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THE FUTURE PICTURE OF THE BOOKS OF CIVIC AND CIVIC EDUCATION IN THE LIGHT OF MEDIA EDUCATION FROM THE VIEWPOINT OF EDUCATIONAL AND MEDIA EXPERTS IN JORDAN

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ABSTRACT

The present study aimed to identify the features of the future vision of social studies textbooks in light of media education, from the perspective of educational and media experts in Jordan. To achieve the objective of the study, a semi-structured interview protocol consisting of six (6) questions was developed. The validity and reliability of the instrument were verified. Based on this protocol, interviews were conducted with educational and media experts who have interests and research in media education, totaling ten (10) participants. The results of the data analysis revealed that all members of the study sample emphasized the importance of integrating media education into social studies textbooks. They considered its inclusion in textbooks an urgent and indispensable necessity, as well as essential for equipping students with critical thinking skills, creative thinking abilities, and problem-solving skills during instruction. The findings also highlighted the importance of adopting the upper basic stage as the appropriate level for teaching students media education.

KEYWORDS: Future Vision, Media Education, Social Studies Textbooks, Educational And Media Experts.

1. INTRODUCTION

Media education is an increasing need in this era because of the rapid strides the world has made in all types of media. These media are now readily accessible to everyone; therefore, there is a need to concentrate on media education and to teach it in schools in a pedagogically planned and systematic way. The goal is to increase the awareness of students about how they can use media in an effective way, avoid unhealthy suspicions, and educate them in a positive and healthy manner that leads to social stability and prosperity.

Media education has attracted the attention of UNESCO and has been included in its plans, and since 1982, UNESCO has recommended its inclusion in school curricula. Media education has been defined by international activity and bodies. At the Vienna Conference (1999), media education was defined as relating to all types of communication media - moving and still images, words, and graphics - delivered through different information and communication technologies and empowering individuals to understand media messages, to produce them, and to select media for the communication of their messages (Al-Badrani, 2013).

Schwarz (2013) said that media education offers a holistic concept that relates to forms of representation, access to media and media comprehension (passive or active) as well as critical understanding of media and awareness of the opportunities and dangers of new media.

Jose (2008) described media education as "the approach used to clarify the skills and capabilities of university students that require awareness of advanced education in the field of modern communications, such as e-learning and multimedia within the information society."

As a result of scientific advancement, media and information technology are a part of education. The use of multimedia and the internet in teaching preparation and implementation has led to the emergence of distance learning, e-learning, virtual universities, and educational websites as new fields upon which educational institutions are based (Jawhar, 2004).

The role of media education is evident in providing students with civil social culture, teaching students the skills of reviewing, judging, comparing, solving problems and connecting, in addition to speaking, reading, writing, communication skills and other social skills (Al-Khasawneh & Al-Shdeifat, 2012).

Media education has many forms, including auditory forms like radio and school broadcasting;

visual sources like images, drawings, symbols and signs; written sources like magazines, newspapers, and brochures; and audiovisual sources like television, the internet, cinema, theatre, drama, and satellite channels (Al-Bitar & Al-Ali, 2009).

Hassan (2015) indicated that media education has a number of motives including: cultural motives, which aim to equip students with media culture and social experience to protect them from the harmful effects of media content; ethical motives, which aim to protect young people from harmful content such as violence that contributes to destructive values in society; and political motives, which aim to foster democratic thinking.

To establish Media Literacy as a fundamental pillar in shaping the consciousness of contemporary generations, it must transcend passive information consumption toward fostering an interactive culture rooted in critical thinking and rigorous analysis. This approach enables learners to effectively deconstruct media discourses and grasp their underlying political, social, and economic dimensions. Furthermore, its paramount importance lies in empowering students to transition into proactive agents and producers of purposeful, constructive content, thereby bolstering their capacity for rational decision-making based on a nuanced understanding of reality. Ultimately, this promotes a culture of fruitful dialogue that contributes to societal development and serves as a vital safeguard against the risks of misinformation (Baranov, 2012 & Issa, 2016).

School curricula seek to teach students how to use media tools and technologies correctly and to caution them about the dangers of misleading information that is inconsistent with social customs, traditions and Islamic law. A focus has been given to enhance students' creative critical thinking to make them capable of making decisions (Al-Khairi, 2010).

School media education also seeks to enhance students' national identity, to encourage their creative behaviour and imagination through activities offered via educational media programs, to encourage educational integration between the school and family, and to build effective communication channels to share ideas between the two (Al-Bitar & Al-Ali, 2009).

The above points to a strong educational belief: media education is no longer just an intellectual luxury, but an intellectual protection and developmental need for the preparation of a generation of enlightened individuals. It is not only about teaching students how to deconstruct and analyse media content, but also how to adopt a

critical approach of in-depth analysis of this content and how to assess it using a scientific method.

The chief benefit of this educational approach is to move students from being "consumers" to becoming aware critics who have the intellectual fortitude to make ethical and aesthetic decisions about the content they are exposed to. It is a process of instilling an "internal compass" in the student, in order to determine the level of congruence between the digital media content and the student's social identity and value system, thus safeguarding the student from emotional manipulation by misleading information and conferring immunity against media disinformation.

Researchers have been interested in media education. Bradford (2001) examined the effectiveness of media education training on children's responses and evaluations of persuasive media messages in the context of the elaboration likelihood model (ELM) in a study titled "Examining the Effectiveness of Media Literacy Training on Children's Responses and Evaluations of Persuasive Media Messages in Light of the Elaboration Likelihood Model." The researcher employed an experimental design (post-test), and the study found that children who are trained in media education have different attitudes toward media messages, and are more critical of commercial media messages because they know about the persuasive techniques used by advertisers.

Al-Bitar and Al-Assali (2009) conducted a study in Palestine to show the extent to which the idea of media education is addressed in textbooks of civic education and national education at the basic level of the Palestinian curriculum. The objectives of the study were met by addressing three questions: identifying media sources mentioned in these textbooks, media functions discussed, and media education in developing learners' personal characteristics and providing them with media skills. The researchers adopted the content analysis method, and used frequencies and percentages. The findings indicated an emphasis on the written media in civic education textbooks for seventh, eighth, and ninth-grade and on visual media in national education textbooks for grades five, six and seven.

Al-Khairi (2010) carried out a study on the activation of media education at the university level from the view of faculty members in Saudi universities. Adopting a descriptive method and a sample of (209) faculty members, the findings showed that the degree of importance of activating media education at the university level was very high, with statistically significant differences due to

specialisation (in favour of education).

Al-Shdeifat and Al-Khasawneh (2012) implemented a study in Jordan to reveal the status of media education and its influencing factors in private schools from the students' points of view. The sample was made up of (100) tenth-grade students in private schools in Amman during the academic year 2010-2011. They developed a questionnaire containing two domains. The findings showed that the degree of media education in private schools was high, with the factor that had the greatest impact being its emphasis on the elements of the educational process.

Al-Owaifi (2012) investigated media education and the role of the educational leadership in realising its goals. The study used a descriptive method with a sample of (86) educational supervisors and principals in Riyadh, and found a high level of agreement on the importance of media education in its various aspects.

Abu Al-Majd (2012) carried out a study in Egypt to develop a plan for media education in secondary schools in the light of international experiences. Descriptive and qualitative approaches were used, with questionnaires and interviews. The findings indicated that media education enables students to link classroom lessons with events from the real world by using media tools in the classroom, which in turn improves their media literacy.

The current study is consistent with earlier studies in that it is related to media education and the need to include it in the curriculum and textbooks. But it differs in conducting interviews with media and educational experts to understand their perspectives on the need to include media education in social studies textbooks.

Most of these studies aimed to determine the extent of integrating media education into the social studies textbooks (Al-Bitar & Al-Assali, 2009) and determining the reality of media education in schools (Al-Shdeifat & Al-Khasawneh, 2010).

Accordingly, it is evident that previous studies have focused on the importance of integrating media education in schools and universities and on equipping students with it, as in Abu Al-Majd (2012), as well as integrating it into social studies textbooks to create a conscious generation capable of using all forms of thinking.

1.1. Analytical Reading of the Study's Position within Previous Educational Literature

The importance of the current study lies in its awareness of being located between "continuity of knowledge" and "innovation in methodology", which can be discussed from the following perspective:

First: Consistency with the General Educational Paradigm (Points of Agreement)

The study overlaps with the body of past knowledge (studies of Al-Bitar & Al-Assali, Al-Shdeifat, and Abu Al-Majd) in asserting the "inevitability of media education" as a vital necessity in the digital era. It agrees with previous studies that media concepts should not be a cognitive luxury, but rather an educational right for the emergence of "informed citizenship that can critically exercise its thinking in the face of information flow.

Second: The Distinctive and Depth of the Study (Differences)

While most of the previous attempts were limited to the "diagnostic level" (describing reality or analysing the current content), as shown in the study of (Al-Shdeifat & Al-Khasawneh, 2010), this study aims to promote a more "prognostic level."

Core Difference: This study goes beyond desk-based curriculum analysis to engage with "decision-makers and knowledge producers" through qualitative interviews with experts.

Multiplicity of Perspectives: The study does not only focus on the education sector, but creates "intellectual cross-fertilization" by blending the viewpoints of media with educators, to ensure the production of educational media content that meets professional standards and pedagogical needs.

Third: What's New?

The uniqueness of this study is that it moves beyond an attempt to describe the current curriculum and seeks to develop a normative view of what it should be. Its competitive advantage is reflected in:

Participatory Approach: Collection of expert opinions gives the study "ecological validity" and "applicability" in the development of textbooks in social studies.

Ultimate Objective: The study is not merely about the "inclusion" of concepts but rather the development of a "cognitively fortified generation"; a generation with analytical and deconstructive skills, and a transition from "instruction-based education" to "empowerment-based education".

The researchers found this study is a critical "connecting link": it connects with previous studies in the emphasis on importance, while providing a new pathway with the use of qualitative approaches in the study, and thus, it moves media education from "theoretical discourse" to a "methodological strategy" through specialisation in the field.

1.2. Research Problem

With the rapid spread of different media, the world is witnessing a situation of media anarchy,

some of which are designed to create conflict and cause rumours within societies. The researchers noticed the need for media education to be incorporated into social studies textbooks in a systematic and comprehensive way to develop an informed generation with positive critical thinking skills, who can deal intelligently with various media and who can produce media content positively and in a socially-useful manner. This, in turn, helps to gain a better understanding of other cultures and facilitates communication and conversation. For this reason, this research was conducted to determine the future of social studies textbooks in terms of media education from the teachers' and media experts' points of view.

1.3. Research Questions

This study sought to answer the following questions:

1. Is it necessary to integrate media education into school curricula, and why?
2. What are the negative consequences of not integrating media education into school curricula, and why?
3. What methods can be used to integrate media education into school curricula, and why?
4. What are the most important media education skills that students should acquire?
5. Which curricula are most suitable for imparting media education to students, and why?
6. What is the most appropriate grade level for introducing media education, and why?

Significance of the Study

The significance of this study is to point to the need to provide students with appropriate media education that should be included in their curriculum to counter the negative impacts of the media. This includes the proper handling of media and its optimal use, which in turn helps to reinforce positive values, prevent the spread of rumours and misinformation, polish their characters, and build a positive prospect of their future.

This study would have a useful outcome in Jordanian curriculum administration in the Jordanian Ministry of Education, by clarifying the importance of media education and the need to integrate it into social studies textbooks, according to age and the characteristics of each grade.

The study is also important in determining the opinions of teachers and media experts about the need to integrate media education in social studies curricula.

1.4. Limitations of the Study

- The study was confined to using semi-structured interviews to gather data about the views of educational and media experts on the incorporation of media education in social studies textbooks in Jordan.

- The study findings cannot be generalised to the study tools and their validity and reliability.

1.5. Study Terms and Operational Definitions

Future Vision: A group of views, expectations and hopes from the perspective of educational and media experts for the incorporation of media education in social studies textbooks.

Media Education: Equipping students with reliable information and knowledge to handle different types of media, to use them in an effective way, to critically analyse and examine them scientifically, and to produce them positively to help build a prosperous society.

Social Studies Textbooks: Textbooks prescribed by the Ministry of Education in Jordan for the second semester of academic year 2025.

Educational and Media Experts: Jordanian and non-Jordanian university professors of various ranks in several universities in Jordan, specializing in social studies curricula, journalism and media.

Methodology and Procedures

Study Methodology

The researchers adopted the qualitative method of research involving interviews with experts and specialists as it suits the current study.

1.6. Study Sample

The sample of the study qualitative sample comprised a panel of educational and media experts, selected through a purposive sampling method. The participants included individuals with extensive experience in developing media literacy curricula within higher education, as well as scholars from various faculties of educational sciences in Jordanian universities with published research in the field. The sample also featured prominent figures holding leadership roles in media education, such as Dr. Reem Al-Zoubi, alongside faculty members from the Faculty of Mass Communication with established research records in media literacy, including Dr. Azzam Al-Ananza and Dr. Nahida Mukhadmeh. All participants hold doctoral degrees across diverse academic disciplines, totaling ten (10) distinguished educational and media experts.

1.7. Study Instrument: Semi-Structured Interview

A semi-structured interview was designed to

determine the viewpoints of educational and media experts about the inclusion of media education in the curriculum and textbooks. The items of the interview questions were developed from the experience of the researchers and through a review of theoretical literature and research findings. The six questions were developed to meet the study objectives.

To ensure the validity of questions, the interview questions were shared with a group of Jordanian university professors to evaluate the suitability of the questions and to provide feedback about including, removing and revising the questions. The final instrument was comprised of six questions:

1. Is it necessary to integrate media education into school curricula, and why?
2. What are the negative consequences of not integrating media education into school curricula, and why?
3. What methods can be used to integrate media education into school curricula, and why?
4. What are the most important media education skills that students should acquire?
5. Which curricula are most suitable for imparting media education to students, and why?
6. What is the most appropriate grade level for introducing media education, and why?

Interview Procedures

The research interviews were conducted in line with the following steps in qualitative research:

1. Appointing interview times with the purposively selected participants (10 experts).
2. Describing the aim of the study and confidentiality of the data only used in research purposes.
3. Establishing suitable conditions for interviews, such as respect and appreciation for the participants.
4. Performing interviews with the faculty members; some interviews were face-to-face, while others were by telephone. The researcher posed questions and recorded the responses verbatim without adding or omitting any information. The researcher reviewed each interview and transcribed it verbatim following the interview. The length of the interviews was (13-20) minutes, which shows the reliability of data collection.

2. Data Analysis

The researcher used the coding process in qualitative research, described in Straus & Corbin (1990), to interpret the data in the following steps:

- Multiple readings of each interview to draw ideas and themes.
- Open coding to break data into segments and

organise ideas as provided.

- Axial coding to formulate central themes and sub-themes were formed based on these, with sub-themes matching what the participants said.

Through this process, the researcher reached the level of grounded theory on expert views on integration of media education ideas into curricula and textbooks, which were:

- Inputs: The need to integrate media education into curricula and textbooks, the most appropriate subjects for media education integration (social studies and Islamic education) and its integration into other subjects (such as history, geography and physical education) starting from the early level and in a progressive manner.

- Processes: Ways of integrating media education into curricula and textbooks.

- Outputs: Benefits of integrating media education and the right age for learning media education.

Final Set of Interview Questions (as implemented):

1. Is it necessary to integrate media education into school curricula, and why?
2. What are the negative consequences of not integrating media education into school curricula, and why?
3. What methods can be used to integrate media education into school curricula, and why?
4. What are the most important media education skills that students should acquire?
5. Which curricula are most suitable for imparting media education to students, and why?
6. What is the most appropriate grade level for introducing media education, and why?

Results of the Study Questions Related to the Main Title:

"What is the future vision of social studies textbooks in light of media education from the perspective of educational and media experts in Jordan?"

First Question: Is it necessary to integrate media education into school curricula, and why?

The data analysis results showed that most of the respondents stressed the need to include media education in curricula and textbooks, and to include it in an age appropriate way. It was viewed as a dire and critical need. This is shown in these quotes:

"Yes, I support the inclusion of media education in curricula and school textbooks because it is essential for students to protect them from incorrect and negative ideas in society."

"Because it will produce a generation that can optimally manage various media by producing and

marketing knowledge."

"Yes, I support the inclusion of media education in curricula and school textbooks because it is essential for students to protect them from incorrect and negative ideas in society."

"Yes, it is important to integrate media education into curricula because it helps students comprehend media products, interpret and manage them."

"Yes, there is a need for media education because it builds an intellectual state in students in order to face cultural invasion by making the right choices in their lives, not wrong ones."

"Media education helps solve social problems, as it teaches communication and interaction skills with other people."

"I agree on the introduction of media education into curricula and textbooks because it is an element of education that students should be brought up with.

Second Question: What are the negative consequences of not integrating media education into school curricula, and why?

According to our analysis of data, many respondents stressed the negative effects of the absence of media education in the curriculum and textbooks. Here are some of the excerpts that reflect these consequences:

"Excluding media education will result in misunderstanding media messages, an inability to accept others and communicate with them, and an inability to make decisions."

"Not including media education will result in cyber crime."

"It will lead to the impact of suspicious media and satellite channels that broadcast poor ideas on students."

"It will cause a failure to obtain accurate information from primary sources leading to randomness in information access and multiplicity of information sources."

"Without it, it will lead to a society of students who are consumers of knowledge not producers of it."

"It will cause a lack of familiarity with local and regional issues and incompatibility with others."

Third Question: What methods can be used to integrate media education into school curricula, and why?

Data analysis revealed that the study participants stressed the need for media education to be integrated as part of an all-encompassing teaching unit. This is explained in the following excerpts:

"It should be added as separate units in the

curriculum to explain its significance, areas and goals."

"By allocating a unit in social studies textbooks."

"Through designing dedicated teaching units in the curricula about the concept and principles of media education."

Fourth Question: What are the most important media education skills that students should acquire?

The findings revealed that many participants think students need to learn a variety of thinking skills, especially critical and creative thinking. This is evident from the following statements:

"There is a need to develop inference, analysis and critique skills of media content and tools."

"Students should be taught effective communication skills, knowledge production and marketing skills, visual literacy, information literacy and media skills through effective interaction with audio and video media."

"Critical thinking skills, creative thinking skills and problem-solving skills should be emphasised."

Fifth Question: Which curricula are most suitable for imparting media education to students, and why?

The analysis of the data showed that respondents agreed that social studies textbooks are the most ideal for media education's integration because of the congruence between the learning outcomes and those of social studies. This is supported in the following text:

"Social studies, because the content of these subjects is inherently closer and more specialized in addressing media education."

"Social studies and Arabic language, since these subjects are more specialized than others in dealing with the areas of media education."

"Social studies textbooks because they are the most appropriate for integrating media education as they deal with the present issues and focus on activating the role of students in analysis, interpretation, critique, and decision making."

"I think that social studies textbooks are more appropriate than other textbooks for integrating media education because their goals match the goals and skills of media education."

Sixth Question: What is the most appropriate grade level for introducing media education, and why?

The analysis revealed that many interviewees think the upper basic years are the right time to implement media education. The following excerpts illustrate this:

"I think it's important to teach media education from the eighth grade because it involves judging

and interpreting media messages in general correctly."

"I think ninth grade is the right time to teach students about media education and provide them with it because it saves them from negative media impacts."

"I think we should teach media education from the eighth grade due to students' age and personal characteristics and the importance of preparing a generation of young people for the future."

"We should teach it from the ninth grade and add it to textbooks because it uses high-level thinking skills (analysis, interpretation, critique, decision-making, and problem solving)."

"I think we should start teaching it from the eighth grade because it fits with students' stage of development and they can produce and sell knowledge easily."

"It should begin from the eighth grade because choosing, understanding and judging knowledge requires different skills."

3. CONCLUSIONS

The research exposed an educational awareness of the need to integrate social studies curricula with media education. These programs are not just cognitive matter but a rich milieu for moral and attitudinal development. The integration of media concepts elevates the subject from being confined to texts into a "living social laboratory" that engages students with current events and places the school in a role of interpreting and analysing, rather than just presenting historical and geographic knowledge.

Intellectual Security and Positive Development

Media education is not merely important in a cognitive sense, but also in terms of students' psychological and intellectual well-being. Through the combination of these skills, a protective mechanism is built into the learners that allows them to positively respond to an information explosion. This approach to education develops behaviour through critical media engagement and helps students avoid the adverse effects of negative or misleading influence and promotes a greater sense of responsibility and positive citizenship.

3.1. Elevation of Higher-Order Thinking Skills (Cognitive Empowerment)

The research demonstrates that media education is an effective platform for higher-order thinking skills like analysis, inference and interpretation. It is not about what to think, but how to think. By teaching students to think critically about media, they can develop a mental toolkit that allows them to

deconstruct discourse, analyse sources and detect bias. The end goal is to attain intellectual autonomy in order for students to think critically and make well-informed decisions based on evidence.

3.2. Alignment with Contemporary Educational Reform

The resonance of these findings with global educational reform movements supports the need for media education integration. There is a shift in education systems globally to make curricula relevant to the times. This research highlights that the development of social studies curricula is part of a global move towards training digitally literate citizens, and ensuring that education systems remain responsive, and able to train students for the changing demands of a knowledge-based society.

4. RECOMMENDATIONS

1. Incorporating Media Education in the Curriculum: There is a need to build the knowledge structure of social studies textbooks at primary levels through the integration of media education. This will

help students develop critical thinking skills associated with information flows and move them from content consumers to active creators and interpreters of media messages in line with national identity and social values.

2. Specialised Teacher Training Programs: Social studies teacher education programs should shift from traditional to specialised interactive workshops to enhance teachers' capacity as educational leaders through technological competence. These programs should tackle the integration of media education in the classroom, and how to promote safe and ethical use of online platforms.

3. Carrying out Field-Based Educational Studies: There is a need to establish a rich scientific database through exploratory research that measures the preparedness and views of educational stakeholders in Jordan. Gaining insight into teachers' views on media education integration is vital in identifying gaps and challenges, and ensuring that educational policies are evidence-based and able to sustain long-term educational reform.

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APPENDIX (1)

Names of Interview Sample Participants.

Name	Specialization	Academic Rank	Affiliation
Ali Asaad Watfa	Sociology	Professor	Kuwait University
Maher Al-Ziyadat	Social Studies Curricula	Professor	Al al-Bayt University
Zaid Al-Adwan	Social Studies Curricula	Professor	Al-Balqa Applied University
Mamdouh Al-Surour	Social Studies Curricula	Associate Professor	Al al-Bayt University
Azzam Al-Ananzeh	Journalism and Media	Associate Professor	Yarmouk University
Hadi Al-Tawalbeh	Social Studies Curricula	Associate Professor	Yarmouk University
Abeer Al-Rifai	Social Studies Curricula	Associate Professor	Yarmouk University
Haifa Al-Dalabih	Social Studies Curricula	Associate Professor	Al al-Bayt University
Nahida Makhadmeh	Journalism and Media	Assistant Professor	Yarmouk University
Reem Al-Zoubi	Foundations of Education	Assistant Professor	Director of the Media Center, Al al-Bayt University