A STUDY OF MEDIA LITERACY AMONG THE POSTGRADUATE STUDENTS OF GOA UNIVERSITY

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE GOA UNIVERSITY FOR THE DEGREE OF MASTER OF LIBRARY AND INFORMATION SCIENCE

BY

CLINTON ALMEIDA

ENROLMENT NUMBER
22P034001

UNDER THE SUPERVISION OF
DR. SHAMIN PEREIRA

**LIBRARY AND INFORMATION SCIENCE PROGRAMME
D.D. KOSAMBI SCHOOL OF SOCIAL SCIENCES AND BEHAVIOURAL
STUDIES
GOA UNIVERSITY, TALEIGAO PLATEAU, GOA**

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2022-2023

DECLARATION BY STUDENT

I hereby declare that the data presented in this Dissertation report entitled, "A Study of Media Literacy among the Postgraduate Students of Goa University" is based on the results of investigations carried out by me in the Library and Information Science Programme at the D. D. Kosambi School of Social Sciences and Behavioural Studies, Goa University under the supervision of Dr. Shamin Pereira and the same has not been submitted elsewhere for the award of a degree by me. Further, I understand that Goa University or its authorities will not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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Date:

Place: Goa University

CERTIFICATE

This is to certify that the dissertation report **"A Study of Media Literacy among the Postgraduate Students of Goa University"** is a bonafide work carried out by **Mr. Clinton Almeida** under my supervision in partial fulfilment of the requirements for the award of the degree of **Master of Library and Information Science** in the Discipline Library and Information Science at the D. D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.

Dr. Shamin Pereira

Assistant Professor

Library and Information Science Programme

Date:

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Clinton Almeida

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INTRODUCTION

1.1. INTRODUCTION

Having the ability to read, write, talk, and listen in a way that enables us to successfully communicate and make sense of the outside world is known as literacy (National Literacy Trust, 2017). It is a fundamental ability that is necessary for learning, interpersonal growth, and communication. Being literate involves more than simply being able to read and write; it also involves being able to understand and apply knowledge in a range of situations (Skills You Need, n.d.). It may be acquired through formal education, training, and unstructured learning situations.

Media refers to the various platforms and channels through which information, news, entertainment, and other forms of content are communicated to a large audience (Market Business News, n.d.). This can encompass both more modern media platforms like social media, blogs, and podcasts as well as more conventional ones like radio, television, and newspapers. A kind of media is anything that can reach or sway people, including telephones, television, and the Internet. The media is an incredibly critical role in influencing people's behaviour and forming public opinion. It can enlighten, educate, and entertain individuals about global events, problems, and trends. Nevertheless, the media may also be used to propagate false information and harmful propaganda.

In the age of the information explosion, where information is produced on daily basis on multiple platforms and where the media plays an incredibly critical role in influencing people's behaviour and forming public opinion. However, a lot of individuals lack the knowledge and critical thinking abilities necessary to comprehend and analyse the information they receive, and some viewers are not conscious of how media sources influence their beliefs and choices. Media Literacy can enlighten, educate, and entertain individuals about global events, problems, and trends. Nevertheless, the media may also be used to propagate false information and harmful propaganda. It is crucial for people to be critical media consumers and conscious of the potential biases and agendas of the information sources they rely on as media continues to change and new technologies are developed.

In today's digital world, being literate in both media and information is crucial. But there is a lot of overlap between these concepts. The area of information and media literacy is created when these two concepts/skills are combined. The capacity to successfully acquire, assess, and use information is a key component of both Information Literacy and Media Literacy. Their scope and concentration, however, are different. Although, among many other types of Information Literacies (like Computer Literacy, Web Literacy, Library Literacy etc.) Media Literacy is also considered a type of Information Literacy.

The ability to recognize, locate, assess, and apply information from a variety of sources successfully is referred to as Information Literacy (University Libraries, 2022). Information Literacy requires critically assessing the organization, structure, and trustworthiness of information as well as its relevance, usefulness, and credibility.

Media literacy refers to the ability to access, analyse, evaluate, and create media messages of all kinds. It entails having a thorough grasp of the production, consumption, and critical evaluation of media as well as how it affects society and culture. As an area of study, media literacy encompasses and combines many various theories and disciplines, ranging from linguistics and ethics in technology to critical thinking and psychology. Far beyond traditional media, there is a vast amount of information available from a variety of sources which leads to information overload. All the information available on media platforms have a thing in common i.e., it was created for a reason, and knowing this reason is the basis of media literacy. The ability to navigate the media is a powerful and crucial skill. The abundant availability of information raises the question of its credibility and through this, the information seeker has to narrow down his searches. To do this awareness of media literacy is important among information seekers.

Simply learning to read and write is where media literacy issues start to take hold. For centuries before the present, most people received their schooling informally and knowledge was frequently passed from person to person orally. Few people had access to handwritten materials like letters and codices, and it was extremely uncommon for someone to learn from a teacher or scholar using handwritten manuscripts. This was because this form of media was very expensive and time-consuming to produce. All of that was altered by Johannes Gutenberg's invention of the movable printing machine in

1452 ("Printing Press," 2023). This made it simpler to create print media and allowed for the publication of books and pamphlets. More people had access to literacy as media became more affordable.

The 17th century saw the emergence of a new medium, the world's first mass media: the newspaper. This frequently released publication swiftly and affordably covered significant events for the general public ("History of newspaper publishing," 2023). The press starts to function as a democratising agent in the early 1800s. It was the Penny Press period at the time. These newspapers were known as the Penny Press because each one cost one cent. Especially among the middle and lower classes, it spread rapidly ("History of newspaper publishing," 2023). The purpose of newspapers was not limited to public education. They also emphasised earning a lot of money. Every issue of The New York Sun was emblazoned with this motto, which Penny paper proprietor Benjamin H. Day had printed at the top: "The object of this paper is to lay before the public, at a price within the means of everyone, all the news of the day, and at the same time offer an advantageous medium for advertisements" (lumen learning, n.d.).

The Penny Presses were earning so much money from advertisements by the middle of the 1800s that people were concerned that authors might put money before accuracy. More publications depended on advertising to cover costs, which increased the sensational nature of the media. Around the beginning of the 20th century, this tendency peaked (Crash Course, 2018). William Randolph Hearst owner of the 'New York Journal' and Joseph Pulitzer owner of 'the New York World', competed against each other over sensational journalism in circulation in the late 1890s ("Yellow Journalism," 2023). Both of them desired that as many people as possible read their publications to draw more and better marketers. The two newspapers started stepping up their reporting, paying less attention to having the information correct and more attention to increasing readership and revenue. As a result, yellow journalism was born (Office of the Historian, n.d.). The aim of Yellow Journalism was not to pay attention to truth or facts but rather to sell a story.

Around the peak of the Penny Press wars in the 20th – century, motion pictures, radio and television were added to the media platforms. A few years later personal computers and the internet transformed the media landscape again. Media was looked down upon and resisted. A group of educators who were worried about the impact of media on

children initially used the phrase "Media Literacy" in the 1960s (Vinney, 2022). In reaction to the growing influence of television and other mass media, media literacy education started to pick up steam in the 1970s (Friesem et al., 2014).

During this time, people adopted a protectionist approach towards media. According to media expert David Buckingham, protectionism takes many various shapes. There is cultural defensiveness, in which some media are perceived as having lower cultural worth than others. Political defensiveness is the idea that society needs to be shielded from erroneous ideas and ideals. The impacts of violence and media consumption are the two main concerns in the moral defensiveness category (Crash Course, 2018).

The study of media messages in various media formats, such as print, television, cinema, and the internet, was a key component of media literacy education's ongoing evolution and expansion during the 1980s and 1990s. In addition to the establishment of media literacy research institutes and advocacy organisations, this period witnessed the development of media literacy curricula in schools and universities.

Early in the twenty-first century, there was a resurgence of interest in media literacy instruction due to the quick development of digital media and social networking sites. The rise of user-generated content made media literacy more crucial than ever since it gave people tremendous access to media creation and distribution. As a result, the emphasis on media literacy has switched from analysing media messages to a more active strategy that emphasises producing and disseminating media material.

To promote media literacy as a talent essential for the 21st century, organisations like the National Association for Media Literacy Education (NAMLE) were established.

While analysing a media source it is important to determine which elements are crucial and how each adds to the overall message and objective, such as advertising or a news section. authority, artistic decisions, intended audience, varied interpretations, and purpose behind the message are to be considered when analysing a media source (Schmit, 2021):

- *Authority*: Who is the author of the message being sent? How reliable or credible is this person, business, or organisation?

- Artistic *Decisions*: What methods were employed to get attention? How do these crucial elements affect the media's message and how the public responds to it?

- *Audience*: Who is the message's intended audience? Individuals who belong to a certain gender, ethnicity, age, socioeconomic status, or political affiliation. Does this message include any lifestyles, values, or points of view that are either not represented or omitted?

- *Interpretations*: How may a message be seen or understood differently by others?

- *Purpose*: Who delivered this message, and why? Was the source intended to entertain, sell, or generate revenue, convince, provoke, or inform/enlighten?

The fact that people have confirmation bias makes it much more difficult to sort through information, which is the strongest difficulty. Social media sites take use of confirmation bias when people search for information that supports what they already think to be true, sometimes inadvertently. Social media platforms want users to stay on their platforms as long as possible because the longer users stay, the more advertisements they see and the more money the platforms make. As a result, the platforms are tuned to keep showing users the content they like, which has the unintended consequence of isolating different communities from one another, a trend known as a "filter bubble." A filter bubble occurs when platforms utilise algorithms to divide people into distinct groups depending on what the users like to view and only display content that they know they will interact with (Geokgeuzian, 2021).

According to Baran (2015), there are seven main media literacy skills as follows:

i. "The ability and willingness to make an effort to understand the content, to pay attention and filter out the noise."

    This means readers should recognise the arguments an article is trying to make and disregard anything that could distort their judgement. Knowing what

influences your interpretation enables you to pay more attention to the information you are taking in.

ii. "Having an understanding of, and respect for, the power of media messages."

There is a vast amount of media information available, thus it's critical to comprehend whom the content is intended for. It is crucial to not ignore that truth since it has a lot of potential power. For instance, certain articles may present stereotypes. If we ignore that, the stereotyped and marginalised groups suffer. It is crucial that we acknowledge it and resist it.

iii. "Ability to distinguish emotional from reasoned reactions when responding to content and act accordingly."

People can tend to emotionally relate to media. But despite our strong emotional connections to it, it is crucial to remember that stuff like this might not always be accurate. When analysing media messaging, it's critical to bear in mind that certain media content tries to influence viewers by focusing on your emotional responses.

iv. "Development of heightened expectations of media content."

This is referring to the "most viewed" viral content on the internet that people choose to focus on and interpret when they are not specifically looking for anything. Because there is so much stuff on the internet nowadays, people sometimes just scan through it mindlessly without seeking deeper meanings or significance. If they are not specifically seeking something on the internet, it's simple to interpret the stuff that comes upon them randomly.

v. "The knowledge of genre conventions and the recognition of their mixing."

This indicates that it is important to comprehend various genres and how those sources present information. Knowing that fact allows you to judge what is true and what is false as well as the reliability of the source.

vi. "The ability to think critically about media messages."

This implies that even if it comes from a reliable source, not everything you read online will be true.

vii.   "The knowledge of the internal language of various media and the ability to understand its effects."

Understanding how media is created and paying attention to camera angles, lighting, font sizes, and locations are key to solving this problem. You can manipulate the media more effectively if you understand this language. The media has continued to matter as it has expanded.

Media messages are the ideals and ideas that are pushed by the media and the things that are placed into them. Media effects are the things that the media produces. Media effects are the effects and results that media have on audiences. Readers and viewers do not just concur with whatever the media is creating, and media does not just disseminate one clear, simple message. Everything that is created in media is influenced by their surroundings and experiences. According to media scholars, cultural analysts, and others, media consumers need to think about statements and consequences much more nuancedly.

According to the theory of encoding and decoding, which gained popularity in 1973, communication is encoded by its author during production before being disseminated. The author uses a variety of pre-established meanings, symbols, and definitions that they believe or hope the receiver will comprehend in order to convey their message in a sort of code. However, the receiver has their own personal mental dictionary of words, meanings, and symbols. When someone analyses a message, they decode it by using their skills and information to determine the message's intent (Hall, 1973).

The significance of this theory is that media consumers most of the time tend to absorb all kinds of messages without thinking. They can see the messages that are aimed at them and choose whether to keep them, send them on, or totally abandon them because of the way they interpret messages. Additionally, this gives space for misunderstandings and the mistranslation of communications. Now and then, concerns about how much media impacts its viewers arise. Numerous studies on the impacts of media have been conducted as a result of concerns about whether media can harm or help its audience members. (Crash Course, 2018) The textual determinism, or the notion that a message's meaning is always sent and received in its totality, exactly as meant, is rejected by Hall's theory of encoding and decoding. Hall gave consumers a lot more respect than many theorists before him, who frequently believed that most contacts were one-way.

1.2. OBJECTIVES OF STUDY

i.   To study the level of awareness about Media Literacy among the students of Goa University.

ii. To understand the purpose of using digital media.

iii. To learn about how students identify the authenticity of information while using or sharing. (ML skills).

iv. To analyse students' online behaviour when using digital media.

v.   To design a Media Literacy model.

1.3. SCOPE OF THE STUDY

The study is based on the awareness of Media Literacy among the students of Goa University. The study will determine the role of media among students. Out of the total enrolled students of Goa University for the current academic year, 100 students studying in the various departments of the University will be surveyed for the study.

1.4. HYPOTHESIS

i.   Students share information on social media without verifying.

ii. Students are aware of media literacy.

1.5. THE POPULATION OF STUDY

The study will be conducted on the post-Graduate students of Goa University. A total of 2043 students are admitted and are studying in various departments of Goa University for the academic year 2022-2023. Out of the total number of students in the current academic year, a sample size of 100 students is selected through a random sampling method.

1.6. RESEARCH METHODOLOGY

The precise steps or methods used to find, select, process, and analyse material on a topic and obtain the desired goals and objectives are referred to as research methodology.

The research is carried out at Goa University. For this study, a survey method is adopted and a questionnaire using Google Forms as well as physical questionnaires are circulated among the postgraduate students studying in various departments of the University.

Out of the randomly selected sample size of 100 students, 84 students (84%) responded to the questionnaire. Based on the responses to the questionnaire, analysis is carried out using MS Excel using suitable graphs, charts and tables and a conclusion has been drawn.

Random sampling is a technique for selecting a sample of observations from a population to draw conclusions about the population. It is also known as probability sampling. It enables the collection of unbiased data, which enables investigations to draw unbiased findings.

1.7. LIMITATIONS OF STUDY

   i.   The study is limited to the students of Goa University.

  ii.   Due to time constraints the research has to be completed within a few months. Hence, wider scope coverage is not possible.

1.8. FINDINGS

1. The study shows that 54 students (64.3%) have the ability to evaluate the quality of the information found online but not at the finest level. whereas only 24 (28.5%) students have poor ability.

2. It is found that only 46 students (54.7%) can identify if a particular piece of information serves biased details. Whereas, 38 students (45.2%) need to develop the skills to identify misleading information.

3. Out of the various difficulties faced by the students, it is seen that unawareness of information sources is the leading cause followed by restricted access to information and internet connectivity. Reliability, infodemic and excess of information are also among the other difficulties faced by them to access the required information.

4. Findings reveal that 45 students (53.5%) do not let the advertisements affect their needs of buying. They know the mechanism and motives of the advertisements. 39 students (46.4%) have don not have good control over their needs while shopping online. They need to be aware of how advertisements trick users into purchasing things they do not need.

5. Most of the students i.e., 62 students (73.8%) know that possessing critical evaluating skills is important to the students to be aware of when media information is misleading. 22 students (26.1%) are unaware of how important these skills are to protect oneself and others from the misleading information media may try to promote.

6. The study indicates that the majority of 68 students (80.9%) think that media has the ability to promote anti-social behaviour and causes distraction. According to the 16 students (19.0%) this situation takes place rarely.

7. The study clearly shows that online media information consumption is high among the students of Goa University. An average student spends about $2 - 3+$ hours on media platforms on a daily basis.

8. The Surveyed students of Goa University highly use digital platforms for knowledge discovery, educational tools, entertainment, and news purpose.

9. It is found that 68 students (80.9%) think that seeking help from teachers using social networking sites is not necessary. Only 16 students (19.0%) prefer to seek help from teachers using social networking sites.

10. Majority of 58 students (69.0%) realise that media often distracts if not focused properly, leading to diverted focus and loss of ideas. 26 students (30.9%) think that media plays little role in distracting students.

11. Sharing files and software which are purchased is illegal. The majority of 54 students (64.3%) are aware of this fact. 30 students (35.7%) are not aware of this fact.

12. The study shows that 64 students (76.1%) out of 84 surveyed students know that posting copyrighted material on media platforms can lead to copyright infringement. Most of the students are aware of this law. The 20 (23.8%) unaware and misguided students need to be made aware so as to prevent them from doing so.

13. The study reveals that 47 students (55.9%) know that they should alert others about the misleading or fake information they come across. 37 students (44.0%) do not alert others about it.

14. It is seen that 49 students (58.3%) know that they should ignore the chain letters (texts) most of the time. 31 (36.9%) look for their authenticity if the information looks genuine and only 4 students (4.8%) blindly share them with others.

15. 66 students (78.5%) do not always express themselves on social media. 18 students (21.4%) voice their opinions without worrying about what others may think.

16. Most of the students i.e., 68 students (80.9%) know what kind of information they are looking for and if that piece of information is reliable, relevant and useful for their information needs. 18 students (19.0%) are unsure about their capability.

17. The study shows that 64 students (76.2%) have good verifying skills before sharing the information but those who consider online information to be always authentic should be made aware as believing that can create a lot of malfunctions in the web world.

18. Contradicting the previous statement, it is seen that many of the students i.e., only 56 students (66.6%) rarely or sometimes refer to other sources of information to verify the information received from social media sites. 28 students (33.3%) verify the information received from social media with other sources.

19. Most surveyed students of Goa University rely on newspapers and magazines for more reliable information, followed by television, blogs and websites for average reliability.

1.9. THE ORGANISATION OF THE STUDY

Chapterization of the Research Study will be done as follows:

Chapter 1 – Introduction

Chapter 2 – Literature Review

Chapter 3 – Explanation of Concepts

Chapter 4 – Media Literacy at the National and International Levels

Chapter 5 – Data Analyses and Representation

Chapter 6 – Findings and Suggestions

CHAPTER 2

LITERATURE REVIEW

CHAPTER 2

LITERATURE REVIEW

1. Media and information literacy skills assist individuals to develop critical thinking abilities which help them to make their own decisions in accessing and selecting information sources and analysing the information and the news they get through these sources. Young people are keen to use new technologies and forms of communication, but they may not always be able to thoroughly analyse and assess media information. With an objective to determine how media literacy education affects the assessment of news reliability and credibility by students; a study was conducted on 2 groups of Lithuanian students. Journalism students with a good background in news literacy were able to differentiate between trusted, manipulated and fake news in a better way than the other. It was concluded that all the students need to continuously develop their ability to detect and recognise news and critically evaluate it (Šuminas & Jastramskis, 2020).

2. Media literacy empowers people to efficiently participate in society and it's the responsibility of educational institutes to prepare their students to use media significantly. For media education to be effective, teachers must possess appropriate media literacy skills as well as the ability to encourage media literacy in pupils. To measure these competencies among teachers a questionnaire was developed. The study was a component of the 'Media Didactica' global research project. With the help of this questionnaire, teachers and student teachers are able to evaluate their abilities and the extent to which they believe they can carry out specific tasks in a learning environment (Simons et al., 2017).

3. In the article 'An approach to creative media literacy for world issues,' the author integrates Glocal Nodal discourse, discourse and media - as power relations, as discursive legitimation strategies, and as a social practice as harmful facets of globalization in the context of Critical Discourse Analysis. The ideologist viewpoint views the use of creative media as power connections between local and global identities that take the form of opposing discourse linked to world issues. Textual analysis, discourse analysis and critical discourse analysis are the three degrees of analysis that the social constructionist viewpoint offers university students who are

interested in creating media literacy. These world issues demand a creative media literacy strategy to empower students and citizens to raise their understanding of the part that global media discourse plays in creating and reconstructing world issues (Hazaea, 2021).

4. The Middle East and North African (MENA) countries look at media as a threat to their youngsters and try to protect them by enabling media censorship rather than making the media literate. Research on critical media literacy in these regions reveals poor critical media literacy rates among Arab Youth. Any efforts to put censorship on media tend to go in vain as they come up with alternate ways to use the banned platforms (e.g., using VPN and using neighbouring countries' Internet Service Provides). Youth have easy access to the internet but due to a lack of critical media literacy skills, they tend to over-rely on online content, are unaware of the risks of surveillance and do not understand the importance of protecting their security, privacy and online time. Hence, it is important to divert the focus from protecting them from media to helping them to use it for self-learning, self-expression and social good. To do this awareness of media literacy is the key (AlNajjar, 2019).

5. A case study of a primary school for promoting media literacy education in China looked at how the media literacy curriculum was being implemented. Students' media culture was adopted into the classroom as a part of the curricular practice and they were encouraged to engage with digital society from the standpoint of constructivism and critical pedagogy. Through constructivist interactions with teachers and peers, students develop new information and achieve personal growth. They also become aware of the media environment and their place in media driven world. If the students understand and are able to decode media text and techniques at the primary level itself, they will realise that media do not always present reality and through this, they will learn about its negative effects and ways to counteract them. In this case study, it was noted that students actually showed interest in curricula of media literacy as they were highly involved in its activities. They also were not required to memorise information from media but rather construct knowledge by interacting with their peers and teachers (Cheung & Xu, 2016).

6. This Massachusetts-based study aims to evaluate the effects of various teaching methods involving media literacy education across the curriculum. Teachers through a staff development programme in media literacy - created unique strategies for incorporating media literacy ideas into a range of subject areas. Based on the work of teachers to apply media literacy concepts into the curriculum it was seen that, the students who participated in a variety of media production and analysis activities fared higher in media literacy analysis in tests that required them to dissect a section of television news programming. Wherever approaches to integrate media literacy skills in the curriculum were applied, the students had better recall memory and reasoning skills when it came to processing information (Hobbs & Frost, 1998).

7. At the University of Manchester, a project was taken up to build a tool that would support postgraduate research students in the development of media and information literacy abilities. As they devote more study time and work alone and these students come from different walks of life (age, country- in terms of the internet infrastructure, different educational system etc.), for this reason, development of media and information literacy skills are important among them. Despite the fact that Media and Information Literacy are acknowledged to be important, it has been difficult to integrate them into higher educational institutes in the UK. Principally two causes were noted for this: restricted media and information literacy definitions and challenges finding media and information literacy institutionally. This model was structured in six frames: content, competency, learning to learn, personal relevance, social impact and relational frame. The resource when tested on 8 students generated good responses where they appreciated this resource for imparting knowledge about media and information literacy (Whitworth et al., 2011).

8. In another study conducted among undergraduates at the University of Ghana to look into how Media and Information Literacy (MIL) affected people's capacity to recognise false information, misinformation, and sharing intentions; it was pointed out that being media and information literate is crucial in settings where there is a fine line between fake and accurate information. When information consumers and users receive MIL training, they are expected to possess and demonstrate the necessary knowledge and skills that position them to understand how to obtain authentic and credible information as well as how to critically evaluate and verify

the authenticity of the information. Among the 2 groups studied, it was noted that most respondents from the experimental group were able to determine the inauthenticity of information based on technical reasons. Some of them were not able to identify the same on account of one-off training given to them in one sitting. However, some respondents of the control group were also able to determine the inauthenticity of information based on non-technical grounds. Therefore, it is evident that MIL raises awareness of the potential negative effects of serving as channels for false information and empowers information consumers to take informed decisions regarding the quality of information (Dame Adjin-Tettey, 2022).

9. This article focuses on the collaboration between Ireland's public library system and higher educational institutes for the development of media literacy training courses for public library employees. This showed how instructional materials created by academic departments in cooperation with stakeholder organisations might be organised to specifically meet the requirements of public librarians, especially regarding their understanding of media literacy. The development of learning objectives and a course that addressed the media literacy knowledge and skill gaps that many of the public librarians faced were achieved by encouraging a flexible approach to assessing learning needs. With the development of this course, the gaps in media literacy training were identified and highlighted how crucial it is for public libraries to provide the general public with information and skills about media literacy (Kerrigan et al., 2022).

10. To understand the complex relationships between ability grouping, internet use, information-use motives, and civic engagement among young people in a large, urban public high school, a study was undertaken in America which also measured adolescents' knowledge of mass media and their capacity for critical analysis of news and advertising. Youth's ability to engage in meaningful civic participation can be significantly aided by media literacy programmes, which have the potential to help the development of news analysis skills and background knowledge of media institutions, audiences, messages and their impacts. Adolescents being able to ask and respond to important questions regarding the goal, target audience, and subtext of messages is likely to be the foundation for the capacity to assess and evaluate media messages. It is pointed out that, it is crucial to develop students' intellectual

curiosity and their capacity to critically assess and evaluate media messages through media literacy education to encourage civic involvement, especially among less academically competent students (Martens & Hobbs, 2015).

11. Digital media literacy is a complex notion that includes both the aptitude and attitude as well as the user skills required to achieve specific goals when using digital devices and technology. A study was conducted in Australia to see whether gaining access to new digital devices improved young adults' knowledge of digital media and what circumstances led to that improvement. (participants' usage of devices was monitored as they engaged in an online community, responding regularly to online surveys etc.). The degree of digital media literacy among the participants grew with time. When accessed during different dimensional scales, it was found that digital media literacy has improved in some areas for those who utilise tablets (given devices) for social and informational purposes. Users may have equal access to digital technologies, but how they utilise them over time has an impact on their level of understanding of digital media literacy. Furthermore, digital media literacy it's not a static idea. It is strongly intertwined with technology, which is always changing and evolving (Park & Burford, 2013).

12. In a global setting, media and information literacy are important competencies. The authors discuss how these competencies are portrayed in Singapore's educational discourse in relation to its framework for 21st-century competencies. Information and media literacy are seen as distinct ideas, given varying emphasis, and implemented using similar ways by various governmental and educational entities in Singapore. These abilities are widely acknowledged as being essential in the knowledge-based economy. The lack of conceptual guidelines suggests that the local government has given media literacy less priority. While acknowledging the increasingly significant role, information and media literacy are playing in the Singapore educational system it must be noted that an integrated and holistic guideline featuring the seamless integration of both information and media literacy in the school curriculum needs to be placed to address any conceptual issues and direct its practical implementation (Lin et al., 2015).

13. The idea of media literacy is being expanded from its traditional concentration on print and audio-visual media, to include the internet and other new media in both academic and policy discussions. The article makes the case that literacy is concerned with the interrelationship between three processes, none of which stand alone as being sufficient: 1. Knowledge, culture and values are symbolically and materially represented. – which is hardly ever addressed in the research literature. 2. The spread of interpretive abilities and skills among a stratified community. – In this regard, there are two crucial insights. First, media literacy has first established a sophisticated analysis of the individual skills needed in deciphering media texts. Second, audience research has produced an interactive understanding of the interaction between the reader and the text that, in the context of new ICTs, must also take technological considerations into account. 3. The institutions, notably, the state management of the power that accesses to and skilled use of knowledge brings to those who are 'literate' – invite a more critical view of literacy, especially so far as academic research is utilised to guide policy (Livingstone, 2004).

14. Critical media literacy is a necessity, not an option. Students should develop into socially engaged individuals while also transforming society into a more equal and less oppressive democracy. The goal of critical media literacy is to broaden the definition of literacy to encompass various media forms, information, and communication technologies. It also intends to enhance the capacity of literacy education to analyse critically the relationship between media and audiences, information, and power. Better education financing is necessary to advance critical media literacy in inner cities (rural areas) where it is most needed. Students should be encouraged to become aware and media-literate members of their societies as a part of media education (Kellner & Share, 2007).

15. To better understand the role of Media literacy skills in preventing body and eating concerns, the authors of this paper try to analyse how to systematically examine empirical relationships between the level of media literacy and the level of body and eating outcomes. This included evaluating changes in the level of media literacy and body and eating concerns after media literacy-based interventions. Media processing that emphasizes eating and appearance-related content may focus attention on differences between the viewers' actual looks and the appearance ideals portrayed

in media, resulting in increased body dissatisfaction. Media Literacy based interventions showed improvements in body-related factors, but not in disordered eating, and the media literacy concepts of realism and scepticism, the effect of media, and knowledge of media motives for profit (McLean et al., 2016).

16. In a study, with the objective to carry out a randomised experiment in a classroom to evaluate the teaching elements of a media literacy intervention, intended to lessen the harmful impacts of media violence was presented to two treatment groups, and their results were compared to that of the control group. A basic understanding of media influences and the ability to assess violent characters critically were components of the interventions. The presence or absence of cognitive activity and a control condition were differences between both interventions. The results of the study revealed that the effect of media literacy on willingness to use aggression is that, children who engaged in cognitive activity after receiving the intervention experienced a decrease in willingness to use aggression but those children who did not engage in the cognitive activity reported that the same lesson increased their willingness to use aggression. Consequently, a media literacy lecture intended to lessen aggression may be beneficial, but it may also be harmful if not planned properly (Byrne, 2009).

17. Epistemological beliefs and the intentions behind using social media were merged into a strong model which was created for investigating the causes of New Media Literacy. It was discovered that social media users aim to influence their opinion about information. Epistemological ideas become more sophisticated as a result of interaction and communication on social media. The usage of social media for acquiring new connections, however, increases the likelihood of having naïve beliefs. New Media Literacy (NML) abilities are also influenced by epistemological ideas and the goals of social media use. Therefore, social media contacts could help to support information, which would improve new media literacy skills. This study suggests that understanding how social media is used and the epistemological ideas help us to comprehend the new media literacy skills in a comprehensive way. New media literacy skills can be comprehended to a considerable extent due to our understanding of social media use and epistemological ideas (Celik et al., 2021).

18. Individuals are expected to actively participate in new media alongside developing digital technologies by creating, disseminating, and challenging digital content in addition to consuming them. They must be familiar with the technical and social, emotional and cultural components of new media to be new media literate. A set of fundamental abilities known as New Media Literacy (NML) are required for surviving and advancing in the participatory, media-mediated society of the 21st century. Despite increased interest in the theory of new media literacy, there isn't a tool in the literature to operationalize it. Functional Consumption, Critical Consumption, Functional Prosumption and Critical Prosumption were the four variables that made up the New Media Literacy Scale in this paper, which was in line with the theoretical framework that had been accepted (Koc & Barut, 2016).

19. The media is an essential component of daily communication and has taken a role in the lifestyle that educational systems are attempting to prepare students for. This paper explores the difficulties that society is having integrating various media disclosures, as well as how to modify the educational system to better suit the development and future needs of the students. Given that children are exposed to media impact and that schooling is a period when students learn and acquire critical abilities, it is crucial to develop a critical attitude towards the media information that is being provided. Only when taking into account, the relationship between media specificity and how those specificities are understood by those receiving an education, can media literacy training be truly successful. As such, media literacy can aid in the development of many social values. Theoretical analysis of the trends and viewpoints of media literacy development led to the conclusion that well-conceived media literacy can encourage the adaption of a variety of societal values. The goal of creating a civil society in the media culture can be explored by incorporating media literacy into the curriculum. This will assist children and young people in developing critical autonomy towards media impact (Ivanović, 2014).

20. To solve the issue of media literacy in the Internet age, this study emphasises the value of libraries. The libraries must assert their position as the leading authority in the area of literacy. As media literacy becomes a prominent concern, both academic and political organisations emphasise the significance of media literacy for social involvement and full citizenship. Since numerous organisations outside the library

have started programmes and created products on media literacy in recent years, for this reason, libraries must assert their position as field experts in the area. The management of libraries must set policies about media literacy and staff members must be trained in the fundamentals of media literacy. It is crucial for libraries and other organisations to work together and share knowledge regarding media literacy. Libraries must provide their users with new skills and competencies to make their media literate. Making a media community centre in the library (can be as an extension of the newsroom) is one such initiative that will support media empowerment and intercultural critical media behaviour. It improves the library's capacity for information and education (Nijboer & Hammelburg, 2010).

21. Every library's main goal is to satisfy the community's information needs while also supporting the institution's mission to promote teaching, learning and research. The library often offers a variety of services to suit the information demands of the user community. Library staff must be skilled communicators employing media literacy abilities in the 21st century's information-rich environment. This study indicates that accessibility, analytical, evaluative, communicative, and participative skills used by librarians have several implications as they are developing in a world saturated with media messages. The adoption of Media Literacy Skills in libraries increases the librarians' understanding of functioning, production, organisation, and construction of reality by media. The goal of media literacy is to increase the understanding of the various kinds of messages that are spread via media that librarians face while discharging their duties. This can aid librarians to recognise the ways in which the media shape popular culture. As a result, Media Literacy equips librarians with the analytical and creative problem-solving skills necessary to become effective information consumers (Samuel et al., 2022).

22. The concept of media literacy typically emphasises the comprehension, understanding, criticism, and creation of media items. Traditionally, media literacy research has focused on audio-visual media. However, attention is gradually shifting to developing digital and online technologies. Although media literacy is important across one's lifespan it is mostly focused on children because of their vulnerability to media persuasion. According to a survey conducted in the UK, most of the adult

population is selective about online information sources while few lack to use of creative tools on digital platforms (van der Graaf, 2010).

23. Media literacy is a 21st-century approach to education and the use of ICT influences various facets of life. Internet and ICT are new technologies of communication–information is effectively promoting social development on measures of access to equal opportunity, income, poverty, and health. Today's audience in both developed and developing nations need more information on the issues they face on a daily basis. Students who are media literate can analyse information rather than just consume it, they would be aware of the objectives, motivations, attitudes, and influence mechanisms and also know how to use media. Students with inferior academic standing and degrees are more susceptible to media damage. For students to have good communication with media, they must be able to distinguish between different forms of media (Zarmehr et al., 2014).

24. This study reveals with the use of media, information spreads rapidly in society. Media literacy is the ability to identify different types of media and understand the message they are sending. As media literacy aims to create active, competent media users. Today's librarians must learn new skills and keep up with the emergence of virtual information while maintaining their shelves to improve service delivery and better satisfaction of users (Vyas & Parmar, 2020).

25. This study is based in Romania and it infers that in both formal and informal contexts, media literacy aims to teach distinct public demographic groups (children, adolescents, and adults) how to interpret media messages critically and deliberately. It includes a range of abilities, including involvement, critical thinking, problem-solving, autonomy, and communication. Although there has been a lot of progress made in the world in terms of media literacy initiatives, Romania has very few instances of the critical analysis of media messages outside of specific contexts (Ciurel, 2016).

CHAPTER 3

EXPLANATION OF CONCEPTS

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EXPLANATION OF CONCEPTS

3.1. INFORMATION LITERACY

Definitions

The members of the virtual forum agreed that a broad definition of IL from the Prague Declaration as "Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning." (Thompson, 2003).

According to ALA, Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." (American Library Association, 1989).

Philadelphia University defines Information Literacy as, "the ability to articulate one's information need; to identify, locate and access appropriate sources of information to meet the information need; to effectively use information resources; regardless of format; to critically and ethically apply the information, and to determine if the need has been adequately met." (Philadelphia University, 2011).

To put it in simple words, Information literacy is the capacity to locate, assess, organise, use, and transmit information in all of its varied forms, especially when it comes to circumstances demanding decision, problem-solving, or knowledge acquisition. It combines communication skills, computer technology abilities, research skills, and critical thinking skills. To succeed academically, professionally, and as informed citizens in society, one must be literate in information (Skyline College, n.d.).

In 1974 the term "information literacy" first appeared in print in a report. It was brought to light by Paul G. Zurkowski. The phrase was developed to define the "techniques and abilities" that the information literate learn to "utilise the vast variety of information tools as well as primary sources in moulding information solutions to their challenges." (Zurkowski, 1974). People must be strategic in their information usage and consumption if they are to prosper in the global information economy. Information literacy is important for today's learners because it encourages problem-solving techniques and thinking skills, such as asking questions and seeking information, forming opinions, evaluating sources, and making decisions.

Information literacy is a term that has been used to refer to a variety of literacies, including computer literacy – which is the capacity to carry out practical tasks using a computer and its software, digital literacy - is a set of cognitive abilities that are used when performing tasks in digital environments, and it includes more than just the technical capacity to use digital devices properly, information technology literacy - is the capacity of an individual to responsibly use tools, resources, processes, and systems to access and evaluate information in any medium and use that information to solve problems, clearly communicate, make informed decisions, and create new knowledge, products, or systems, whether working alone or with others, media literacy - is the capacity to access, examine, judge, and create communication in a variety of forms, network literacy, oral literacy, and visual literacy, among others. These literacies must be acquired and maintained throughout one's life by both information users and professionals like librarians and other information specialists (Dhiman, 2006).

Teaching and learning, research, the workplace, and a larger society with frequently convoluted and complicated political and social objectives all require and should promote Information Literacy. Through the teaching of information skills at all levels of school, libraries and librarians play a significant role in the education of people for effective and efficient information usage, enabling them to become informed citizens of the country.

Information literacy is made up of three fundamental elements: Information accessing: the user should access information in a sensible and effective manner to determine its reliability and accuracy. Information evaluation: The user should do a critical and knowledgeable review of the information. Information use: The user should make wise

and original use of the information. In the evolution of Information Literacy components, new components have been found and added, such as: identifying, finding, evaluating, applying, and acknowledging the information (Landøy et al., 2020).

The concept of information literacy is widely accepted in teaching and learning at all educational levels, but it is particularly prominent in higher education. Academic success necessitates the growth of information awareness and related abilities that enable students to locate, assess, and apply knowledge from a wider subject domain beyond a simple engagement with the reading list. Yevelson-Shorsher and Bronstein (2018) discovered that institutional faculty members could spot a difference in academic achievement between students who were able to find pertinent information sources outside of the required reading for class and those who could not.

Information literacy is emphasised differently in the original research setting than in teaching and learning. It enhances the researcher's crucial understanding of the ontological and epistemological "background" of a proposed research topic, rather than acting as a direct process through which a person gains knowledge to learn. To generate validity, value, and relevance in the developing research proposal, information literacy helps a researcher build a focused understanding of linked and contextualising theory, knowledge, and data (Forster & Omar, 2019).

3.2. INFORMATION AND MEDIA LITERACY

One of the key differences between Information Literacy and Media Literacy is that finding a need for information, analysing it, and applying it effectively to address a challenge are all parts of information literacy. On the other side, media literacy refers to the capacity to use, analyse, modify, and create a variety of media. Media literacy is more closely tied to the media sector, while information literacy is more closely related to library science. Media literacy discusses how it functions and creates its various forms, while information literacy focuses on where to get, how to use, and how to evaluate information.

Research skills were the main focus of information literacy before the 1990s. As the focus of media literacy has typically been on the evaluation and dissemination of information through various media. In several nations today, including the UK, Australia, and New Zealand, the study of information literacy has been expanded to

include the study of media literacy. UNESCO distinguishes the combined study from the existing study of information literacy by referring to it as "information and media literacy." (UNESCO, 2005) The ability to demonstrate and establish well-informed opinions as information and media consumers, as well as to develop into competent creators and producers of information and media messages on their own, is known as information and media literacy (IML). ("Information and media literacy," 2022)

Renee Hobbs (2010) says few individuals verify the information they obtain online. "Both adults and children tend to naively trust anything they find, from whatever source," she adds. According to Hobbs, people may determine the veracity of information by responding to three straightforward questions:

1. Who is the author?
2. What is the purpose of this message?
3. How was this message constructed?

These inquiries urge people to confirm the facts and help judge a media message's reliability. Numerous organisations are putting more of an emphasis on information and media literacy as credibility issues become more prevalent. (Hobbs, 2010)

The challenge of educating consumers to evaluate, examine, and make use of the incredibly diverse spectrum of media available in the 21st century makes media and information literacy a lofty objective. Users today need to gain media literacy, not just about traditional media, and image representation, but also concerning the abundance of new technologies available and the creation of applications enabling completely novel methods of information transmission.

3.3.   MEDIA LITERACY

Definitions

> Center for Media Literacy (n.d.) defines media literacy as "a 21st-century approach to education. It provides a framework to access, analyse, evaluate, create, and participate with messages in a variety of forms – from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy."

Hobbs (2010) explains, "Media literacy is an expanded conceptualization of literacy that includes the ability to access and analyse media messages as well as create, reflect and take action, using the power of information and communication to make a difference in the world."

Dictionary.com (n.d.) defines Media Literacy as, "the ability or skills to critically analyse for accuracy, credibility, or evidence of bias the content created and consumed in various media, including radio and television, the internet, and social media."

The National Association for Media Literacy Education (NAMLE) (2023) defines media literacy as "the ability to access, analyse, evaluate, create and act using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators, and active citizens."

The term "media literacy" is often used interchangeably with other terms related to media and media technologies. *To clarify what it means when we talk about media literacy, NAMLE (n.d.) offers these definitions:* Media refers to all electronic or digital means and print or artistic visuals used to transmit messages. Literacy is the ability to encode and decode symbols and synthesize and analyse messages. Media literacy is the ability to encode and decode the symbols transmitted via media and synthesize, analyse and produce mediated messages.

The British Film Institute's push to instil analytical skills in media consumers during the late 1920s and early 1930s is frequently cited as the origin of the first attempts at media literacy education. In America at the same time, the Wisconsin Association for Better Broadcasters worked to instil in its audience a greater sense of media scepticism. But these early initiatives in media literacy, which persisted throughout the 1960s, were intended to shield pupils from media by cautioning them against its consumption. Despite this viewpoint, media dominance—and television in particular—kept expanding interest in teaching. The need for media literacy has increased as a result of the development of the internet and portable devices that allow us to consume media anywhere and at any time (Vinney, 2022).

Living in a society where media are abundant requires a constellation of abilities that are essential resources for users to absorb and cope with media messages that are produced and transmitted through both traditional and new means. Developing critical thinking abilities focused on media messages is promoted and facilitated by the field and movement of media literacy. The capacity to recognise various media kinds and comprehend the message they convey is known as media literacy. A positive or negative message should be sent to people through various media. Developing engaged, capable media consumers is the aim of media literacy. Increased discernment regarding media use, awareness and mindfulness, and critical thinking skills for interpreting media messages are all facilitated by media literacy. Tools for evaluating, analysing, comprehending, and challenging media discourses are provided by media literacy.

The use of new media has become indispensable in our daily lives. Everything has changed as a result of the introduction and growth of social networking platforms, including how individuals work, interact with one another, and use their free time. New media literacy can be defined as the "ability to critically assess and develop content that uses new media forms and to leverage new media for persuasive communication" (Davies et al., 2011). Beyond traditional media literacy, these new techniques and tools have increased the demand for new media literacy. People need to develop their critical reading, evaluating, and generating skills Balaban-Sali, 2012).

Analysis of the prevailing ideology and an examination of the production process are encouraged by critical media literacy. Social justice is its foundation and investigates ownership, production, and dissemination (Kellner & Share, 2007a). An investigation into power, particularly the power of the media businesses and how they choose the narratives and messages that our audience is exposed to, is at the heart of critical media literacy (Butler, 2021). When analysing media artwork, we need to consider more than simply the artwork itself. With regard to this power connection [between creator and audience], critical media literacy calls to analyse the text itself as well as the roles of the creator, the audience, and other stakeholders (Mirra et al., 2018). Wan & Gut (2018) state three phases of critical media literacy are included and empower people of all ages, including (a) learning the value of making decisions and controlling how much time is spent with different media; (b) learning how to analyse and examine what is in the frame or on the screen, how it is built, and what might have been left out, as well as developing

specific abilities for critical viewing and surfing.; and (c) looking into the more fundamental questions of who produces the media that consumers consume.

3.3.1. MEDIA LITERACY EDUCATION

Educators and academics view media literacy as a crucial 21st-century competence. The results of research constantly show that messages in the media have an impact on people. Interventions and instruction in media literacy give children and adults the information and skills they need to understand the media's influence on them and lessen that influence. We can become skilled and confident media consumers with the help of media literacy education. Media Literacy: expands the definition of literacy to include more than just the ability to read and write because today's communications come in a variety of forms; provides a remedy for problems with substance abuse and body image that are caused by harmful media messages; empowers everyone to participate in a global media environment (Media Literacy Now, 2022).

Media Literacy can help students in the following situations (Common Sense Media, 2020):

- *Learn to think critically*: When analysing media, students determine whether the messages are coherent, why certain details were included, what was not, and what the main themes are. They are taught to back up their arguments with examples. After then, based on the knowledge they already possess, they can generate their own opinions on the material.

- *Become a smart consumer of products and information*: Students that are media literate understand how to evaluate the credibility of sources. Additionally, it enables individuals to recognise the "persuasive goal" of advertising and reject the strategies used by marketers.

- *Recognize the point of view*: Every artist has a unique viewpoint. Students learn to appreciate various viewpoints by recognising the author's point of view. Additionally, it aids in placing information in the context of what they already know—or believe they already know.

- *Create media responsibly*: Effective communication depends on knowing one's perspective, expressing it in the way one wants to, and realising the power of one's words.

- *Identify the role of media in culture*: From magazine covers to memes to celebrity rumours, the media is constantly teaching us something, reshaping how we perceive the world, and even pressuring us to act or think a certain way.

- *Understand the author's goal*: What is the author hoping people will learn from their work? Is it merely educational, is it an attempt to sway one's opinion, or is it a presentation of novel concepts users have not heard of before? Students are better able to make decisions when they are aware of the influences that something has.

3.3.2. THEORETICAL APPROACHES TO MEDIA LITERACY

A variety of scholars have proposed theoretical approaches for media literacy. Four different approaches to media education have been characterised by Kellner & Share (2007b): the protectionist approach, media arts education, the media literacy movement, and critical media literacy. According to the protectionist perspective, viewers of mass media should be educated to safeguard them against cultural, intellectual, or moral pressures. The media arts education strategy emphasises students' creative production of various media. The media literacy movement aims to apply established elements of literacy to media in a way that is similar to how they are used in school. To grasp the power structures that shape stereotypical portrayals and the ways that audiences construct meaning through dominant, oppositional, and negotiated interpretations of media, critical media literacy tries to study and comprehend these power systems.

Tornero & Varis (2010) put forth three primary approaches to Media Literacy: protective, promotional, and participatory. The protectionist strategy tries to shield vulnerable people from any potential dangers posed by media messaging. Protectionist regulations are typically linked to children and youth, whose age and education make them most susceptible to the media's potentially negative impacts. Protectionist media literacy appears to operate under the premise that all users digest media messages in the same manner and, as a result, need the same countermeasures to harmful media impacts.

The encouraging activities that make up the promoting approach tend to increase people's awareness of the media landscape. This strategy is founded on the idea that all consumers of the media have opportunities and potential. It emphasises the positive aspects of interactions with the media through either conversation or intellectual innovation. The participatory approach strongly emphasises the growth of social production and communication for improving knowledge, interactivity, and conversation. This mindset supports people's autonomy, critical thinking skills, and capability to effectively direct their personal development.

3.3.3. KEY CONCEPTS OF MEDIA LITERACY

The Key Concepts of Media Literacy were created in 1987 by a group of educators from the Ontario Association for Media Literacy (AML) for the Government of Ontario Media Literacy Resource Guide. (Pungente, n.d.)

1. All media are constructions.

   The media does not just reflect what is going on around us. Instead, meticulously constructed products that are the consequence of numerous choices and deciding factors are presented by the media. These are created by individuals with a purpose in mind. These productions frequently exhibit outstanding technical quality and combined with our familiarity with them, it is challenging for us to view them as anything other than a seamless extension of reality.

2. The media constructs reality.

   The media are responsible for most of the observations and experiences from which we build up our personal understandings of the world and how it works. Our perception of reality is heavily influenced by prefabricated media messages that already include attitudes, interpretations, and conclusions. Thus, the media greatly contributes to our perception of reality.

3. Audiences negotiate meaning in media.

    Understanding how humans interact with media messages is essential to understanding media. The second fundamental idea focuses on the manner in which the media influence how reality is created. But we must also acknowledge that we all contribute something special to the media: ourselves. Each of us "negotiates" meaning in accordance with specific factors, such as personal needs and anxieties, the pleasures or difficulties of the day, racial and sexual attitudes, family and cultural background, moral perspective, and so on, even if the media provides us with much of the information upon which we base our picture of reality. We must also accept the idea that different people will view the same television programme in various ways because each of us carries with us various experiences.

4. Media messages have commercial implications.

    The goal of media literacy is to raise people's knowledge of how commercial interests affect the content, production, and dissemination of the media. The majority of media creation is commercial; thus, it must turn a profit. Networks look for audiences to be delivered to sponsors. Viewers are segmented into marketable groups by the content of the programs, making them targets for advertisers. Questions of ownership and control are crucial because a select few people are in charge of what we see, read, and hear in the media.

5. Media messages contain ideological and value messages.

    In some senses, all media products are advertisements that promote certain ideals and ways of living. The dominant media conveys ideological messages regarding topics like the nature of the good life and the virtues of consumerism, the place of women, the deference to authority, and unwavering patriotism, either openly or implicitly.

6. Media messages contain social and political implications.

   The media play a significant role in shaping social change and politics. On the basis of appearance, television has a significant impact on the election of a national leader. The media informs us about topics like AIDS, African famines, and civil rights challenges.

7. Form and content are closely related in media messages.

   Each medium has its own syntax, bias, and technique of codifying reality, as Marshall McLuhan put it. As a result, different media coverage of the same event will convey different impressions and messages.

8. Each medium has a unique aesthetic form.

   Understanding media texts and their significance for our culture and society is simply one aspect of media education; another is learning how to consume and create them. An understanding of the processes used to produce visually appealing forms or effects can increase our appreciation of media.

3.3.4. MEDIA LITERACY SKILLS

Media Literacy emphasises the following Skills (Santos et al., 2017):

- *Critical thinking:* Recognizing various media content kinds and assessing content for truthfulness, reliability, and value; identifying and managing online security and safety issues; questioning the motivations of content providers to make informed choices regarding content selection and use.

- *Creativity:* developing skills through projects that entail designing, constructing, and producing media material, frequently in collaboration.

- *Intercultural dialogue*: Activities that counter radicalization, violent extremism, and hate speech are those that involve human communication, empathy, and social connection.

- *Media skills:* the ability to search, find and navigate and use media content and services.

- *Participation and civic engagement:* active involvement in society's economic, social, creative, and cultural spheres using media in ways that promote democracy and fundamental human rights.

Jenkins et al. (2009) put forth their 12 new core media literacy skills:

1. *Play* – the capacity to experiment with one's surroundings as a form of problem-solving.

2. *Performance* – the ability to adopt alternative identities for the purpose of improvisation and discovery.

3. *Simulation* – the ability to interpret and construct dynamic models of real-world processes.

4. *Appropriation* – the ability to meaningfully sample and remix media content.

5. *Multitasking* – the ability to scan one's environment and shift focus as needed to salient details.

6. *Distributed cognition* – the ability to interact meaningfully with tools that expand mental capacities.

7. *Collective intelligence* – the ability to pool knowledge and compare notes with others toward a common goal.

8. *Judgment* – the ability to evaluate the reliability and credibility of different information sources.

9. *Transmedia navigation* – the ability to follow the flow of stories and information across multiple modalities.

10. *Networking* – the ability to search for, synthesize, and disseminate information.

11. *Negotiation* – the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms.

12. *Visualization* – the ability to interpret and create data representations for the purposes of expressing ideas, finding patterns, and identifying trends.

3.3.5. MEDIA LITERACY COMPETENCIES

The four fundamental principles of access, use, understanding, and engagement can be used to categorise digital media literacy competencies (Media Smarts, n.d.).

1. *Access*: Since having dependable, inexpensive internet access is a requirement for media literacy, access can be viewed as a prerequisite for digital media literacy. To locate and use media in a safe and ethical manner, access skills are also necessary. These include the technical abilities required to access online content as well as an understanding of other aspects of media technology that influence what content we access and how; the ability to navigate networked media using hyperlinks, search engines, and databases; knowledge of copyright-free content and the ability to exercise user rights under Fair Dealing; and specialised access abilities like locating free or inexpensive internet service or using screen readers.

2. *Use*: Use denotes the technical proficiency required to use media, computers, and the internet in a secure and efficient manner. Utilization skills and competencies include managing the constant distractions of networked media, which are never more than a click away, and balancing the disadvantages and benefits of digital media tools. Examples of tools and platforms that fall under this category include cameras, word processors, web browsers, social networks, and media-making apps.

3. *Understand*: The most important component is understanding; it's the collection of abilities that enables us to grasp, analyse, and critically assess digital information so that we can make wise choices about the things we do and come across online. As soon as children begin using the internet, it is necessary to start teaching them these fundamental abilities. Understanding involves being aware of how networked technology influences our actions as well as our perceptions, beliefs, and emotions about the world. As we develop, both personally and collectively, information management abilities for locating, assessing, and efficiently using the information to communicate, collaborate, and solve problems, understanding also gets us ready for a knowledge economy.

4. *Engage*: The capacity to create and use media tools to express yourself and engage in offline and online groups is known as engagement. Knowing how to use a word processor or compose an email is only one aspect of engaging with digital media; other skills required include the ability to adapt what we produce for different contexts and audiences, create, and communicate using rich media like images, video, and sound, consider the social and political implications of media, use media tools for community engagement and social activism, and engage with Web 2.0 user-generated content responsibly and effectively.

3.4.   GOA UNIVERSITY

On June 1, 1985, Goa University officially opened its doors under the authority of the Goa University Act of 1984 (Act No. 7 of 1984). Higher education is offered at the university in the Indian state of Goa. It is situated on the magnificent 427.49-acre campus of Taleigao Plateau, which has a view of the Zuari Estuary. However, the University of Mumbai founded a Centre of Post-Graduate Instruction and Research (CPIR) in Panaji long before Goa University was founded, offering affiliation to the first colleges that were founded in Goa in June 1962. The CPIR and the newly established Goa University have been combined since 1985. The university offers graduate and post-graduate studies and research programmes ("Goa University," 2022).

With the establishment of various higher education institutions, the Goa Medical College, founded in 1691, is the oldest. The Mathematical and Military School, founded in 1817, and the Goa College of Pharmacy, founded in 1842, are the next oldest schools. When Goa University was founded, these institutions gradually came together.

For the purpose of addressing the difficulties posed by local, national, and international socio-economic developments, the University is crucial in the development, enhancement, and improvement of the quality of human resources. The university's principal goals are to attain excellence in teaching and research, to provide career prospects for students from Goa and neighbouring states, and to support regional and national development.

According to the National Institutional Ranking Framework (NIRF), Goa University was ranked 81 among universities and overall, in India in the 101-150 rank range in 2020. There are 53 connected colleges at the university, including 29 for general education and 24 for professional education. Six Visiting Research Professorship Chairs have been financed and established at the institution by the Directorate of Art & Culture, Government of Goa. The university's executive council, planning board, academic council, and finance committee are among its statutory bodies.

There are several institutions which function under the recognition of Goa University. Namely, National Centre for Antarctic and Ocean Research – Vasco, Directorate of Archives -Panaji, National Institute of Oceanography - Dona Paula, Xavier Centre of Historical Research – Porvorim, Malaria Research Centre – Panaji, Thomas Stephens Konk'kni Kendr – Porvorim, Fishery Survey of India – Mormugao, All India Institute of Local Self Government – Panaji ("Goa University," 2022).

On June 30, 1985, the Goa University Library and Information Centre were established around the foundation of the University of Bombay's Center for Postgraduate Instruction and Research Library. 37,678 books and many bound volumes of periodicals made up the first collection. As of 1st March 2022, the library collection has 182,168 books, 214 e-Books, 89 subscribed journals, 7941 subscribed online journals, 24 digital databases, 1042 available theses in the Institutional Repository and 16 patents in the name of Goa University. In addition to these, the late Dr. P. S. S. Pissurlekar donated several rare books on Indo-Portuguese history and culture to our library. The Goa University Library is the single largest centre of academic resources in the State of Goa (Goa University, 2022).

CHAPTER 4

MEDIA LITERACY AT THE NATIONAL AND INTERNATIONAL LEVEL

CHAPTER 4

MEDIA LITERACY AT THE NATIONAL AND INTERNATIONAL LEVELS

In today's age of Information Explosion, where a large amount of information is generated daily and produced through various media outlets; there is a tremendous need for information consumers to explore their different literacy skills. To make people aware of this, 8th September was declared International Literacy Day by UNESCO to advocate for the literacy agenda to create a society that is both more literate and sustainable and to remind the public of the significance of literacy as an aspect of human rights and dignity. Media Literacy is one of the components of literacy. Most people's lives revolve around media-generated content and it is important for them to understand what to consume and what type of information can be harmful. For this reason, various Media Literacy initiatives have been undertaken at the National and International levels, some of which are discussed below.

4.1. MEDIA LITERACY AT THE NATIONAL LEVEL

4.1.1. BBC YOUNG REPORTER – INDIA

BBC Young Reporter is a virtual workshop that is carried out in series across the world. To provide young people with the skills they need to produce and comprehend the media, BBC Young Reporter collaborates with educational institutions, community colleges, youth organizations, and non-profit organisations (BBC, 2023).

Between August and December 2021, BBC News collaborated with Internews and DataLEADS on the India programme to make the initiative available to students aged thirteen and above. The project's goal was to stop the dissemination of false information regarding vaccines, phoney treatments for COVID-19, and other possibly dangerous materials. With this programme, students learned about critical thinking, fact-checking and digital safety. The workshop used elements of the popular BBC Young Reporter project in the UK and emphasised the need for pupils to think twice before sharing sensitive and unreliable information with family and friends. The program of study is designed for students in grades 9 through 12, although it is also appropriate for older students up to the age of 18. More than 250 hours of media training were delivered remotely by 51 trainers who had received training from the program, which also

included media educators, instructors, and journalists (Public Media Alliance, 2022). So far, trainers have reached 8000 students in 120 schools across India (BBC, 2023.).

The workshop is conducted in a series of 6 virtual sessions which enables the learners to comprehend the possible negative effects and develop their ability to critically evaluate the material they see in their feeds. Inspiring people to think carefully before sharing will be crucial in assisting in the fight against the spread of false information. The 6 sessions deal with:

1. Introduction to 'fake news'.
2. Tools to check facts from fake.
3. Whom to trust.
4. Tricks of the trade
5. Techie tools
6. Safe skills for life (BBC, 2023).

4.1.2. SATYAMEV JAYATE – KERALA

The Kerala government formulated the "Satyamev Jayate" project to equip individuals, particularly young people, with crucial fact-checking tools and strategies for fending off false information. As part of the effort, the government urged several universities and colleges to include digital media literacy guidelines in their curricula. This assisted students in learning the important skills that would help them not only improve themselves but also their families and the community they live in. Students received instruction on how to comprehend digital media and interact with the world around them. It includes a variety of activities such as training, data analysis, fact-checking projects, media research, and media development initiatives, all with the goal of enhancing people's lives and society via information, technology, knowledge, and creativity (Rana, 2022).

The focus of Satyamev Jayate would be on fact-checking in the following five areas: what is wrong information; why they are spreading fast; what precautions must be adopted while using the content of social media; how those who spread fake news make a profit; and what steps can be initiated by citizens (Rana, 2022).

The initiative was first started in 2018 by Kannur collector Mir Mohammed Ali and aimed at educating students from Classes 8 to 12 of 150 government schools in the district. The main reason that triggered this initiative was the misconceptions that were spreading about the Measles-Rubella vaccination campaign. In this effort, they were taught to verify material before passing it to others and to investigate the veracity of any expressed opinions. Students have explained the psychological reasons behind information sharing, as well as the terms 'clickbait' and 'filter bubble' were introduced to them. They were made aware of the fact that people share and click on links that benefit their producers because people become accustomed to sources, they find comfortable and believe them to be authentic (Sidhardhan, 2018).

The initiative was later revived by the government to tackle the problem of disinformation during the pandemic in 2020. Along with the student, the project was beneficial to adults as well. In June 2021, the second phase of the learning program went live on television and students of classes 8 to 12 were given training in the classes. In August 2022, the third phase started utilising a "special training module," during which each student got training for more than 2.5 hours split into four sessions. These topics covered social media and its users, the ethics of using it, how to stop the spread of fake news, and how to use the Internet in daily life (Jinoy, 2022).

4.1.3. FACTSHALA – INDIAN MEDIA LITERACY NETWORK

FactShala India Media Literacy Network's trainers are an enthusiastic group of journalists, media educators, fact-checkers, non-profit workers, and community radio stations. It was launched in 2020 by Internews in collaboration with DataLEADS with funding assistance from Google.org. & the Google News Initiative. It is a pioneering media literacy programme that assists citizens of Indian villages and small towns in navigating multilingual internet resources. Its goal is to equip local communities with ethical information literacy procedures and critical thinking skills (Internews, 2022). This is an effort to curb the misinformation generated not only on traditional sources but also on social media platforms by enlightening them to provide them with the ability to critically absorb information by helping them to comprehend media, analyse material, and interpret media.

A core group of 253 trainers held the training both online and in person (sometimes hybrid) in more than 15+ languages and dialects, reaching underserved communities like the refugee camps, women's self-help groups, medical professionals, LGBT community, local government employees, school and college teachers, and the community of the differently abled, among many others. Reaching out to women and marginalised groups received special attention.

For their local audiences, the trainers delivered media literacy presentations and narrowcast sessions, equipping them with the necessary techniques and abilities to critically consume internet material (FactShala, 2020). They were also made aware of how negligence to detect misinformation is also affecting their day-to-day life in terms of their occupation, livelihood, and lifestyle.

4.1.4. NCERT INITIATIVES

i. For Class VII, Social and Political Life NCERT textbook now includes a new chapter titled Mass Media and Communication that examines media literacy. Other NCERT textbooks for senior secondary school, such as Abhivyakti Aur Madhyam and Srijan, also emphasise media writing (Mishra, 2019).

ii. Given the significance of media literacy, CIET-NCERT has developed a five-hour online training course on "Media Literacy" in collaboration with the Department of New Media and Information Technology, Indian Institute of Mass Communication, to help teachers, students, teacher educators, administrators, and other stakeholders better understand media literacy and how it affects teaching-learning processes. Topics discussed were as follows:

1. Media Literacy: Policy Perspectives, Concept, Need and Scope
2. Media Literacy: Competencies and Skills
3. Advertising Literacy
4. Teaching Learning in Media and Information Literacy
5. Media Literacy and Non-Violence Communication (Central Institute of Educational Technology, n.d.).

4.2. MEDIA LITERACY AT THE INTERNATIONAL LEVEL

4.2.1. GLOBAL MEDIA AND INFORMATION LITERACY

To emphasise the significance of Media and Information Week, the United Nations (UN) sponsors Global Media and Information Literacy (MIL) Week every year. The week provides a forum for the stakeholders to assess and celebrate the advancements made towards universal media and information literacy. The Global Media and Information Literacy (MIL) Week was established in 2012 and is coordinated by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in partnership with the UNESCO Media and Information Literacy Alliance, the UNESCO-UNAOC (United Nations Alliance of Civilizations) Media and Information Literacy and Intercultural Dialogue (MILID) University Network, among others.

Objectives:

- Increase Media and Information Literacy (MIL) awareness around the world;
- Promote diversity, pluralism, intercultural dialogue and equality;
- Promote international cooperation on MIL;
- Create a constructive space for knowledge sharing, research and debate;
- Launch new projects (Affairs Cloud, 2022).

Annually, the week is celebrated with a new theme concerning Media and Information Literacy and is hosted by a different country. Feature Events along with other local events are planned along with awards to encourage information consumers to be Media and Information Literate across professions, disciplines, and borders.

4.2.2. MEDIA & LEARNING – EUROPE

The Media & Learning Association (MLA), or MEDEA: MEDIA & LEARNING, is an international, non-profit organisation founded in 2012 in accordance with Belgian law with the goal of fostering media use as a means of fostering innovation and creativity in teaching and learning at all levels of education in Europe. The important activities that this association focuses on are:

- The annual Media & Learning Conference, which is organised each year in association with partners KU Leuven and the Flemish Ministry of Education and Training. On average, 300 people attend these seminars, primarily from Europe.
- The planning of online events, such as the Online Media & Learning Conference series and the Media Literacy webinar series, the Media Literacy webinar series which heavily focused on Higher Education. The Media & Learning Workshops targeted our members and others in specific fields (Media & Learning, n.d.).

4.2.3. MEDIA EDUCATION HUB – FINLAND

Media Education Hub at the University of Lapland is a department for research and education that works on multidisciplinary research projects and creates teaching models for various situations. Their primary objectives are to provide instruction in media education and educational ICT use, as well as to conduct research and development initiatives in the area.

Study areas are focused on the following:

- Master's Degree Programme in Media Education: It is a 2-year degree programme which focuses on 3 major themes; namely, media in teaching and learning, media in society and media and psychosocial well-being.
- "Media Education" – major subject: From an interdisciplinary standpoint, Media Education examines the media education of individuals of all ages, including children, adolescents, adults, and the elderly.
- "Media and Digital Technology in Teaching and Learning" – minor subject: In this, techniques are taught for carrying out field research as well as a variety of teaching, training, facilitating, and planning responsibilities.

The multidisciplinary research is carried out in association with universities from Finland and other countries. The main areas of study are the Use of media in education; societal use of media; media and psychological and social health. The study of teaching and learning focuses on the educational usage of simulations, virtual reality, and movies, as well as education through online and mobile applications (University of Lapland, n.d.).

4.2.4. TRUST ME (DOCUMENTARY 2020)

It is a feature-length documentary that examines human nature, technology, and the need for media literacy to build trust among people, foster community, and produce a more resilient population. The documentary explains how our lack of media literacy is harming us and has resulted in mistrust as well as other social and psychological issues via the use of stories, research, and experts. Its goal is to raise awareness about media literacy to illustrate how the world actually is and the proper method to use and share media (Trust Me, n.d.).

4.2.5. NATIONAL ASSOCIATION FOR MEDIA LITERACY EDUCATION – U. S.

The primary national non-profit membership group NAMLE is committed to increasing media literacy instruction in the US. It coordinates and provides national leadership, advocacy, networking, and information exchange, it fosters progress in media literacy education in the US. It has announced a global study project to evaluate the condition of media literacy education right now in Australia and the United States. The National Media Literacy Alliance is a coalition of the nation's top educational organisations working to enhance media literacy instruction as an essential component of a comprehensive education fit for the 21st century (NAMLE, n.d.).

The non-profit group also publishes the online multidisciplinary journal "Journal of Media Literacy Education" (JMLE), which promotes the advancement of media literacy education in teaching and research. The publication offers a platform for experienced and up-and-coming academics, media experts, and educational practitioners inside and outside of institutions of higher learning (NAMLE, n.d.). They also host the annual Media Literacy Week in the U.S., the goal of which is to draw attention to the value of media literacy instruction and its vital place in education nationwide. With the help of hundreds of partners, U.S. Media Literacy Week raises awareness of media literacy education via events and activities all around the nation (NAMLE, n.d.). Apart from this, NAMLE also provides various tools, resources and platforms, and conducts events to promote Media Literacy in the U.S.

4.2.6. BBC YOUNG REPORTER – U. K.

To provide young people with the skills they need to produce and comprehend the media, BBC Young Reporter collaborates with schools, youth organizations, and charities and is oriented towards young people aged 11 – 18 years. It enables young people to share information with a genuine audience on BBC platforms and shows about the topics and issues that are important to them. Through this initiative, young people improve their media literacy abilities and get the chance to work directly on the production of media, from shooting and editing videos to writing stories for websites. Young people get the chance to talk about the obligations associated with sharing their work with a larger audience (BBC, n.d.).

CHAPTER 5

## DATA ANALYSIS AND

REPRESENTATIONS

CHAPTER 5

DATA ANALYSIS AND REPRESENTATION

5.1. DATA ANALYSIS

The researcher used the survey method for data collection wherein 100 questionnaires were sent out to the respondents through Google Forms and printed questionnaires as well. 84 responses were received i.e., the response rate was 84%. The data collected is analysed and represented based on the 84 responses received for the study. The data is represented using appropriate charts, tables and graphs.

5.1.1. ABILITY TO EVALUATE CREDIBLE ONLINE INFORMATION

Figure 5.1: Ability to evaluate credible online information
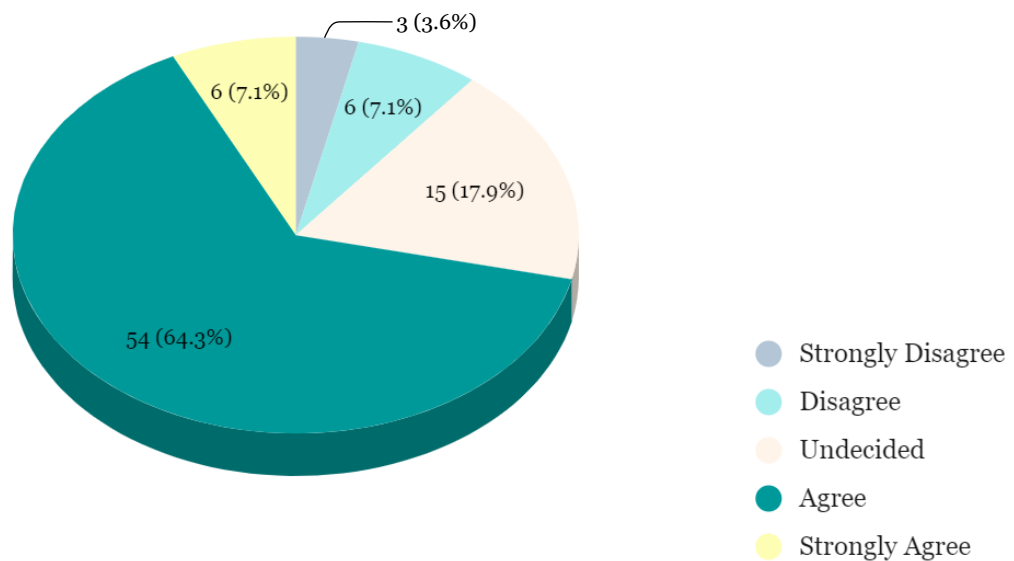
The purpose of this question was to find out to what extent the students of Goa University possess the ability to evaluate the credibility of information found online. This will allow an understanding of the level of quality of information the respondents are consuming over the web.

As can be seen in Figure 5.1, only 6 respondents (7.1%) strongly believe that they can evaluate the credibility of online information, which is succeeded by 54 respondents (64.3%) who agree that they are able to evaluate the quality of information most of the

time. 15 (17.9%) are unsure, 6 (7.1%) disagree and 3 students (3.6%) strongly disagree with the same.

5.1.2. ABILITY TO DETERMINE BIASED ONLINE INFORMATION

Figure 5.2: Ability to determine biased online information
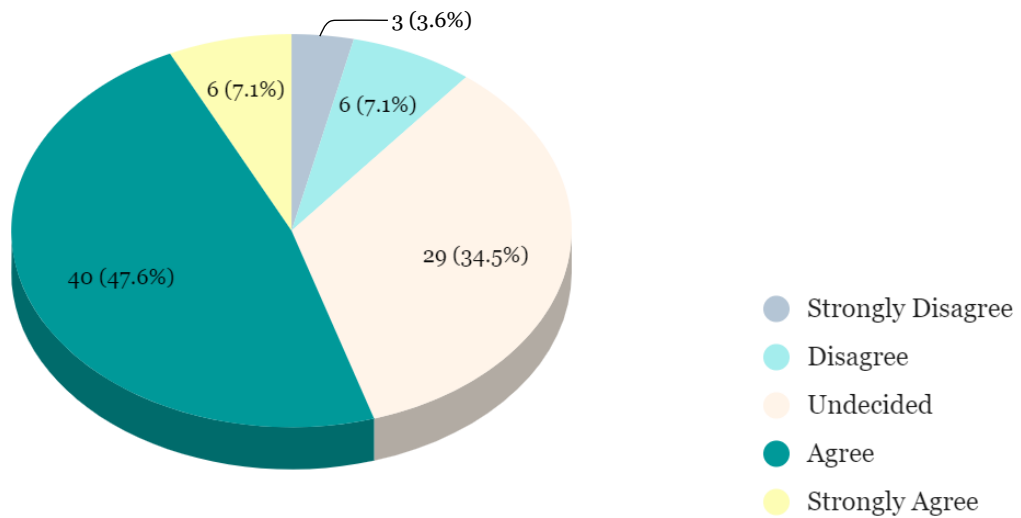
Information found online can be biased and can misguide to incorrect conclusions, which can spread further. And with the increase in online sources of information, most of the time information is likely to be delivered with a twist so as to try and gain the attention of the public Therefore, it is important to identify such information. The above figure displays the results of the confidence level of the students to determine if the online information is biased.

Figure 5.2 depicts the ability of the students to determine biased online information. A majority of the 40 students (47.6%) agreed that they can determine whether the online information is biased followed by 29 students (34.5%) does not know if they can identify the biases. Only 6 students (7.1%) are sure they have the skills to do so, whereas another 6 students (7.1%) and 3 students (3.6%) disagree and strongly disagree respectively that they do not have the ability to determine the biases in online sources of information.

5.1.3.   DIFFICULTIES TO ACCESS REQUIRED INFORMATION

In the modern era, abundant information is being produced on various media platforms. Information consumers should know these sources and from which sources to derive authentic information. All these sources are not accessible to everyone, there can be various obstructions. Therefore, the students were asked what difficulties they come across to access the required information. The following graph depicts the results:

Figure 5.3: Difficulties to access the required information
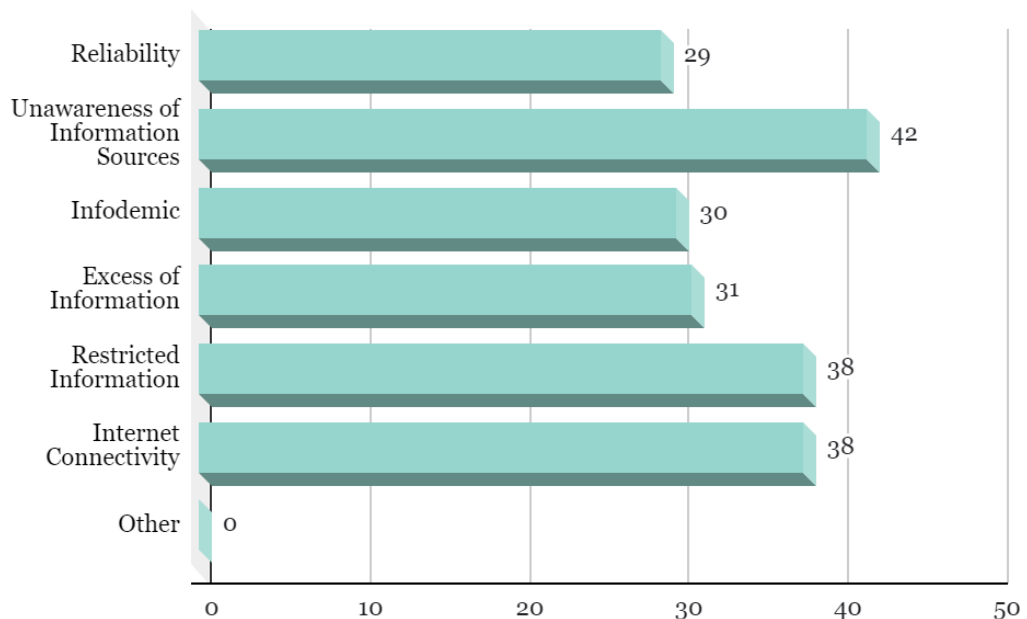
As seen in above Figure 5.3, 42 students indicated that unawareness of the information sources has been a barrier to accessing the required information. Followed by 38 students stating restricted access to information available on paid sources and another 38 who said that poor internet connectivity restricts them to access information. While 31 students indicated that due to the availability of excess information everywhere they cannot decide upon the information. 30 students also stated infodemic (i.e., incorrect information about something which spreads quickly and widely) as the reason for trusting the information. 29 students said that the reliability of the available information is the issue for them to access the required information.

5.1.4. INFLUENCE OF ADVERTISEMENTS ON PURCHASING PRODUCTS

Using media users can see a lot of advertisements. Advertisements leave an impression on viewers' minds and try to convince users to buy the product. Personalized advertisements are shown to the users with the user's acceptance of cookies and based on IP addresses. The question was asked to see to what extent the students get affected by the influence of the advertisements trying to convince them that they require the product when they actually do not.

Figure 5.4: Influence of advertisements on purchasing products
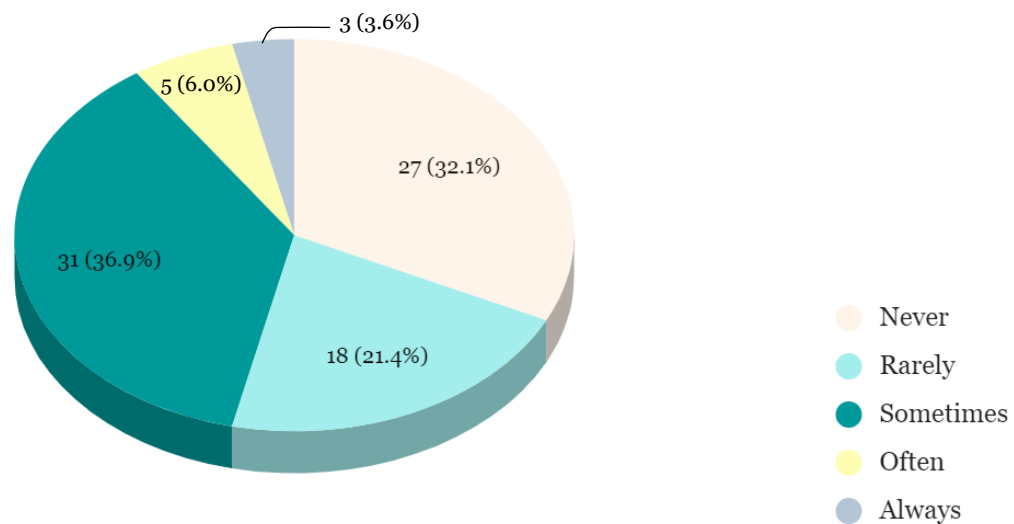
The above Figure 5.4 describes to what extent the students get affected by the advertisements while making a purchase online. 31 students (36.9) sometimes buy products by getting convinced by advertisements but 27 students (32.1%) students never let the advertisements affect them in purchasing the products. 18 students (21.4%) rarely get influenced by advertisements whereas, 5 students (6.0%) often get influenced and 3 students (3.6%) always get influenced by advertisements to purchase products that they do not really require.

5.1.5. MISLEADING BY MEDIA INFORMATION DUE TO LACK OF EVALUATION ABILITIES

Evaluating a particular piece of information is very critical because many media sources can give different sides of the same story. Therefore, users of the information should know which source gives the whole picture of the story. A lack of ability to evaluate media information can mislead its audience.

Figure 5.5: Lack of ability to evaluate media information can mislead

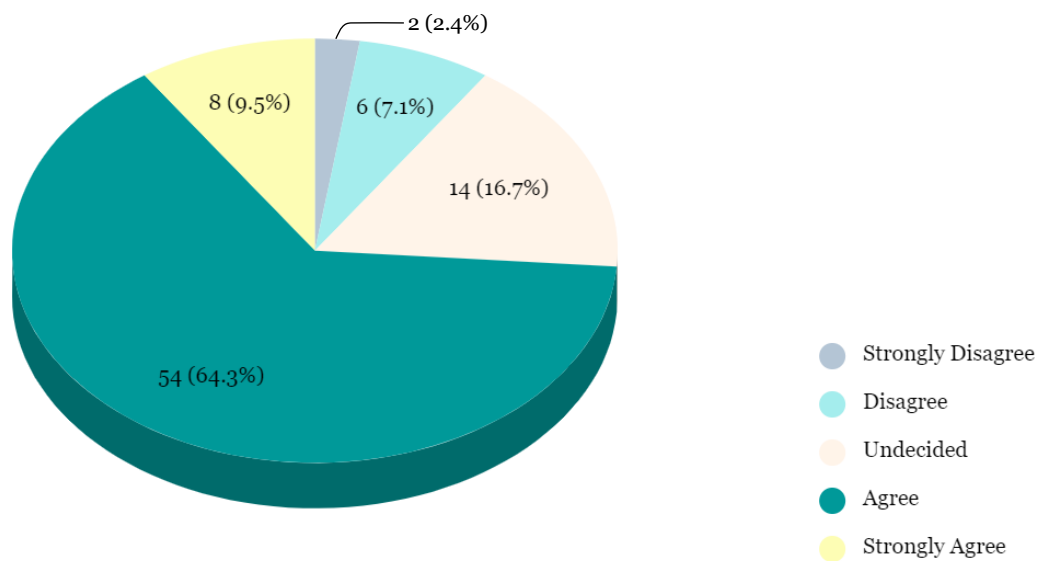
Figure 5.5 describes that a majority of 54 students (64.3%) agree on the fact that they can be misled by media information when not known to evaluate it critically. Only 8 students (9.5%) strongly believe that this statement is true. While 14 students (16.7%) took a neutral standpoint on this statement, 6 students (7.1%) disagreed with it and 2 students (2.4%) completely opposed the statement.

5.1.6. MEDIA IN PROMOTING ANTI-SOCIAL BEHAVIOUR

Figure 5.6: Media in promoting anti-social behaviour
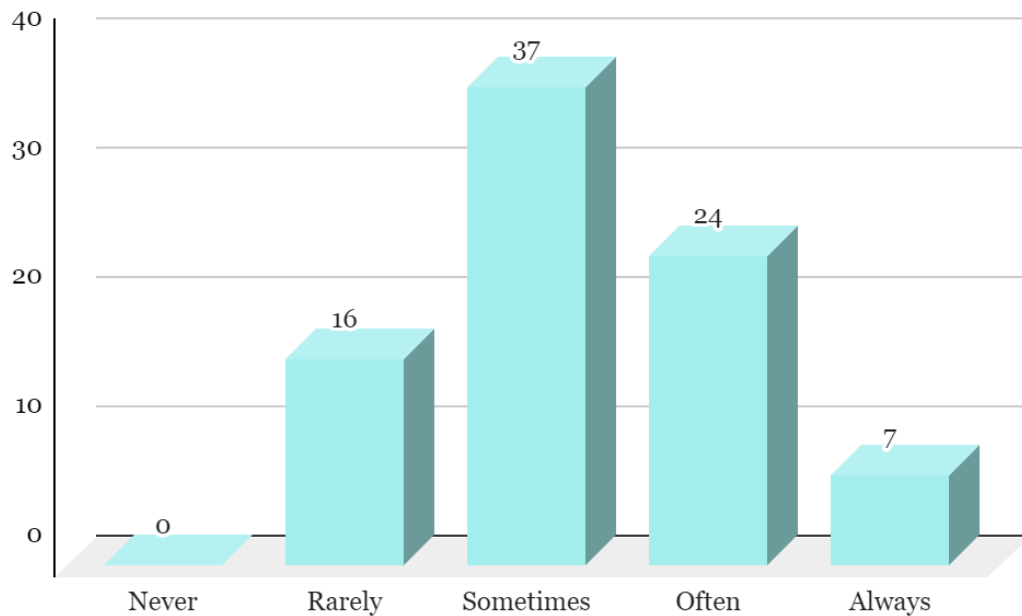
The question was asked to the students to understand their views about whether they think that media can distract its audience from the information that matters and promote anti-social behaviour. As can be seen in Figure 5.6, 37 students (44%) said that media sometimes can be distracting and may give rise to anti-social behaviour. 24 students (28.6%) said that this happens very often whereas, 16 students (19%) said this was a rare case scenario. And 7 students (8.3%) said it happens always.

A lot of information is available on media platforms and it is up to its users to try and understand if a particular piece of information is trying to give authentic facts or if it's just trying to provoke. If the users can determine this, it can really affect the level of getting affected by media information in them. Biases in the dissemination of information often lead to the promotion of anti-social behaviour and 68 students said that media can promote this behaviour sometimes too very frequently.

5.1.7. AMOUNT OF TIME SPENT ON MEDIA PLATFORMS EVERY DAY

Students tend to handle media for various purposes every day. How addicted they can get to media depends on the time they spend using it. This question was asked to the students to find out how much time they spend on media platforms. The following graph represents the results:

Figure 5.7: Amount of time spent on media platforms everyday
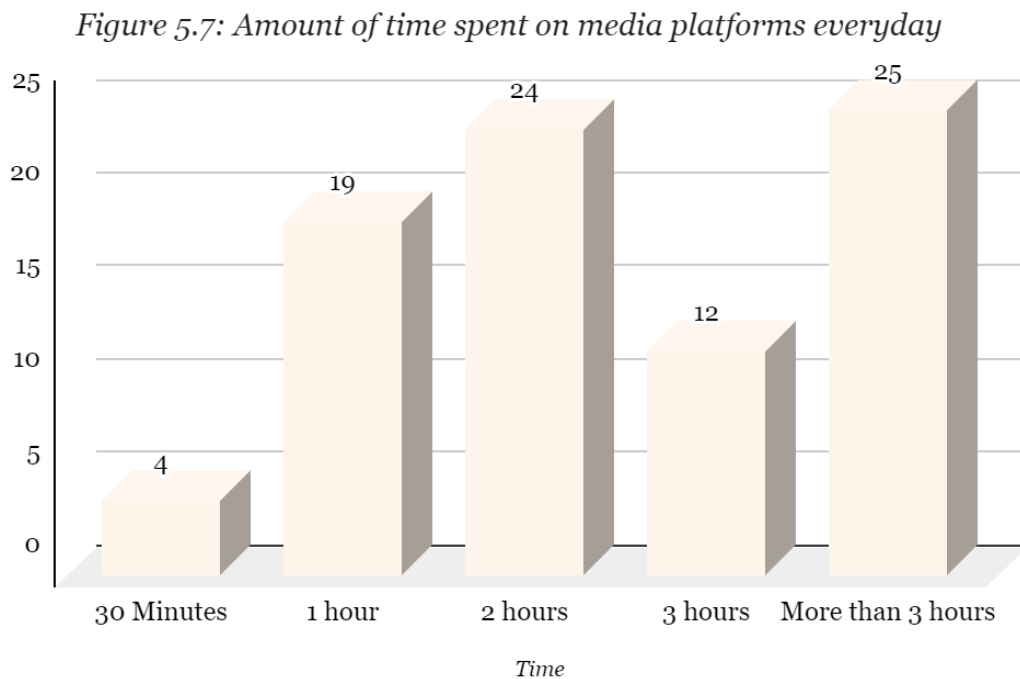
As depicted in Figure 5.7, 4 students (4.76%) give 30 minutes of the day to the media. 19 students (22.61%) spend 1 hour, 24 students (28.57%) spend 2 hours and 12 students (14.28%) spend 3 hours of their day. A majority of the 25 students (29.76%) spend more than 3 hours every day on various media platforms.

Students spend some amount of time on a daily basis consuming, producing and sharing information from social media. And 75 students spend about 2 to more than 3 hours of time and these students must have strong media literacy skills.

5.1.8. PURPOSE OF USING DIGITAL MEDIA

Digital media can be useful for many purposes. This question was asked to know for what purpose the students mostly use digital media. The following graph/table depicts the answers:

Figure 5.8: Purpose for using digital media
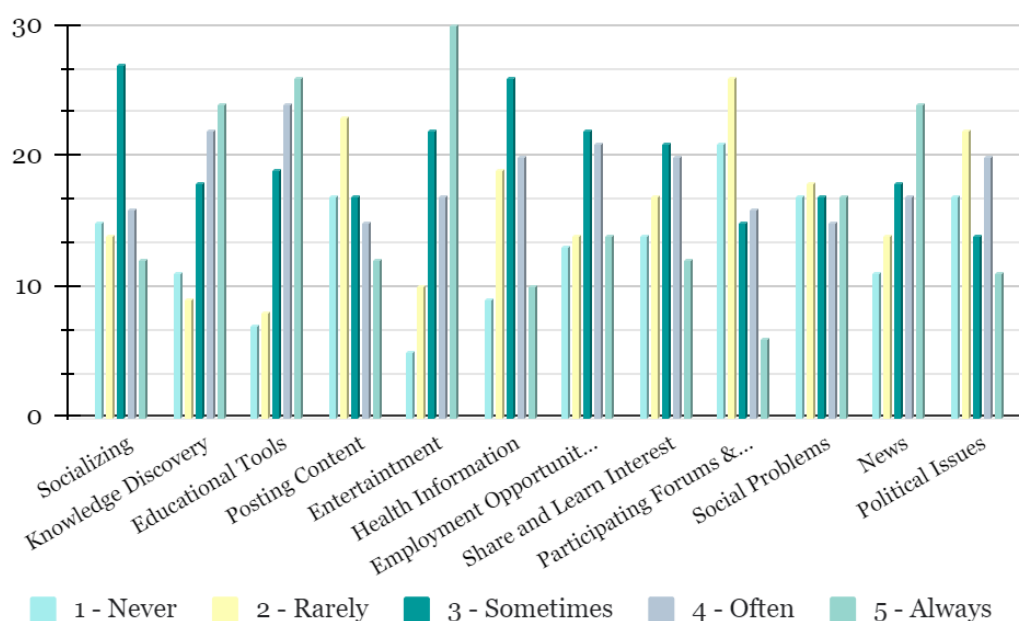
Table 5.1: Purpose for using digital media

	1	2	3	4	5
	Never	*Rarely*	*Sometimes*	*Often*	*Always*
Socializing	15	14	27	16	12
Knowledge Discovery	11	9	18	22	24
Educational Tools	7	8	19	24	26
Updating / Posting Content	17	23	17	15	12
Entertainment	5	10	22	17	30
Finding Health Information	9	19	26	20	10
Finding Employment Opportunities	13	14	22	21	14
Share and Learn Interests	14	17	21	20	12
Participating in Online Forums and Discussions	21	26	15	16	6
Finding Information on Social Problems	17	18	17	15	17
News	11	14	18	17	24
Finding Information on Political Issues	17	22	14	20	11

As can be seen in above table 5.1, 27 students rated 3 for socializing which means that most students sometimes use digital media for socializing. For knowledge discovery platforms, a majority of 24 students rated 5, which most often the students use these platforms to discover new things. In terms of using digital media as a tool for education, 26 students rated 5, which states that students also often use these tools for educational purposes. 23 students rated 2 for updating/posting content on digital platforms based on this it can be said that students rarely are active users of platforms that allow these services. The majority of these 30 surveyed students rated entertainment as 5 which says most of the students use these platforms for entertainment purposes. 26 students and 22 students rated 3 for finding information on health and employment opportunities, respectively.

21 students use digital media to share and learn interests and rated it on 3. For participating in online forums and discussions the majority of 26 students rated it 2 which states students rarely participate on such platforms. 2 ratings were also given for finding information on social problems by 18 students but 24 students rated 5 for surfing news and 2 ratings were also given for finding information on political issues by 22 students.

5.1.9.   SEEKING HELP FROM TEACHERS USING SOCIAL NETWORKING SITES

As most students use social media for some other purpose, this question was aimed to find out if they use it to seek help from their teachers beyond the traditional classroom.

Figure 5.9: Seeking help from teachers using social networking sites
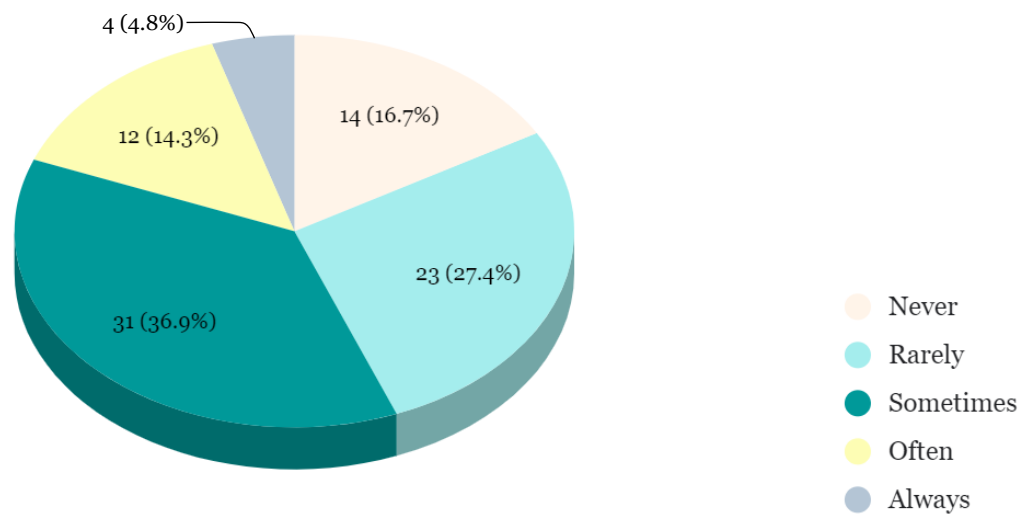

Figure 5.9 indicates that out of the total surveyed students, the majority of 31 students (36.9%) sometimes seek help from their teachers on social networking sites. 23 students (27.4%) rarely ask for guidance and 14 students (16.7%) never ask for help. Only 12 students (14.3%) often seek help and only a minority of 4 students (4.8%) always seek help using social media platforms.

5.1.10. MEDIA AS DISTRACTION

Figure 5.10: Media as distraction
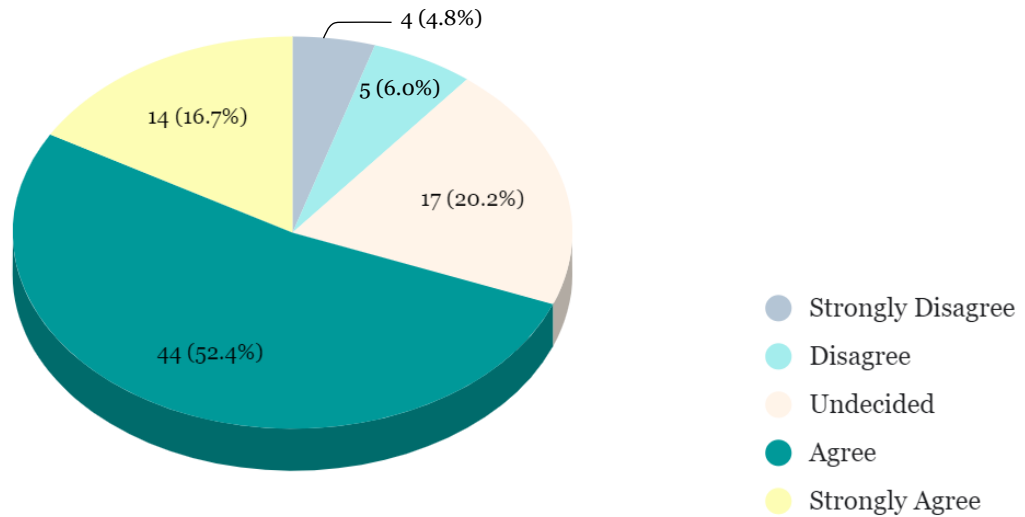
Media can benefit a lot but it can also serve as a distraction and can divert the focus of the user. A user might start off searching for one particular piece of information and end up doing something completely irrelevant to the information he was first searching for. The students were asked if they think that media serves as a distraction from the information and the ideas that are really important. The analysis is depicted in the above figure.

Figure 5.10 shows that half of the surveyed students i.e., 44 (52.4%) agreed that media serves as a distraction in most instances. 14 students (16.7%) strongly agreed with this statement. Whereas, a minority of 5 students (6.0%) and 4 students (4.8%) disagreed and strongly disagreed with their statements respectively. 17 students (20.2%) held back their views on this question.

5.1.11. Sharing Purchased Files/Software is Illegal

Figure 5.11: Sharing purchased files/softwares is illegal
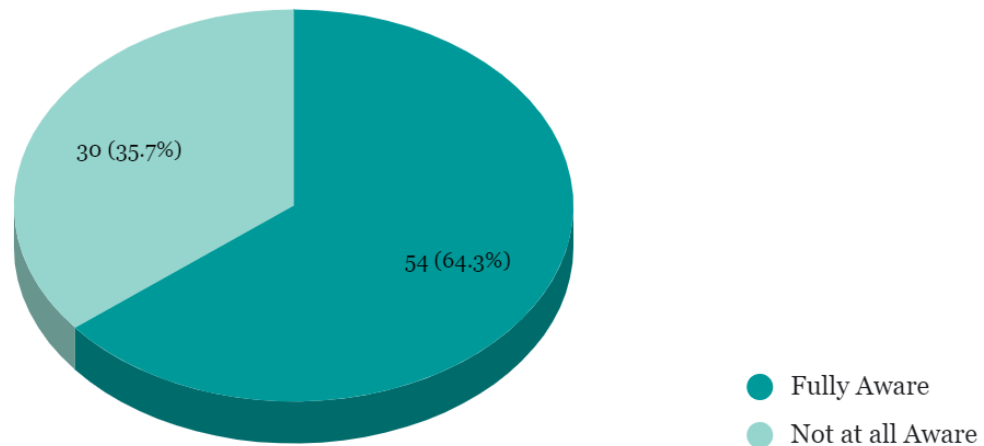
Not all files and software are open-access and cannot be shared. To use these types of files and software one needs to purchase them legally. Purchasing a file or software does not give one ownership over them, which means payment is for its use and not ownership and therefore it cannot be shared with others (unless mentioned). The question is aimed to see if the students are aware of the above description.

Figure 5.11 depicts the level of awareness of the students in sharing files/software they have purchased. It is clearly seen that most of the students i.e., 54 (64.3%) students are aware of this fact and 30 students (35.7%) are not at all aware.

5.1.12. POSTING COPYRIGHTED MATERIAL ON A LARGER COMPANY'S WEBSITE LEADS TO COPYRIGHT VIOLATION

One cannot share copyrighted material let alone post it on some media platforms without asking for permission to post it. If done so, those platforms can take action for copyright violations against the uploader. Students were asked for their views on this situation and the following figure represents their answers.

Figure 5.12: Posting copyrighted material on media platforms leads to copyright violation
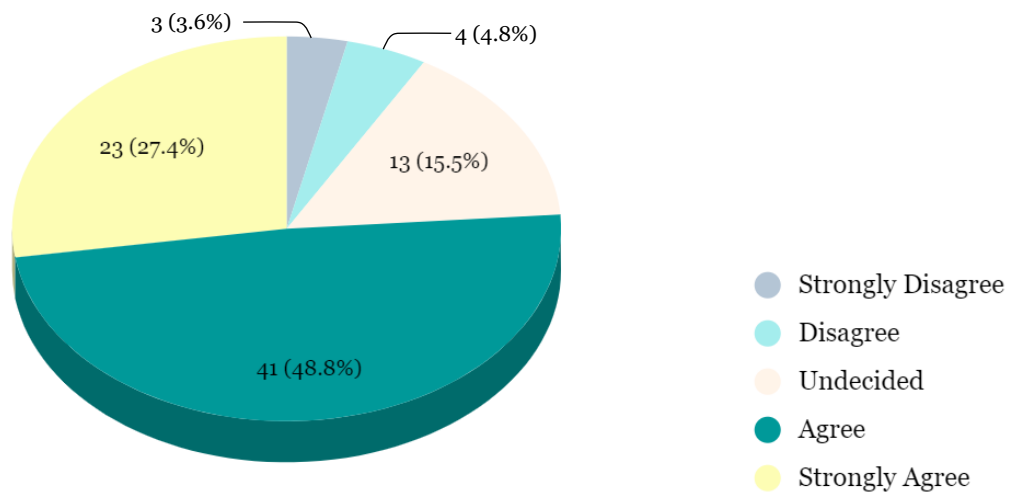
As the above Figure 5.12 depicts, 41 almost half of the students (48.8%) agree that the hosting company can act against the uploader. 23 students (27.4%) strongly favoured this statement. 13 students (15.5%) were unsure about their opinion. Whereas, 4 students (4.8%) and another 3 students (3.6%) disagreed and strongly disagreed with the statement respectively.

5.1.13. ALERTING OTHERS ABOUT MISLEADING OR FAKE CONTENT ON MEDIA PLATFORMS

Figure 5.13: Alerting others about misleading or fake content on media platforms
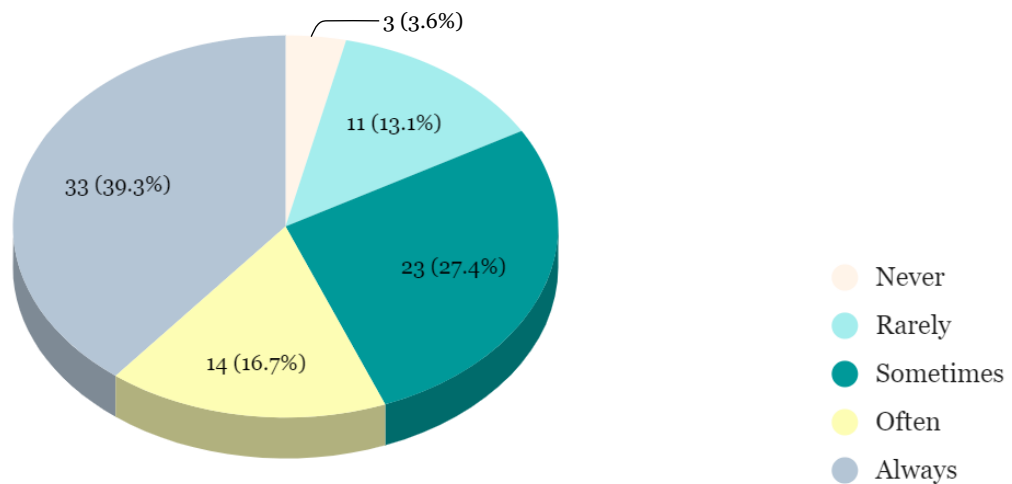
Misleading or fake content is being produced and circulated on media platforms in large quantities on an everyday basis. This kind of content may lead to fraud, cyber thefts and unnecessary panic. The students are much more media savvy and are expected to make others aware of such content they come across. Figure 5.13 represents how often the students do so.

33 students (39.3%) which is the majority, said that they always alert others about such messages and 14 students (16.7%) said they often alert. 23 students (27.4%) sometimes notify others about such information. Only 11 (13.1%) rarely make others cautious and 3 (3.6%) never alert others about misleading or fake content that they come across on the media platforms.

5.1.14. ATTITUDE TOWARDS CIRCULATING CHAIN TEXTS (LETTERS)

Chain letters (texts) that say '…forward this to your contacts…' are very common. These types of letters are created for several purposes like promotions, defamation, causing fraud, spreading viruses etc., and this may cause unnecessary upheaval, psychological problems, and other problems. One should be aware of such texts and know to differentiate between chain texts and authentic information that needs to share. Students were asked what they do when they come across such texts and the results are illustrated below:

Figure 5.14: Attitude towards chain texts
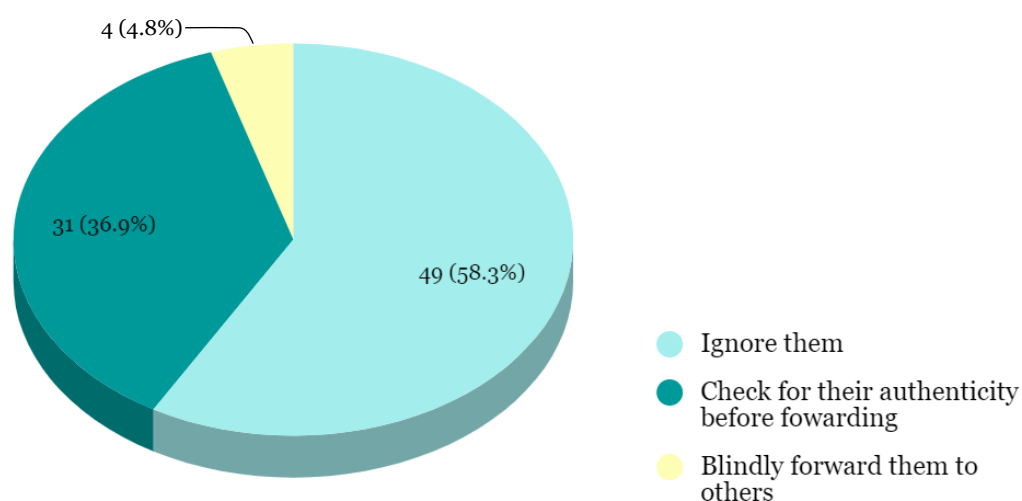
As portrayed in above Figure 5.14, 49 students (58.3%) ignore such texts which is the right thing to do most of the time. 31 students (36.9%) check for their authenticity before forwarding. This is the right thing to do when information looks genuine and needs to be shared with others. Only 4 students (4.8%) said that they blindly forward them to others, which should be refrained from.

5.1.15. Self-Expression on Social Media without Worrying about Others' Thoughts

Social media is a platform for people to share their thoughts and ideas. Citizens have an obligation to express themselves about the causes they believe in. Social media users can express their views without worrying about what others may think but should take care that they express the truth and avoid hurting people's sentiments. Students were asked if they can do so.

Figure 5.15: Self-expression on social media
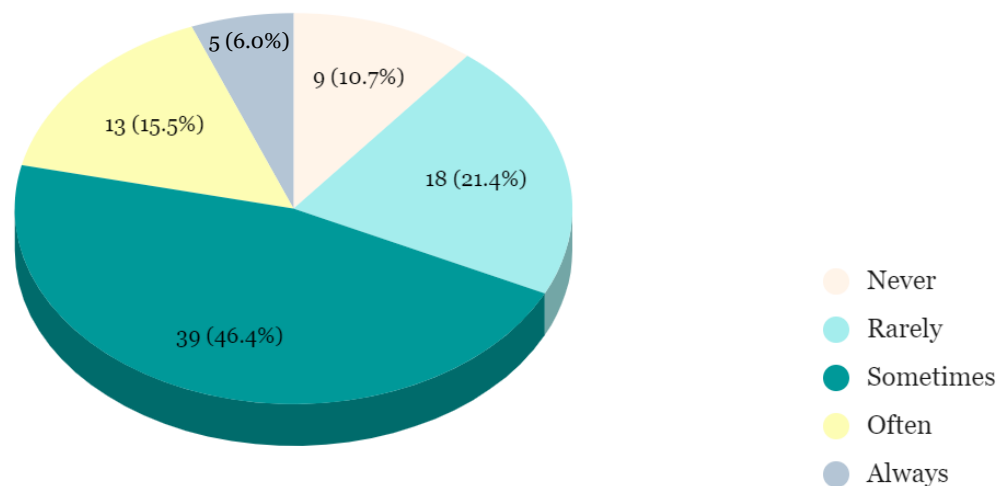
Figure 5.15 illustrates the responses of the students. A majority of 39 students (46.4%) sometimes can express themselves on media platforms which is justified, keeping in mind the motive they express themselves. 13 students (15.5%) students said that they can often do it and 5 students state that they do it always. 18 students (21.4%) rarely can express themselves and 9 students (10.7%) cannot stand for the causes they believe in.

5.1.16. DECIDING ON RELIABLE, RELEVANT AND USEFUL INFORMATION ON THE WEB

Figure 5.16: Deciding on reliable, relevant and useful information on the web
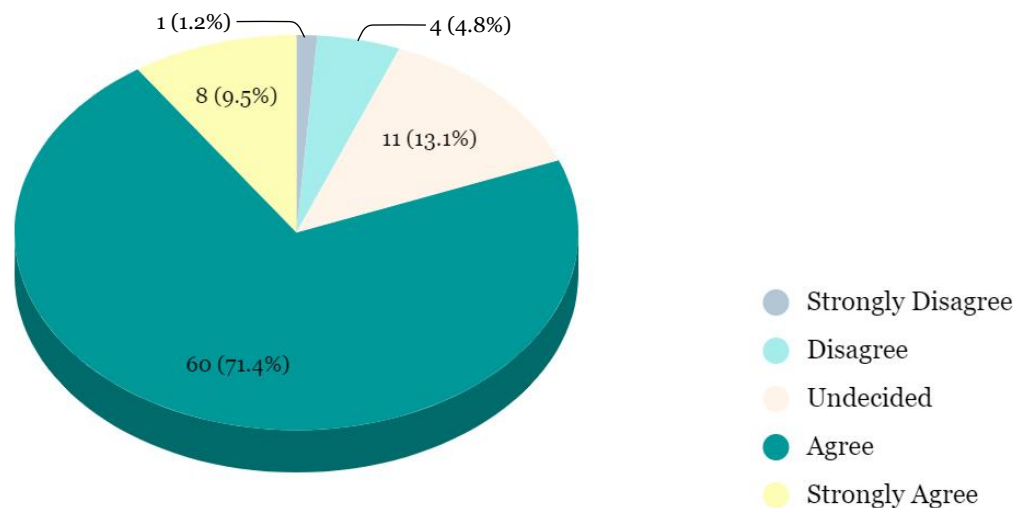
Students were asked if they can decide if a particular piece of information is reliable, relevant and useful on the World Wide Web. This was asked to understand if they can identify useful information relevant to them.

Figure 5.16 shows that 60 students (71.4%) said that they can decide most of the time and 8 students (9.5%) strongly agreed with this statement. 4 students (4.8%) disagreed with their ability to do so and only 1 student (1.2%) strongly disagreed with this. 11 students (13.1%) were unsure about their capability.

5.1.17.   SHARING INFORMATION OR POSTS ON SOCIAL MEDIA

Figure 5.17: Sharing information or posts on social media
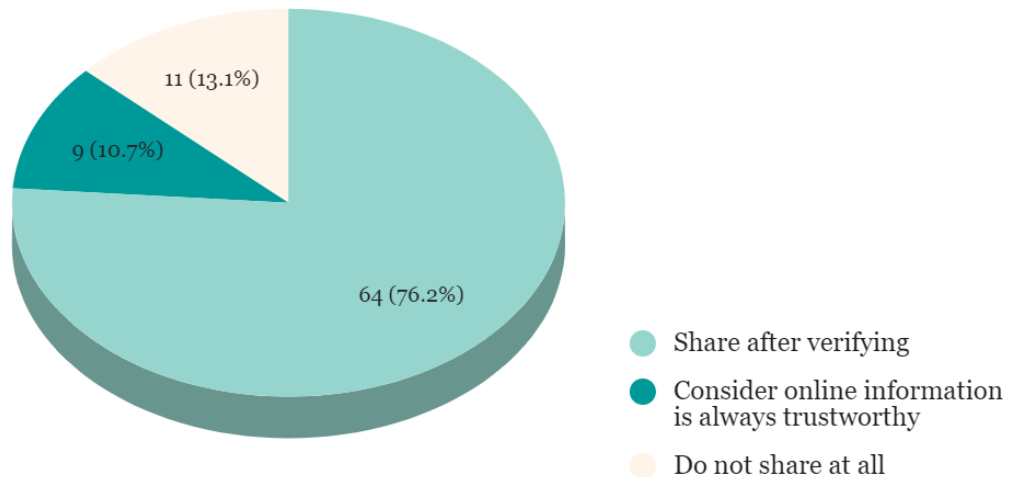
While using social media, one can come across several posts or information and most of the time users tend to share these posts. Not all posts contain authentic information so one has to be careful while sharing. Students were asked what they do or how they decide to share a particular post. Figure 5.17 describes the answers.

Most of the students i.e., 64 (76.2%) students stated that they share the post or information after verifying and that is the way to decide whether to share or not. 9 students (10.7%) said that they consider the available information always authentic or trustworthy. And 11 students (13.1%) always opt out of sharing and do not share the posts at all.

5.1.18. REFERRING TO OTHER SOURCES TO VERIFY INFORMATION FROM SOCIAL MEDIA

Information received through social media always needs to be verified with other sources of information before acting upon that piece of information. The purpose of this question was to see if the students really verify the information received from social media despite most students saying that they share information after verifying in the previous question. The following Figure 5.18 represents the answers.

Figure 5.18: Referring to other sources to verify information received from social media
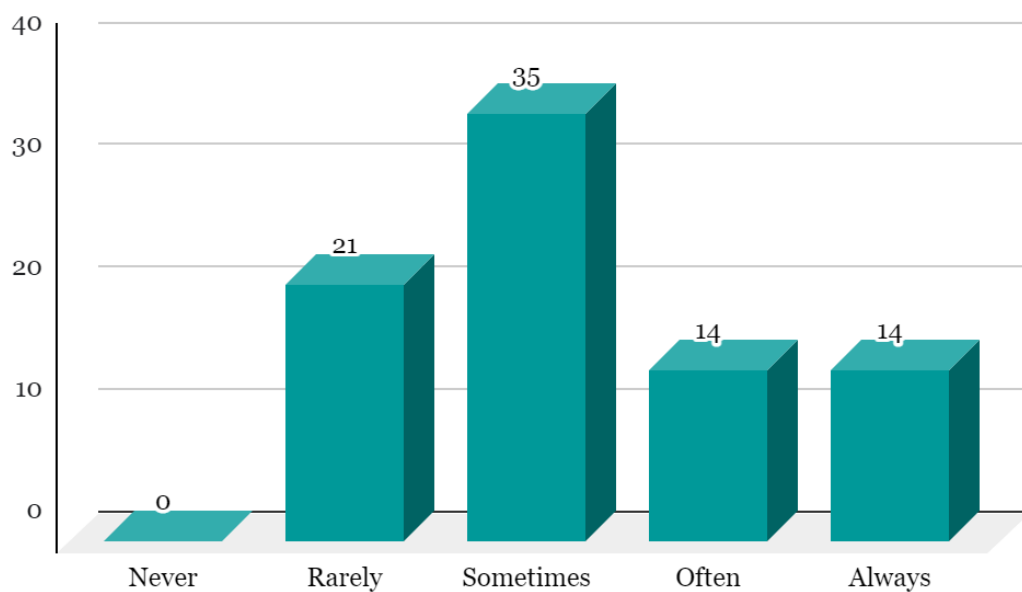
The majority of the 35 students (41.6%) students stated that they only refer sometimes to other sources to confirm the information from social media before sharing. 21 students (29.7%) said that they rarely verify with other sources. Only 14 students (16.6%) often verify with other sources and another 14 students (16.6%) always verify before sharing the information from social media.

5.1.19. RELIABLE SOURCES OF INFORMATION

There are many sources of information from which the users can draw the necessary information from. But not all sources serve reliable information. All these sources vary on different levels of reliability. The students were asked to rate the sources mentioned in the following graphs on a scale of 5. The results can be seen in the same Figure 5.19 and Table 5.2.

Figure 5.19: Reliable sources of information
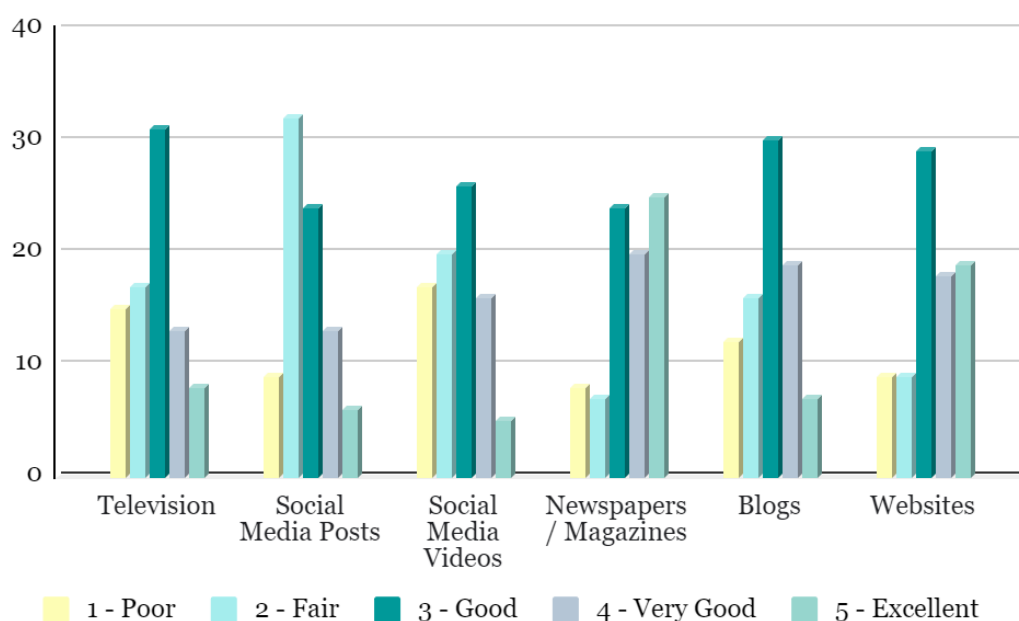
Table 5.2: Reliable Sources of Information

	1	2	3	4	5
	Poor	*Fair*	*Good*	*Very Good*	*Excellent*
Television	15	17	31	13	8
Social Media Posts	9	32	24	13	6
Social Media Videos	17	20	26	16	5
Newspapers / Magazines	8	7	24	20	25
Blogs	12	16	30	19	7
Websites	9	9	29	18	19

31 students rated television 3 which makes it a good reliable source. 32 students rated 2 for social media posts for reliability which were identified as fairly reliable. For social media videos, 26 students rated 3 and can be stated that it is a good source for reliability. 25 students find newspapers and magazines reliable and therefore are rated 5, students think that they are an excellent source of information in terms of reliability. 30 students rated blogs 3 which makes them good sources on the scale. Websites are rated 3 by 29 students which also makes them good reliable sources.

5.2. HYPOTHESIS TESTING

Hypothesis I: Students share information on social media without verifying.

Figure 5.17 reveals that most of the students share the information after verifying. However, Figure 5.18 indicates that 66% of students fail to verify the information facts before sharing it. Hence, it can be stated that students share information on social media without verifying it. Therefore, the hypothesis "Students share information on social media without verifying" is proven to be correct and is accepted.

Hypothesis II: Students are aware of media literacy.

Media literacy involves the skills to evaluate and check reliable information provided by the media. From Figure 5.1, the analysis shows that most of the students have the ability to evaluate the information. Figure 5.16 also indicates that the students have knowledge about the relevant, reliable, and useful information on the Web. Therefore, it can be stated that the hypothesis "Students are aware of media literacy" is proved to be correct.

CHAPTER 6

FINDINGS, SUGGESTIONS AND CONCLUSION

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FINDINGS, SUGGESTIONS AND CONCLUSION

6.1. FINDINGS

1. The study shows that 54 students (64.3%) have the ability to evaluate the quality of the information found online but not at the finest level. whereas only 24 (28.5%) students have poor ability.

2. It is found that only 46 students (54.7%) can identify if a particular piece of information serves biased details. Whereas, 38 students (45.2%) need to develop the skills to identify misleading information.

3. Out of the various difficulties faced by the students, it is seen that unawareness of information sources is the leading cause followed by restricted access to information and internet connectivity. Reliability, infodemic and excess of information are also among the other difficulties faced by them to access the required information.

4. Findings reveal that 45 students (53.5%) do not let the advertisements affect their needs of buying. They know the mechanism and motives of the advertisements. 39 students (46.4%) have don not have good control over their needs while shopping online. They need to be aware of how advertisements trick users into purchasing things they do not need.

5. Most of the students i.e., 62 students (73.8%) know that possessing critical evaluating skills is important to the students to be aware of when media information is misleading. 22 students (26.1%) are unaware of how important these skills are to protect oneself and others from the misleading information media may try to promote.

6. The study indicates that the majority of 68 students (80.9%) think that media has the ability to promote anti-social behaviour and causes distraction. According to the 16 students (19.0%) this situation takes place rarely.

7. The study clearly shows that online media information consumption is high among the students of Goa University. An average student spends about 2 – 3+ hours on media platforms on a daily basis.

8. The surveyed students of Goa University highly use digital platforms for knowledge discovery, educational tools, entertainment, and news purpose.

9. It is found that 68 students (80.9%) think that seeking help from teachers using social networking sites is not necessary. Only 16 students (19.0%) prefer to seek help from teachers using social networking sites.

10. Majority of 58 students (69.0%) realise that media often distracts if not focused properly, leading to diverted focus and loss of ideas. 26 students (30.9%) think that media plays little role in distracting students.

11. Sharing files and software which are purchased is illegal. The majority of 54 students (64.3%) are aware of this fact. 30 students (35.7%) are not aware of this fact.

12. The study shows that 64 students (76.1%) out of 84 surveyed students know that posting copyrighted material on media platforms can lead to copyright infringement. Most of the students are aware of this law. The 20 (23.8%) unaware and misguided students need to be made aware so as to prevent them from doing so.

13. The study reveals that 47 students (55.9%) know that they should alert others about the misleading or fake information they come across. 37 students (44.0%) do not alert others about it.

14. It is seen that 49 students (58.3%) know that they should ignore the chain letters (texts) most of the time. 31 (36.9%) look for their authenticity if the information looks genuine and only 4 students (4.8%) blindly share them with others.

15. 66 students (78.5%) do not always express themselves on social media. 18 students (21.4%) voice their opinions without worrying about what others may think.

16. Most of the students i.e., 68 students (80.9%) know what kind of information they are looking for and if that piece of information is reliable, relevant, and useful for their information needs. 18 students (19.0%) are unsure about their capability.

17. The study shows that 64 students (76.2%) have good verifying skills before sharing the information but those who consider online information to be always authentic should be made aware as believing that can create a lot of malfunctions in the web world.

18. Contradicting the previous statement, it is seen that many of the students i.e., only 56 students (66.6%) rarely or sometimes refer to other sources of information to verify the information received from social media sites. 28 students (33.3%) verify the information received from social media with other sources.

19. Most surveyed students of Goa University rely on newspapers and magazines for more reliable information, followed by television, blogs and websites for average reliability.

6.2. SUGGESTIONS

1. One of the ways to inculcate Media Literacy skills among students is to introduce Media Literacy as a minor course in their curriculum. In this, students can be made aware of the importance of Media Literacy skills in the 21st century. Through this, they will be able to understand the purpose of media, identify different types of media, and analyse the messages conveyed in media.

2. Asking questions like who is the author of the media message, what message is it trying to deliver, is there any hidden message, who is the target audience, and what is the goal of the media can help students to think critically about the media they consume.

3. There are various sources of information on media platforms. As students are prone to consuming most of their information needs from media sources, they should be made aware to check for the quality of information they are

consuming and to identify if the particular source is favouring some entity while delivering the information. Although most of the students of Goa University can determine the credibility and biases in information, all the students should be taught the skills to access credible and authentic information and challenge stereotypes from media to the finest level.

4. As most of the students stated that unawareness of information sources is the main hurdle to accessing the required information, they should be made aware of different types of sources i.e., primary, secondary, and tertiary sources and the type of information they can expect from this different type of sources. This can be done if a Media Literacy or Information Literacy course is introduced to them or if their syllabus is designed in collaboration with these types of literacies. Along with this, other types of difficulties that the students face in accessing the required information should also be solved so that they can use all the information available in their hands.

5. Most students do not let advertisements affect their decisions while shopping online. But also, a significant number of students let advertisements affect them. These students should be taught about the mechanism of advertisements, how they are custom designed for a specific user and how they attract the user in buying things that they do not really require.

6. When a person does not know to evaluate media critically s/he might take on a very different conclusion and may mislead oneself and others about that information. Students must be trained in these skills especially those students who said that critical evaluation skills are not really needed for students.

7. Most of the students admitted that media and technology possess the potential to promote anti-social behaviour. Students must be equipped with the skills how to control this type of behaviour on a personal level. They should be taught how to report such behaviour and to alert others so that it does not spread among others.

8. Most of the interest areas of the students while using digital media is knowledge discovery, educational tools, entertainment, and news purpose. Students should be encouraged to use these mediums to utilise for other reasons as well. They

should be made aware of the benefits of using digital media for other purposes such as socialising, finding various types of information etc., which can boost their knowledge.

9. To avoid distractions while using media students should be trained to set and focus on their goals, and avoid external distractions by turning off notifications and closing unnecessary tabs or apps. They should be made aware of the tools that can assist in controlling media consumption and reducing distractions, such as website blockers and productivity applications.

10. Students should be made aware of the unethical practices which they might carry out unintentionally and land themselves in trouble. They should be made aware of Copyright Laws and Creative Commons to use the available information in the online world ethically.

11. While using the Freedom of Expression in the internet world, citizens have an obligation to express themselves about the causes they believe in. Students should be made aware of what causes they should voice their opinions on and not use words which would not hurt the sentiments of others.

12. The students should also be made aware that not all information found in the web world is trustworthy and should refer to other sources to verify the information. Students should be made aware of the following tools that can help to verify the information:
    - FactChecker.in
    - PolitiFact
    - Snopes.com
    - Newsbusters
    - InVID Project

13. Students must be introduced to 'The CRAAP test by Sarah Blakeslee' which helps to measure the media literacy level of individuals and the 'CARS checklist' which guides individuals to evaluate the media information.

14. Students should also be made aware of which sources they can rely upon for authentic and credible information and to what extent.

15. An online course on media literacy can also be developed and made available on the University's website or its social media handles where all these aspects of Media Literacy can be explained to the students which will aid in their academic outcome.

16. Celebrating Information Literacy Week/Day can be used as an opportunity to make the students aware of the various forms of literacies and their importance to every citizen.

17. Media Literacy can be imparted by the students based on the following Media Literacy Model that has been designed.

6.3. MEDIA LITERACY MODEL

Media Literacy is the ability to access, analyse, evaluate, create, produce, and act on media information in a critical and informed way, using all forms of communication. A media literate person possesses the skills to understand the media and its constantly evolving nature; this includes traditional as well as digital media channels. Understanding how messages may influence different individuals and being deliberate about what content and media to share are all aspects of media literacy.

Media Literacy is a way to empower individuals to become active consumers and producers of media information, rather than being just passive recipients. By acquiring media literacy skills, people may better comprehend how the media affects our attitudes, beliefs, and behaviours and are able to select what media content to consume and how to react to it.

The following model is prepared with the aim of guiding individuals in becoming media literate and helping them to find the required information on media, handle the encountered information and to create and produce the information.

Figure 6.1: Media Literacy Model

ACCESS

- Discover Sources
- Identify different formats
- Searching skills
- Continuous self-development
- Use media platforms

Media Literacy

EVALUATE
- Selecting media
- Understanding
- Fact checking
- Analysing & questioning
- Critical thinking

COMMUNICATE
- Cultural and social understanding
- Ethical responsibility
- Collaboration
- Communicating medium
- Online privacy

ACCESS

i. Discover Sources

Discover various types of media sources available in print as well as digital media and the information contained in them.

ii. Identify different formats

Information is available in many formats like articles, videos, podcasts etc. Understand the different formats of information and identify which formats will be reliable for the information need.

iii. Searching skills

Searching for information on media platforms requires some skills and techniques. Use specific keywords and avoid using general keywords and phrases, as it might return irrelevant results. Use advanced search techniques like Boolean operators, phrase search etc., to narrow down the results. Do not

rely on just one source to get the required information, check multiple sources for more options. Using filters derives the most relevant and recent results.

iv. Continuous self-development

Media platforms are dynamic in nature, which means they are continuously evolving and new channels are being produced. Always be prepared to learn new things and accept the changes as they can help to retrieve quality results.

v. Use media platforms

Know to use various media platforms like social media, databases, print media sources etc. It is important to know how they function, how to carry out a search and their privacy policies.

EVALUATE

i. Critical thinking

Evaluate the information for accuracy and quality. Try to identify the biases, stereotypes, and misinformation they might carry. Pay attention to the tone, language, and persuasion techniques used.

ii. Analysing & questioning

Identify the key elements of the information. Ask basic questions like who created this information, who is the target audience, what is the purpose of that information/message, and what message it wants to communicate.

iii. Fact checking

Verify the found information with other sources. Use fact-checking tools to see if the information you found online is accurate.

iv. Understanding media

Understand the different channels of communication through which news, education, promotional messages, and other information is communicated which the common people need to realise that these sources can be manipulated when delivering information.

v. Selecting

Select the most appropriate type of information that will fulfil your information need.

COMMUNICATE

i. Cultural and social understanding

Communicate or share the information keeping in mind the moral considerations. Be mindful of choosing appropriate words while communicating on sensitive topics so as not to hurt the sentiments of others.

ii. Ethical responsibility

While sharing information do not forget to give due credit to the source of information to avoid plagiarism. Be aware if the information is protected under copyright.

iii. Collaboration

While producing information collaborate with other researchers of the same interest or with researchers from different fields to provide different and new perspectives. Contribute to your society as individuals have moral obligations towards their society.

iv. Communicating medium

Select appropriate media channels to produce your content. While selecting, keep in mind your target audience and which medium will get your work more attention. Know the different formats in which you can publish your work.

v. Online Privacy

Be careful when posting personal information on social media or other online platforms, and safeguard your personal information. Be aware of your digital footprints and the possible hazards involved.

6.4. CONCLUSION

The 21st century is regarded as the Age of Information due to a lot of information being produced on daily basis. This information is made available to users on various media sources. The users of the information need to know and understand from where they consume this information, it is important for people to become Media Literate. Knowing the information needed, choosing reliable sources of information consumption, and knowing to evaluate the various sources of information are the basis of Media Literacy.

As students are active users of media, especially online media, they must be equipped with strong Media Literacy skills so that they have the ability to consume as well as produce and share credible and authentic information. Extensive studies have been carried out by various researchers to understand the concepts, developments, impacts, and importance in the area of Media Literacy on various aspects of society.

This study was aimed at understanding the level of Media Literacy among the Postgraduate students of Goa University. Using the questionnaires students were asked about their ability to use media information, the difficulties they face in accessing information, reasons for using media and how they share and produce information on media. Most students possess the ability to access, analyse, evaluate, and create authentic and credible media information to a good extent but these skills must be refined and inculcated in each and every student so that they become active producers and consumers of quality information of media platforms.

Various initiatives are carried out at the national and international levels to promote Media Literacy as well various tools are made available in an attempt to fight against fake information and make the citizens Media Literate.

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ANNEXURE

A Study of Media Literacy Amongst the Postgraduate Students of Goa University

I am Clinton Almeida, a student at Goa University pursuing a degree in Masters of Library and Information Science. As a part of my studies, I have undertaken a dissertation entitled *'A Study of Media Literacy Amongst the Postgraduate Students of Goa University'* under the guidance of Dr. Shamin Pereira, Assistant Professor, Library and Information Science Programme. In this regard, I have to collect primary data through the survey method. I assure you that your response will be treated with secrecy and be used for academic purposes only.

Thank you for taking the time to answer these questions.

Name: Department/Programme:

1. I am confident in my ability to evaluate information found online for credibility.
   Strongly Disagree ○   Disagree ○   Undecided ○   Agree ○   Strongly Agree ○

2. I feel confident in my ability to determine if online information is biased.
   Strongly Disagree ○   Disagree ○   Undecided ○   Agree ○   Strongly Agree ○

3. What are the difficulties you face to access the required information? *(Select multiple if applicable)*
   ☐ Reliability   ☐ Unawareness of information sources
   ☐ Infodemic (Incorrect information about something which spreads quickly and widely)
   ☐ Excess of information (Availability of excess of information everywhere)
   ☐ Restricted information (Restricted to access information available on paid sources)
   ☐ Internet connectivity   ☐ Other *(Please specify)*:
   _____

4. Have you ever purchased anything because the advertisements convinced you to buy that product when you did actually not require it?
   Never ○   Rarely ○   Sometimes ○   Often ○   Always ○

5. Do you believe you can be misled by media information when you do not know how to evaluate it critically?
   Strongly Disagree ○   Disagree ○   Undecided ○   Agree ○   Strongly Agree ○

6. Too often, media distracts students from the information and ideas that are really important. Do you think that some media and technology may promote anti-social behaviour?
   Never ○   Rarely ○   Sometimes ○   Often ○   Always ○

7. How much do you spend time on media platforms *(social media, T.V. etc.)* every day?
   30 minutes ○   01 hour ○   02 hours ○   03 hours ○   More than 03 hours ○

8. *Rate on a scale on 5, 1 being Strongly disagreed to 5 being Strongly agreed 5*:
    I use digital media for the following purpose:

		1	2	3	4	5
1	Socializing					
2	Knowledge Discovery					
3	Educational Tool (Academics)					
4	Updating / Posting Content					
5	Entertainment					
6	Finding Health Information					
7	Finding Employment Opportunities					
8	Share and Learn Interests					
9	Participating in Online Forums or Discussions					
10	Finding Information on Social Problems					
11	News					
12	Finding Information on Political Issues					

9. I use social networking sites to seek help from my teachers.
    Never ○   Rarely ○   Sometimes ○   Often ○   Always○

10. Too often, media distracts students from the information and ideas that are really important.
    Strongly Disagree ○   Disagree ○   Undecided ○   Agree ○   Strongly Agree ○

11. I am aware that sharing files/software *(audio, video, text etc.)* I have purchased is illegal?
    Fully Aware ○   Not at all Aware ○

12. If I post copyrighted material on a website hosted by a larger company *(i.e. YouTube etc.)*, that company can take action for any copyright violation.
    Strongly Disagree ○   Disagree ○   Undecided ○   Agree ○   Strongly Agree ○

13. If you come across any misleading or fake content on media platforms, do you alert others about it?
    Never ○   Rarely ○   Sometimes ○   Often ○   Always○

14. When you come across chain texts *(that say '...forward this to your contacts')* on social media, how do you react to them?
    Ignore them ○   Check for their credibility before forwarding ○
    Blindly forward them to others ○

15. Citizens have an obligation to express themselves about the causes they believe in. Will you be able to freely express yourself on social media without worrying about what others may think?
    Never ○   Rarely ○   Sometimes ○   Often ○   Always○

16. I can decide if the information that I find on the internet is reliable, relevant and useful.
Strongly Disagree ○   Disagree ○   Undecided ○   Agree ○   Strongly Agree ○

17. When using social media, when should I share information or a post that I come across?
Share after verifying ○   Consider online information is always trustworthy○   Do not share at all○

18. How often do you refer to other sources to verify the information received through social media?
Never ○   Rarely ○   Sometimes ○   Often ○   Always○

19. Rate (☑) on a scale of 5, where 1 indicates the least reliability to 5 indicates more reliability:
Which information sources do you rely upon for authentic and credible information?

		1	2	3	4	5
1	Television					
2	Social Media Posts					
3	Social Media Videos					
4	Newspapers / Magazines					
5	Blogs					
6	Websites					