



مجلة بحوث الشرق الأوسط

مجلة علمية مُدكَّمة
(مُعتمدة) شهرياً

العدد التاسع والثمانون
(يوليو 2023)

السنة التاسعة والأربعون
تأسست عام 1974

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الترقيم على الإنترنت: (2735-5233)



يصدرها
مركز بحوث
الشرق الأوسط



الأراء الواردة داخل المجلة تعبر عن وجهة نظر أصحابها وليست مسئولية مركز بحوث الشرق الأوسط والدراسات المستقبلية

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شروط النشر بالمجلة

- تُعنى المجلة بنشر البحوث المهمة بمجالات العلوم الإنسانية والأدبية ؛
- يعتمد النشر على رأي اثنين من المحكمين المتخصصين ويتم التحكيم إلكترونياً ؛
- تقبل البحوث باللغة العربية أو بإحدى اللغات الأجنبية، وترسل إلى موقع المجلة على بنك المعرفة المصري ويرفق مع البحث ملف بيانات الباحث يحتوي على عنوان البحث باللغتين العربية والإنجليزية واسم الباحث والتايتل والانتماء المؤسسي باللغتين العربية والإنجليزية، ورقم واتساب، وإيميل الباحث الذي تم التسجيل به على موقع المجلة ؛
- يشار إلى أن الهوامش والمراجع في نهاية البحث وليست أسفل الصفحة ؛
- يكتب الباحث ملخص باللغة العربية واللغة الإنجليزية للبحث صفحة واحدة فقط لكل ملخص ؛
- بالنسبة للبحث باللغة العربية يكتب على برنامج "word" ونمط الخط باللغة العربية "Simplified Arabic" وحجم الخط 14 ولا يزيد عدد الأسطر في الصفحة الواحدة عن 25 سطر والهوامش والمراجع خط Simplified Arabic حجم الخط 12 ؛
- بالنسبة للبحث باللغة الإنجليزية يكتب على برنامج word ونمط الخط Times New Roman وحجم الخط 13 ولا يزيد عدد الأسطر عن 25 سطر في الصفحة الواحدة والهوامش والمراجع خط Times New Roman حجم الخط 11 ؛
- (Paper) مقياس الورق (B5) 17.6 × 25 سم، (Margins) الهوامش 2.3 سم يمينًا ويسارًا، 2 سم أعلى وأسفل الصفحة، ليصبح مقياس البحث فعلي (الكلام) 13×21 سم. (Layout) والنسق: (Header) الرأس 1.25 سم، (Footer) تذييل 2.5 سم ؛
- مواصفات الفقرة للبحث: بداية الفقرة First Line = 1.27 سم، قبل النص = 0.00، بعد النص = 0.00، تباعد قبل الفقرة = 6pt (تباع بعد الفقرة = 0pt)، تباعد الفقرات (مفرد single) ؛
- مواصفات الفقرة للهوامش والمراجع: يوضع الرقم بين قوسين هلاكي مثل: (1)، بداية الفقرة Hanging = 0.6 سم، قبل النص = 0.00، بعد النص = 0.00، تباعد قبل الفقرة = 0.00، تباعد بعد الفقرة = 0.00، تباعد الفقرات (مفرد single) ؛
- الجداول والأشكال: يتم وضع الجداول والأشكال إما في صفحات منفصلة أو وسط النص وفقًا لرؤية الباحث، على أن يكون عرض الجدول أو الشكل لا يزيد عن 13.5 سم بأي حال من الأحوال ؛
- يتم التحقق من صحة الإملاء على مسئولية الباحث لتفادي الأخطاء في المصطلحات الفنية ؛
- مدة التحكيم 15 يوم على الأكثر، مدة تعديل البحث بعد التحكيم 15 يوم على الأكثر ؛
- يخضع تسلسل نشر البحوث في أعداد المجلة حسب ما تراه هيئة التحرير من ضرورات علمية وفنية ؛
- المجلة غير ملزمة بإعادة البحوث إلى أصحابها سواء نشرت أم لم تنشر ؛
- تعتبر البحوث عن آراء أصحابها وليس عن رأي رئيس التحرير وهيئة التحرير ؛
- رسوم التحكيم للمصريين 650 جنيه، ولغير المصريين 155 دولار ؛
- رسوم النشر للصفحة الواحدة للمصريين 25 جنيه، وغير المصريين 12 دولار ؛
- الباحث المصري يسدد الرسوم بالجنيه المصري (بالفيزا) بمقر المركز (المقيم بالقاهرة)، أو على حساب حكومي رقم : (9/450/80772/8) بنك مصر (المقيم خارج القاهرة) ؛
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- استلام إفادة قبول نشر البحث في خلال 15 يوم من تاريخ سداد رسوم النشر مع ضرورة رفع إيصالات السداد على موقع المجلة ؛
- تحصيل قيمة العدد من الباحث (نقدًا)، ويستلم الباحث عدد 6 مستلآت من بحثه 5 منها (مجانيًا) و (15) جنيه للمستلة السادسة الإضافية ؛
- المراسلات : توجه المراسلات الخاصة بالمجلة إلى: merc.director@asu.edu.eg
- السيد الدكتور/ مدير مركز بحوث الشرق الأوسط والدراسات المستقبلية، ورئيس تحرير المجلة جامعة عين شمس-العباسية- القاهرة - ج.م.ع (ص.ب 11566)
- للتواصل والاستفسار عن كل ما يخص الموقع : محمول / واتساب: (+2) 01555343797 (وحدة النشر merc.pub@asu.edu.eg) (وحدة الدعم الفني technical.support@asu.edu.eg)
- ترسل الأبحاث من خلال موقع المجلة على بنك المعرفة المصري: www.mercj.journals.ekb.eg
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مجلة بحوث الشرق الأوسط

مجلة علمية مُدكَّمة متخصصة في شؤون الشرق الأوسط

مجلة مُعتمَدة من بنك المعرفة المصري



موقع المجلة على بنك المعرفة المصري

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- معتمدة من مؤسسة أرسيف (ARCif) للاستشهادات المرجعية للمجلات العلمية العربية ومعامل التأثير المتوافقة مع المعايير العالمية.
- تنشر الأعداد تبعاً على موقع دار المنظومة.



العدد التاسع والثمانون - يوليو ٢٠٢٣

تصدر شهرياً

السنة التاسعة والأربعون - تأسست عام 1974



مجلة بحوث الشرق الأوسط
(مجلة معتمدة) دورية علمية مكمّمة
(اثنا عشر عددًا سنويًا)
يصدرها مركز بحوث الشرق الأوسط
والدراسات المستقبلية - جامعة عين شمس

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الرؤية

السعي لتحقيق الريادة في النشر العلمي المتميز في المحتوى والمضمون والتأثير والمرجعية في مجالات منطقة الشرق الأوسط وأقطاره .

الرسالة

نشر البحوث العلمية الأصيلة والرصينة والمبتكرة في مجالات الشرق الأوسط وأقطاره في مجالات اختصاص المجلة وفق المعايير والقواعد المهنية العالمية المعمول بها في المجالات المُحكَّمة دولياً.

الأهداف

- نشر البحوث العلمية الأصيلة والرصينة والمبتكرة .
- إتاحة المجال أمام العلماء والباحثين في مجالات اختصاص المجلة في التاريخ والجغرافيا والسياسة والاقتصاد والاجتماع والقانون وعلم النفس واللغة العربية وآدابها واللغة الانجليزية وآدابها ، على المستوى المحلى والإقليمي والعالمي لنشر بحوثهم وإنتاجهم العلمي .
- نشر أبحاث كبار الأساتذة وأبحاث الترقية للسادة الأساتذة المساعدين والسادة المدرسين بمختلف الجامعات المصرية والعربية والأجنبية .
- تشجيع ونشر مختلف البحوث المتعلقة بالدراسات المستقبلية والشرق الأوسط وأقطاره .
- الإسهام في تنمية مجتمع المعرفة في مجالات اختصاص المجلة من خلال نشر البحوث العلمية الرصينة والتميزة .



مجلة بحوث الشرق الأوسط

- رئيس التحرير د. حاتم العبد

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Impact of New Media

Literacy on Youth's Usage Skills

تأثير الثقافة الإعلامية في تكنولوجيا

الإعلام الجديد على مهارات الاستخدام لدي

الشباب

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الملخص:

ظهر مفهوم الثقافة الإعلامية الجديدة من خلال حركات الانشطة المجتمعية. وقد اعتمدت على المشاركة النشطة ودعم العديد من المستخدمين في المجتمع، على سبيل المثال، حراس البوابة الإعلامية، والقادة التربويين، والشخصيات الحكومية (Kahne, Lee & Feezell, 2012). وفقاً Renee Hobbs يتم تعريف الثقافة الإعلامية الجديدة على أنها اكتساب عدد من المهارات الحياتية المتنوعة التي تعتبر ضرورية للمشاركة الكاملة في المجتمعات المشبعة بالوسائط والغنية بالمعلومات. بعبارة أخرى، يجب أن يكون الشخص المثقف في وسائل الإعلام الرقمية قادراً على اتخاذ خيارات مسؤولة فيما يتعلق بالمعلومات والمواد التي يصل إليها ويشاركها . يجب أن يكون قادراً على تقييم وتحليل أصل ومصداقية محتوى الرسائل، بالإضافة إلى تحديد المؤلف والغرض منه ونواياه. يجب أن يكون قادراً على إنشاء رسائله الخاصة من خلال استخدام اللغة والأصوات والرسومات والتقنيات الرقمية الجديدة (Martens and Hobbs, 2015). أيضاً ، يجب أن يكون قادراً على التفكير في عمله وسلوكه من خلال فهم وتطبيق المبادئ الأخلاقية ونظريات المسؤولية الاجتماعية (Hobbs, 2010).

يحتاج المستخدمون إلى الوصول إلى عملية التفكير النقدي وتحليلها والمشاركة فيها فيما يتعلق بالرسائل التي يتعرضون لها، من أجل الوصول إلى قرارات مناسبة في مواقف حياتهم اليومية (Kahne, Lee, and Feezell, 2012). لكي يُعتبر المستخدم مشاركاً كاملاً ونشطاً، لا يقوم باستهلاك رسائل ووسائل الإعلام فقط، بل يقوم أيضاً بتطويرها ومشاركتها. يجب أن يكتسب الأشخاص المثقفون اعلاميا



مهارات الاتصال بالوسائط المتعددة، والتي يتم تعريفها على أنها القدرة على صياغة الرسائل من خلال استخدام اللغة والأصوات والألوان والرسومات من جهة. القدرة على استخدام هذه المهارات في الحياة المدنية لمجتمعهم من جهة أخرى.

تهدف الدراسة إلى تحديد مستوى الثقافة الإعلامية الجديدة لدى الشباب وأثرها على مهارات وأنماط استخدامهم. بالإضافة إلى قياس قدراتهم التحليلية، والتواصلية، والإبداعية، والإنتاجية، والتشاركية، والتقييمية، والتوزيعية أثناء استخدام الأنواع المختلفة لوسائل الإعلام عبر الإنترنت. بالإضافة إلى مناقشة كيفية مساهمة الثقافة الإعلامية في الوعي والمعرفة وتمكين الجمهور المصري من خلال ممارسة مهاراتهم الانتقائية. أخيراً، تحديد المتغيرات الديموغرافية مثل (العمر والجنس والمستوى التعليمي) وتأثيرهم على درجة معرفة المستخدمين بوسائل الإعلام (سواء المستهلكة أو الاستهلاكية) ومهارات الاستخدام.

تعتمد الدراسة على البحث الكمي، حيث سيتم استخدام طريقة المسح. سيتم توزيع استبيان مخطط مسبقاً على عينة تمثيلية لقياس سلوكهم المتنوع عبر الإنترنت. وفهمهم لمفهوم الثقافة الإعلامية الجديدة. يتم تمثيل مجتمع الدراسة في جميع أنواع الشباب الذين يستخدمون وسائل الإعلام الجديدة وخاصة مواقع التواصل الاجتماعي.

**Abstract:**

The concept of new media literacy emerged and nourished through the community education movements. It relied on the active participation and support of many stakeholders in the society, for instance, media gatekeepers, educational leaders, and governmental figures (Kahne, Lee, and Feezell, 2012). According to Renee Hobbs, Digital Media Literacy is defined as acquiring a number of diverse life skills that are crucial for the full participation in media-saturated and information rich societies. In other words, a digital media literate person should be able to make responsible choices regarding the information and materials he accesses and shares. He should be able to evaluate and analyze the origin and the credibility of the messages content, as well as identifying the author and his purpose and intention. He should be able to create his own messages through the use of the language, sounds, graphics, and new digital technologies (Martens and Hobbs, 2015). Also, he should be able to reflect on his own work and conduct by understanding and applying ethical principles and social responsibility theories (Hobbs, 2010).

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

The study aims at determining new media literacy among youth and its effect on their usage skills and patterns. In addition to,



measuring their analytical, communicative, creative, productive, participative, evaluative, comprehensive, and distributive abilities while using the different types of online media. Moreover, it will discuss how media literacy contributes to the awareness, the knowledge, and the empowerment of the Egyptian audience through the practice of their selective skills. Finally, identifying the demographic variables like (age, gender, and educational level) and their impact on users' degree of media literacy (both consuming and prosuming) and usage skills.

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



I. Introduction

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

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

Some studies claimed that the media is not only contributing in our culture formation, it is our culture (Considine, Horton, and Moorman, 2009). In other words, new media, social media, has an undeniable and constructive role in different societies, which calls for the need to be properly equipped with new literacies that will enable societies to take on the new media and its environment. Thus, the above argument signifies the significance and inevitability of new media literacy (Tzu-Bin Lin & et al, 2013).



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

II. The Research Problem/ Problem Statement

With the introduction and emergence of new technologies, the role of media in the Egyptian society has been changed. Most of the Egyptian audience are not well equipped with the essential tools and means to deal with such knowledge in an objective manner. Consequently, Egyptians need to acquire new knowledge and tools in order to make responsible and shrewd decisions regarding the free flow of information they are bombarded with. Therefore, these skills are no longer optional or pleasing, on the contrary, they became crucial and essential in achieving all the social and personal benefits required in succeeding in a digital age. Accordingly, this study aims at determining new media literacy and media education among youth and its effect on their usage skills and patterns. In addition to, measuring their analytical, communicative, creative, productive, participative, evaluative, comprehensive, and distributive abilities while using the different types of online media. Moreover, it will discuss how new media literacy contributes to the awareness, the knowledge, and the empowerment of the Egyptian audience through the practice of their selective skills. Finally, identifying the demographic variables like and their impact on users' degree of new media literacy and usage skills.



III. The Importance of the Study

A. The Theoretical Importance

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

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

3.This study will examine the level of the youth's new media literacy through the application of New Media Literacy Model.

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

B. The Practical Importance

1. The importance of new media in building media education and media literacy in the different types of audiences.

2. There is a need for media education and media literacy in Egypt among all ages and genders. Ever since the 2011 revolution, online media started to have a more significant role in the Egyptians daily lives, where they become more reliant and dependable on social media without any kind of critical thinking or personal censorship.

3. The study supports the modern directives of education, where it encourages critical thinking and creative production through the development of the cognitive skills. In other words, there is a need



to understand new media and media education, as well as promoting the significance of becoming a new media literate individual.

4. The usage of Internet and online media had crawled its way in everyone's lives, and no one can address media literacy without addressing digital media literacy in 2021.

IV. The Aims and Objectives

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

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

3. The study aims at determining the youth's motives behind using social media, whether it is to enhance their knowledge and consequently increase their media literacy, or it is for entertainment and spending some free time. Furthermore, determining the variables affecting the social media usage skills, which are age, gender, and educational level.

V. Research Questions and Hypotheses

Research Questions

RQ1: How is New Media Literacy identified in the Egyptian Society?

RQ2: How new media literacy tools are implemented in Egyptian educational institutions?

Hypotheses



H1: There is a significant correlation between Media Selectivity and Online Media Literacy.

H2: There is a significant correlation between Online Media Literacy and Age Range, Gender and Educational Level

H3: There is a significant correlation between New Media Literacy and Internet Availability.

VI. Literature Review

It is divided into two courses Media Literacy Studies and New Media Literacy Studies:

a. Media Literacy Studies:

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

Additionally, the study divided its sample into two study groups, one was used as a control group and the other one was the treatment group. The control group consisted of 26 teachers, where they were trained in a traditional manner without using any kind of



additional medium, just the face-to-face communication. The treatment group, however, consisted of 30 teachers, and were trained in a flipped class room method. The researcher used a pre-existing model, that was introduced by Mohamed El Dessouky, another researcher in 2012, as well as using Edmodo platform. The study found statistical difference between the two groups, the control group and the treatment group, regarding the achievement test; where the difference was in favor of the treatment group. Additionally, the study found statistical difference between the two groups in the note cards, and the difference was in favor of the treatment group as well. Finally, the study proved that using the flipped learning classroom method did have a positive impact on the establishment and the development of the media literacy skills among the teachers. Furthermore, **Peiman Parandeh Afshar, et al. (2020) “Health Literacy and Media Literacy: Is there any relation”** is a cross-sectional study that aimed at investigating the relation between health literacy and media literacy in terms of the search and the selection of reliable information regarding people’s health. Quantitative method was used as the research type for this study, and questionnaires were the method of data collection distributed. The survey was distributed among 700 citizens using random cluster sampling method, where the city districts were divided into four clusters, and shopping malls, commercial centers, markets, and parks were all included in the research settings.

A significant positive correlation between health literacy and media literacy was found. High levels of media literacy and health literacy are observed in females more than males. The results also showed that students got their health information from online media and friends more than they get it from traditional media. The majority of the study sample (61.3%) showed high levels of media literacy. Lastly, the study found that more than half of the study sample had deficient health literacy, yet, three fifth of them had high levels of media literacy. Moreover, **Doaa Raddy. (2019) “The effect of mass**



media on improving children's media literacy skills in dealing with digital media” study aimed at measuring the impact of mass media in teaching media education skills among children in the light of new media usage. The study aimed at determining the effect of mass media on the development of media education skills while using the online space. Second, the study aimed at recognizing the role of mass media in the development of children's online usage skills, for instance, online gaming, online news, and social networking. The study depended on the cognitive theory of multi-media learning as its theoretical framework. Also, the study applied ADDIE Model for instructional design.

The study depended on quasi-experimental research, where it depended on an experimental method aiming at establishing a cause-and-effect relationship between an independent and a dependent variable. The study used pretest- posttest design two groups, where it divided the sample to three groups, two experimental groups and one control group. The study sample consisted of prep students ranging from 12-15 years old. Purposive sampling was used in this study, as the researcher wanted prep children from all three levels with certain mental and creative characteristics. Each group consisted of 20 questionnaires, resulting a total of 60 questionnaires for all three groups. the study found that there is statistical difference between study group and the control group regarding the media education skills test. The study found that gender does have an impact, where statistical differences regarding the groups gender are found. Finally, statistical difference was found to exist between study groups in the cognitive achievement. Finally, the study found that interactive online learning resulted a statistical difference between the study groups.

Additionally, **Salma El Ghetany .(2017) “The Challenges and Policies of Media Literacy Programs in Egyptian Schools”** study examined the challenges the educators face in both private and



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

The research used case studies as the method of data collection, as well as using both qualitative and quantitative methodologies to examine the different variables in a specific time frame. The viewpoints of the teachers were crucial in this research, as they constitute a very important variable that could be neglected by other researches in media literacy with the intention of focusing only on the receiver and the content. Also, the researcher conducted in-depth semi-structured interviews with media experts. Consequently, these methods offered a profound explanation on the content and the indicators that affect media literacy in different school years. Each interview lasted from 20-30 minutes during the weekdays.

After conducting the research, the study showed that media literacy should be compatible with cultures and ideologies in order to be effective. The study found that according to the experts, skepticism is associated with the authenticity of the message that riddles with the quality of information the students use to build up their cognitions and behaviors. The study also found that the role of parents, especially mothers, is important in clarifying to their children the basics for media literacy. The experts in the study introduced new concepts to be associated with the definition of media literacy, for instance “Rational



Use”. Also, the study found that the ideal age to be given media literacy would be from the higher primary stages and up. Moreover, **Sara Khater. (2016) “Advertising Literacy of University Students in Egypt”** study aimed at knowing whether the Egyptian university student possess the advertising literacy required to examine and assess the advertisements around them, and what are the variables affecting such literacy. The study examines six major advertising literacy skills, which are the ability to identify the target audience of the advertisement, the ability to identify the educational level of the target audience of the advertisement, the ability to identify the slogan of the advertisement, the ability to identify the campaign to which the advertisement belongs, the ability to identify the purpose of an advertising message, and the ability to determine the message execution styles used in an advertisement to attract and hold attention from a list of message execution styles. The researcher conducted first a pilot study that consisted of 51 sophomore and junior students through their Facebook accounts to ask them to answer specific pre-planned questions on chosen advertisements. The study was based on quantitative research, where 400 questionnaires were distributed between both public and private university students, and 6 advertisements were chosen for the content analysis method. The sample technique applied was available sample.

Majority of the students possess the advertising literacy skills, however more than half of the sample were not able to identify the slogan of the chosen advertisements on the one hand. On the other hand, the lowest percentage of them did not know what a slogan means. Comparably, **Renne Hobbs, et al .(2015) “How Media Literacy Supports Civic Engagement in a Digital Age”** study aimed at exploring the relation between media knowledge, academic level, information seeking motives, news and advertising analytical skills, and civic engagement. The research design implemented in such study was based in two high schools that have media literacy education



programs. The students selected were based on their high academic performance, as the sample was selected from grade 11 and their age ranged from 15 till 19 years old. Survey method was used, where 507 questionnaires were distributed among the students, but 107 did not complete enough items to measure the required variables, resulting in a sample size of 400 students.

The results showed that most of the students have the knowledge, the news and advertising analytical skills, as a result of media literacy and their selective media skills. The study found that the student's participation in media knowledge programs is positively associated with information seeking motives, news and advertising analytical skills. The study found that student's information seeking motives; news and advertising analytical skills were positively associated with their effective civic engagement.

b. New Media Literacy Studies:

Micro-Gui, et al. (2021) "Theorizing inconsistent media selection in the digital age" study's aim is to examine of the theories of media choice, and how digital technologies affected exposure choice. The study is basic research type that is based on the review of different literature regarding the psychology of the users and reasons behind their media choice. This research aims to understand the variables that affect the choice behind media content exposure, where it aims at determining the gratifications the users feel as a result of their media selection. The study investigated the role of certain active selection theories besides media theories in order to provide an explanatory theory for media selection, such theories are uses and gratifications, selective exposure, mood management, and planned behavior.

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



selection process through uses and gratification theory, and it found that there is a difference between the “gratification sought” and the “gratification obtained”. The study found that the main trigger behind the users’ media selection is the mood motive, where mood acts as the motivational drive behind media choice. The study also found that media selection is based on personal predispositions, where the user will choose the media that fortifies hi/her viewpoints and perceptions. In other words, it is a completely subjective process. The study found that having access to more media, especially different tv channels, lowers user’s satisfaction. More options result less satisfaction. Lastly, the study found that most of the time, media selection is an automated compulsive behavior, where it became a habit rather than a process that requires critical thinking. Besides, **Ukam Ivi Ngwu, et al. (2021) “Influence of digital media literacy on health outcome of youths”** study’s purpose was to examine the relation between media literacy and health outcome, where the influence of media literacy will be intensively examined on the health outcome of youth. The study’s main aim was first, to examine if youth use and relay on new digital media technologies. Second, determine the new media channels used by the youth. Third, examine if there is a relation between educational level and digital media literacy. Fourth, to study the role of media education in increasing and developing digital media literacy. The study used quantitative research method in order to conclude statistical results, where survey methods was used as the method for data collection in which 396 questionnaires were distributed. Furthermore, the researchers chose social learning theory to be their theoretical framework as it will help them in identifying the influence of digital media on youth, and whether such influence is imitative from other people or not.

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



media. The majority of the respondents (86.9%) depend of digital media for their health-related decisions. The study found that media education is not related to digital media literacy, where only 10% of the respondents acted according to what they have learned at school. Likewise, **Emmanouil Tranos & Chrisotph Stich. (2020) “Individual internet usage and the availability of the online content of local interest”** study’s objective is to measure the availability of online content of local interest and its impact on the individual’s online exposure. The study wanted to differentiate between the factors that push and pull individuals to become heavy online users, where push variables re identified and pull factors are still unclear; the study aimed at identifying such factors. Attaining a deep and more obvious understanding how users are attracted to online space and what are the causes of the digital divide, is one of the major goals of the study. The study used the geolocation information as geographics is one of the main variables that need to be examined in the research. Quantitative methodology was applied in the research, where questionnaires were distributed among the sample to measure the frequency of internet usage on the one hand. On the other hand, to investigate the effect of local internet content on availability as well as usage. Also, the study applied multiple level models rather than theories to examine the individual and the geographics variables.

The study found that there is a direct relation between geographic characteristics and internet usage and availability. There is positive correlation between internet availability and online content of local interest. There is a positive correlation between income and internet usage. Qualifications have a negative relation with internet usage. There is a positive relation between population density and internet usage. Last, there is a negative relation between proximity to an urban center and internet usage. Comparably, **Marlen Martínez-Domínguez & Jorge Mora-Rivera. (2020) “Internet adoption and usage patterns in rural Mexico”** study’s aim was identifying the demographic and the socio-economic variables that would affect



internet access, adoption, and usage patterns among Mexicans, especially in rural areas. The study suggested some variables for measurement which are age, educational level, employment type, and geographic area. Additionally, digital divide would be one of the aspects measured in the study as well as new rurality. To examine the above-mentioned variables, the researchers depended on data conducted from previous survey and applied the econometric model on it, where it measures selectivity as an online decision made up internet users.

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



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

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



The study concluded that participants in general have higher consuming skills than prosuming skills. The study found that females participants have high levels of functional consuming skills, yet male participants have high levels of critical prosuming skills. The study also, found that younger age group constitutes higher literacy levels than older age groups. Generation Y have higher skills than Generation X. Educational level does have an impact on the degree of new media literacy skills. Also, socio-economic status, defined in monthly income, does have an impact on the level of new media literacy. Finally, the study found statistical difference between time spent online and new media literacy skills, where increased time spent online upsurges the degree of new media literacy skills. Additionally, **Lynnette Matthews. (2019) “Should we use video technology for giving feedback”** study's aim was to investigate the role of video screencasts in providing feedback for students as a part of the UK professional standards framework for teaching in higher education. The purpose of the study was to develop the academic assessment, either summative or formative, as well as introducing and using the new technology in providing instant and interactive feedback. Therefore, the focus of the study was first, to find whether academics perceived video technology to be effectual in getting feedback on their own assessments. Second, were they willing to integrate technology in their teaching as well. Third, whether the use of video technology improved their performance when compared to their previous practices. Self-administered survey was the method of data collection used for both qualitative and quantitative data, in order to measure the academics' perception of video technology, where open-ended question is designed for the qualitative results and closed-ended questions were designed for the quantitative results.

The majority of the respondents (92%) agreed that video technology did improve their understanding of the written feedback. Large percentage of the respondents (72.5%) agreed that video



feedback is stimulating, creative, helpful, engaging, pleasurable, richer, clearer and provides more depth. The survey results showed that more than half the sample (58%) agreed to use video technology in their teaching methods as well. The majority of the respondents (92%) stated that video technology eased the process of their feedback understanding as it provides personalized feedbacks. Moreover, **Sally Tayie. (2019) “News literacy for a responsible online news experience against harmful messages: implications for political engagement of Egyptian and Spanish youth”** study is an exploratory study, based on comparative analysis between Egyptian youth and Spanish youth online political behaviors. Its purpose was to examine the role of news literacy in encouraging and developing youths’ online behavior that leads to their political participation and engagement. The study will first assess the youth’s level of news literacy, then will measure its impact on their political participation and engagement. The study used cognitive theory of media literacy as its theoretical framework because the study is defining news literacy as a multi-dimensional element, and the theory allows for the measurement of those constituents. Triangulation technique was applied in the methodology, where the study combined both tools, surveys and focus groups, also the result of the focus groups guided the design on the questionnaire. Purposive sampling was used, as the researcher wanted respondents with specific characteristics in both qualitative and quantitative methods. The survey sample consisted of 184 students from Egypt (110) and Spain (74), and four focus groups were conducted, 3 in Egypt and 1 in Spain.

Generally, the study found that all students either in Egypt or Spain are not heavy users of traditional media, and they rely more on new media and online space. The study found that males use new media more than females and are considered heavy users than females. The study found that Facebook is the most visited website (90.1%), followed by YouTube (46.3%), Instagram (43.6%), and lastly Twitter (12.7%). In addition to, relying on Facebook as a source of their news



about current issues. The study however concluded that Facebook and other social media platforms in general are regarded as delivery platforms rather than platforms for news sources. Moreover, the study found that there is a correlation between the youths' trust level of media and their exposure. Also, it showed that youth lack locus of control when they are exposed to news media platforms. Finally, the study found that there is a correlation between news literacy level and motivation to seek news.

Additionally, **Wulan Widyasari & Heidrun Allert. (2019) "Understating online media literacy in diverse society"** study aimed at examining a new media literacy movement and measure its impact on the Indonesian diverse society. This would be done through the exploration of the meaning of online media literacy in the Indonesian s diverse society as the first step. Also, the relation between online media literacy and societal diversity will be examined. Moreover, how societal diversity impact the understanding if information as well as its role in the principles and models of online media literacy. Analysis of different literature was the method used for this research, where research questions were formulated accordingly. The purpose for such analysis was to develop a deep and clear understanding of media literacy issues in Indonesia, cultivate media literacy principles and models, and finally providing recommendations on how to use media literacy in enhancing online media concepts that already exists.

The study suggested the addition of three components to online media literacy which are, personal locus, knowledge structure, and new media literacy skills. The study found that media literacy only focuses on negative outcomes, and suggested that trainings and workshops on how to process media facts should be implemented. Also, they study suggested that backgrounds of the users should be used as a media map to guide literacy education and knowledge



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

The study found that preservice teachers had high levels of functional consuming skills and low levels of critical prosuming skills, especially in participation skill. The study found statistical differences between NML and gender, where male showed higher levels of NML than females. The study found statistical differences between NML and teachers training programs in favor of insufficient digital technology teaching. Moreover, the study observed a “ceiling effect”, where a relationship between users’ NML and their media experience is observed. It could be a result of the technology-related courses in their teacher training program or their constant use of their smartphones and being exposed to the digital technology 24/7. Finally, the study proved that NML had impact on social, cultural, economic, and political aspects. Furthermore, **Shantha Swamy. (2018) “Influence of big-data based digital media on spiritual goal strivings and well-being: a media richness theory perspective”** study’s purpose was to investigate if there is a significant relation



between big-data based digital media and spiritual goal striving through the application of media richness theory. Also, the study aimed at observing the impact of digital media characteristics on spiritual goal strivings outcomes. Media richness theory is the base of the study, where it is the core tool used to explain the relation between digital media and goal strivings. The research method is quantitative method, where surveys are distributed as the method for data collection among a huge sample resulting 987 valid responses out of 3052 in total. Non-probability sampling, more specifically convenience sampling, was used.

The study found that there is a significant relationship between digital media and spiritual goal strivings outcomes. Through the use of media richness theory, the study concluded that digital media embodies high levels of interaction, particularly in goal strivings, for instance information search or group discussions. Also, the results of the study showed that respondents agreed that digital media assists in communication of a variety of cues, where it enables respondents to experience attitude, feedback and emotional manner that resembles interpersonal interaction. Furthermore, the study found that digital media allows the respondents to tailor its messages to fit their personal preferences, where its ability of interaction in different formats like audio, video, etc, allows for an increased effectiveness and efficiency. Lastly, the results of the study showed that digital media enables high levels of interactivity, thus resulting higher degree of richness in the media abilities for effectual communication. Consequently, digital media offers an opportunity for self- directed learning without any time and place constraints.

Comparably, **Ghada Amin .(2017) “ The Role of TV Channels and New Media in Shaping The Critical Skills of Young People Towards Practicing Democracy in Egypt”** study sought to identify the role of traditional media, which is represented in the



opinionated programs aired in the Egyptian governmental and private satellite channels. Also, identified the role of new media, which is represented in electronic newspapers that shaped the youth's critical skill regarding democratic issues. The study also aimed at defining the true concept of democracy, measuring the attitudes of youth towards democratic issues, for instance the parliamentary election in 2015. The study was based on both descriptive and analytical analysis of the content and the audience, where 111 episodes, 114 electronic newspapers, and 400 students (200 males, and 200 females) were examined.

The study found that there is a relation between the exposure to traditional mass media and youth's critical skills. The study found that there is a relation between the exposure to new media and the development of their critical skills towards democratic practices. The study found a relation between the exposure to traditional media and the cognitive, knowledge, and behavioral effects on youth. The study proved that being exposed to new media is related to only the cognitive and the behavioral effects. Moreover, **Tai Keui Yu, et al (2017) "Understanding factors influencing information communication technology adoption behavior: The moderators of information literacy and digital skills"** study's purpose was to examine the meaning of digital inequality and what were the reasons behind such phenomenon. The concept "digital inequality" appeared as a result of social inequality in the information use and the digital media use patterns. Consequently, it contributed to the increase of the digital divide. The study argued that the existence of ICT (information communication technology) and the possible easy access of information could help overcome the digital divide. The main aim of this research paper was to unravel the psychological factors that affect the adoption behavior of ICT on the one hand. On the other hand, examine if "digital literacy" or "information literacy" have any moderator effects. The study used quantitative research method, where



a survey was as the method for data collection, and questionnaires were distributed among 875 participants.

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

The study found that males are more internet users than females. Also, it is found that internet affordability and availability are positively related to internet adoption. Moreover, computer skills are positively related to internet usage and adoption, where they higher the computer skills, the more internet adoption and usage found. The



study found that young generations are more likely to use and adopt online space, yet, the old generations are less likely to do so. Furthermore, the study found that there is a positive relation between higher educational levels and higher internet usage patterns and adoptive behaviors. Having families abroad has a direct impact on the increase of internet usage and adoption. Finally, younger generations internet usage is high, yet confined to entertainment and social media contexts.

VII. Theoretical Framework

New Media Literacy Model (NML) is framework introduced by Tzu-Bin Lin, Jen-Yi Li, Feng Deng, and Ling Lee. It is considered a refined framework to the one introduced by Chen, et al in 2011. According to Chen, et al, many researchers defined New Media Literacy as “a combination of information skills, conventional literacy skills, and social skills” (2011) or *multiliteracies*. Such definition is considered to be limiting to the characteristics of new media literacy, as it overlooked the importance of the technical and socio-cultural characteristics that new media literacy can and should do. Accordingly, Victor Chen and Yu-mei Wang introduced a promising framework to bridge this gap (Lin, et al, 2013). The model divided the characteristics of media literacy into two main paths, from consuming to prosuming literacy, and from functional to critical literacy. Consuming Literacy is defined as “ the ability to access mass media message and utilize media at different levels”, while Prosuming Literacy is defined as “ the ability to produce media content” on the one hand. On the other hand, Functional Literacy refers to “individuals’ textual meaning making and use of media tools and content”, while Critical Literacy is defined as “their ability to analyze, evaluate, and critique media”. Based on the two main continua four types of media literacy were recognized. They are Critical Consuming (CC), Functional Consuming (FC), Critical Prosuming (CP), and Functional Prosuming (FP) (Chen, et al, 2011).



The model introduced by Victor Chen had some limitations regarding its coarse manner and its differentiation between Web 1.0 from Web 2.0. Subsequently, a refined NML was developed, where it unpacked the four types of literacy into ten more fine-grained indicators, as well as distinguishing between Web 1.0 and Web 2.0. The new model unpacked critical consuming into three indicators, which are Evaluation, Synthesis, and Analysis. Functional consuming was unpacked into two, which are Understanding and Consuming Skill. Critical prosuming consisted of Creation and Participation indicators, while functional prosuming consisted of three indicators, Production, Distribution, and Prosuming Skill (Lin, et al., 2013). The new developed indicators measure the audiences' different levels of new media literacy.

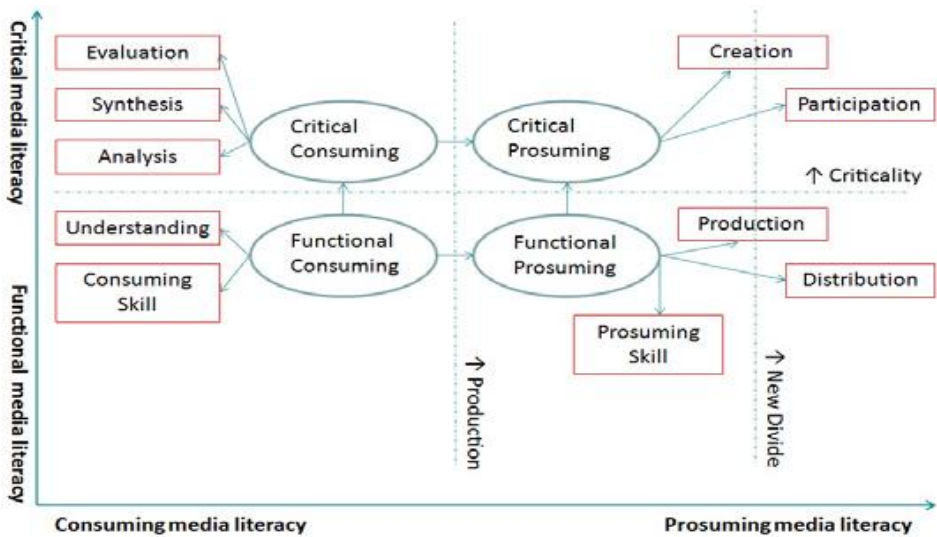


Figure 1: New Media Literacy (NML) Model

Functional consuming skills are defined as the set of skills that embodies the technical basic skills that allows the user to easily navigate the online space. Nevertheless, they are not confined only to



the basic know-how of accessing and managing mass media messages, they also include the critical skills in that are required to fathom mass media messages. For instance, computers accessibility, information accessibility, navigating search engines, and managing diverse social media platforms (Lin et al. as cited by Ugurhan et al., 2020). On the other hand, critical consuming skills, are defined as the set of skills that enables the users decode, evaluate, and analyze mass media messages tackling political, economic, social and cultural issues. Additionally, critical consuming skills allows the users to investigate and scrutinize the credibility of the mass media messages content. In other words, critiquing credibility and trustworthiness of the messages. Moreover, critical consumption skills allow for the personalization of the messages, where evaluation and analysis are done according to the users' background and perspective (Chen et al. as cited by Ugurhan et al., 2020).

Comparingly, functional consuming skills are defined as the basic skills required for the production and the distribution of mass media messages. Likewise, those skills enable the users to reproduce and alter diverse mass media messages and forms, for instance, text, image, audio, and video (Lin et al. as cited by Ugurhan et al., 2020). Signing-up for social media accounts, posting, sharing, and producing mass media messages in all its diverse forms are considered functional consuming skill as well (Lee et al. as cited by Ugurhan et al., 2020). Critical prosuming skills though, are defined as a set of skills that involves the active participation and creation of mass media messages, where users show a degree of collective action performed in the online space. Principles, values, ideologies are all personal aspects that could be easily reflected on diverse social media platforms through the use of critical prosuming skill (Lin et al., 2013).

VIII. Methodology and Methods of Data Collection

This study is based on descriptive research, where it aims at identifying the nature of information and messages found in social



networking websites. In other words, it aims at examining a specific type of audience (youth) that adopts certain behaviors while using the new media. This will be done through evaluating and describing such behaviors, and by focusing on the variables affecting such phenomenon. Also, the relationship between the variables will be tested in an attempt to study the impact of social media in providing young people with information that shapes their perspectives, hence helping in the development of media culture. Quantitative method was used and survey was utilized as the method for data collection.

A pre-planned questionnaire was distributed among a representative sample to measure their diverse behavior on the online space, and their understanding of the two notions, Media Literacy and New Media Literacy, in other words to test the hypothesis and answer the research questions. The questionnaire was distributed online; Internet Surveys conducted through google forms were used, where the respondents took their own time and pace while answering the questions. Additionally, it allowed the researcher to use multi-media elements for more elaboration and easiness, as well as decreasing the biasness resulting from self-administered questionnaires. Furthermore, self-administered questionnaires were distributed among some of the sample who lacked internet availability or suffered from poor online usage and navigation skills.

The research collected the research data from 400 participants, both males and females, where included in the sample as long as they are youth (age range 18-29) from April 2019 till December 2019. University students, fresh graduates, and junior level employees were all included in the sample and took part in the research. Both private and public universities were involved in the questionnaire distribution, which included American University in Cairo (AUC), Modern Sciences and Arts University (MSA), Ain Shams University, and Higher Institute for Specific Studies. The questionnaires had two



versions, English and Arabic, in order to provide clear meaning for the diverse educational levels of the youth sample. Finally, most of the study variables were measured in the questionnaire and were presented in an articulate logical sequence, in order to provide a smooth introduction for the respondent, and it builds-up the more the respondent continues to answer the questions.

Population of the study is represented in all types of youth who use new media especially social media. For instance, youth who have Facebook accounts, where they log in it on a daily basis and multiple times a day. They are part of different online Facebook groups, where they depend on it in acquiring any kind of information that concern their lifestyle, social, cultural, and political perspectives and viewpoints. In other words, they are average to heavy users of social media.

Sampling technique applied in the study will be non-random (non-probability) sampling more specifically Purposive Sampling. The participants were males and females (134 males, 266 females), aging from 18-29, medium and high educational levels. This method allowed the researcher to choose the appropriate participants that share certain characteristics to serve the objective of the research. For instance, having social media account, email, owning smart phone or computer, etc.

IX. Results and Discussion

In this section, the results and analysis of the research hypotheses examined by the questionnaire will be presented, where the survey measured the impact of new media literacy on. Youth's usage skills. Several statistical methods were used in order to test the proposed research hypotheses, and they were the following, T-test, One- way ANOVA, and Pearson correlation.

a. Demographics Descriptive Results:



The following figures and tables describe the demographic characteristics of the sample; their total number is 400 questionnaires distributed among the Egyptian youth.

**Table 1: Descriptive Sample**

Demographics		<i>f</i>	%
Age range	18-20	137	34.3
	21-25	223	55.8
	26-29	40	10
Gender	Male	134	33.5
	Female	266	66.5
Educational Level	High-school	9	2.3
	Undergraduates	307	76.8
	Graduates	33	8.3
	Post-Graduates	51	12.8
Language Spoken	One	36	9
	Two	288	72
	Three or more	76	19
Travelling Abroad	Yes	273	68.3
	No	127	31.8
Sports Members	Club Yes	263	65.8



	No	137	34.3
Total		400	100

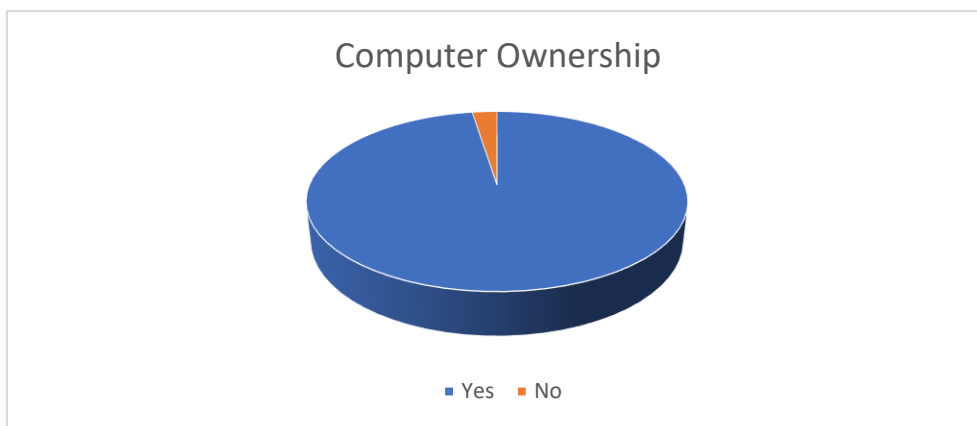


Figure 2: Computer Ownership

As shown in the above figure, out of 400 collected questionnaires, 390 answered YES on owning a computer or a laptop (97.5%), and 10 answered NO (2.5%). The number of youths owning a computer or a laptop is significantly higher than the number of males and females who do not.

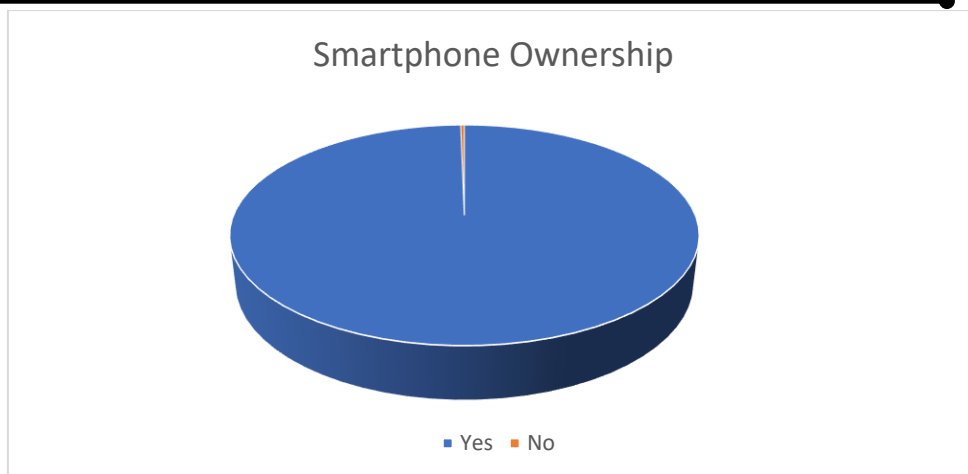


Figure 3: Smartphone Ownership

As shown in the above figure, out of 400 collected questionnaires, 399 answered yes regarding owning a smartphone (99.8%), and only 1 answered no (0.3%).

A study conducted by El Sayed (2015) analyzing the uses of smart phones and their sociopolitical implications on egyptian society, shared some similar findings. It found that you who owned smart phones constituted 98.5 % of the sample, and those who did not constituted 1.5%.

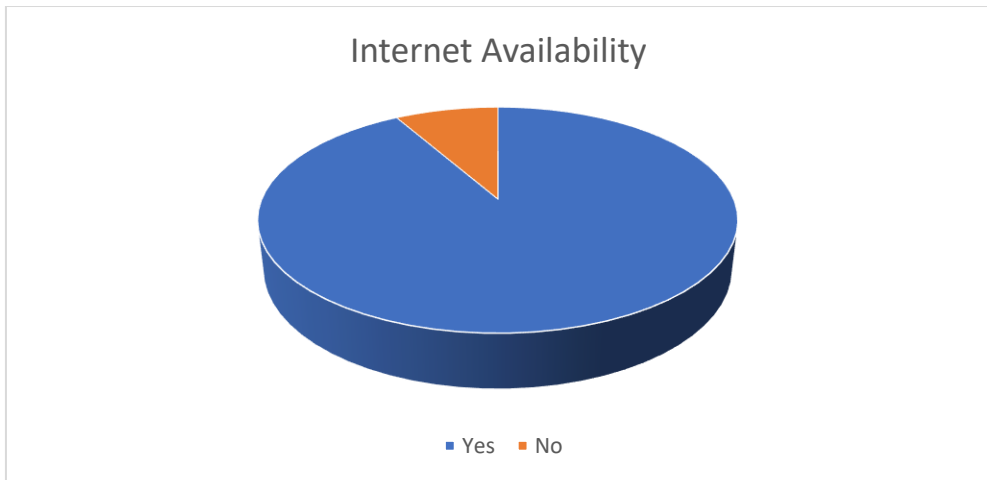


Figure 4: Internet Availability

As shown in the above figure, out of 400 collected questionnaires, 367 answered yes regarding having internet all day (24/7) (91.8%), and 33 answered no (8.3%).

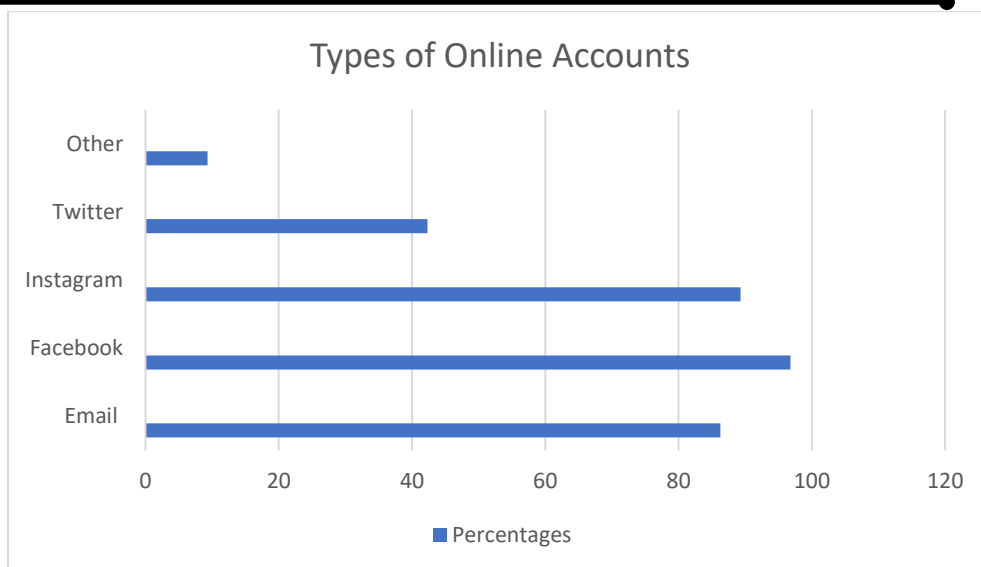


Figure 5: Types of Online Accounts

As shown in the above figure, out of 400 collected questionnaires, 345 responded positively towards having an email (86.3%), 387 have Facebook accounts (96.8%), 357 respondents have Instagram accounts (89.3%), 171 have Twitter accounts (42.8%), and lastly 37 respondents have other different online accounts (9.3%). For instance, 2 respondents mentioned LinkedIn, 1 Chaino, 1 Houseparty, 2 YouTube, 25 WhatsApp, and 6 Snapchat making it total of 37 other different online accounts.

The above-mentioned results coincide with some of the results of a study conducted by Tayie (2019) analyzing news literacy for a responsible online news experience on harmful messages, where it found that Facebook is the most used social medium (90.10%), followed by YouTube (46.40%), then Instagram (43.70%), and lastly, Twitter (12.70).

**Table 2: Daily Hours Spent Online**

Hours per day spent online	Frequency (<i>f</i>)	Percent (%)
Less than 1 hour	8	2.0
More than 1 hour and less than 3 hours	71	17.8
More than 3 hours and less than 7 hours	183	45.8
More than 7 hours	138	34.5
Total	400	100.0

The above-mentioned table shows the amount of time spent online, out of 400 collected questionnaires, 138 chose more than 7 hours (34.5%), 183 chose more than 3 hours and less than 7 hours (45.8%), 71 chose more than 1 hour and less than 3 hours (17.8%), and lastly 8 chose less than 1 hour (2.0%). This table signifies that most of the Egyptian youth are considered heavy online users, where the number of respondents who either chose more than 3 hours and less than 7 hours ($n=183$) or chose more than 7 hours ($n=138$) constitutes the majority of the sample.

A study by Tayie (2014), measuring the impact of social media on political participation concluded similar findings, where it found that the majority of the students spend more than 4 hours however, the study measured it on a weekly basis and not daily. Contrastingly, the current study and all the updated studies measures the time spend online daily as social media and online platforms are indispensable source of information, entertainment, education and edutainment.

Table 3: Scholastic Internet Features

Internet features taught at school	Frequency (<i>f</i>)	Percent (%)
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Yes	219	54.8
No	181	45.3
Total	400	100.0

As shown in the above-mentioned table, out of 400 collected questionnaires, 219 answered yes (54.8%), and 181 answered no (45.3%) regarding learning the internet features and characteristics at the scholastic level.

Table 4: Scholastic Internet Features Types

Internet at school	Frequency (<i>f</i>)	Percent (%)
Taken as a taught class	56	14.0
Integrated in the learning process	75	18.8
Both	88	22.0
Total	219	100.0

The above-mentioned table shows the role of the internet in the educational process at the scholastic level, out of 400 collected questionnaires, 56 said that they took it as a separate taught class (14.0%), 75 said it was integrated in the learning process (18.8%), and 88 answered both, where it was taken as a separate subject and was integrated in the learning process of other subjects (22.0%).

A study done by Ghetany (2017), analyzing the challenges and the policies of media literacy programs in Egyptian schools, agreed with above results, where it found that the majority of the respondents received media education in the form of integration and not a separate subject. However, according to the current research, only half the sample received media education and not in its perfect form, therefore, their level of literacy is considerably low.

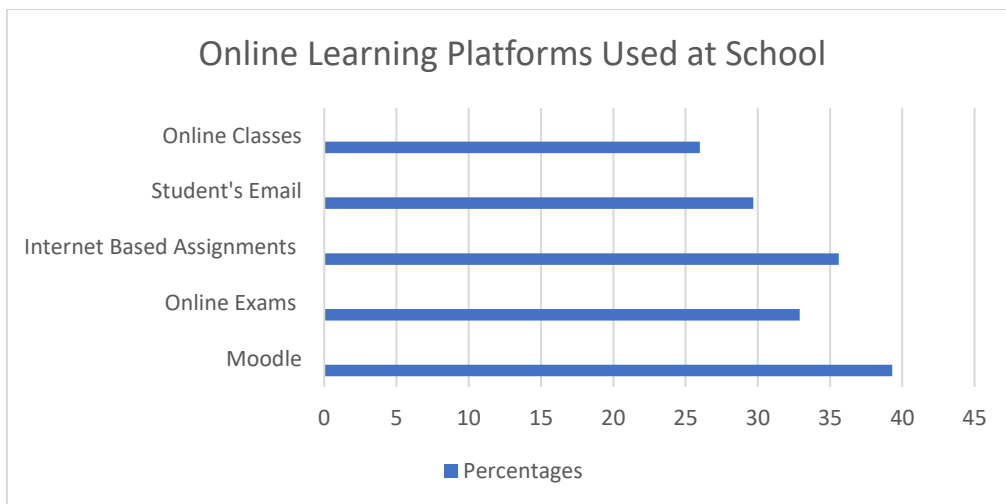


Figure 6: Online Learning Platforms Used at School

The above figure shows the different types of internet platforms that are taken at school, out of 400 collected questionnaires, 86 chose Moodle as their online platform (39.3%), 72 chose the online exams/quizzes (32.9%), 78 chose internet-based assignments (35.6%), 65 chose email (29.7%), and 57 chose online classes (26.0%).

b. Hypotheses testing of the Field Study Results

H1: There is a significant correlation between Media Selectivity and Online Media Literacy.

To test the correlation between Media Selectivity and Online Media Literacy, Pearson Correlation Test was conducted and it resulted the following:

Table 5: The Correlation between Media Selectivity, Internet Usage Patterns and Online Media Literacy

	Internet Usage Patterns	
	p-value	r



Media Selectivity	0.071	0.090
Online Media Literacy	0.001	0.168*

The previous table shows the following:

There is a positive significant correlation between Online Media Literacy and Internet Usage Patterns as p-value=0.001; and the relation between them is weak. Therefore, the increase in the internet usage patterns results an increase in the online media literacy skills. However, there is no significant correlation between Media Selectivity and Internet Usage Skills as p-value= 0.071; and the relation between them is weak.

The hypothesis is not supported, where there is no significant correlation between media selectivity and internet usage patterns, this is due to the users' robotic usage of internet and online space, without giving meticulous attention or awareness to the medium content and effects.

The previous finding contradicts with a study done by Gotoh (2014) measuring the frequency of media usage on media choice, where the results showed a clear direct relation between the frequency of media usage and decision-making in media choice.

Table 6: The Correlation between Media Selectivity, Consuming Skills and Prosuming Skills

	Media Selectivity	
	p-value	r
Consuming Skills	0.000	0.375*
Prosuming Skills	0.000	0.204*

The previous table shows the following:



There is a positive significant correlation between Media Selectivity and Consuming Skills as $p\text{-value}=0.000$; and the relation between them is weak. Therefore, the increase in the consuming skills results a more developed selective behavior while using online media.

There is a positive significant correlation between Media Selectivity and Prosuming Skills as $p\text{-value}=0.000$; and the relation between them is weak. Consequently, the increase in the prosuming skills results a more developed selective behavior while using online media.

The hypotheses are supported, where there is a positive significant correlation between media selectivity and consuming skills as well as prosuming skills. Hence, the more youth consume and prosume online space, the more they become selective.

The above results were found to be equivalent to the results of the study done by Hobbs, et al (2015) examining the relation between new media literacy and civic engagement, where the study proved that the knowledge, the news, and the advertising analytical skills are a result of users' selective media skills. In other words, selective skills have a positive direct effect on the consuming skills, yet the study did not measure its impact on the prosuming skills.

H2: There is a significant correlation between Online Media Literacy and Age Range, Gender and Educational Level.

To test the significant difference between online media literacy and age range, ONE-WAY ANOVA test was conducted between the different levels of the age groups.



Table 7: The Statistical difference between Online Media Literacy and Age Range

	Age Range	N	Mean	SD	df		F	p-value
					Between groups	Within groups		
Online Media Literacy	18-20	37	97.4453	7.8336	2	97	11.168	0.000
	21-25	23	98.2377	8.1213				
	26-29	40	91.3000	12.5457				
	Total	400	97.2725	8.78100				



The previous table shows the following:

There is a significant correlation between the different levels of age groups and online media literacy as p-value= 0.000. Therefore, LSD test was conducted to measure the statistical difference between different age groups in online media literacy.

Table 8: Comparing Significant differences between age groups in online media literacy

	Age Range	Age Range	Mean Difference	p-value
Online Media Literacy	18-20	21-25	0.7924	0.395
		26-29	6.1453	0.000
	21-25	18-20	0.7924	0.395
		26-29	6.9377	0.000
	26-29	18-20	6.1453	0.000
		21-25	6.9377	0.000

The previous table shows the following:

There is a significant statistical difference between the category “26-29” and other two groups “18-20” and “21-25” in online media literacy as their p-value= 0.000 and 0.000 respectively; the difference is in favor of “21-25” age group as its M= 98.23 against M= 97.44 and 91.30 respectively.



Since the mean difference between the age group “26-29” and the other two categories is slightly noticeable, therefore, online media literacy is commonly found and practiced in younger age categories than old ones, as a result of their different capabilities, potentials and usage patterns.

The above result coincides with the results concluded by Al Awamri (2015) analyzing the sustainability literacy in higher education, where the study showed that there is a relation between age and literacy rate, yet the correlation is weak, which means that despite having an effect on the literacy degree of the students, the impact of the age as a variable is mild.

To test the significant difference between online media literacy and gender, T-Test was conducted between males and females’ online behavior.

Table 9: The Relation between Online Media Literacy and Gender

	Male			Female			t	df	p-value
	N	Mean	SD	N	Mean	SD			
Online Media Literacy	34	97.0896	9.7921	266	97.3647	8.2429	0.295	398	0.768

The previous table shows the following:

There is no significant correlation between males and females regarding online media literacy, as their p-value is more than 0.05. Since there is a minimal difference in their mean, therefore, there is no difference between males and females’ online behaviors.

A study conducted by Abdel Latif (2011) measuring media education’s impact on traditional media usage shared a similar



finding, where gender variable does not have an impact on the application of media education in Egypt. Accordingly, and based on the above results, gender variable does not affect both media education and online media literacy. However, another study done by Parandeh, et al. (2020) analyzing the relation between health literacy and media literacy, showed an inconsistent result, where females have higher literacy rate than males, especially in health issues.

To test the significant difference between online media literacy and educational level, ONE-WAY ANOVA test was conducted between the different levels of education.

Table 10: The Statistical difference between Online Media Literacy and Educational Level

	Educational Level	N	Mean	SD	df		F	p-value
					Between groups	Within groups		
Online Media Literacy	High-school	9	8.5556	8.0173	3	96	4.356	0.005
	Undergraduate	307	7.8795	8.0139				
	Post-graduate	1	6.6471	10.3572				
	Graduate	3	2.2424	11.5272				
	Total	00	7.2725	8.7810				

The previous table shows the following:

There is a significant correlation between the different levels of education and online media literacy as $p\text{-value} = 0.005$. Therefore, LSD test was conducted to measure the statistical difference between different educational levels in online media literacy.





Table 11: Comparing Significant differences between educational levels in online media literacy

	Educational level	Educational level	Mean Difference	p-value
Online Media Literacy	High-school	Undergraduate	0.6761	0.818
		Post-graduate	1.9085	0.543
		Graduate	6.3131	0.054
	Undergraduate	High-school	0.6761	0.818
		Post-graduate	1.2324	0.348
		Graduate	5.6371	0.000
	Post-graduate	High-school	1.9085	0.543
		Undergraduate	1.2324	0.348
		Graduate	4.4046	0.024
	Graduate	High-school	6.3131	0.054
		Undergraduate	5.6371	0.000
		Post-graduate	4.4046	0.024

The previous table shows the following:

There is a significant statistical difference between the category “Graduate” and other three groups “High-school”, “Undergraduate” and “Post-graduate” in online media literacy as their p-value= 0.054, 0.000, and 0.024 respectively; the difference is in favor of “High-school” category as its M= 98.55 against M= 97.87, M=96.64 and M= 92.27.

High-school students spend almost all of their time on the internet, henceforward, they are considered the heaviest users to



consume the online platform when compared to other educational levels. Consequently, their online literacy skills are high, this is due to their dependency on online space in various aspects in their lives, either for education, entertainment, or normal daily communication. The major difference in mean is found between post-graduates and other categories, yet the mean difference between other three categories is trivial, which show the levels of online media literacy are relatively high in young youth than old ones.

A study done by Al Awamri (2015), contradicts with the above results, where the study showed that there is no significant difference between online literacy and education type, either private or public education. Yet, there is a significant difference between graduate and undergraduate categories. Additionally, Ugurhan, et al (2020) shared the same findings, where their study showed no significant differences regarding the different educational levels.

H3: There is a significant correlation between New Media Literacy and Internet Availability.

To test the significant difference between new media literacy and internet availability, T-Test was conducted between those who have internet access 24/7 and those who do not.

Table 12: The Relation between New Media Literacy and Internet Availability

	Yes			No			t	f	p-value
	N	Mean	SD	N	Mean	SD			
Online Media Literacy	367	97.626	8.534	33	3.333	10.528	2.712	98	0.007

The previous table shows the following:



There is a significant correlation between new media literacy and internet availability as its p -value= 0.007, where internet availability has a direct impact on the new media literacy skill of the study sample. Since, the mean difference is notable, therefore, the effect size is considered a large one, meaning that the relationship between the two variables is strong and real.

The study conducted by Ugurhan, et al (2020), analyzing the shift from media literacy to new media literacy, shared the above results, where it found that the increase in time spent online and the easiness of internet availability contributes to the development of new media literacy skills.

X. Discussion, Conclusion and Recommendations

- The study found that the majority of the sample were females, ranging from 21-25 undergraduates who can speak two languages, frequently travels abroad and members of a sports club. The study findings coincide with the study of Ugurhan, et al (2020) analyzing distant learning context in new media literacy, where it found that the majority of online users were females, from 23-28 age range, and average monthly income, where they can afford having internet access 24/7. Yet, Ugurhan's study contradicted in some findings, as it found that majority of the online users are post-graduates, and the current study's majority of online users are undergraduates. Accordingly, Egyptian female youth are considered heavier users than Egyptian male youth.
- The study found that almost all respondents own smartphones, laptops, and have internet availability 24/7. Additionally, they use all sorts of online accounts, nonetheless, Facebook is found to be the most used and visited social media account, where most of the respondents spend more than 3 hours and less than 7 hours



a day navigating the online space. Those results are similar to the results of the study conducted by Tayie (2019) analyzing news literacy for a responsible online news experience on harmful messages, where it found that social media is the most used and visited websites in general and Facebook is the most used social media website in specific (90.10%) followed by YouTube, Instagram and Twitter comes last. Thus, Egyptian youth are considered heavy internet users.

- The study found that more than of the respondents 54.8% received a degree of media education in their scholastic years, which was taught as basic knowledge of internet features. Also, the study found that the majority of the respondents received it in the form of integration in the learning process without any specific emphasis on the internet. However, most of the respondents said that they took it both forms. Similarly, a study conducted by Ghetany (2017) analyzing the challenges and the policies of media literacy programs in Egyptian schools, shared some of the findings, where she found that the majority of the respondents did receive some degree of media education in their scholastic years indirectly, as it was integrated in the learning process and not a sperate subject. Therefore, it could be concluded that the level of media education is low and weak, as only half the sample received indirect media education, which is considered incomplete and inefficient sort of education.
- Also, the study found that there is no significant correlation between education type and media selectivity. In other words, the youth's selective behaviors are not affected by either media education type or receiving media education in the first place. Selectivity is considered an intricate psychological behavior that is based on personal preference and individual needs and backgrounds, still media selectivity is an fundamental part of media education and literacy. The current study however, showed that Egyptian youth selective skills are based on their



personal preference and new media literacy has no impact on such behavior till now.

- The study found a significant correlation between age range and online media literacy, where it is found that the most age group who developed online media literacy skills is between “21-25”. It could be concluded that online media literacy is found more in young people, younger age groups, as they are more updated and have different usage patterns behaviors when compared to older age groups. Furthermore, the age group between “21-25” are a mix of generation Y and Z, where their online habits are peculiar and positive yet concerning, as they are tech-savvy and extensive social media users. Therefore, they are need of new media literacy skills, however, they acquired it through unintentional personal practice and a slight indirect media education.
- The study found no significant correlation between online media literacy and gender, where there is no difference between males and females’ online behaviors. The study showed the gender differences, whether being a male or a female, does not have an impact on any of their online behaviors, as it depends on mental abilities and personal preferences and not gender type.
- The study found that there is a significant correlation between online media literacy and educational level, where the different levels of education do have an impact on the degree of online media literacy of the Egyptian youth. The study found that “high-school” category is the most educational level that reflects high degrees of online media literacy, as they spend most of their time surfing the internet. They are considered the heaviest online users, as they depend on online space in various aspects of their daily lives, ranging from education to entertainment.
- The study found that there is a significant correlation between new media literacy and internet availability, where the 24/7 availability of the internet has a positive direct impact of youth’s



new media literacy skills. The easiness of use and the affordability of the internet and online space resulted heavy usage of youth, where the more they use the online space, the more their new media literacy skills develop and grow.

- The study found no significant correlation between internet availability and media selectivity, where the internet access 24/7 does not have an impact on the youth's selective skills and selective behavior. The internet availability does not affect the youth's selective behavior for two reasons, first, they are not well educated to identify and practice the selective behavior in the first place. Second, internet availability as a variable is not strong enough to embellish a complex skill, it works on the basic skills like use and access.



Recommendations:

- More studies should be conducted on new media literacy, however changing the perspective from new media to transmedia literacy.
- More studies should be conducted on different types of media literacy and new media literacy, for instance, news literacy, advertising literacy, digital literacy, etc.
- Studies examining and suggesting new media literacy models for media education in scholastic and university stages should be introduced. Also, new media literacy models customized for organizations and work field should be studied and instigated.
- More studies to update New Media Literacy Model (NML) to include more skills concerning productivity and protection should be conducted, as well as introducing new models.
- Selective exposure theories need to be integrated in digital literacies research, as well as cognitive psychology theories to properly scrutinize and explain the users' online behaviors, needs, and wants.
- Age range should be studied as a separate variable that might have a contributing role, and not just being part of the demographic information.
- Also, further investigation is required in the relation between age range and educational levels variables, as the current study results of age range contradicts with the educational level results in relation to the youth online media literacy skills, therefore, further investigation is required to examine such incongruity.
- There is an urgency for media education, so more studies about media education and media educations models are fundamentally required.
- Additionally, more studies need to be conducted on the impact of COVID-19 on new media literacy and media education.





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