturally educate students, along with conducting scientific research that serves both individuals and society.

- **Literature Review on Media Literacy:**

Study conducted by Al-Tawisi and Al-Zoubi, titled: "Media and Information Education in Jordanian Universities: Analysis of Curricula and Syllabi and Proposal of a National Framework."

This study aimed to assess the state of media and information literacy (MIL) in the curricula of Jordanian universities and explore the feasibility of incorporating MIL concepts into undergraduate programs at two levels. At the general level, the integration of MIL concepts into selected courses across disciplines was considered. At the specific level, the focus was on teacher training colleges, with the proposal of introducing a dedicated course in this domain. The study was structured around four main dimensions:

- What is the significance of media and information literacy in higher education?
- What is the importance of media and information literacy in youth institutions?

- Are the concepts and principles of media and information literacy present in the curricula of Jordanian universities?
- An executive framework for integrating media and information literacy into the curricula of Jordanian universities.

The study relied on several tools for data collection and analysis: A review of literature to identify the best practices in the field, which guided the responses to the first and second research questions. A Curriculum analysis to describe courses and faculty plans, which addresses the third research question. In this context, a sample of curricula from Al-Hussein Bin Talal University and Al al-Bayt University was selected.

The study results revealed the absence of any comprehensive course dedicated to Media and Information Literacy (MIL) within the curricula offered by the Colleges of Education at both Al-Hussein Bin Talal University and Al al-Bayt University.

There is a lack of courses dedicated to media literacy within the curricula offered by the Colleges of Arts at both universities, with very few exceptions found in limited courses covering some concepts within the curricula of International Relations and Library Sciences at Al-Hussein Bin Talal University.

Study by Al-Khaza'leh (2021) titled: Attitudes of Social Sciences Teachers Towards Integrating Media Literacy in Jordanian Programs:

This study investigated the inclinations of social sciences educators regarding the incorporation of media literacy within the academic syllabi. Employing a descriptive survey methodology, the researcher selected a sample of 85 teachers, both male and female, specialized in social sciences at the Directorate of Education for the North Western Badia District, during the initial semester of 2021. These individuals were randomly chosen from a total population of 125 teachers. Research tools comprised 16 items, with the researcher ensuring their validity and reliability. Notably, the findings indicated a generally high inclination among social studies instructors towards integrating media literacy into the curriculum.

The study's results also revealed no statistically significant differences at the significance level ($\alpha = 0.05$) attributed to gender and years of experience variables. Based on these findings, the study recommends the integration of media literacy into curricula and textbooks, either as standalone courses or through the inclusion of media literacy units within textbooks.

Study of Iman Sayed Ali (2020) titled "Academic Attitudes Toward Incorporating Media Literacy Principles Among University Students"

The study aimed to explore the perspectives of academics regarding the integration of media literacy in Egyptian universities. It employed a descriptive approach and survey methodology. The sample comprised 200 individuals selected from several academics in media faculties across both public and private Egyptian universities. Research tools included questionnaires. Key findings of the study included:

The most effective method for teaching media literacy to students was found to be through workshops, discussions, dialogues, and the exchange of viewpoints between students and instructors. Additionally, hands-on experience involving the production of media content, in which students actively participate, was emphasized. Conversely, the method of lecture delivery by instructors to students ranked lower in the hierarchy of teaching methodologies.

The findings also revealed that academics identified several prominent risks associated with uninformed media engagement. These risks include sexually deviant behaviors, tendencies towards aggression, disconnection from social issues, academic procrastination, erosion of social and religious values, and the cultivation of negative apathy.

Significant statistical differences were observed in attitudes towards the implementation strategies of media literacy among academics based on their academic rank (lecturer, assistant professor, associate professor, full professor). Moreover, a statistically significant distinction is evident between the mean scores of academics in private and public universities concerning their perspectives on the implementation strategies of media literacy among university students.

Study by Abu Al-Qasim, Shaib, & Thi, 2019) titled: "Media and Information Literacy in Algeria: Perspectives of Students and Specialized Journalists."

The study, conducted under the auspices of the German Friedrich Ebert Stiftung in collaboration with the Palestinian Media Institution and the youth empowerment initiative, examined the state of media and information literacy in Algeria. Research was carried out in various regions of Algeria, particularly in the northern and central regions, encompassing Algiers, Biskra, and Mostaganem. Employing a descriptive-exploratory approach, the study utilized survey questionnaires and interviews as its primary research tools. The study sample comprised focal research groups, including 40 school students and 40 university students.

Additionally, interviews were conducted with journalists, non-governmental media organizations, heads of media departments, as well as representatives from the Ministries of Education and Higher Education in Algeria.

Among the notable findings of this study is the emergence of distinct media cultures among young people facilitated by initiatives promoting the use of free citizen media. Moreover, there appears to be limited attention devoted to enhancing media literacy among relevant stakeholders. University students have articulated a demand for media and information literacy education.

Study by Belkassi (2017) titled: University Programs and Achieving Media Literacy: Survey Study of a Sample of Students at the department of Media and Communication, University of Algiers 3

The study sought to gauge university students' awareness of media literacy and their aptitude in engaging with media platforms. It also aimed to evaluate the role of Algerian universities, particularly the department of Media and Communication, in fostering students' critical and creative thinking in relation to diverse media formats and content. Employing a descriptive methodology rooted in field surveys, the research collected the viewpoints of a sample of 50 graduate and doctoral students specializing in radio and television studies at the department of Media and Communication, University of Algiers 3. The survey aimed to assess the extent to which the department curriculum contributes to shaping students' understanding of media content for media literacy. It was structured with 19 questions across three primary sections, alongside demographic inquiries. One significant outcome of the study is students acknowledging the need to be equipped with diverse modes of creative thinking to develop their capacities for analysis, critique, and evaluation within appropriate theoretical frameworks. The research highlighted deficiencies in the effectiveness of curricula in supplying the essential elements for nurturing students' creative thinking.

• **Similarities and Differences with Previous Studies:**

Our study aligns with prior research in its exploration of media literacy education. However, it diverges from previous studies regarding the study population and sample, which focus on undergraduate students enrolled in media and communication science programs in Algerian universities. Furthermore, our study differs in methodology and research instruments compared to earlier research endeavors.

3. Methodology and Results:

Research Methodology:

This study adopted a descriptive methodology, relying on content analysis of undergraduate training courses in the academic field of media and communication sciences. This approach aimed to extract relevant concepts related to media literacy directly or indirectly embedded within the training courses. By analyzing the content of these courses, the study accessed information concerning the content of media literacy education.

Study Population:

It is important to note that the Ministry of Higher Education in Algeria has standardized training courses in the fields of media and communication sciences. This means that there are uniform training courses offered across various Algerian universities that provide specializations in media and communication sciences.

This study focused specifically on the undergraduate training courses provided by the Faculty of Social and Human Sciences, Department of Humanities, specializing in Media at DjilaliBounaama University in Khemis Miliana, and the Faculty of Humanities and Social Sciences, Department of Media and Communication, specializing in Communication at the University of Relizane.

• **Study Sample:**

To obtain a bachelor's degree (licenceacadémique), students must engage in three consecutive years of study following the L.M.D system. The curriculum for each specialization spans six semesters across this three-year period, with an average of two semesters per year. The first year of the bachelor's program is dedicated to foundational courses in the humanities, followed by specialization in media and communication sciences during the second and third years.

The training programs consist of core educational units, methodological units, exploratory educational units, and horizontal educational units. Each semester typically ranges from 14 to 16 weeks in duration.

It is noteworthy that upon conducting our analysis of the curriculum, we observed a consistent structure in the first (semesters one and two) and second years (semesters three and four) across both media and communication specializations. This implies that the course content remains uniform for students in both disciplines during their initial two years of study.

It is worth mentioning that we excluded horizontal education units from our analysis, which typically include foreign language courses such as French. These units were omitted as they do not directly pertain to the study of media literacy.

The selection of these courses was purposeful and guided by predetermined criteria, specifically targeting courses that address concepts relevant to media literacy.

The sample analyzed consisted of the following training programs:

- Training Program for Bachelor of Arts in Media.
- Training Program for Bachelor of Arts in Communication

• **Study Tools:**

To analyze the undergraduate training programs in Media and Communication Sciences (Media - Communication),

we developed a content analysis tool specifically tailored for this purpose. Additionally, we compiled a list of media literacy concepts deemed essential for inclusion in these programs. The initial version of the analysis tool encompassed 53 media-related concepts.

For the final version, we relied on the input of reviewers to determine which concepts were most suitable for university-level instruction. Based on their feedback, we refined the tool to include 45 essential concepts that should be covered in the training programs.

• **Validity and Reliability:**

Validity refers to confirming that the tool of analysis accurately measures what it intends to measure (Ben Tabba, 2015, p. 236). To ensure that, we adopted the method of face validity. This involved presenting the analytical study tool to a group of Media and Communication professors to assess its suitability for achieving the study's objectives and its ability to answer its research questions. Necessary adjustments were made based on their feedback, as per the reviewers' opinions, to finalize the tool for application.

Reliability denotes the extent to which the results align with multiple reviewers using the same measurement tool (Thummar, 2017, p. 158). The reliability test was conducted with two reviewers to measure the consistency of the analysis coefficient. The reliability test was conducted on 40% of the total study sample. The Holsti Index was relied upon to determine the level of consistency between the researcher and two other researchers. The researcher was denoted by symbol (A), the first researcher by symbol (B), and the second researcher by (C), applying the following equation:

Holsti Index = Median amount of agreements / number of units analyzed (u1+u2+u3)

(A) = 37/40 = 0.92

(B) = 34/40 = 0.85

(C) = 36/40 = 0.90

Holsti Index = 37+34+35/120 = **0.89**

The results of the HolstiIndexAgreement Formula indicate an agreement percentage of 0.89, which is a high rate indicating that the stability of analysis tool, as well as the clarity of its categories and its suitability for data collection. The data was processed, and the frequencies and percentages of responses were calculated.

A. Results:

Our investigation into the extent to which LMD training programs at the undergraduate level in the field of Media and Communication Studies incorporate media literacy metrics, and whether they are presented directly or indirectly, we analyzed the components of the undergraduate training programs. The following table illustrates the proportions of media education concepts included in the training programs compared to the concepts that should be present as a whole:

Table (02) illustrates the analysis of academic metrics related to media education directly and indirectly in the undergraduate training programs for the first and second years:

Analysis of Training Programs for the First and Second Years in Media and Communication Studies	
Modules Directly Related to Media Literacy	Modules Indirectly Related to Media Literacy
Introduction to Media and Communication	Contemporary Algerian History
Media and Communication Technology	Introduction to Archaeology

Editing Techniques in Print Journalism	History of Civilizations
Media and Television Editing Techniques	Contemporary International Issues
Media Economics	Social and Cultural Anthropology
Media Legislation	Introduction to Philosophy
Schools and Curricula	
Curricula and Research Techniques in Media and Communication Sciences	
Information Technology	
Introduction to the Information Society	
Analysis of Press Data	
Press Data Analysis Software	

From the preceding table, study programs in the field of Media and Communication at the undergraduate level do not include any modules addressing media literacy. Moreover, our analysis of the three years program revealed no direct media literacy modules in any of the dimensions or components that the study examines. However, these programs contain modules that include concepts directly and indirectly related to media literacy. The number of modules directly related to media literacy was eleven, while indirectly related modules amounted to seven.

As for the results of the analysis of the third-year programs, there were variations of content. However, all of them were directly related to media literacy and its concepts. The results show that the program in Media and Communication for the third year (semesters five and six) contain modules all directly related to media literacy, as illustrated in the following table:

Table (03) illustrates the analysis of third-year programs in Media and Communication Studies

Analysis of the 3 rd year programs in Media		Analysis of 3 rd year programs in Communication	
5 th Semester Modules	6 th Semester Modules	5 th Semester Modules	6 th Semester Modules
Online Journalism Editing	Online Journalism Editing	Organization Theories	Organizational Communication
Media and Communication Theories 1	Media and Communication Theories 1	Media and Communication Theories 1	Media and Communication Theories 2
Specialized Written and Electronic Journalism	Specialized Written and Electronic Journalism	Audience Studies	Communication Technologies
Production of Written and Electronic Newspapers	Production of Written and Electronic Newspapers	Communication Strategies	Public Relations
Methodology Seminar 1	Methodology Seminar 1	Methodology Seminar 1	Methodology Seminar 2
Training in Drafting Reports and Internship Reports	Training in Drafting Reports and Internship Reports	Training in Thesis Drafting and Internship Reports	Training in Thesis Drafting and Internship Reports
Audience Studies	Audience Studies	Public Communication	Social Issues - Drugs

		Campaigns	
Responsible Governance and Professional Ethics	Responsible Governance and Professional Ethics	5 th Semester Modules	6 th Semester Modules

Based on the preceding tables, it can be inferred that the program for the third year in Media and Communication studies incorporates measures directly linked to the principles of media literacy. This indicates that university students are being instructed in concepts pertinent to media literacy without explicit focus on the concept itself.

2. Essential Concepts to be Included in Media and Communication Studies Within the LMD Framework:

To answer this question, we relied on concepts that obtained a consensus of 87% among, via parts of the survey pertaining to what ought to be included in training programs. The final list comprised 45 concepts. The following table illustrates what should be included in the training programs:

Table (04) illustrates the concepts of media literacy to be included in training programs

<ul style="list-style-type: none"> ▪ Communication 	<ul style="list-style-type: none"> ▪ Radio and Television Programs
<ul style="list-style-type: none"> ▪ Media 	<ul style="list-style-type: none"> ▪ Specialized Media
<ul style="list-style-type: none"> ▪ Theories of Media and Communication 	<ul style="list-style-type: none"> ▪ Advertising - Promotion - Propaganda
<ul style="list-style-type: none"> ▪ Elements of the Communication Process (Sender - Message - Medium - Receiver - Feedback) 	<ul style="list-style-type: none"> ▪ Control
<ul style="list-style-type: none"> ▪ Journalism Arts (News, Report, Feature, Investigative Journalism, Interview, Portrait, Image, Editorial, Column) 	<ul style="list-style-type: none"> ▪ Public Opinion
<ul style="list-style-type: none"> ▪ Journalist - Correspondent - Delegate 	<ul style="list-style-type: none"> ▪ Values
<ul style="list-style-type: none"> ▪ Audience 	<ul style="list-style-type: none"> ▪ Social Responsibility
<ul style="list-style-type: none"> ▪ Freedom of Expression 	<ul style="list-style-type: none"> ▪ Fourth Estate
<ul style="list-style-type: none"> ▪ Right to Information 	<ul style="list-style-type: none"> ▪ Public Relations
<ul style="list-style-type: none"> ▪ Internet 	<ul style="list-style-type: none"> ▪ Marketing
<ul style="list-style-type: none"> ▪ Privacy 	<ul style="list-style-type: none"> ▪ Political Marketing
<ul style="list-style-type: none"> ▪ Social Media Networks 	<ul style="list-style-type: none"> ▪ Social Marketing
<ul style="list-style-type: none"> ▪ Websites 	<ul style="list-style-type: none"> ▪ Digital Marketing
<ul style="list-style-type: none"> ▪ Globalization 	<ul style="list-style-type: none"> ▪ Crisis
<ul style="list-style-type: none"> ▪ Cultural Invasion 	<ul style="list-style-type: none"> ▪ Communication Channels
<ul style="list-style-type: none"> ▪ Rumor 	<ul style="list-style-type: none"> ▪ Media Message
<ul style="list-style-type: none"> ▪ Interaction 	<ul style="list-style-type: none"> ▪ Media Discourse
<ul style="list-style-type: none"> ▪ Television - Radio 	<ul style="list-style-type: none"> ▪ Brainwashing
<ul style="list-style-type: none"> ▪ Cinema 	<ul style="list-style-type: none"> ▪ Dialogue
<ul style="list-style-type: none"> ▪ Media Technology 	<ul style="list-style-type: none"> ▪ Film
<ul style="list-style-type: none"> ▪ Media Legislation 	<ul style="list-style-type: none"> ▪ Media Ethics
<ul style="list-style-type: none"> ▪ Scenario 	<ul style="list-style-type: none"> ▪ Direction
<ul style="list-style-type: none"> ▪ Montage 	

Upon reviewing the requisite media literacy concepts outlined by the evaluators for Algerian universities, it becomes apparent that they encompass the realms of media, information, and digital literacy. These concepts are paramount for university students, equipping them with the capacity to comprehend and analyze media platforms and their messages. Moreover, they empower students to assess the content disseminated by these platforms, discern negative messages, and promote positive ones, all while considering the societal values and nuances.

3. Media literacy concepts in the bachelor's training programs of media and communication sciences within Algerian universities:

Through our analysis, we found that programs focusing on media contained 31 media literacy concepts. Comparing this with the required concepts, we observed that the media-focused curriculum covers 68.8% of media literacy concepts, which is an acceptable proportion. Similarly, the curriculum focusing on communication included 24 media literacy concepts, covering 53.3% of the required concepts. This is illustrated in the following table:

Table (05): Media literacy concepts integrated into the training programs of media and communication studies.

	Programs	Concepts ought to be Included	Included Concepts	%
1.	Bachelor Training Programs-Media	45	31	68.8%
2.	Bachelor Training Programs-Communication	45	24	53.3%
	Concepts Across all Training Programs	45	36	80%

The outcomes presented in the preceding table reveal a variance in the inclusion of media literacy concepts compared to the requisite ones across media and communication training programs. This diversity likely stems from considerations tailored to the distinct nature of each specialization, alongside the Ministry of Higher Education's push for standardization and integration of specializations and academic criteria within the same domain.

Furthermore, concepts across all programs accumulated at an 80% rate. While this figure is deemed satisfactory, there exists a necessity to fortify undergraduate training curricula in media and communication with more direct emphasis on media literacy. This can be achieved through the incorporation of additional standards and study components focused explicitly on media literacy.

4. Aspects of Media Literacy in Undergraduate Training Programs in Media and Communication Studies at Algerian Universities

Undergraduate programs in Media and Communication Studies at Algerian universities come with a diverse array of aspects pertaining media literacy. These aspects are tailored to suit the specific requirements of media literacy and are aligned with the diverse demands of each specialization. The following table illustrates specific media literacy aspects included in each specialization:

Table (06): Components of Media Literacy in Programs of Media and Communication Studies

Programs	Aspects of Media Literacy
Undergraduate Degree in Media	Analysis - Critique - Production
Undergraduate Degree in Communication	Analysis - Evaluation - Production

The table indicates that the field of Media studies emphasizes core aspects such as analysis, critique, and production. These aspects are in line with media literacy objectives and play a pivotal role in enhancing students' proficiency. It is evident that the curriculum and standards in Media prioritize fostering analytical thinking, critiquing media content, and facilitating the creation of media materials that resonate with societal values, norms, and traditions.

Similarly, this trend extends to the program in Communication. However, it is important to note that this area of study emphasizes the examination and evaluation of communication processes and their constituents, alongside promoting the development of constructive communication messages, particularly within institutional and organizational contexts.

5. Educational Content in Programs in Media and Communication Studies at Algerian Universities

The study results indicate that the nature of media literacy content in the programs of Media and Communication studies focuses on providing scientific knowledge and concepts, along with refining

students' skills for the production of media and communication messages that have a positive impact on society. The following table illustrates this:

Table (07) Educational Content in Programs Pertaining to Media and Communication

Programs	Educational Content
Undergraduate Degree in Media	Knowledge, concepts, and skills
Undergraduate Degree in Communication	Knowledge, concepts, and skills

There seems to be a comprehensive delivery of both foundational and specialized knowledge to students. This encompasses a broad spectrum of subjects, including introductory courses on media and communication, theories shaping these fields, organizational frameworks, technological advancements in media and communication, ethical considerations, legislative frameworks, economic dynamics within the media landscape, insights into information society, and methodologies for analyzing journalistic data.

Additionally, the curriculum components are designed to cultivate students' proficiency in media literacy through a diverse set of skills. These include journalistic editing techniques, editing methodologies tailored for radio and television formats, research methodologies specific to media and communication studies, digital media competencies, understanding organizational communication structures, practical experience in producing both written and electronic newspapers, adeptness in communication strategies, and proficiency in public relations practices.

Consequently, this facilitates the development of analytical thinking skills and practical competencies essential for effective media literacy. This fosters the growth of students capable of critically analyzing media content and contributing positively to the media and communication landscape.

6. Developing Media Literacy in Algerian Universities

Insight from reviewers and experts regarding strategies to develop media literacy within Algerian universities were gathered. Two key directions were identified:

(a). A call for establishing media literacy as its own unique specialty in media and communication undergraduate programs. This necessitates support from the Algerian Ministry of Higher Education through overarching policies aimed at integrating media literacy into university curricula. Additionally, there is a need for tailored plans and programs to be developed.

Nevertheless, this is faced by several potential challenges:

- Designing specialized media literacy programs requires expertise in curriculum development and media literacy, as well as a thorough review of international programs and experiences. Collaboration with specialized international organizations experienced in crafting customized training programs for university students is crucial.
- Training specialized instructors proficient in media literacy involves the training and development of instructors capable of effectively teaching this field that can equip students with the skills to analyze media content, avoid negative content, and produce media and communication with positive effects, all while respecting Algerian societal values.
- Cost concerns: Developing specialized programs in media literacy demands a significant budget for development, as well as the provision of necessary equipment and resources for student training.
- Time: Creating specialized training programs for university students requires a comprehensive review of Ministry of Higher Education policies and the development of curriculum programs, which naturally takes time.

(b). The second approach advocates for the adoption of criteria and focal points addressing media literacy within undergraduate programs. This approach is deemed more feasible and expeditious as an initial step towards integrating media literacy into the Algerian university system. It primarily relies on the awareness and commitment of educators to the importance of media literacy, as well as their diligence in this regard, by integrating media literacy and its concepts into the titles of topics and academic criteria in university curricula.

This approach does not require significant time investment, as it depends on:

- Engaging educators interested in media literacy: This initial phase involves incorporating media literacy and its concepts into teaching criteria as a foundational step, which could be crucial for kickstarting the development of media literacy.

- Encouraging students in the field of media and communication and urging them to think critically, analyze, and produce media and communication messages related to the field.
- Organizing and delivering training workshops in media literacy within the departments of media and communication at Algerian universities.

Conclusion:

Universities are one of Algeria's foremost official institutions, directly responsible for equipping students with media literacy related skills. It is imperative for these institutions to perform in this regard, as media literacy has transitioned from being a secondary option to an essential necessity dictated by the pervasive influence of media and its escalating societal impact.

Through this study, our endeavor was to delve into the current landscape and importance of media literacy within academic disciplines offered by the faculties and departments of media across Algerian universities, while also examining strategies for its advancement.

Our analysis reveals that undergraduate programs specializing in media and communication at Algerian universities lack explicit criteria or dedicated academic components specifically addressing media literacy. However, they do incorporate relevant concepts, albeit indirectly, that contribute to its development.

This underscores the urgent need for decisive action from the Ministry of Higher Education to embrace media and information literacy within Algerian universities. This entails developing comprehensive plans and programs aimed at bolstering this domain and empowering both students and the broader society with proficient media literacy skills.

We recommend:

- Adoption of media literacy by the Ministry of Higher Education and Algerian universities, with a focus on promoting and enhancing this culture among students and the wider community.
- Establishment of departments and specializations dedicated to media literacy.
- Integration of media literacy into the teaching components and criteria of training programs.
- Training and development of specialized professors in the field of media literacy.
- Highlighting the importance of media literacy among university students and encouragement for them to pursue studies in this field.
- Organization of training courses and workshops for professors and students in the field of media literacy.
- Conducting field studies on media literacy in Algeria to evaluate the national experience and develop general plans and policies for adopting and disseminating media literacy among the community members.

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