

The Role Of The Media Literacy Course In Achieving The Dimensions Of Digital Citizenship From The Perspective Of Jordanian University Students

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Abstract

The study aimed to know the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of Jordanian university students. To achieve the objectives of the study, a questionnaire consisting of (5) domains was prepared, namely: (digital rights and responsibilities, digital security and safety, digital exchange of information, digital laws, digital ethics) as it consisted of (25), the validity and reliability of the study tool was verified, the study concluded The role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of Jordanian university students has come to a large extent. In the last place, digital security and safety, the study concluded that there were no statistically significant differences in the sample response about the role of the media literacy course in achieving the dimensions of digital citizenship due to the variables of gender, college, and academic year.

Keywords: media education, digital citizenship, media,
Jordanian universities, university students.

Introduction:

The rapid and successive developments of information and communication technology contributed to redrawing a new image of the concept of the citizen and the homeland, which showed new meanings and concepts such as the digital society, the virtual world, and the digital citizen. New facts also showed that universities have become more intertwined and connected with digital technology.

Today, the world is in dire need of preventive policies from the dangers of technology, motivating to make the best use of its positives, and there is also a need to devise appropriate policies for acceptable use and rules to activate those policies, in the sense of developing a general framework to educate citizens about the controls for dealing with digital technology in terms of: rights, duties and obligations. As organizing criteria for behaviors associated with the use of technology (Al-Muslimani, 2014). Orth and Chen (2013) indicated that educating students about digital citizenship aims primarily at nurturing good citizens, mastering technical practice and issuing correct judgments, as students are taught different values in daily life.

Many educational specialists believe that teaching students the concepts of digital citizenship should be one of the responsibilities of educational institutions to prepare students to engage in the digital era in which they live and deal with (preddy, 2015). This prompted many countries, such as France, Canada and Britain, to include digital citizenship in school curricula (Al-Dahshan, 2016).

The school curricula are the vessel into which the society pours its culture, values, and civilization that it desires for its members to possess, as a result of the changes that have taken place in the digital age and the need for society to keep pace with all these changes and developments. It is necessary to develop the school curricula to be able to keep pace with these changes (Ghandoura, 2021). Al-Mallah (2017) confirmed that spreading the culture of digital citizenship in society through educational curricula in universities has become one of the basics of life, an urgent necessity that must be transformed into educational programs in cooperation with civil society initiatives and educational institutions in order to be able to protect society from the increasing negative effects.

In modern education, educational media has become one of the basic components of the curricula offered by educational institutions to students. It has become imperative for educational institutions to help direct digital behavior, in order to benefit from modern technologies and developments in the era and face its risks in line with our values and our national identity through what education offers. Media, especially in the era when countries have lost their ability to control and control digital media (Al-Naghi, 2018).

Study Problem

Arab society in general, and Jordanian society in particular, has become in urgent need of educational programs concerned with digital citizenship, in order to protect students and enhance their safety from the increasing negative use of modern technology and social media in the digital age, especially awareness of electronic security and safety when using smart devices and the Internet, represented by In the culture and ethics of rational dealing with digital technology.

Al-Arfaj's study (2021), Al-Sayed's study (2021), and Jarad's study (2022) stressed the need to include digital citizenship in school curricula. It is worth noting that media education has a prominent role in guiding digital behavior and maintaining digital security.

Based on the above and what the researcher sensed of events that indicate misuse of social media and the Internet negatively affected citizenship among university students, since the media education course is responsible for developing the dimensions of digital citizenship among students, in order for them to be positive citizens, so the need to know The role of the media literacy course in achieving the dimensions of digital citizenship from the perspective of Jordanian university students.

Study questions:

The current study sought to answer the following questions:

- What is the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of Jordanian university students?
- Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the estimates of the sample about the role of the media education course in achieving the dimensions of digital citizenship from the viewpoint of university students due to the variable (gender, specialization, academic year)?

Study Objectives:

The current study aims to achieve the following:

Knowing the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of Jordanian university students.

- Revealing individual differences in the sample's estimates about the role of the media literacy course in achieving the dimensions of digital citizenship from the viewpoint of university

students according to the variable: gender, specialization, and academic year.

Study Importance

The importance of the study, both theoretical and practical, is as follows:

The theoretical importance is as follows:

- The current study is exposed to one of the most important contemporary challenges facing Arab society in general and Jordan in particular, which is digital citizenship, which may result in many negative effects on the formation of university students.
- The current study comes in response to the recommendations of several previous studies conducted on digital citizenship among university students, which recommended achieving the goals of digital citizenship.

The practical importance is as follows:

The current study may contribute to directing the attention of those concerned with the development of education towards digital citizenship and the importance of including it in educational curricula in the current digital age.

It is hoped to benefit those in charge of planning and developing teaching courses by presenting a list of the most important dimensions of digital citizenship that are appropriate for university students and that must be included in the media education course.

It is hoped that the current study will contribute to enriching researchers and studies related to university students, and it is hoped that it will open the door to adopting concepts that are consistent with the nature of university students.

Study Terminology:

Digital citizenship: It is defined as: “the conscious use by individuals of technology and its innovations in an appropriate and responsible manner, possessing knowledge and skills to protect oneself and others while browsing, communicating with them, and employing Internet services, positive trends towards practicing socially accepted ethics in the digital world” (Al-Sayed, 121: 2016) .

The researcher defines it procedurally: a group of concepts that help students understand the rules of conscious behavior in the

use of modern technologies in order to teach them digital citizenship.

Media education: "The process that enables members of society to reach an understanding of the communication media that are used in their society, the way in which these media work, and then enables them to acquire skills in using the media to communicate with others" (Al-Naghi, 609: 2018).

Jordanian university students: They are students who are studying in Jordanian public universities in various disciplines in the second semester of the academic year 2022/2023.

The limits of the study:

The current study was limited to the following limits:

Spatial Limitations: The current study was applied at Al-Hussein Bin Talal University and Al Al-Bayt University in Jordan.

Time Limitations: The current study was conducted in the second semester of the academic year 2022/2023.

Human Limitations: The current study was limited to students studying media education at Al al-Bayt University and Al-Hussein Bin Talal University.

Theoretical framework:

Media education:

There are many definitions of media education, with multiple points of view, with multiple fields of science, but they are often similar in vision and content. One of the most important definitions of media education is in accordance with the recommendations of the Vienna Conference in 1999, which was held under the auspices of the United Nations Educational, Cultural and Scientific Organization "UNESCO" and participated in it (41) experts from (33) countries around the world, where media literacy was defined as follows:

"The ability to read, analyze, evaluate and produce communication. Media awareness is not limited to the aspect of criticism and reception only, but must go beyond that to the purposeful and conscious participation in the production of media content and indicates that media education includes the ability to access information and the ability to analyze and deliver messages" (mcdermott 2007:47).

Media Education Objectives:

The objectives of media education are numerous and varied, with the multiplicity of areas that affect it. Among its most important objectives are the following (Bin Issa, 2021):

Knowing the sources of media texts, their social, political, commercial and cultural goals.

- Analyzing and forming critical opinions about media materials, producing their own media.

Understand and interpret the messages and values that are presented through the media.

- Choosing appropriate media that enable young people to deliver media messages.

- Coordination between educational and media institutions in order to achieve integration in programs, goals and activities.

Dimensions of media education:

Khaddour (2021) indicated that media education relies on the overlap and integration of multiple dimensions in the perception and analysis of the media message, as follows:

- The ethical dimension: This dimension refers to the individual's ability to derive the ethical values that govern media contents.

The aesthetic dimension: refers to the individual's ability to perceive the artistic aspects of media content.

Cognitive dimension: Refers to the mental operations that the audience must perform in terms of their ability to perceive the symbols, meanings, and mechanisms contained in the media contents.

- The emotional dimension: refers to the extent to which the individual possesses a sense of sensitivity during exposure to media contents.

Digital citizenship:

The term digital citizenship appeared in 2001 by the American researcher 'Marc Prensky', where this term was used to talk about the category of students who are increasingly using the Internet and social media and how to deal with standards, behaviors and digital resources as citizens of a virtual society through the Internet (Jacobs 2015).

Ribble (2012, 34) defines it as: "Customs of appropriate and responsible behavior using technology, which he describes as concerned with all social, cultural, legal and ethical issues related

to digital technology and demonstrating personal responsibility for lifelong learning and the safe use of digital communication.”

Young (2014) indicated that digital citizenship is a concept that includes safe participation in digital media, from short text messages to social networks. Accordingly, the student should understand how to navigate safely and communicate effectively using digital technologies, knowing the behaviors associated with the digital world.

Lyons (2019:9) explained that digital citizenship is the good and proper use of digital technologies in dealing with others.

The researcher defines it as: a set of rules of behavior adopted in the use of the Internet and social media, such as the electronic exchange of information and the electronic sharing of ideas, the interactions between citizens through the Internet.

Objectives of developing digital citizenship among students:

Ismail (2018: 93) identified the objectives of developing digital citizenship among students as follows:

- Enhancing respect for the concepts of privacy and freedom of education in the digital world and linking them to the national identity.

Integration of students into digital life to participate in educational, social, cultural and economic activities.

Focusing on the positive side of the digital revolution, which opens up broad hopes for the future for citizens.

Spreading the culture of civilized dealing with advanced technology and the legal dimensions of its use.

- Developing social, ethical and environmental fields according to modern social electronic patterns.

- Adopting a preventive policy against technological and motivational dangers to make the best use of its advantages.

Syed (2021) indicated that the goals of digital citizenship include guiding students to make the best use of the advantages of the digital world, according to educational curricula and programs.

Students from the dangers of modern technologies, preparing students to face the challenges of the digital world efficiently, confidently and in innovative ways, developing awareness of duties, rights and responsibilities in the digital world, positive

and effective participation in the digital world in order to contribute to the advancement of society.

Dimensions of digital citizenship:

There are many dimensions of digital citizenship, but Al-Arfaj (2021) researchers agreed on the most important dimensions of digital citizenship as follows:

Digital Access: This means full electronic participation in society, by ensuring that all students have fair opportunities to access the Internet and digital devices.

- **Digital communication:** This means the exchange of information electronically. Digital devices and social networking sites have changed the way of communication between individuals and made it easier and longer lasting, which should alert us to the etiquette of using modern technologies.

- **Digital culture:** In the sense that students are taught about modern technologies and their uses, such as teaching students ways to deal with the Internet and smart devices, the use of modern technologies in daily life, and it also includes taking advantage of learning opportunities through the Internet.

- **Rules of digital behavior:** This means the electronic standards of behavior, so that the student is characterized by self-responsibility in the digital world and sets specific standards for good digital behavior for itself, educating and training users to be responsible digital citizens and not only setting legislation, regulations and policies that will not be feasible without the presence of users Tactful and good manners.

Digital rights and responsibilities: This means that the digital citizen enjoys a set of rights and corresponding responsibilities that fall upon him as a result of participating in the digital society. Freedoms define the requirements extended to all individuals in the digital world.

- **Digital security:** This means the digital security precautions that must be taken by the individual, to ensure the safety of files, devices and data through protection programs, adherence to passwords that are not easy to predict, and the protection of personal identity.

- **Digital law:** This is done by addressing ethics within the digital society in order to uncover immoral uses. It means electronic responsibility for actions and actions.

Previous studies:

Al-Ajmi (2018) conducted a study aimed at identifying the role of school curricula in promoting digital citizenship from the learners' point of view. To achieve the objectives of the study, a questionnaire consisting of (47) items was designed distributed on the nine digital citizenship axes (digital empowerment, digital knowledge, digital communication). Digital behavior, electronic rights and responsibilities, electronic security, electronic commerce, digital law, digital health and safety). The questionnaire was applied randomly to a sample of (600) male and female students from the six different educational regions in the State of Kuwait. The results of the study showed that the role of the curricula is negative in five axes of digital citizenship, average in four axes. The study also showed that there are differences Statistically significant in the level of curriculum enhancement for digital citizenship due to the variables of gender and educational area.

The study of Al-Harthi and Al-Mutairi (2019) aimed to reveal the degree of availability of digital citizenship standards in the content of the computer and information technology course for the second intermediate grade. The study referred to a list of digital citizenship standards appropriate to be available in the content of the computer and information technology course for the second intermediate grade, as the average percentage of the availability of digital citizenship standards in the content of the computer and information technology course for the second grade was very low.

The study of Sayied (2021) aimed to identify the current reality of the primary school's role in inculcating the values of digital citizenship among students. The analytical descriptive approach was used. To achieve the objectives of the study, a questionnaire was prepared. The study concluded that the school plays a decisive role in facing the problems and challenges facing Society and its members, the most prominent of which is the digital invasion that penetrates all aspects of life.

Al-Arfaj (2021) conducted a study to find out the degree of appreciation of a sample of postgraduate female students in the Department of Curricula and Teaching Methods at King Saud University for their knowledge of digital citizenship and the importance of including the concepts of digital citizenship in the general education curricula from their point of view and to reveal the difference in their responses according to some variables. Use the descriptive approach The survey, the questionnaire was also used as a data collection tool and applied

to a sample consisting of (49) female students from the Department of Curriculum and Teaching Methods at the College of Education at King Saud University. By including topics and elements of digital citizenship in the educational curricula. The results also showed that there were no statistically significant differences between all respondents' estimates due to the study variables (specialization, academic level, job experience).

Jarad's study (2022) aimed to find out the extent to which the concept of digital citizenship and its components are included in the objectives of general education curricula (kindergarten, basic education, secondary education). The analytical descriptive approach was used. A questionnaire was designed to analyze the content that included the concept of digital citizenship and its elements. The study led to a set of results, the most important of which was that the concept of digital citizenship was implicitly repeated (10) with a rate of (15.61%) in the general goals and objectives of kindergarten and the primary and secondary education stage. It was repeated in the general goals (2) with a rate of (3.12%) and in Kindergarten goals are repeated (2), at a rate of (3.12%), and in the goals of the basic education stage, (3), at a rate of (4.68%), and in the goals of the secondary education stage (3), and at a rate of (4.68%).

What distinguishes the current study:

The current study is similar to previous studies in the use of the digital citizenship variable. The current study was distinguished from previous studies in its application in the Jordanian environment, in its measurement of the role of the media education course in achieving the dimensions of digital citizenship, as we did not find a study that measured that.

Study methodology and procedures:

Study Approach:

The researcher used the descriptive survey method, which is defined as: "that type of research that is conducted by questioning all members of the research community or a large sample of them, with the aim of describing the studied phenomenon or identifying its causes."

Study population and sample:

The study population consisted of all Jordanian university students who are studying the media education course in the second semester of the academic year 2022/2023.

A random sample was selected from the study population of (300) male and female students from Al Hussein Bin Talal University and Al al-Bayt University, Table (1) It shows the distribution of the study sample according to the study variables.

Table (1) Frequencies and percentages according to the study variables

	Category	Repetition	Ratio
Sex	Male	160	53.3
	Female	140	46.7
Specialization	scientific	176	58.7
	Humanist	124	41.3
Academic year	First Year	83	27.7
	Second Year	68	22.7
	Third Year	68	22.7
	Fourth Year	81	27
	Total	300	100

Study tool:

The researcher relied on the questionnaire tool in order to collect data. A questionnaire was prepared consisting of (25) items to measure the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of Jordanian university students, based on studies related to the subject of the study, such as the study of Al-Arfaj (2021). Syed's study (2021), where the questionnaire consisted of two parts, as follows:

Part One: Demographic Information, including:

Sex: Male Female.

Faculty: scientific, humanities.

Academic year: first year, second year, third year, fourth year.

The second part, the paragraphs of the questionnaire, includes five areas as follows:

The first field: digital rights and responsibility, consisting of (5) paragraphs.

The second field: digital security and safety, consisting of (5) - paragraphs.

The third field: the digital exchange of information, consisting of (5) paragraphs.

The fourth field: digital laws, consisting of (5) paragraphs.

The fifth domain: digital ethics, consisting of (5) paragraphs.

The five-point Likert scale was relied upon to correct the questionnaire, by giving each of its paragraphs one degree out of its five degrees: very highly and given (5) degrees, to a large degree and given (4) degrees, moderately and given (3) degrees, With a small degree, he is given (2) degrees, with a very small degree, and he is given (1) degree. These degrees apply to all paragraphs of the scale because the paragraphs are formulated in a positive direction. Thus, the upper limit of the degree that the examinee can obtain on this scale is (125), in The minimum score was (25), and the scores were distributed as follows: low (1.00-2.33), medium (2.34-3.67), high (3.68-5.00).

The scale was calculated using the following equation:

The upper limit of the scale (5) - the lower limit of the scale (1)

The number of required categories (3)

$(5-1)/3=1.33$, then add (1.33) to the end of each category.

Study tool Validity

To verify the validity of the study tool, it was presented to a group of arbitrators with experience and specialization in the field of media, measurement and evaluation, to find out their opinions about the validity and clarity of the paragraphs from the linguistic and educational aspects of the subject to be studied, to make amendments or observations in the event that the paragraph needs to be modified, or Adding other paragraphs that are not included in the tool. In light of this, the researcher made the amendments suggested by the arbitrators, which included excluding a number of paragraphs, amending the linguistic wording of some paragraphs, and thus the tool became made up of (25) paragraphs in its final form.

Build validity:

To extract the indications of the building validity of the scale, the correlation coefficients for each paragraph and the total score were extracted, between each paragraph and its relevance to

the domain to which it belongs, between the domains with each other and the total score, in an exploratory sample from outside the study sample consisting of (30) respondents, all correlations between the paragraphs came. The domain and the total tool are greater than (0.20), which is considered appropriate for the purposes of achieving the objectives of the current study. The following table shows this.

Table (2): Correlation coefficients between the paragraph, the total score, and the domain to which it belongs

Item Number	Correlation coefficient with the domain	Correlation coefficient with the tool	Paragraph number	Correlation coefficient with the domain	Correlation coefficient with the tool	Paragraph number	Correlation coefficient with the domain	Correlation coefficient with the tool
1	.70**	.75**	10	.731**	.69**	19	.91**	.66**
2	.75**	.41*	11	.82**	.74**	20	.91**	.66**
3	.45*	.76**	12	.76**	.72**	21	.78**	.75**
4	.41*	.53**	13	.67**	.53**	22	.55**	.55**
5	.67**	.69**	14	.48**	.53**	23	.60**	.42*
6	.758**	.58**	15	.55**	.51**	24	.83**	.83**
7	.705**	.71**	16	.69**	.76**	25	.77**	.66**
8	.784**	.81**	17	.91**	.66**			
9	.728**	.65**	18	.70**	.82**			

* Statistically significant at the level of significance (0.05).

** Statistically significant at the level of significance (0.01).

It should be noted that all correlation coefficients were of acceptable degrees and statistically significant, so none of these paragraphs were omitted.

The field correlation coefficient was also extracted with the total degree, the correlation coefficients between the fields with each other, and the following table shows this.

Table (3) Correlation coefficients between domains with each other and with the total degree

	Digital rights and responsibilities	Digital security and safety	Digital exchange of information	digital laws	digital ethics	Total Degree
Rights Digital and responsibilities	1					
Digital security and safety	.652**	1				
Digital exchange of information	.612**	.777**	1			
Digital Laws	.573**	.730**	.828**	1		
Digital Ethics	.614**	.887**	.797**	.632**	1	
Total Degree	.772**	.924**	.920**	.871**	.894**	1

Statistically significant at the level of significance (0.05). *

Statistically significant at the level of significance (0.01). **

Table (3) shows that all correlation coefficients were of acceptable degrees and statistically significant, indicating an appropriate degree of construct validity.

Study tool stability:

To ensure the stability of the study tool, it was verified by the test-retest method by applying the scale, re-applying it after two weeks on a group from outside the study sample consisting of (30), then the Pearson correlation coefficient was calculated between their estimates in the two times.

The stability coefficient was calculated using the internal consistency method according to the Cronbach alpha equation. Table No. (4) shows the internal consistency coefficient according to the Cronbach alpha equation and the repetition stability of the domains and the total degree. These values were considered appropriate for the purposes of this study.

Table (4) Cronbach alpha internal consistency coefficient and repetition stability for domains and total score

Category	Repetition stability	internal consistency
rights and responsibilities Digital	0.88	0.87
security and safety Digital	0.87	0.82
exchange of information digital	0.86	0.84
laws digital	0.84	0.82
ethics digital	0.83	0.82
Total Degree	0.91	0.9

Statistical processors:

The data were treated statistically using the SPSS program, and the following statistical methods were used:

Arithmetic means and standard deviations for analyzing - responses on the scale.

Pearson correlation coefficient to find out the validity of the - internal consistency of the scale.

Cronbach's alpha coefficient to calculate the stability of the - scale.

Triple analysis of variance test to calculate differences - according to the variables of the study.

Study implementation procedures:

The study was conducted according to the following procedures:

Review previous studies in the same field.

Preparing a measure of the role of the media literacy course in achieving the dimensions of digital citizenship.

Applying the scale to Jordanian university students. -

Scale correction, data emptying, tabulation and processing. -

Presentation, discussion and interpretation of the results, - making recommendations.

Study results and discussion:

Results of the first question: What is the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of university students?

To answer this question, the arithmetic means and standard deviations were extracted for the role of the media literacy course in achieving the goals of digital citizenship from the

point of view of university students. The table below shows this.

Table (5) Arithmetic means and standard deviations for the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of university students, arranged in descending order according to the arithmetic means

Rank	No.	Items	Arithmetic Average	Standard Deviation	Level
1	4	digital laws	3.86	0.794	High
2	5	digital ethics	3.86	0.639	High
3	1	Digital rights and responsibilities	3.82	0.613	High
4	3	digital exchange of information	3.8	0.714	High
5	2	Digital security and safety	3.74	0.668	High
		Total Degree	3.81	0.611	High

Table (5) shows that the arithmetic averages ranged between (3.74-3.86), where the domain of digital laws came in the first place with the highest arithmetic mean of (3.86), while the domain of digital security and safety came in the last rank with an arithmetic mean of (3.74), with a score of (3.74). The arithmetic average for the tool as a whole is (3.81).

The arithmetic means and standard deviations of the estimates of the study sample were calculated on the paragraphs of each domain separately, as they were as follows:

The first area: digital rights and responsibilities

Arithmetic means and standard deviations were calculated for the items in this field, and the results were as shown in Table (6):

Table (6) Arithmetic means and standard deviations related to digital rights and responsibilities arranged in descending order according to the arithmetic averages

Rank	No.	Items	Arithmetic Average	Standard Deviation	Level
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1	1	The media literacy course defines methods for defending digital rights	3.95	0.898	High
2	3	The media literacy course shows the methods of digital democratic participation	3.91	0.963	High
3	4	course The Digital Education explains how to defend digital intellectual property rights	3.82	0.932	High
4	2	The media literacy course explains the mechanisms of applying digital equality	3.74	1.156	High
5	5	The media literacy course shows how to express opinions digitally and respect the opinions of others	3.67	1.067	High
		Digital rights and responsibilities	3.82	0.613	High

It is noted from Table (6) that the arithmetic averages for the field's paragraphs ranged between (3.67) and (3.95), where paragraph (1) which stipulates "the media education course identifies methods of defending digital rights" ranked first with an arithmetic average of (3.95), Paragraph (5), which reads: "The media literacy course shows how to express opinions digitally and respect the opinions of others," ranked last with an arithmetic mean of (3.67), and the arithmetic mean for the field as a whole was (3.82).

The second field: digital security and safety

Arithmetic means and standard deviations were calculated for the paragraphs of this field, and the results were as shown in Table (7):

Table (7) Arithmetic means and standard deviations related to digital security and safety arranged in descending order according to the arithmetic means

Rank	No.	Items	Arithmetic Average	Standard Deviation	Level
1	8	The media literacy course defines the concept of digital safety and digital addiction	3.84	0.89	High

2	6	The media literacy course explains the dangers of digital terrorism	3.73	0.928	High
3	7	The media literacy course explains the importance of strict confidentiality with regard to users' passwords	3.72	0.979	High
4	9	The media literacy course mentions the mechanisms treatment and of mitigation of digital addiction	3.72	1.009	High
5	10	The media literacy course shows the dangers of addiction to the digital individual and society	3.68	1.024	High
		Digital security and safety	3.74	0.668	High

It is noted from Table (7) that the arithmetic averages for the field's paragraphs ranged between (3.74) and (3.84), where paragraph (8) which stipulates "the media education course defines the concept of digital safety and digital addiction" ranked first with an arithmetic average of (3.84), Paragraph (10) which reads "The media literacy course shows the dangers of digital addiction to the individual and society" came last with an arithmetic mean of (3.68), and the arithmetic mean for the field as a whole was (3.74).

The third field: the digital exchange of information

Arithmetic means and standard deviations were calculated for the items in this field, and the results were as shown in Table (8):

Table (8) Arithmetic means and standard deviations related to the digital exchange of information arranged in descending order according to the arithmetic means

Rank	No.	Items	Arithmetic Average	Standard Deviation	Level
1	15	The media literacy course explains how networking sites to search to use social for study information	4.03	0.882	High

2	13	The media literacy course contributes to of Arab culture when the promotion using digital technology	3.79	1.01	High
3	14	Spreading a global culture of tolerance, fraternity through empathy and technology	3.76	0.896	High
4	12	The media literacy course explains how best use of social to make the networking sites	3.74	1.048	High
5	11	The media literacy course explains the electronic mail uses of	3.66	1.083	Moderate
		The digital exchange of information	3.8	0.714	High

It is noted from Table (8) that the arithmetic averages for the field's paragraphs ranged between (3.66) and (4.03), where paragraph (15) which states "The media literacy course explains how to use social networking sites in searching for study information" ranked first with an average My arithmetic (4.03), while paragraph (11) which reads "The media literacy course explains the uses of electronic mail" came last with an arithmetic mean of (3.66), and the arithmetic mean for the field as a whole was (3.80).

The fourth field: digital laws

Arithmetic means and standard deviations were calculated for the paragraphs of this field, and the results were as shown in Table (9):

Table (9) Arithmetic means and standard deviations related to the numerical laws arranged in descending order according to the arithmetic means

Rank	No.	Items	Arithmetic Average	Standard Deviation	Level
1	16	The media education course shows the stages of committing electronic crimes	4	0.909	High
2	18	The media literacy course defines the penalty for digital fraud	3.88	0.914	High
3	17	The media education course characteristics explains the of electronic crimes	3.83	0.969	High
4	19	The media education course shows the competent authority to investigate electronic crimes	3.81	0.971	High

5	20	The media literacy course defines the seriousness of digital espionage	3.8	1.016	High
		digital laws	3.86	0.794	High

It is noted from Table (9) that the arithmetic averages for the field's paragraphs ranged between (3.80) and (4.00), where paragraph (16) which stipulates "The media education course shows the stages of committing electronic crimes" came in the first place with an arithmetic average of (4.00), in Paragraph (20) which reads "The media education course determines the danger of digital espionage" came last with an arithmetic mean of (3.80), and the arithmetic mean for the field as a whole was (3.86).

The fifth field: digital ethics

Arithmetic means and standard deviations were calculated for the items in this field, and the results were as shown in Table (10):

Table (10) Arithmetic means and standard deviations related to digital ethics arranged in descending order according to the arithmetic means

Rank	No.	Items	Arithmetic Average	Standard Deviation	Level
1	24	The media literacy course encourages the dissemination of positive and purposeful publications on social networking sites	3.93	0.922	High
2	22	The media literacy course urges respect for others when disagreeing with them using digital technology	3.91	0.914	High
3	23	The media literacy course urges the avoidance of digital espionage on the privacy of others	3.85	1.034	High
4	21	Media literacy course explains how to deal with others appropriately when using social networking sites	3.83	0.885	High
5	25	The media literacy course demonstrates how to use digital criticism objectively and purposefully	3.77	0.902	High
		digital ethics	3.86	0.639	High

It is noted from Table (10) that the arithmetic averages for the field's paragraphs ranged between (3.77) and (3.93), where paragraph (24) which stipulates "the media education course urges the publication of positive and purposeful publications through social networking sites" ranked first with an arithmetic mean (3.93), while paragraph (25) which reads "The media literacy course explains how to use digital cash objectively and purposefully" came last with an arithmetic average of (3.77), and the arithmetic mean for the field as a whole was (3.86).

The results of the second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the estimates of the sample members about the role of the media literacy course in achieving the dimensions of digital citizenship from the viewpoint of university students due to the variable (gender, specialization, academic year)?

To answer this question, the arithmetic means and standard deviations of the sample's estimates were extracted about the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of university students according to the variables of gender, specialization, and academic year. The table below shows that.

Table No. (11) Arithmetic means and standard deviations for the role of the media literacy course in achieving the goals of digital citizenship from the point of view of university students according to the variables of gender, specialization, and academic year

Variables	Category	Arithmetic Average	Standard Deviation	Repetition
Sex	Male	3.85	0.605	160
	Female	3.78	0.619	140
Specialization	Scientific	3.83	0.556	176
	Humanist	3.79	0.684	124
	First	3.73	0.639	83
Academic year	Second	3.85	0.547	68
	Third	3.84	0.599	68
	Fourth	3.85	0.644	81

Table (11) shows an apparent discrepancy in the arithmetic means and standard deviations of the role of the media literacy course in achieving the goals of digital citizenship from the point of view of university students due to the different categories of the variables of gender, specialization, and academic year. (12).

Table No. (12) Triple multiple variance analysis of the effect of gender, specialization, and academic year on the role of the media literacy course in achieving the goals of digital citizenship from the point of view of university students

Contrast Source	Squares Sum	Freedom degrees	Squares Averages	F Values	Statistical significance
Sex	0.341	1	0.341	0.909	0.341
Specialization	0.053	1	0.053	0.141	0.708
Academic year	0.879	3	0.293	0.78	0.506
Error	110.43	294	0.376		
Total	111.72	299			

Table (12) shows the following:

- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, with a p value of 0.909 and a statistical significance of 0.341.
- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of specialization, as the p value was 0.141 and the statistical significance was 0.708.
- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of the school year, as the P value was 0.780 and the statistical significance was 0.506.

Discussing the results of the study:

The results of the study indicated that the role of the media literacy course in achieving the dimensions of digital citizenship from the point of view of Jordanian university students came to a large extent. Then the digital exchange of information, in the last place digital security and safety. This result indicates the interest of the Ministry of Higher Education in Jordan in the

technical aspect and its keeping pace with the technological era, its awareness of the role of the media education course in promoting digital skills, including digital citizenship.

The researcher also explains this result to the presence of a future vision among the media literacy course designers about the concepts and dimensions of digital citizenship and the importance of knowing it, and they are fully convinced of its importance, especially in the digital and technological challenges and developments. This result may indicate a review of the teaching courses by their designers. This is done through evaluation to enrich the teaching courses by deletion, modification and addition so that they are consistent and compatible with technological developments. Technology and digital space are addressed clearly and explicitly.

This can be explained by the fact that university students are convinced of the inclusion of digital citizenship topics in the course of media education, in addition to providing university students in the field with concepts and topics related to digital citizenship in line with technological developments and modern technology, keeping pace with the digital revolution in line with our religious values, customs and behaviors that we desire.

The result of the current study agreed with the result of the study of Al-Arfaj (2021) that the respondents have appropriate knowledge, to a moderate degree, about the concepts and elements of digital citizenship, and they are also fully convinced of the inclusion of topics and elements of digital citizenship in the educational curricula.

While the result of the current study differed with the result of Al-Ajami's study (2018), which concluded that the role of school curricula is considered negative in five axes of digital citizenship, the result of the current study also differed with the result of Al-Harthy and Al-Mutairi's study (2019) that the availability of digital citizenship standards in course content Computer and Information Technology for the second grade with a very low score.

The study also found that there were no statistically significant differences in the response of the sample about the role of the media literacy course in achieving the dimensions of digital citizenship due to the variable of gender, college, and academic year. This is due to their studies of the same course of media education. The result of the current study agreed with the result of the study of Al-Arfaj (2021), which concluded that there were no statistically significant differences between the sample's estimates due to the study variables (specialization, academic level, job experiences).

Recommendations:

According to the findings of the study, the researcher recommended the following:

- Educating Jordanian university students about the dimensions of digital citizenship through appropriate educational activities.
- Spreading the culture of digital citizenship among faculty members in Jordanian universities.
- Invite those in charge of planning the media education course to take care to include the dimensions of digital citizenship in balanced proportions.
- Holding training courses for faculty members with the aim of enabling them to raise awareness of the dimensions of digital citizenship.
- Including training programs for preparing faculty members to develop their digital citizenship.
- The need for education faculties to pay attention to holding seminars and workshops on the appropriate use of social media, ethical aspects in dealing with the Internet.

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Appendix (1)

study tool

Dear student

After Greetings

The researcher is conducting a study entitled "The Role of the Media Education Course in Achieving the Dimensions of Digital Citizenship from the Point of View of Jordanian Universities Students." Thank you for your cooperation, may God reward you.

Demographic information:

Put an (x) in front of the correct answer:

Study Sample

First: Sex

() male

() feminine

Second: Specialization:

() scientific

() Humanitarian

Third: Academic year:

() First year

() Second Year

() Third Year

() the fourth year

No	paragraphs and dimensions	very high	High	Moderate	Low	Very Low
The first area: digital rights and responsibilities						
1	The media literacy course defines methods for defending digital rights					
2	The media literacy course explains the mechanisms of applying digital equality					
3	The media literacy course shows the methods of digital democratic participation					
4	The Digital Education course explains how to defend digital intellectual property rights					
5	The media literacy course shows how to express opinions digitally and respect the opinions of others					
The second field: digital security and safety						
6	The media literacy course explains the dangers of digital terrorism					
7	The media literacy course explains the importance of strict confidentiality with regard to users' passwords					

8	The media literacy course defines the concept of digital safety and digital addiction					
9	The media literacy course mentions the mechanisms of treatment and mitigation of digital addiction					
10	The media literacy course shows the dangers of digital addiction to the individual and society					
The third field: the digital exchange of information						
11	The media literacy course explains the uses of electronic mail					
12	The media literacy course explains how to make the best use of social networking sites					
13	The media literacy course contributes to the promotion of Arab culture when using digital technology					
14	Spreading a global culture of tolerance, empathy and fraternity through technology					
15	The media literacy course explains how to use social networking sites to search for study information					
The fourth field: digital laws						
16	The media education course shows the stages of crimes committing electronic					
17	The media education course explains the characteristics of electronic crimes					
18	The media literacy course defines the penalty for digital fraud					
19	The media education course shows the competent authority to investigate electronic crimes					
20	The media literacy course defines the seriousness of digital espionage					
The fifth field: digital ethics						
21	Media literacy course explains how to deal with others appropriately when using social networking sites					
22	The media literacy course urges respect for others when disagreeing with them using digital technology					
23	The media literacy course urges the avoidance of digital espionage on the privacy of others					
24	The media literacy course encourages the dissemination of positive and purposeful publications on social networking sites					

25	The media literacy course demonstrates how to use digital criticism objectively and purposefully					
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