Electronic Media and New Configurations of the Content of Modern Educational Practices

Vadym Skurativskyi[1], Roman Shyrman[2], Nina Sharolapova[3], Ihor Nehreskul[4], Olha Molokanova[5]

Kyiv National University of Culture and Arts. Kyiv, Ukraine [1, 2, 3, 4, 5]

Abstract

Electronic media are an integral part of modern civilization; educational practices are no exception, which should change the content orientations, structures and methodological approaches in accordance with the requirements of the educational market. This makes it relevant to find effective and successful configurations in the process of implementing modern educational practices. The purpose of the research lies in determining the basic principles of electronic media and their place in modern education, identifying the effectiveness of teaching disciplines with application of electronic media, as well as establishing the level of assessment by students of the need to involve different types of electronic media in the educational process and professional practice. The research methodology is complex; the descriptive method and methods of observation, analysis and synthesis have been used in the academic paper. The method of pedagogical experiment has become the principal one; the method of questionnaires and statistical methods have been also used. The hypothesis of the academic paper lies in the fact that the involvement of electronic media in the educational process makes it more effective and requires conceptual changes in educational practices. The result of the research manifests in the identification of new opportunities for the use of electronic media, leading to conceptual shifts in the framework of modern educational policies. In the future, it will be appropriate to consider the theoretical aspects of changing worldview models in education and the use of new media in the educational process, their effectiveness and relevance.

Keywords:

electronic media, educational practices, television, video, Internet, higher education.

1. Introduction

In the modern world, there is an intensive development of communication technologies; changes are also taking place in the educational process, namely: the methods and forms of education, channels of communication and information transmission, methods of administration and assessment, etc. In general terms, the vision of educational prospects is changing, and electronic media play an important role in this process.

New strategies, policies and practices have been introduced in order to achieve the effectiveness and efficiency of educational functions of electronic media in the educational process. Thus, electronic media are an important part of the transformation mechanism, the concept of implementing modern educational practices. First of all, it is also an opportunity to reach the maximum number of consumers, to give a comprehensive idea of the quantity and quality of educational materials. As part of the educational concept, electronic media help maintain the quality of education, make it modern, widely available in the market of educational services.

Attention to electronic media in education has been drawn by a number of scientific works. Investigations of the new philosophy of the media were carried out as part of the analysis of postmodernity as a philosophical approach to new media, their educational mission (Hansen, 2006). For such approach, it is relevant to consider electronic media as an extended phenomenological concept embodied with the help of technical means; this is, first of all, the numerical implementation of the media. Recent studies on a new type of media creativity (Tribe, 2009) interpret new media as a combination of media art, technology and art at the same time. This is a wide field of content, showing the absence of specific boundaries of the framework and the concerted position of researchers on the essence of electronic media. Such approach demonstrates an open research and methodological problem of artistic and educational plan. First and foremost, it is difficult to teach subjects related to the study of electronic media, and secondly, to plan methodological innovations involving a new type of media, forasmuch as the lack of clear canons in defining the phenomenon makes it difficult to predict results and the impact of new pedagogical practices on students.

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Characteristics of uncertainty, anarchy and uncontrolled creativity, devoid of reflectiveness in electronic media products, are the subject of discussion in both artistic scientific circles and in pedagogical science (Lawson, 2007). These features can also be useful in the modern world; however, they can complicate the learning process in the new civilizational conditions.

In the research prospect, pedagogical projects should be considered, which are directed on formation of new, essentially democratic educational senses.

2. Aims

The purpose of the research lies in determining the basic principles of electronic media and their place in modern education, identifying the effectiveness of teaching disciplines with application of electronic media, as well as establishing the level of assessment by students of the need to involve different types of electronic media in the educational process and professional practice.

Based on the purpose of the academic paper, the following research objectives are planned to perform, namely:

to identify the components of electronic media in changing educational paradigms, the principles of their operation;

to establish the level of students' progress during the academic year in the experimental and control groups;

to represent the respondents' assessment of the value and importance of individual thematic blocks of the course.

3. Materials and Methods

The collection of experimental data had been taking place from September 2020 to April 2021 (1 academic year) at a number of Eastern European universities, namely: Kamianets-Podilskyi National University named after Ivan Ogienko (Ukraine), the Educational and Scientific Institute of Ukrainian Philology and Journalism, the National University "Zaporizhzhia Polytechnic" (Ukraine) at the Faculty of Social Sciences. The experiment involved 60 first-year students of the first (bachelor's) level of education; all students studied in the speciality "061 Journalism" and "035 Philology".

In order to obtain a complete picture in the evaluating the results of the work, the research team resorted to a number of theoretical investigations and methodological developments. The results of the experiment are represented in the form of a statistical description, taking into account the data of questionnaires and surveys.

The research involved conducting a study in III stages. The educational process at universities, within the framework of the research project, provides for the teaching of the academic discipline "Electronic Media and Education", where the main goal is to study ways to use the possibilities of electronic media in practical professional and educational activities.

Prior to the first stage, a preliminary test was conducted in order to determine the students' level of awareness with current achievements in the field of electronic media in professional activities and training.

At the first (preparatory) stage, a survey was conducted and personal data were collected; the level of knowledge and skills of respondents on the capabilities of electronic media, as well as their educational potential was determined. The authors of the research, together with teachers, have created a plan of actions and a corpus of educational and practical materials; the basic thematic blocks have been introduced defining the main types of electronic media. The students were divided into 4 groups. These are control groups (CG1, CG2), where the curriculum does not provide for teaching the course "Electronic Media and Education". The study load was aimed at mastering other disciplines of professional nature with the involvement of electronic media to fulfilling educational tasks and a media product. Experimental groups (EG1, EG2) were offered to undertake the course "Electronic Media and Education".

All personal information received from respondents during the experiment was anonymous; the privacy of respondents was maintained by the research team. Respondents agreed to participate voluntarily in the experiment.

At the second stage (equator of the experiment), that is, at the end of the first semester, a control test was conducted in the discipline for all groups; the assessment of respondents' performance in terms of knowledge in the field of electronic media, as well as practical skills in using electronic media in practice was determined. The test consisted of a corpus of 20 questions, where 5 tasks were related to the practice of working with electronic media, and 15 tasks referred to theoretical and methodological knowledge.

In the second stage, methods of observation and survey were used. The research team collected and analysed data on changes in performance (if any) in the experimental and control groups of respondents. Subsequently, the collected data was used as a basis for conclusions, answers to questions posed in the research.

The third (final) stage included the final assessment of the respondents' performance in the experimental and control groups. The measurement took place in the form of testing, due to which an assessment of the performance level in the experimental and control groups was determined.

At the final stage, a survey was also conducted among the students of the experimental groups regarding their own assessment of the importance of the new course's content component and its involvement in creating new configurations of the meaning of modern educational practices.

In conclusion, the results of the pedagogical project were summed up; the analysis of the results obtained was carried out; the data were processed and used in such a way that they can illustrate the evolution in the level of effectiveness and expediency of introducing new educational components on the topic of electronic media, as well as they can be the answers to research questions.

4. Literature Review

The main modern investigations on the phenomenon of electronic media determine their importance due to a significant impact on the audience, increasing consumer response to the services offered; consequently, the role of electronic media in the effective dissemination of information at a low cost of the product is being considered (Wang, et al. 2016). Electronic media are a good tool in the development of new educational strategies, the development of new educational concepts and methodological approaches to the modernization of education, improving their quality. The ways of intensifying educational services, their promotion on the market and improving the competitive capabilities of universities in the context of active involvement of the full potential of electronic media are considered. This includes the introduction of feedback on the part of consumers and the relevant choice of one's own sector in the global market (Davidavičenė, 2017; Shahzad, et al. 2016). It is necessary to investigate the quality and effectiveness of various educational platforms for education, to constantly assess the impact of the use of electronic media on the decisions of higher education seekers.

The focus of the research attention includes a wide field of scientific and practical issues under the consideration of various modern entrepreneurial activities and the educational process, namely: description and analysis of the main areas of studies on electronic media as a marketing resource with competitive advantages (Davcik, Sharma, 2016; Bury, 2021); studying the role of international scientific and research activities and the impact on it of technological capabilities of electronic media and marketing strategies (Nebojsa, et al. 2021); problematic points of digital competence in social networks on referential processing of literature on health issues (O'Connor, et al. 2021); proficiency of discussion in digital media as a form of improving the interaction of educational participants in the learning process (Jadrian, 2020; Zhang, et al. 2006).

A number of recent studies also comprise the combination of the search for the application of innovations in electronic media with educational technologies, market analysis, artistic practices, advertising and information systems, and shifts in the media space (Lim, et al. 2016; Deutch, 2021). Issues of branding as a component of any successful activity in the modern world are raised; shortcomings and difficulties of use of electronic media in various branches of business are considered, as well as components of leading positions of brands are studied (Kim, et al. 2016).

Particular attention is paid to the pedagogical aspects of the use of electronic media, innovative approaches in higher education and their evaluation (Dzvinchuk, et al. 2020); developing curricula, university development strategies and changing the concept of administration (Kiki-Papadakis, Chaimala, 2016).

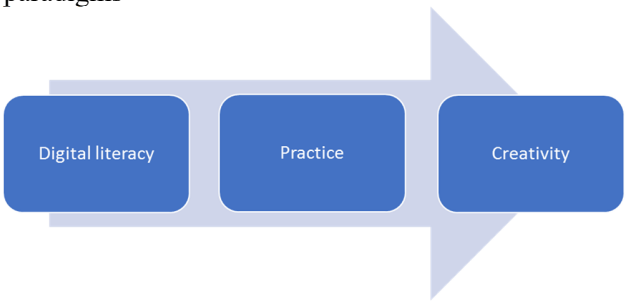
A wide range of topics and views on the issues of electronic media as educational and informational content indicates that the research community recognizes the significant role of modern technologies in changing educational strategies and civilizational shifts in general.

5. Results

Substantive, structural and methodological changes in modern educational practices also affect the humanities, media, social communications, and

journalism. The educational potential of electronic media and their role in the educational paradigm can be represented through a number of basic positions and principles.

Figure 1. Components of learning and electronic media in the framework of changing educational paradigms



Electronic media assume the presence of the following contents. Technical knowledge is the ability to navigate and select the relevant software, the necessary communication channels, as well as awareness of technical and technological innovations, programming skills. Practice (practical skills) - Creativity (creative opportunities) is the ability to find a unique, original solution to an artistic issue, the problem posed in the task; the ability to conceptualize the topic. Practice (practical classes) involves the creation of mental and physical spaces in order to develop a real media product, creative and artistic works.

Stage 1 (preparatory) provided for organizational and technical activities of the research group with respondents and teachers who will work with the new course. The system of educational materials has been developed; the instruction and additional training of the scientific and pedagogical staff working in the research project has been conducted.

Along with this, at this stage, all respondents were asked to take a test, which would show the level of awareness with electronic media, their educational opportunities, and ways of using them in their future professional activities. The test contained 20 theoretical questions: 5 practical tasks were related to 4 main types of electronic media (television, radio), and 15 were related to theoretical and methodological knowledge of students.

Table 1. Assessment of the level of awareness in the field of electronic media in the experimental and control groups (author's development)

	Unsatisfactory	Satisfactory	Good	Excellent
EG1	2%	61 %	36 %	1%
EG2	1%	61%	34%	4 %
CG3	1%	66 %	30 %	3 %
CG4	2%	61%	31%	6%

As one can observe, the first test showed a sufficient level of knowledge in the sphere of electronic media and their educational role. The mediocrity of the level of digital education is evidenced, firstly, by few excellent grades in all groups (3,6% on average); secondly, the majority of respondents received "satisfactory" grades - an average of 62%. There are also students who have minimal ideas about electronic media in educational and professional activities; consequently, the assessment "unsatisfactory" on average is observed in 1% of respondents.

At stage 2, students were actively trained precisely in the professional aspects of media activities, practical skills and abilities. However, the experimental groups completed a new training course containing a number of practical tasks and creative projects in the field of electronic media. In the framework of this course, students were required to use the educational possibilities of electronic media in their educational activities. At the same time, an intermediate test on awareness of the main types of electronic media (television, radio) was conducted, as well as the ability to operate with this knowledge on a practical level. At the end of the stage 2, which coincides with the end of the 1st semester, intermediate testing was conducted; the quality of knowledge was assessed and the level of respondents' performance was analysed.

Table 2. Assessment of the awareness level in the field of electronic media in the experimental and control groups (author's development).

	Unsatisfactory	Satisfactory	Good	Excellent
EG1	1%	59 %	36 %	4%
EG2	1%	54 %	37 %	8 %
CG3	1%	62 %	31 %	6 %
CG4	0%	61%	32%	7 %

As one can observe, the performance level in the experimental group after the first semester of study within the training course "Electronic Media and Education" in general has increased by an average of 5% to compare with the control group (2%, respectively). The largest number of positive grades is observed in EG1 - 40% and in EG2 - 45 %; in CG 4, there are no respondents with the "unsatisfactory" grade; in other groups, this indicator decreased to 1%.

At the stage III (final), final testing and assessment of knowledge and skills in the field of electronic media

of respondents in all groups took place. A number of 5 practical tasks and 15 tasks of theoretical and methodological level were proposed.

Table 3. Assessment of the awareness level in the field of electronic media in the experimental and control groups (author's development).

	Unsatisfactory	Satisfactory	Good	Excellent
EG1	1%	51 %	40 %	8%
EG2	1%	47 %	41 %	11 %
CG3	1%	61 %	32 %	6 %
CG4	0%	60%	32%	8 %

According to the results obtained on assessing the respondents' performance level, those groups, who had undertaken the course, dedicated to the active use of electronic media in the educational process, increased their level of knowledge and skills by 8%, while in the control groups, the level of progress was 3%. This indicates the necessity to change priorities in the modern university educational paradigm, where electronic media should be given as much attention as possible. An average, 9,5% of respondents of the experimental groups received an "excellent" grade, while in the control groups, only 7% of respondents received an "excellent" grade.

While studying on the course at the final stage, students had to answer the questions of the questionnaire regarding their motivation in acquiring skills in the field of electronic media both as a professional platform and educational technology. Respondents were asked to build a rating from the thematic blocks presented in the academic discipline and assess their usefulness. 4 positions were placed for consideration by the respondents; the results are presented as a percentage.

Table 4. The results of the questionnaire on assessing the experimental thematic blocks of the course by the respondents (author's development)

The basic thematic blocks	EG1 yes (+)	EG2 yes (+)	CG1 yes (+)	CG2 yes (+)
Television	42%	36%	22%	20%
Radio	52%	57%	34%	35%
Internet	78%	82%	73%	61%
Advertising, PR and shops	54%	60%	40%	43%

Based on the results of the survey, it can be argued that a positive attitude and understanding of the importance of electronic media and their use in practice and education is observed in all groups of respondents. The assessment of one's own desires in some way chimes with the dictated professional necessity and desire to be a competitive specialist in training and later in the labour market.

Most students in the experimental groups assessed on average 13% better than students in the control groups. The thematic blocks - Advertising, PR and shops (shops) - 49% and the Internet – 73,5% were the most significant for students. Active implementation of the potential of electronic media in educational activities provides an opportunity for the student to fulfil himself as a specialist and a future professional. It is this approach that will help improve the level of mastering high-tech tools in training and further professional activities.

6. Discussion

A number of researchers (Synorub, Medynska, 2019; Ivanova, et al. 2020) have generalized the main prospects for the involvement of electronic media technologies as a pedagogical and organizational technology. Electronic media and their influence in the modern system of educational practices change the attitude to vocational education, contributing to the formation of not only a good specialist, but also a conscious citizen, a useful member of the society. As a result of an experiment conducted with the involvement of possibilities of television and social networks in the social work of journalists, it was established that 25% of respondents increased the level of professional motivation, as well the level of personal interest in covering acute social issues increased by 10% (Ivanova, et al. 2020). Along with this, in the course of the research, a positive impact on students' attitudes towards electronic media and their importance in professional development and learning process is observed. After all, the educational topics "Advertising, PR and shops" (49%) and "Internet" (73,5%) became important for students; more than 50% of all respondents expressed a positive attitude to the thematic blocks of the training course "Electronic Media and Education".

No less significant for the modern research paradigm is the issue of increasing the effectiveness of education by modernizing it, and, hence, to conceptual change in terms of educational practices. This is evidenced by the results of investigations conducted by a number of

researchers. Primarily, the interconnection between new media and educational contexts has been established; the basic positions of electronic media in the modern educational paradigm and their evolutionary changes have been determined. Three main principles of influencing electronic media on education have been proposed, namely: the necessity to master new technologies; the ability to use the potential of traditional electronic media (television, radio); the principles of existence of social networks in the digital space (Lawson, 2007). The content components significantly affecting modern educational practices have been also represented in the form of a list as follows: numerical dimensions, modularity, automation, constant variability, the ability to transcode (Manovich, 2001). In the scope of the present research, our own vision of the basic principles of involving electronic media in the educational process has been outlined: technical knowledge, implementation of creative aspirations, creating a media product of different nature, style, genre, direction, etc. That is, the core components in educational practices involving electronic media are as follows: technical awareness of participants in the educational process, the creative component and professional attitude to the social function of electronic networks.

7. Conclusion

Active application of ideas for using electronic media for educational purposes and guidelines in teaching linguistic disciplines and the study of foreign languages is an important component of further professional development.

The main components of electronic media influencing the construction of new configurations of the content of modern educational practices are as follows: technical knowledge (technical knowledge and ability to use software in properly defined communication channels); practical skills (the ability to use one's own knowledge in practice and training); creative potential (the ability to create a unique product, make original and effective decisions).

The introduction of the special training course "Electronic Media and Education" as an innovative component of training specialists in the humanities is relevant and appropriate. Such practice improves students' awareness of electronic media and helps them learn better in the context of the significant evolution of educational practices towards digitalization. The results of the project showed an increase in the level of grades by 8% for those students who attended the new course, and the grade "unsatisfactory" was only 1%.

Higher education seekers have also positively assessed the importance and relevance of the thematic blocks that are embedded in the structure of the training course "Electronic Media and Education". The study of ways to use the Internet (73,5% of respondents) in the educational process and practical activities was the most significant and valuable. In general, students showed a high level of motivation towards studying the role of electronic media in improving educational practices and future professional activities.

Collaborative electronic media involved in educational practices are television representations, social networks, radio, and general numerical representation. In order to master high-tech approaches in the educational industry, a number of conditions are required, namely: first and foremost, large investments by the university in the technical equipment of the institution, permanent work on professional development in the field of digital education of scientific and pedagogical staff, revision of the strategy of development and modernization of educational content of higher educational institutions, constant use of media practice.

In the future, in our opinion, it is worth exploring new trends in the introduction of the full potential of electronic media in the educational process, changing the concept of education and educational guidelines. It is important not to lose the creative component, as well as the artistic content of education.

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