Media Education Role In Empowering Jordanian Youth To Counter Misinformation And Fabricated Information “Corona Pandemic A Modal” “Analytical And Field Study”

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Abstract

The aim of the study: The study aimed to investigate the role of Media Education in empowering Jordanian youth to counter misinformation and fabricated information “Corona pandemic a model” “Analytical and field study”.

The study methodology: The study used the descriptive approach based on the survey using the (questionnaire) tool which was distributed on a random sample of students from the University of Applied Sciences, consists of (65) individuals.

The study results: The result indicated that there was a positive impact of media education on raising the level of community culture around Corona pandemic, the presence of an effect of media education helps to reduce the effects of rumors related to Corona news. The presence of an effect of media education in helping to focus on
promoting positive values and community cohesion during the time of Corona from the viewpoint of the study sample. Supporting the promulgation of a law governing the work of social networks to limit the spread of false news, and having an impact on the responsibility to counter misinformation through modern media.

**Conclusion:** There is a relationship between the integration of media education into the curricula of schools and universities as an independent subject for university students of special applied sciences and their viewpoint towards the role of media education in countering misinformation and fabricated information.

**Recommendations:** Implementing media education in combating and rejecting misleading speeches, countering fabricated news, activating the role of academic, educational and social institutions and places of worship, regardless of their different roles in facing rumors, rejecting false news and promoting positive values. In addition, developing laws governing the use of various social media, activating these laws, and re-evaluating the experience in the light of results that have been achieved so far, and we review the contents of media education.

**Keywords**

Media Education, Youth, the Role, Misinformation, Corona Pandemic.

**Introduction**

Corona pandemic has put the governments a head of difficult choices in the face of false and fabricated news and misleading materials that some media and social networking sites practiced in carrying the news related to the epidemic, its repercussions on health, economic and social status and the ability of those governments to deal with it to reduce its impact on the general activity of the Jordanian country.

There is no doubt that the governments which preceded the use of media education in their policies and their university and school curricula, were able to some extent to resist those rumors related to the pandemic, deny all these false claims, aware young students of the dangers of misleading media content through the media and social networking sites, which have become unmonitored in terms of their content.

Media education is imposed on academic and educational institutions, specialists and those who are interested to develop codes in their curricula and integrate media education into the study plans of those institutions. Through this study, the nature of media education is identified, which it meant media awareness that is required by governments,
media institutions, all educational community, and civil society, considering that media education is a fundamental lever for spreading the truth, confronting and countering rumors and misinformation and protecting society and generations, especially the youth, as well as its contribution to promote awareness in the digital media era and social media platforms. (Al-Bitar & Al-Asali, 2009)

The national plan for media and information education for the years (2020-2023), which was launched by the Jordanian government in partnership with a number of relevant ministries and institutions, entered into force a year ago. The plan includes objectives that focus in large part on educating and protecting society in its dealings with digital technology, communication and contemporary media, news, digital and information literacy (Al-Khatib, 2007).

Media education is considered a Jordanian government’s plan which adopts a clear training and capacity building methodology for Jordanian youth, focusing on the concept of digital citizenship, and enabling the individual while using digital platforms and social media in order to know the truth and avoid misinformation, verify the authenticity of news and published materials, including (video) and counter bullying on these networks.

In this context, a survey which is launched by Yarmouk University last April about “the impact of rumors on Jordanian society in the light of Corona crisis”, showed that 80 percent of individuals do not realize the extent of the impact of rumors in directing the public opinion, and about 34 percent of individuals rely on information that related to this epidemic through the media and social media. Moreover, 56 percent of respondents take the information seriously, while 31.4 percent circulated it widely without checking and verifying its source (Ammon; 2020).

The Hashemite Kingdom of Jordan, as one of the societies of the contemporary world, was not far from this revolution. For several decades, it has witnessed a great demand in the transformation area into a technical digital society based on the access to benefits offered by the Internet and communication technology in particular and modern technology in general in all areas, to keep pace with the era of Information which imposed on all (Zaher, 2003).

The spread of these sites which contributed to raising the ceiling of opinion freedom and expression freedom, as well as exchanging communication and knowledge and eliminating barriers of communication and transportation. Although it has increased the interacting and drawing individuals together and establishing new friendship relations, it is the source of the real danger to social relations and leads to ignore cultural traditions, as
well as leads to isolation and disintegration of the social life. These networks also reduced the opportunities for interaction and communication within the family (Bushleby, 2006).

Share (2013) defines media education as building knowledge, understanding and the correct use of skills and attitudes that allow the individual to deal with the complex and changing media community in a conscious and meaningful way. It also expresses the ability to use information actively and dynamically with the aim of effective social participation. This study is to answer the following question: The role of media education in empowering Jordanian youth to counter misinformation during the Corona pandemic as a model.

**Uses and Gratifications Theory**

The uses and gratifications theory focused on the audience of the media outlet. It was concerned with satisfying the audiences’ desires and meeting their needs, being active in the communicative process to evaluate everything that the media presents to see if this process meets the audience’s desires and needs. This helps in making decision to continue with exposure or withdraw, as this theory confirms that the receiving audience seeks to achieve certain goals from exposure to these outlets. (Al-Abd, 2009).

The uses and gratifications approach is defined as the audience of the outlets of communication who are exposed to a specific goal to satisfy certain individual needs. Katz, one of the pioneers of this approach, emphasized that the use of the outlets of communication becomes clear when directing the attention to what the audiences does with those outlets, not what the outlets of communication do with the audience (Abu Arqoub, 1993).

The uses and gratification approach sought to achieve the following objectives:

- Knowing how the audience use the media outlets, assuming that it is an active audience that chooses and uses the outlet that satisfies the needs.
- Knowing the motives of the audience to be satisfied through the media or a specific outlets.
- Obtaining results that help in a deeper understanding of the communication process.
- The uses and gratification approach depends on the following assumptions (Abu Hilala, 1987; Abed Al-aziz, 1999):
  - The recipient audience is a positive audience that is active in the media outlets use which is a directed use towards the achievement of specific goals determined by individuals.
• The audience Members has the initiative in determining the relationship between the satisfaction of needs and the selection of specific outlets that satisfying their needs.
• The degree of satisfaction of different needs varies according to the different media.
• The audience alone is capable of estimating and determining the needs and interests, and thus chooses the outlets and contents that satisfy these needs.
• Inferring the common cultural norms in any society through the audience’s use of the various outlets of communication, not through the content provided by the communication outlets.

According to the research heritage in the uses and gratifications theory, there are several gratifications that the media achieve for their audience, such as the content gratifications which presented by these outlets, the gratification of the communicative process by obtaining information, entertainment, spending free time, and escaping, and the gratification of the needs of social interaction, excitement and knowing what people do in different situations. These motives are divided into ritual motives for spending leisure time, entertainment and self-ventilation, cognitive motives represented in obtaining diverse knowledge in their areas, as well as social motives represented in seeking to establish social relations with new people, and ensure on communication and social participation with family members and friends as well as expression freedom on various topics and issues and getting rid of the feeling of social isolation (Abed Al Aziz, 1999).

According to this theory, the change in the behavior of using the outlets of communication towards the adoption of the new Internet technology can be explained, which enables the audience to satisfy the needs, especially since they use the Internet to relax, have fun, spend time, or obtain information, which are the same gratifications that traditional media were and still achieve, but to a lesser special degree (Al-Tell, 1987).

This study comes: To know the role of media education in countering disinformation, false information and fabricated news “the time of Corona pandemic”. The reason for choosing this topic is to know and measure the effects of using media education in universities and schools, which made us need to study and research this employment in a time of crises, disasters and the spread of epidemics.

The Study Problem

The study investigated providing an appropriate knowledge about the role of media education in empowering Jordanian youth to counter disinformation, misinformation and the acceptance of false news at all.
The researcher noticed through his observations, follow-ups and the nature of his journalistic work in the Jordan News Agency (Petra) and as a faculty member at the Applied Science Private University, that there is a large spread of rumor among student and journalistic circles in the light of presenting the media education as an independent curriculum in academic and educational institutions. The impact of this step on countering rumors and media misinformation which spread increasingly day by day, especially in times of crises, the spread of diseases, epidemics and wars, as well as its strong impact on the relations between the individual and the authority, which called for doing this research to shed light on this phenomenon in our society and the role of Media education in countering rumors and false news.

**Study Questions**

1. Does media education have a role in countering misinformation and fabricated information in society?
2. Does media education have a role in raising the level of citizen’s culture?
3. Does media education help to raise awareness among society members about fake news?
4. Does media education help reduce the effects of rumors and misleading materials?
5. Does media education help focus on promoting positive values in society?
6. Has media education become a tool for governments to promote their ideas and policies?
7. Has media education contributed to countering rumors in the light of Corona pandemic?
8. Do you support the promulgation of a law governing the work of social networks to limit false news?
9. Is the responsibility of confronting misinformation a collective responsibility that begins with the family, school, university and mosque?
10. Is the responsibility of confronting misinformation, news and fabricated information embodied in the dissemination of the contents of media education?
11. To what extent does media education address the issues of misinformation and rumors?

**Study Objectives**

1. Identifying the role of media education in countering misinformation and fabricated information in society.
2. Identifying the role of media education in raising the level of citizen's culture.
3. Identifying the role of media education in raising awareness among society members about fabricated news.
4. Identifying the role of media education in limiting the effects of rumors and misleading materials.
5. Identifying the role of media education in focusing on promoting the positive values in society.
6. Identifying the extent to which governments employ media education to promote their ideas and policies.
7. Identifying the contribution of media education to counter rumors in the light of Corona pandemic.
8. Recognizing the opinion of the young regarding the promulgation of a law governing the work of social networks to limit false news?
9. Recognizing who is responsible for confronting misinformation.

**Study Terminology**

- The Role.
- Media Education.
- Jordanian Youth.
- Misinformation.
- False Information.
- Corona Pandemic.

**Study Limitations**

The study was limited to students of the Applied Science Private University.

**Previous Studies**

Khader (2009) conducted a study that aimed to reveal the psychological and social effects of the Egyptian youth’s use of social networking sites. Also, to reveal the motives that why the Egyptian youth use Facebook. The study result showed that the most important sources of students’ knowledge on the Facebook are friends and relatives. The entertainment and leisure are at the top of the list of motives of their use of Facebook. The study result also indicated that Facebook probably leads to developing the personal skills, and making communication with others easy.

Al-Damari (2010) also conducted a study aimed to reveal the uses and gratifications of students of Arts and Media College for Facebook as a social network. The study results showed that most students use Facebook to gain knowledge, go deeper into the outside world, communicate with other people and share with them the common interest. Also, the excessive use of Facebook leads to distract from reading, laziness and slackness.
Therefore, lower academic achievement. The study result showed that Facebook satisfy students cognitively and provides them with in-depth knowledge of the world as well as Facebook has social gratification by creating a social atmosphere and helping colleagues to communicate with each other even during holidays, in addition to intellectual saturation to bring new ideas for communication between students, discuss them with some study curricula and lectures, and discover better ways to review lessons.

Al-Otaibi (2011) conducted a study aimed to reveal the use of Facebook by Saudi university students “an applied study”. The study results showed that (77%) of Saudi university students use Facebook, the motive of Facebook use was to spend time and entertainment, which came in the first rank. The study also indicated that Facebook achieves what other media do not achieve in terms of obtaining information and knowledge and establishing multiple and diverse social relationships.

Comment on Previous Studies

The previous studies addressed generally the issue of the impact of Facebook on social relations, as mentioned in the study of Al-Damary and Al-Otaibi and Khader, “the uses and gratifications of Facebook as a social network” which revealed the main reason for the students’ use which was to gain more knowledge, depth in the outside world, communicate with other people and share with them the common interest. Also the excessive use of Facebook leads to district from reading, laziness and slackness.

By comparing the current study with previous studies, it should be noted that none of them concerned with addressing the impact of the Facebook use in promoting a culture of hate, this is what distinguishes the current study from other previous studies, add to this the study sample represented by journalists. It is expected that this study will be a basis for other studies in this field.

Study Methodology

In this study, the descriptive survey method was used, which is based on monitoring and following-up of a phenomenon or event. Then obtaining the accurate data in a quantitatively or qualitatively in a specific period of time, through the tool used in this study.

Study Population and Sample

This study was applied to a sample of students of the Applied Science Private University, which consisted of (200) students who were randomly selected from both gender out of
(5000) students represented by the study population. Table (1) shows the distribution of the study sample members.

Table 1 The distribution of study sample members according to gender and the nature of work variables

<table>
<thead>
<tr>
<th>variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male student</td>
<td>87</td>
<td>24.6</td>
</tr>
<tr>
<td>Female student</td>
<td>113</td>
<td>75.4</td>
</tr>
<tr>
<td>The total</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Study Tool**

In this study, a questionnaire was used to collect the data, which was prepared after reviewing the educational literature and previous studies related to the subject of the study, such as the study of Khader (2009) and Al-Damari (2010). The questionnaire, in its initial form, consisted of ten questions dealing with media education culture, raising the level of individual culture, increasing the awareness of the individual about fabricated news, the effects of negative disinformation, the promotion of positive ideas values, the reducing of dark ideas, and the contribution to constructive dialogue.

**The Validity of the Study Tool**

To verify the validity of the study tool in preparation for its application to the study sample members, the following validity indicators were extracted:

1. **Content Validity**

To verify the content validity indicators of the study tool, it was presented to a group of arbitrators with expertise and competence, consisted of (5) arbitrators, in order to indicated their opinions and notes about the appropriateness of the items of the tool, their suitability for the purposes of the study and the language integrity. Their notes were taken to achieve the objectives of the study, where some vocabulary was deleted, two items were replaced, and based on these modifications, the study tool consisted of (10) questions.

2. **Construct Validity**

To verify the construct validity of the study tool, the values of the Pearson correlation coefficients for the items with the whole tool were extracted by applying them to an exploratory sample from outside the study sample consisting of (28) students. The values
of the correlation coefficients for the items with the whole tool ranged between (0.42-0.68).

The Tool Reliability

To verify the reliability of the study tool, the value of Cronbach's alpha was extracted for the responses of the sample members to all the questions of the study, where the value of Cronbach's alpha was (0.77), which is an acceptable value for the purposes of the study. The value of the test-retest reliability coefficient was also extracted using the Pearson correlation coefficient by re-test to the same sample of (28) students, after an interval of three weeks from the first test, the value was (0.86) for the tool as a whole.

Study Procedures

To achieve the objectives of the study, the following steps and procedures were followed:

- Preparing the study tool in its final form for the purposes of the application, after verifying the indications of their validity and reliability, by presenting the tool to a group of arbitrators, as well as applying the survey on the study sample to extract the values of validity and reliability coefficients.
- Determining the number of members of the total study population, which represented by all students of the Applied Science Private University. The study sample members were randomly selected from the total study population, which consisted of (200) students.
- Distributing the study tool to the sample members, whereas the information related to the method of answering the items was clarified. Moreover, emphasis was given to the study sample members to answer accurately, and they were informed that the information that will be obtained will only be used for scientific research purposes.
- Gathering the study tool after answering its items, it was prepared for the statistical analysis to draw conclusions.
- Entering the data into the computer, then using the appropriate statistical treatments to answer the study questions, and come up with the appropriate recommendations in the light of the results that have been reached.

Statistical Methods

To answer the main study question, frequencies, percentages, arithmetic means and standard deviations were extracted, and (one sample T-test) was applied.

Study Results and Discussion
This part shows the results of the study that aimed to reveal the role of media education in empowering Jordanian youth to counter misinformation and fabricated information.

**Study question:** The role of media education in empowering Jordanian youth to counter fabricated information and misinformation, Corona pandemic as a model?

To answer this question, the frequencies, percentages, mean, and standard deviations of the responses of the study sample members were extracted, and the One Sample T-test was applied to verify the significance of the effect, as shown in Table (2).

**Table 2 Frequencies, percentages, arithmetic means, and standard deviations of the responses of the study sample members about the effect of using Facebook and the results of the (One Sample T-test)**

<table>
<thead>
<tr>
<th>Question</th>
<th>response</th>
<th>frequency</th>
<th>Percentage</th>
<th>arithmeti c means</th>
<th>standard deviatio ns</th>
<th>T</th>
<th>significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media education has a role in countering misinformation and fabricated information in society regarding the Corona epidemic</td>
<td>Always</td>
<td>17</td>
<td>26.2</td>
<td>3.86</td>
<td>0.86</td>
<td>8.04</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>frequently</td>
<td>25</td>
<td>38.5</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>sometimes</td>
<td>20</td>
<td>30.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rarely</td>
<td>3</td>
<td>4.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Start</td>
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</tr>
<tr>
<td>Media education has a role in raising the level of youth culture around Corona pandemic</td>
<td>Always</td>
<td>14</td>
<td>21.5</td>
<td>3.66</td>
<td>0.96</td>
<td>5.58</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>frequently</td>
<td>21</td>
<td>32.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sometimes</td>
<td>26</td>
<td>40.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>rarely</td>
<td>2</td>
<td>3.1</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Start</td>
<td>2</td>
<td>3.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media education helps to raise</td>
<td>Always</td>
<td>9</td>
<td>13.8</td>
<td>3.43</td>
<td>0.87</td>
<td>4.01</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>frequently</td>
<td>17</td>
<td>26.2</td>
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<td></td>
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</tr>
</tbody>
</table>
## Does media education help reduce the effects of rumors related to Corona news?

- **Always**: 12 (18.5)
- **Frequently**: 15 (23.1)
- **Sometimes**: 34 (52.3)
- **Rarely**: 4 (6.2)

### Media education helps focus on promoting positive values and social cohesion in the time of Corona

- **Always**: 10 (15.4)
- **Frequently**: 13 (20.0)
- **Sometimes**: 32 (49.2)
- **Rarely**: 9 (13.8)

### Have governments used media education as a tool to promote their policies?

- **Strongly disagree**: 2 (3.1)
- **Disagree**: 2 (3.1)
- **Neutral**: 10 (15.4)
- **Agree**: 33 (50.8)
- **Strongly agree**: 18 (27.7)

### To what extent has media education contributed to awareness among members of society about fake news in the time of Corona epidemic?

- **Sometimes**: 32 (49.2)
- **Rarely**: 7 (10.8)

### Frequency of media education activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help focus on promoting</td>
<td>10</td>
<td>13</td>
<td>32</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>positive values and social</td>
<td></td>
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<tr>
<td>cohesion in the time of Corona</td>
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<tr>
<td>Help reduce the effects of</td>
<td>12</td>
<td>15</td>
<td>34</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>rumors related to Corona news</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help governments use media</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>education as a tool to promote</td>
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<tr>
<td>their policies</td>
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</tbody>
</table>

Note: The numbers in parentheses are percentages.
<table>
<thead>
<tr>
<th></th>
<th>strongly agree</th>
<th>1</th>
<th>1.5</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>accepting procedures in the light of spread of the Corona epidemic?</td>
<td>strongly disagree</td>
<td>2</td>
<td>3.1</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>disagree</td>
<td>8</td>
<td>12.3</td>
<td></td>
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<tr>
<td></td>
<td>neutral</td>
<td>10</td>
<td>15.4</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>agree</td>
<td>28</td>
<td>43.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>strongly agree</td>
<td>17</td>
<td>26.2</td>
<td>3.77</td>
<td>1.07</td>
<td>5.79</td>
</tr>
<tr>
<td></td>
<td>strongly disagree</td>
<td></td>
<td></td>
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<tr>
<td>Do you support the issuance of a law governing the work of social networks to curb false news and misinformation?</td>
<td>strongly disagree</td>
<td></td>
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<td></td>
<td>disagree</td>
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<td></td>
<td>strongly agree</td>
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<tr>
<td>In your opinion, the responsibility to confront misinformation is a collective responsibility that begins with the family, school, university and mosque?</td>
<td>strongly disagree</td>
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<td></td>
<td>disagree</td>
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<td>agree</td>
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<tr>
<td></td>
<td>strongly agree</td>
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<tr>
<td>In your opinion, is the responsibility for confronting misinformation embodied in modern media only?</td>
<td>strongly disagree</td>
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<td></td>
<td>disagree</td>
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It appears from Table (2) that:
• There are a positive impact of media education in countering misinformation and fabricated information in society regarding Corona epidemic from the view point of the study sample members. The value of (T) reached (8.04), which is a statistically significant value at the level of (α = 0.05), the standard mark for the five-fold scale is (3), where the arithmetic mean of the responses of the sample members to this question was (3.86), which is a higher value than the standard mark of the scale, which confirms the approval of the study sample members on the text of the question.

This can be explained in the light of what various individuals publish through the media and community and news sites by, and what are the circulated statements and attitudes that carry and nourish positive ideas at the level of individuals and groups, as well as countries. Therefore, media education is a tool that has an effective role in countering such hate speech and rumors at various levels.

• There are a positive impact of media education in raising the level of society’s culture about Corona pandemic from the view point of the study sample members. The value of (T) was (5.58), which is a statistically significant value at the level (α = 0.05), where the arithmetic mean of the responses of the sample members to this question was (3.66), which is a higher value than the mark standardization of the scale (3), which confirms the approval of the study sample members on the text of the question.

This can be attributed in the light of what media education contains, such as the cultural, social and scientific topics that can contribute to increase the knowledge repository of the individual in various fields, whether scientific, health or social. Therefore, it is a positive tool in this direction, and the result agreed The current study agreed with the study of Khader (2009).

• There are a positive impact of media education to raise awareness among members of society about fake news during the time of Corona epidemic from the view point of the study sample members. The value of (T) was (4.01), which is a statistically significant value at the level (α = 0.05), where the arithmetic mean of the responses of the sample members to this question was (3.43), which is a higher value than the mark standardization of the scale (3), which confirms the approval of the study sample members on the text of the question.

This can be explained based on the contents of media education that calls for more awareness and knowledge, and the rejection of rumors. This is shown through the lectures in universities, which reinforces the rejection of information without a clear source among
individuals, and the result of the current study agreed with the study of (Al-Damari, 2010).

- There is an impact of media education that helps reduce the effects of rumors related to Corona news from the viewpoint of the study sample members. The value of (T) was (5.01), which is a statistically significant value at the level (α = 0.05), where the arithmetic mean of the responses of the sample members to this question was (3.54), which is a value higher than the standard mark of the scale (3), which confirms the approval of the study sample members on the text of the question.

This result can be explained based on the nature of the contents of media education teaching courses, which in turn contribute to the spreading of a knowledge culture among individuals, and the refutation of misleading materials in this aspect.

- There is an impact of media education in helping to focus on promoting positive values and societal cohesion in the time of Corona from the viewpoint of the study sample members. As the value of (T) reached (2.85), which is a statistically significant value at the level (α = 0.05), the arithmetic mean of the responses of the sample members to this question was (3.34), which is a higher value than the standard mark of the scale (3), which confirms the approval of the study sample members on the text of the question.

This result can be attributed in the light of dealing with and circulating real news on its differences between individuals, which in turn may contribute to the promotion of positive values such as affection and sympathy between individuals, whether on occasions marked by joy or sadness. The result of the current study agreed with the study of (Khader, 2009).

- Confirming governments in exploiting media education as a tool to promote their policies from the viewpoint of the study sample members. The value of (T) reached (8.51), which is a statistically significant value at the level (α = 0.05), where the arithmetic mean of the responses of the sample members to this question was (3.97), which is a higher value than the mark standardization of the scale (3), which confirms the approval of the study sample members on the text of the question.

This result can be attributed to the speed and ease with which media education is used and employed by many parties, especially those that seek to promote their prophetic ideas and policies.
• Confirming the contribution of media education to accepting government procedures in the society in the light of spread of Corona epidemic from the view point of the study sample members. The value of (T) was (3.065), which is statistically significant at the level (α≤0.05), where the arithmetic mean of the responses of the sample members to this question was (2.68), which is a higher value than the standard mark of the scale, which confirms the approval of the study sample members on the text of the question.

This result can be explained through the dialogue and discussion that takes place in media education and the constructive ideas that are put forward that may contribute to unifying viewpoints on a subject. Therefore, dialogue through this article has advantages in bringing together and discussing the points of view between different individuals and groups. The current study agreed with the study of Flex Kobler (2010).

Supporting the promulgation of a law governing the work of social networks to limit the spread of false news from the view point of the study sample members. The value of (T) reached (5.79), which is statistically significant at the level (α = 0.05), where the arithmetic mean of the responses of the sample members to this question was (3.77), which is a higher value than the standard mark of the scale (3), which confirms the approval of the study sample members on the text of the question.

This result can be attributed in the light of the laws and regulations which regulate the use of social networks, and therefore the existence of laws will inevitably contribute to regulating the use of these outlets in a positive way that brings well-being and welfare to the individual and society.

• There is an effect of countering misleading information as a collective responsibility through the family, school, university and mosque from the point of view of the study sample members. The value of (T) reached (17.96), which is a statistical function at the level (α = 0.05), where the arithmetic mean of the responses of the sample members to this question was (4.23), which is a higher value than the standard mark of the scale (3), which confirms the approval of the study sample on the text of the question.

This result can be explained by assuming the individual and collective responsibilities of the various institutions, and playing their leading role through guidance and follow-up to renounce the discourse of violence, hatred and lying, which enhances this countering.

• There is an impact of the responsibility to countering misinformation through modern media from the view point of the study sample members. The value of (T)
was (8.25), which is a statistically significant at the level ($\alpha = 0.05$), where the arithmetic mean of the responses of the sample members to this question was (3.88), which is a higher value than the mark standardization of the scale (3), which confirms the approval of the study sample members on the text of the question.

This result can be attributed through employing various modern social media in a positive direction, spreading awareness and culture about assuming responsibilities, exposing hate speech and combating it through spreading a culture of science and social awareness, and assuming individual, collective and institutional responsibilities that have the greatest role in this aspect.

**Recommendations**

- Including media education as a compulsory subject in the academic plans of universities and school curricula.
- Activating the role of educational, academic and social institutions and places of worship in raising awareness and educating the community with fake news and promoting positive values.
- Establishing the necessary laws and legislation to control social media and activate these laws.
- Establishing the necessary laws and legislation to control social media and activate these laws.
- Re-evaluating the experience annually in the light of the results achieved so far.
- Reconsidering the media education project and its content as a national educational and awareness project.

**References**


https://www.ammonnews.net/article/547223


