Journal of Media Literacy Education, 13(3), 86-96, 2021
https://doi.org/10.23860/JMLE-2021-13-3-7
ISSN: 2167-8715

Higher education students' social media literacy in Ethiopia: A case of Bahir Dar University

Behailu Atinafu

Bahir Dar University, Ethiopia

Peer-reviewed article

Citation: Behailu, A. (2021). Higher education students' social media literacy in Ethiopia: A case of Bahir Dar University. *Journal of Media Literacy Education, 13*(3), 86-96. https://doi.org/10.23860/JMLE-2021-13-3-7

Corresponding Author:
Behailu Atinafu
behailuatinafu2014@gmail.com

Received: July 6, 2019
Accepted: September 3, 2020
Published: December 29, 2021

Data Availability Statement: All relevant data are within the paper and its Supporting Information files.

Competing Interests: The Author(s) declare(s) no conflict of interest.

Editorial Board

ABSTRACT

This study investigates the status of Bahir Dar University students' social media literacy and how associated factors affect developing core competencies. A combination of qualitative and quantitative research methods have been employed in the study. Both descriptive and inferential statistics of means core, standard deviation, one sample t-test, independent sample t-test, correlation and multiple regressions were used to analyze data gathered from the quantitative design. Data gathered from FGD were analyzed qualitatively. Accordingly, the students' overall social media level was found to be low. Female students perform slightly lower than their counterpart male students. Among the five skills of social media literacy, students' levels were relatively weak in ethical awareness and media evaluation. Geographical background, digital media exposure, socio-economic status, digital divide are also identified as a determining factors. Finally, recommendations are posed based on the findings.

Keywords: *media, media literacy, digital literacy, communication, social media*.

INTRODUCTION

In today's world, media are not merely shaping people's cultures; media have become their cultures. People increasingly engage in media environments that integrate print, audiovisual, telecommunication and largely, the Internet. In other words, people across the globe have become closer to one another than ever. In this regard, Wu and Chen (2007) argue that spatial distances seem to have little influence on communication and information exchanges as long as access to new media technologies is available. However, having access to technology does not necessarily mean usage or the actual content (Lin et al., 2013). In other words, new media technology plays such an indispensable role in human societies that people need to equip themselves with modern media literacies to be able to fully engage in the new media environment (Sealey-Ruiz, 2016). This issue has technically been the concern of media literacy scholars.

A general consensus holds a broad concept of media literacy as "the ability to access, analyze, evaluate and create messages in a variety of forms" (Livingstone, 2004, p.5). However, due to the emergence and proliferation of new media technologies since the beginning of 21st Century, the role of media in society has changed, leading researchers to re-construct the meaning of literacy from "classic literacy" to what Lin et al. (2013) call "new media literacy." This has, in turn, led to a reconsideration that traditional literacy is no longer sufficient for an individual to competently survive in our societal environment. Meanwhile, modern-day research on media literacy has suggested a progressive shift from its original meaning. For instance, Cervi et al., (2010) suggest that literacy has developed gradually from classic literacy (e.g. reading and writing) to audiovisual literacy (e.g. related to electronic media) to digital literacy (e.g. related to digital media and computer processing) and recently to more comprehensive new media literacy.

Among the digital media technologies currently available social media networks are perhaps the most influential sources for communication and entertainment among young generation. In this regard, Miller et al. (2016) describe social media as "the colonization of the space between traditional broadcast and private dyadic communication, providing people with a scale of group size and degrees of privacy that we have termed scalable sociality" (p. 9). There now exist dozens of social networking websites with Face book, Twitter, YouTube, Instagram, WeChat, TikTok and LinkedIn have become the most visited social networking sites in the world. Face book is the most popular social networking site with more than 2.45 billion users, 50% of whom log on every day.

In Ethiopia, among social networking sites, Facebook has been the most visited (Lisanu, 2020, Nebiat & Girum, 2014). According to by Internetworldstats.com (2017), among the country's current 104,344,901 total population, 11,538,000 (11.1%) are Internet users, and 4,500,000 (39%) of these users have Facebook accounts. This clearly shows how the number of social media users in the country has been dramatically increasing over the years.

Apparently, if students cannot use the social media properly, it may have a devastating effect in countries like Ethiopia where ethnic conflicts are pervasive (Luke, 2017). It is a common experience that students are often times deceived by fake information disseminated by social media and engages in inter-ethnic violence among students across different universities of Ethiopia. As Zelalem (2018) states, many inter-ethnic conflicts break out at the higher education institutions in the country as the result of misinformation delivered by social media. Desalegn (2017) also points out that student are usually deceived by fake news by people having different political agenda and get in to trouble. Students are vulnerable to different conflicts attributed to the wrong use of social media. A lot of destructions have been exhibited across the country such as catastrophic incidents including mob-justice which led the killing of individual. Universities were closed for several months. Therefore, if social media have to play a pivotal role, students need to have a way of filtering through the messages so that wise choices, in accordance with acceptable norms, are possible. In this regard, the core competency of media literacy is indispensable. Media literacy provides students with abilities to have access to accurate information, to freely express themselves, to contribute intelligently to public discourse, and to shape public policy on the basis of reliable information, which are at the heart of any successful democracy (Miller et al., 2016; Wang, 2016).

Most of the students in higher education institutions are Internet users. They increasingly rely very on news and information shared through the social media plat forms. Instead of watching TV, listening to radio or even directly accessing sites of mainstream media organizations, as Lisanu (2020) confirms on his study, many students now appear to prefer receiving their daily news through Face book or webcasts or amateurish videos uploaded by ordinary users on You Tube.

In Ethiopia, social networking sites have particularly become integral parts of higher education students' lives. They spend much time surfing different sites mainly for creating connections and entertainments. However, as much as this area grasps researchers' attention in developed countries, it has been an unexplored area in developing countries like Ethiopia (Nebiat and Girum,2014), and it still remains barely explored by local research. Hence, in order to integrate new media literacy in education effectively, it is necessary to understand students' prior levels and factors related to social media literacy.

This study puts its foundation mainly on Hallaq's (2016) Digital Online Media Literacy Assessment (DOMLA) as a theoretical frame work. Unlike other digital literacy assessment conceptual frameworks, it comprises all essential features that are formulated by many scholars Moreover, it can be more pragmatic as it considers the online abstracts, and widely applicable to measure higher education institution students' digital media literacy in different contexts. DOMLA entails five core constructs of media literacy skills as recognized by empirical evidence including, ethical awareness, media access, media awareness, media evaluation and media production.

Thus, this study is meant to investigate the level of social media literacy and explore factors that affect the core competence of media literacy among Bahir Dar University students. The study was specifically set to:

a) assess the status of Bahir Dar University students' social media literacy
b) compare and contrast if there is a difference in social media literacy among students as
c) functioning to sex
d) figure out if there are differences in performing the sub-skills of media literacy
e) identify the challenges target students face towards developing their social media literacy.

METHODOLOGY

The study aims to investigate the status of social media literacy and explore associated factors that affect the core competency of media literacy among Bahir Dar University students. An explanatory sequential mixed method design, both qualitative and quantitative methods, was employed for this study including a step-by-step data collection and analysis. This is because the nature of the research problem and the fundamental beliefs in and purpose of conducting the study call for realization of diverse aspects of the phenomenon. In so doing, a quantitative data collection and analysis was conducted using a questionnaire survey first in responding the first three research questions. Once the finding of the quantitative inquiry was indentified, the qualitative method followed to give meaning to the practice and to extrapolate the why and how of the students' social media literacy using data gathered through focus group discussions. The function of the qualitative finding is twofold. It was used both to justify the results of the quantitative inquiry and answer the remaining question that sought to identify the associated factors that affect Students' social media core competencies.

The study was carried out in Bahir Dar University which is one of public higher education of Ethiopia having more than 50,000 students in different programs and disciplines. There are 6 campuses in the university. The university is located in Bahir Dar city, Amhara Region, Ethiopia. Accordingly, Cross-sectional study with multistage stratified followed by simple random sampling design was used for quantitative data. Campuses were selected randomly considering as they are representative. For qualitative data accessible sampling method was employed for the Focus Group Discussion session.

The target population of the study encompassed regular undergraduate students, among which 320 students were selected for samples of the quantitative part using multi-stage sampling, ranging from stratified to simple random sampling. The number of target population was determined based on the academic year enrollment. However, only 300 questionnaires were returned and used for the analysis. In addition, 21 students were also selected for focus group discussion from selected universities campuses on accessible sampling. These students' were selected while they were on board using social media in the campuses Wi-Fi corners. The questionnaire was administered from July to August 2018.The focus group discussion was held four months later after the quantitative result was identified.

RESULTS

In this section, the overall status of the target students' social media literacy, the level of male and female students' social media literacy, the relationships among the predictors of sub skills of social media literacy, and the highest and least predictors are presented and analyzed based on the quantitative findings. Moreover, the potential factors that determine

the students' social media literacy are also presented and analyzed based on the focus group discussion.

The status of BDU students' social media literacy

The first research question of this study focused on examining the status of BDU students' social media literacy. Hence, the data was collected from the students through questionnaires and analyzed in terms of descriptive and inferential statistics. In doing so, the data was analyzed using comparison of expected mean with observed mean score. One sample t-test was also followed to see if there were statistical differences between the two mean scores. From this perspective, the result of the study presented as follows. The expected mean score is found to be three as the questionnaire is five point Likert scale (see Appendix A). Table 1 shows the overall status of Behair Dar University students' social media literacy. Accordingly, the expected mean score as well as the observed mean score were computed. Hence, the result ascertained that there was a difference between the expected and observed mean scores.

Table 1. *Mean and one sample t-test value of students' social media literacy status*

One-Sample Statistics	N	Mean	Std. Deviation	Std. Error Mean
Social media literacy	300	2.2441	0.84927	.07768

One-Sample Test	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence interval of the difference	
					Lower	Upper
Social media literacy	3.142	299	.003	.24407	.0880	.4002

Note. Test Value = 3

That is, the expected mean score (3) is higher than the observed mean score (2.24). From this, one can assume that the BDU students' social media literacy status seems to be low.

However, one sample t-test was employed in order to check whether there is significant difference between the two mean scores. Hence, the result of one sample t-test ($t = 3.142$, $df = 299$, $p < 0.05$) also pointed out that there is significant difference between the t-value. This implies their social media literacy level is found to be low.

Social media literacy between male and female students

The second research question deals with whether there is significant difference in social media literacy practice as a function of sex or not. Hence, the mean scores of male and female students overall social media literacy was compared. Accordingly, the data collect from the selected students through questionnaire collected were analyzed using an independent sample t-test (Table 2).

Table 2. *Independent sample t-test results for social media literacy as function of sex*

Groups	N	Mean	Std. Deviation	T	df	Sign (2 tailed)	Mean difference
Male	160	3.5377	.40899	7.939	298		
Female	140	2.6756	.24958			0.043	0.8623

The t-test result reveals the difference of male and female students' mean scores, which is $t = 7.939$, $df = 298$, $p < 0.001$. Therefore, it can be concluded that there were statistically significant difference between these groups of students' social media literacy independent results. We can infer from the data interpreted above that there were statistical significant changes noticed

between groups (i.e., male and female) students in line with their social media literacy status.

The highest and the lowest predictors of the students' social media literacy

The objective of the third research question was to examine the significant predictor among the sub-scales of media literacy skills (media awareness, media access, ethical awareness, media evaluation and media production) among Bahir Dar University students. Multiple regression analysis was conducted to identify the predictors of various factors among the variables included in this study. Social media literacy was the dependent variable while media awareness, media access, ethical awareness, media evaluation and media production were the independent variables.

The following are tables given in the output of the regression. The regression tables show the influence of media awareness, media access, ethical awareness, media evaluation and media production over social media literacy.

Table 3. *Multiple regression coefficients and beta weights for the media awareness, media access, ethical awareness, media evaluation and media production*

Model 1	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	-.625	.275		-2.270	.025	-1.170	-.079		
Ethical Awareness	.280	.084	.223	3.324	.001	.113	.447	.660	1.516
Media production	.307	.090	.241	3.423	.001	.129	.485	.601	1.665
Media Access	.243	.053	.278	4.608	.000	.138	.347	.813	1.229
Media Awareness	.242	.059	.252	4.082	.000	.124	.359	.778	1.285
Media Evaluation	.199	.068	.185	2.907	.004	.063	.335	.736	1.359

Note. Dependent Variable: Social media literacy

The above table shows that the largest beta coefficient, 0.278 was recorded for media access $p < 0.01$ indicating that variable made the strongest contribution to explaining the dependent variable variance (social media literacy), when all other variables in equation were held constant. The predictive power for this variable was significant at value of 0.05. The beta coefficient of media awareness which counted 0.252, at $p < 0.01$ after the other independent variables in the regression model were statistically controlled. This significant predictive power made it the second strongest of social media literacy in Behair Dar University students. In addition, the beta coefficient of media production was 0.241, which was significant at alpha value of 0.05. This result suggested that the social media literacy significantly explained the variance in their media production. It was the third or least strong predictor of social media literacy. The fourth and the fifth beta coefficients are "ethical awareness" and "media evaluation" with 0.223 and 0.185 that have significant value of 0.05. Moreover, there is also another way of examining the best predictor(s) through the examination of the (t) values. Hence, between the five significant predictors of social media literacy, media access has the highest t-value (4.608) followed by the media awareness, media production, ethical awareness, and media evaluation with t-values of 4.082, 3.423, 3.324, and 2.907 respectively.

Factors that affect the students' social media literacy

Relying on the factors students' face in relation to using social media and, geographical background, digital media exposure, socio-economy, digital divide, language and lack of media literacy awareness were identified from the discussion. In this regard, the discussants illustrated as follows:

> I am a first year student. I came from a rural area, even where there is no electricity and internet network. I did not use Internet. I once heard about social media in the nearby district where I completed my preparatory education. I started using Internet Network when I joined to the university this year, so I cannot use social media properly (Belaynesh, FGD 1).

> I do not use social media regularly as my mobile is not a smart phone. I use social media when I get a chance to go to computer

labs in the university. I do not use Internet cafes outside the campus because I cannot afford the cost (Aster, FGD 1).

As I do not use social media regularly, I have a problem in using the plat form properly. I focus on my education (Gashaw, FGD 2).

When I use the Internet, I have a language problem. I may not perform as per the instruction. I sometimes do not understand as the medium is English language. Besides, I am not that much skilled enough how to access and evaluate certain information from social media. I usually share information from my friends without further investigation (Kalab, FGD 3).

DISCUSSION AND IMPLICATIONS

One of the main objectives of this study was to measure the overall status of Bahir Dar University students' social media literacy from their self-reported practices. In this regard, their level of literacy is measured by five main constructs: media awareness; ethical awareness, media access, media evaluation and production, which are identified from the literature of media literacy (Hallaq, 2016). The observed mean score is found to be less than the expected mean score. This difference was also ascertained by further testing. One sample t-test was employed in order to check whether there were significant differences between the two mean scores. Hence, the result of one sample pointed out that there is significant difference between the t-value. In line with this finding, Bunnang (2012) argues that if the mean scores lie from 1.81 to 2.6, the status of social media literacy is labeled under low performance. This implies their social media literacy level is found to be low.

The second question exists to see whether there is a difference between male and female students in their level of social media literacy. The mean scores result shows that the male students' social media literacy seems to be higher than female students. There were statistically significant differences observed between these groups of students' social media literacy from the findings of the independent sample t-test. Here, we can infer from the data interpreted above is that there is a difference on the level of male and female students in line with their social media literacy status. This finding is consistent to the finding of the Alliance for Women in Media Foundation report (2011), Meelissen and Drent (2008) and Vekiri and Chronand (2008) studies. The female students' lower media literacy may be attributed to the overall situation of the formal education in the country. Because of socio-economic status and culture, it is reported that females have lower education backgrounds in Ethiopia. Hence, their media literacy cannot be seen away from the overall literacy (Aguilera, 2017). However, this is in need of further investigation.

Finding out the degree of association between the selected factors (media awareness, media access, ethical awareness, media evaluation and media production) in determining social media literacy is one of the objectives of the study. In other words, this section illustrates the impact of the five sub-skills over general social media literacy and among themselves in particular. Accordingly, it was found that the five sub-skills of social media literacy were positively associated to the increment of the overall status of social media literacy. However, their contributions to the association were confirmed different. For example, while media access, media awareness, and media production was highly related and contributed to the value of social media literacy respectively, ethical awareness and evaluation have a weak relation though they are related positively. In line with these results, Kotrick et al. (2011) substantiated my argument by saying if the correlation coefficient is from 0.70 and above it is said to have strong correlation and if it is from 0.10 up to 0.29, it is considered as having weak relation.

On the other hand, when we see the relationship of the five sub skills of media literacy in determining the overall social media literacy, the finding shows that media awareness correlated with media access, social media literacy, media production, ethical awareness, and media evaluation respectively. In other words, "media awareness" has higher relationship with "media access" and a low relationship with "media evaluation."

The main purpose of the fourth research question was to examine the significant predictor among the sub-scales of media literacy skills (media awareness, media access, ethical awareness, media evaluation, and media production) among Bahir Dar University students. The finding shows that the largest beta coefficient was recorded for media access, indicating that the variable made the strongest contribution to explaining the dependent variable variance (social media literacy) when all other variables in equation were held constant. The beta coefficient of media awareness was found to be the second strongest predictor of the status of social media literacy in Behair Dar University students. In addition, the beta coefficient of media production was labeled under the third predictor of social media literacy. The fourth and the fifth beta coefficients are ethical awareness and media evaluation respectively.

This implies that the students' "media access" and "media awareness" is found to be relatively higher than

the other skills. On the contrary, the student' performances in "ethical awareness" and "media evaluation" are very poor. Hence, this leads us to say more effort should be exerted to ethical awareness and media evaluation knowledge and skills in order to maximize the students' social media literacy. Hobbs (2010) states the students should be equipped with the skill of evaluation which helps with message comprehension and using critical thinking to analyze message quality, veracity, credibility and point of view, while considering potential effects or consequences of messages.

One of the research questions was designed to identify the main factors that may affect Bahir Dar University students in developing the core competency of social media literacy. From data gathered from the discussants, geographical background, digital media exposure, socio-economy, digital divide, language and lack of media literacy awareness were identified. Specifically, the places they grew up, the amount of time students use social media, their socio- economic status and their unfamiliarity with media literacy are evidently the main challenges. This finding is consistent to the results found by the Media Awareness Network study (2010). Clareo et al. (2012) and Kim et al., (2014) also found similar factors attributed to digital media literacy.

CONCLUSION

Reviewing Bahir Dar University students' social media literacy, it was found that their levels are rated under low performance. This study concludes that the students need to have better support in media access, media awareness, ethical awareness, media evaluation, and media production while they are using social media. Moreover, while comparing the overall performance of male students and female students' social media literacy male students score slightly higher in practicing the five sub- skills of social media literacy. This requires further investigation for future studies.

Regarding the relationships of the five sub-skills of social media literacy, one can infer that these sub-skills are positively associated to the status of social media literacy. However, their degrees of association are different. While media access, media awareness and media production are highly related and contribute to the value of social media literacy respectively, ethical awareness and evaluation have weak relationships though they are positive.

As far as the highest and the lowest predictors are concerned, one can figure out that media access made the strongest contribution to explaining the dependent variable variance (social media literacy). Media awareness was found to be the second strongest predictor of the status of social media literacy in Bahir Dar University students. Media production was labeled under the third predictor of social media literacy. Ethical awareness and media evaluation are found to be fourth and fifth respectively. This, in turn, leads us to assert that the target students are better in media access and media awareness and they are weaker in ethical awareness and media evaluation. Finally, the places students grew up, the amount of time students use social media and their socio- economic status were found to be significant determinants for the students' social media literacy.

REFERENCES

Aguilera, E. (2017). More than bits and bytes: Digital literacies on, beyond, and behind the screen. *Literacy Today*, *35* (3), 12-13.

Alliance for Women in Media Foundation (2011). *Special report on digital literacy for women and girls*. https://www.itu.int/en/ITU-D/Digital-Inclusion/Women-and-Girls/Documents/ReportsModules/Special%20report%20on%20digital%20literacy%20for%20Women%20Girls

Alvermann, D. (2017). Social media texts and critical inquiry in a post-factual era. *Journal of Adolescent & Adult Literacy, 61* (3), 335-338. https://doi.org/10.1002/jaal.694

Brown, J. A. (1991). *Television "Critical Viewing Skills" education: Major media literacy projects in the United States and selected countries.* Lawrence Erlbaum Associates.

Buckingham, D. (2007). Digital media illiteracies: Rethinking media education in the age of the internet. *Research in Comparative and International Education*, *2*(1), 43-55. https://doi.org/10.2304/rcie.2007.2.1.43

Bunnang, K. (2012). Factors affecting media literacy of early teenagers. *International Journal of Humanities and Social Sciences*, *16*(10), 2599-2603. http://doi.org/10.5281/zenodo.1069933

Cervi, L.M.P., Paredes, O. & Tornero, J. (2010). Current trends of media literacy in Europe: An overview. *International Journal of Digital Literacy and Digital Competence*, *1*(4), 1-9. https://doi.org/10.4018/978-1-4666-0903-7

Claro, M. & Valenzuela, S. (2012). Assessment of 21st century ICT skills in Chile: Test design and results from high school level students. *Computers & Education*, *59* (3), 1042-1053. https://doi.org/10.1016/j.compedu.2012.04.004

Corbin, B.(2018). The SMARxT media literacy program: Improving evidence-based prescribing among media students. *Journal of Media Literacy Education*, *10* (3), 1-19

Creswell, J.W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE.

Grosse, C.U. (2001). Breaking boundaries: Distance education for adult learners beyond the boundaries. In Robert, Z.L.(Ed.). *Changing Contexts in Language Learning*. McGraw Hill.

Hallaq, T. (2016). Evaluating online media literacy in higher education: Validity and reliability of the digital online media literacy assessment (DOMLA). *Journal of Media Literacy Education, 8*(1), 62-84. https://digitalcommons.uri.edu/jmle/vol8/iss1/5

Haridakis, P. & Hanson, G. (2009). Social interaction and co-viewing with YouTube: Blending mass communication reception and social connection. *Journal of Broadcasting & Electronic Media. 53* (2), 317-335. http://dx.doi.org/10.1080/08838150902908270

Hobbs, R. (2010). *Digital and media literacy: A plan of action*. Aspen Institute.

Hobbs, R., & Jensen, A. (2009). The past, present, and future of media literacy education. *Journal of Media Literacy Education*, 1, 1-11.

Internet world stats (2017). *Internet usage statistics for Africa: Africa Internet usage and March 2017 Population Stats*. Miniwatts Marketing Group. http://www.internetworldstats.com/africa.htm.

Jacobsen, W. C., & Forste, R. (2011). *The Wired generation: Academic and social outcomes of electronic media use among university students*, *14* (95). http://10.1089/cyber.2010.013

Junco, R., Heibergert, G. & Loken, E. (2010). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, *27*(2), 119-132. https://doi.org/10.1111/j.1365-2729.2010.00387.x

Key competencies for lifelong learning, European Reference Framework. (2007). http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf.

Kirschner, P. A. & Karpinski, A. C. (2010). Facebook and academic performance. *Computers and Human Behavior*, *26*(6), 1237-1245. https://doi.org/10.1016/j.chb.2010.03.024

Kotrick, J.W., Williams, H.A., & Jabor, M.K. (2011). Reporting and interpreting effect size in quantitative agricultural education research. *Journal of Agricultural Education*, *52* (1), 132-142. http://10.5032/jae.2011.01132

Lim, S.S. & Nekmat. E. (2008). Learning through 'presuming': Insights from media literacy programs in Asia. *Science Technology & Society 13*(2), 259-278. https://doi.org/10.1177/097172180801300205

Lin, T.B., Li, J., Deng, F., & Lee, L. (2013). Understanding new media literacy: An explorative theoretical framework. *Educational Technology & Society*, *16*(4), 160-170. https://doi.org/10.1016/j.compedu.2015.02.006

Lisanu,D.(2020).Review on Face Book impact on social life of Ethiopian university students. *Information and knowledge management, 10*(5), 19-25. https://doi.org/10.7176/IKM/10-5-03

Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The Communication Review*, *7*(1), 3-14. http://10.1080/10714420490280152

Luke, A. (2017). Critical literacy, school improvement, and the Four Resources Model. In P. Albers (Ed.), *Global Conversations in Literacy Research*. Routledge.

Martens, H. (2010). Evaluating media literacy education: Concepts, theories and future directions. *Journal of Media Literacy Education*. 2, 1-22

Media Awareness Network (2010). *Digital Literacy in Canada; from inclusion to transformation. A submission to the digital economy consultation*. https://mediasmarts.ca/sites/default/files/pdfs/publication-report/full/digitalliteracypaper.pd

Meelissen, M. R. M., & Drent, M. (2008). Gender differences in computer attitudes. Does the school matter? *Computers in Human Behavior*, *24* (3), 969-985. https://mediasmarts.ca/publicationreport/digital-literacy-canada-inclusion

Miller, D., Costa, E., Haynes., N., Tom, M., Nicolescu, R., Sinanan, J., Syper, J., Venkatraman, S., & Wang, X. (2016). *How the World Changed Social Media*. UCL Press.

Nebiat, N., & Girum, K. (2014). Relationship between Face book practice and academic performance of

university students. *Asian Journal of Humanities and Social Sciences (AJHSS)*, *2*(2), 31-37. https://www.researchgate.net/publication/265600961

Pinkleton, B., Austin, E., Cohen, M., Miller, A., & Fitzgerald, E. (2007). Statewide evaluation of the effectiveness of media literacy to prevent tobacco use among adolescents. *Health Communication*, 21(1), 23-34. https://doi.org/10.1080/10410230701283306

Pungente, J. (1999). *More Than Meets the Eye: Watching Television Watching Us*. McClelland & Stewart.

Sealey-Ruiz, Y. (2016). Why Black girls' literacies matter: New literacies for a new era. *English Education*, 48(4), 290–298., *48*(4), 290-298. https://www.jstor.org/stable/26492571

Sileshie, S. (2014). Challenges and Opportunities of Face book as a media platform in Ethiopia. *Journal of Media and Communication Studies*, *6*(7). http://www.academicjournals.org/JMCS

Vekiri, I., & Chronaki, A. (2008). Gender issues in technology use: Perceived social support, computer self-efficacy and value beliefs, and computer use beyond school. *Computers & Education*, *51*(3), 1392-1404. http://10.1016/j.compedu.2008.01.003

Walters, K. (2011). *Comparative and critical analysis: The role of civic and tradition Journalism* [Unpublished master's thesis]. University of Nevada, Las Vegas.

Wang, X. (2016). *Social media in industrial China*. UCL Press.

Wu, S.& Chen, S. (2007). *Media literacy education.* Chiuliu.

Zorofi, M., Gargari, A., Geshlagi, M., & Tahvildar, Z. (2011). The impact of media usage on students' social skills, *Research Journal of Applied Sciences, Engineering and Technology, 3*(8), 731-736. https://maxwellsci.com/print/rjaset/v3-731-736

APPENDIX A
Questionnaire

Demographic information
Sex: _____ Fields of study: _____ Year of study: _____

Instruction
The following statements are about what higher education students do while they use social media like face book. So, please show your **level of your performance** for these activities based on your day to day experience of social media use by agreeing or disagreeing with each statement as per the rating scale given by circling the number of the scale value.

Scale values
5=strongly agree, 4=Agree, 3=Undecided, 2 =Disagree, 1= strongly disagree

	Lists of social media literacy competence	Scale values				
1.	I have a personal responsibility to gather information about how to properly use media tools.	5	4	3	2	1
2.	I need professors should allow a student to replace a class assignment with a self-created multi-media project	5	4	3	2	1
3.	I am confident in my ability to succeed in a fully online class	5	4	3	2	1
4.	I create content in a variety of forms, making use of language, images, sound, and new digital tools	5	4	3	2	1
5.	I get most of my information from the Internet	5	4	3	2	1
6.	I am aware of the information that is available about me on the Internet	5	4	3	2	1
7.	I usually spend 12 hours or more per week on the Internet – outside of school or work.	5	4	3	2	1
8.	I have the ability to evaluate another person's media skill/competency	5	4	3	2	1
9.	I am aware that sharing files of music that I have purchased is not legal	5	4	3	2	1
10.	When I use my computer/phone, I usually have several different browser windows open at the same time	5	4	3	2	1
11.	I make responsible choices and access information	5	4	3	2	1
12.	I am confident in my ability to use the Internet for doing assignment	5	4	3	2	1
13.	I analyze messages in a variety of forms by identifying the author, purpose and point of view	5	4	3	2	1
14.	I am confident in my ability to evaluate information found online for credibility	5	4	3	2	1
15.	I visit social media sites (for example Facebook) to learn information about a specific issue I am interested in	5	4	3	2	1
16.	I am familiar with free open-source programs that can be used to create media projects	5	4	3	2	1
17.	I recognize the construction of social media messages as a social process	5	4	3	2	1
18.	I like to learn new things about other cultures from online activities	5	4	3	2	1
19.	I am confident in my ability to post to my own blog	5	4	3	2	1
20.	I am able to effectively evaluate the quality of student interaction between students in an online class discussion	5	4	3	2	1
21.	I regularly log in to a several social media sites (i.e. Facebook, Twitter, Pinterest, etc)	5	4	3	2	1
22.	I am aware of the terms of User Agreements for web sites where I post content	5	4	3	2	1
23.	I feel confident in my ability to identify the credibility of an Internet pop-up notice telling me to "click here	5	4	3	2	1
24.	I examine issues of bias, ideology, omission and power influence in understanding the message	5	4	3	2	1

Lists of social media literacy competence	Scale values				
25. I examine issues of bias, ideology, omission and power influence in understanding the message	5	4	3	2	1
26. I am familiar with media file formats such as jpeg, avi, mp3	5	4	3	2	1
27. I can intelligently discuss the ethical considerations of using social media in the academic environment.	5	4	3	2	1
28. I am confident in my ability to upload my creative work to web sites	5	4	3	2	1
29. I have the ability to block contact from specific individuals or content on my social networking sites	5	4	3	2	1
30. I share with my friends the personal media projects I have created through social media	5	4	3	2	1
31. I could be successful at a job where I promote my company's products through blogs	5	4	3	2	1
32. I know what information I can find on the web	5	4	3	2	1
33. I use social networks as a source of information	5	4	3	2	1
34. I am confident in my ability to find a way to take college courses without leaving my hometown even if I am not near a college campus	5	4	3	2	1
35. I am confident in my ability to update my computer's/phone's virus protection software	5	4	3	2	1
36. I am confident in my ability to upload videos I have created to YouTube, Vimeo, or other similar sites.	5	4	3	2	1
37. I assess whether an online resource is credible and trust worthy	5	4	3	2	1
38. I find it interesting to read personal arguments posted back and forth between my online friends on social networks	5	4	3	2	1
39. I use other people's work(found online)without committing plagiarism	5	4	3	2	1
40. I share files legally to others	5	4	3	2	1
41. I am confident in my ability to personalize the information I receive through online news sites.	5	4	3	2	1
42. I am capable of adding information to a web forum	5	4	3	2	1
43. I access social media sites through a variety of devices (i.e. Laptop, tablet, ipod, smart phone, etc.)	5	4	3	2	1
44. I prefer sharing documents through online applications such as Google Drive or Drop Box rather than standard email	5	4	3	2	1
45. When I produce media projects for others, I can target the specific audience I want to reach	5	4	3	2	1
46. If I don't know how to use a creative software program, I can find information I need on the web	5	4	3	2	1
47. If I post copyrighted material on a website hosted by a larger company that company shares legal responsibility for any copyright violation	5	4	3	2	1
48. I am able to create an alter ego on the Internet.	5	4	3	2	1
49. Using pictures from the Internet for personal projects is appropriate as long as I don't make money from them	5	4	3	2	1
50. I often check competing online sources before making a major purchase from a brick-and-mortar store	5	4	3	2	1
51. I prefer to communicate on social media than face to face	5	4	3	2	1