Activating Media Education in Educational Institutions in the Kingdom of Saudi Arabia to Combat Cyber Terrorism in light of Modern International Experiences

[1]**Maher A. Hassan**:   Professor, Educational Foundations Department, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box: 2375, Dammam 31451, Saudi Arabia, mamohamed@iau.edu.sa

[2]**Nadia S. Aldossary:** Assistant Professor, Educational Foundations Department, College of Education, Imam Abdulrahman Bin Faisal University, P.O. Box: 2375, Dammam 31451, Saudi Arabia, E-mail: naldossary@iau.edu.sa.

[3]**Samah Z. Zoghary:** CO- Professor, Educational Foundations Department, College of Education, Imam [1] Abdulrahman Bin Faisal University, P.O. Box: 2375, Dammam 31451, Saudi Arabia szmohammed@iau.edu.sa.

Abstract

The study aimed to highlight the role of media education in facing electronic terrorism and to examine contemporary international experiences in the field of teaching media education in public institutions. The study also aimed to develop a proposal to activate media education in public education in the Kingdom of Saudi Arabia to confront electronic terrorism in light of contemporary international experiences. The descriptive approach is employed in this review study. Thematically, the study addressed the nature of electronic terrorism, its objectives, characteristics, forms, and impact, the nature of media education, its objectives, characteristics and its role in confronting electronic terrorism, as well as contemporary international experiences in the field of applying media education in public education. The study concluded with a proposal to activate media education in public education in the Kingdom of Saudi Arabia to confront electronic terrorism in light of contemporary international experiences.

1. Introduction

During the last years of the twentieth century, the world witnessed tremendous developments in information and communication technology, which led to the emergence of new types of cybercrime that pose a great danger to all countries of the world. This is very critical issue especially after the increasing reliance on electronic computers and their connection to the Internet that eliminated restrictions and barriers between countries. At the forefront of these crimes is what is known as electronic terrorism, which is one of the most serious challenges in the world today. It is considered serious due to the multiplicity of its methods and forms, and the difficulty of controlling and tracking it.

The new technological developments have also led to the transformation of electronic terrorism into a global threat, as it has become a cross-border crime in terms of activity, planning, financing and memberships. Terrorist groups in all their forms and intellectual patterns have exploited electronic advantages and advanced technology as a vital element to achieve their goals, and to enhance their

global dimension (Sabah & Kazes, 2018, p.296). Electronic terrorism is one of the most dangerous types of crimes committed on the Internet, due to the severity of the damages resulting from it, which exceed the threats that states pose to each other. It is closely related to the new media with its advanced scientific and technological capabilities, and it is well invested and exploited to achieve its ideological and political goals and objectives, reach the largest possible number of audiences, and influence local and global public opinion (Al-Shehri, 2015, p.2). The fight against terrorism has moved from direct physical confrontations to electronic confrontations. The Internet has become one of the most severe and largest lethal weapons, and it is employed and exploited in the implementation of cybercrime of all kinds (Karat, 2017, p.12).

The new media, with its advanced tools and technologies, increased the dangers facing societies, as the study of Qutb (2018) revealed that terrorist groups use social media sites to spread extremist ideology and attract new members (p.213). Qiraat (2017) also found out that the new media and advanced technologies have led to an increase in electronic terrorism in its many forms and methods, and it has enabled terrorist groups to carry out propaganda, recruiting, fundraising and building global networks of supporters and advocates.

Electronic terrorism depends on advanced scientific and technological techniques in spreading electronic viruses to destroy the information infrastructure, penetrate personal accounts, steal money and destroy property, and spread dangerous and deadly electronic games, which prompted teenagers to commit suicide and carry out sabotage operations in various countries of the world. In addition to creating websites, terrorist groups rely heavily on technology and they employ it in their propaganda and promotion of terrorist ideology to recruit youth, intimidate individuals, and spread chaos, affecting the national security of society and threatening its security and stability. The danger of electronic terrorism increases day after day in its negative impact on members of society in their thoughts and behaviors, especially the youth and adolescents, due to the long time they spend on social media tools and the Internet with its thousands of pages and websites affiliated with terrorist groups, and the attractions and they use. They use technology in spreading their messages to attract youth, persuade them to accept their ideas, and

recruit them to implement their various operations around the world. This places a great responsibility on schools and universities to protect children and youth and immunize them from the dangers of electronic terrorism that spread through new media and the Internet. Due to all this, a growing interest in media education emerged as the first line of defense against extremism and electronic terrorism, establishing the concept of intellectual security among young people, providing them with the skills of analysis and criticism of the media messages spread by terrorist groups, and exposing their fake messages, rejecting them and not being affected by them. As a result, many developed countries, such as the United Kingdom, Canada, Germany, Australia and France, realized many decades ago the importance of media education and its role in protecting young people from the dangers of modern media, extremism and terrorism. They consider it as a basic topic and give it special focus in their schools and many of their educational programs. As for the Arab level, there was no interest in media education before the 2002 workshop organized by UNESCO in Tunis. The aim of this workshop was to familiarize educational officials with the principles of media education and its importance.

Many studies have recognized the importance of media education and its role in protecting students from terrorism and intellectual and cultural invasion. In his study, Ali (2016) concluded that media education has a role in facing the challenges of cultural invasion and moral insecurity. Similarly, Erekat (2017) found out that media education has a role in achieving the intellectual security of society. In addition, Al-Jarrahi (2015) and Al-Dagher (2016) concluded the new media plays a significant role in developing the formation of youth attitudes and their awareness of the dangers of cybercrime. It has become an urgent necessity to prepare citizens capable of facing the dangers of modern media.

Hence, activating media education in public education in countries of the world in general and the Kingdom of Saudi Arabia in particular has become a necessity, not a choice. In light of the spread of electronic terrorism and its dependence on advanced technological means, it is imperative to educate students and provide them with the skills of understanding, analysis and criticism of all media messages broadcast by terrorist and extremist groups to protect them from their dangers and destructive

ideas that destroy the components of development in society. The present study is an attempt to examine electronic terrorism in light of contemporary international experiences. To achieve this aim, certain sub-questions are formulated as it follows:

- What is the nature of electronic terrorism, its characteristics, forms, and impacts?
- What is the nature of media education, its objectives, and its role in confronting electronic terrorism?
- What are the contemporary international experiences in applying media education in public education?
- What is the proposed vision for integrating media education in public education in the Kingdom of Saudi Arabia to confront electronic terrorism in light of contemporary international experiences?

2. Research Objectives:

The aim of the research is to:

- Identify the role of media education in facing electronic terrorism.
- Learn about contemporary international experiences in the application of media education in public education.
- Develop a proposed vision for activating media education in public education in the Kingdom of Saudi Arabia to confront electronic terrorism in contemporary international experiences.

3. Research Methodology:

Due to its relevance to this type of study, the descriptive approach was used to collect data and information about electronic terrorism, its characteristics, causes and forms, media education and its objectives, and contemporary international experiences in the application of media education in public education, and how to benefit from it in developing a proposed conception to activate media education in public education in the Kingdom of Saudi Arabia.

4. Literature Review

4.1 Electronic Terrorism: Its Concept, Objectives, Characteristics, Forms and Effects:

Electronic terrorism depends on the use of information resources and technological means in achieving its goals and implementing its electronic crimes. The following is a presentation of the concept of electronic terrorism, its objectives, characteristics, forms and effects:

4.1.1 The Concept of Electronic Terrorism:

There is no definite agreed definition of the term 'terrorism' worldwide, due to the multiplicity of its forms, methods and patterns on the one hand, and the different views and political trends of states on the other hand. Hence, what some countries see as international terrorism; other countries see it as a legitimate act. Despite that, some international and Arab agreements have tried to define the meaning of this term, and these efforts culminated in the approval of the Arab Convention for Combating Terrorism in 1998 which defined terrorism as "every act of violence or threat, whatever its motives or purposes, is the implementation of an individual or collective criminal project, and aims to create terror among people, terrorizing them or endangering their lives, freedoms or security, or damaging the environment, occupying or seizing public or private property, or exposing one of the national resources to danger "(League of Arab States, 2001, p.244). It is also defined by the United Nations experts as a strategy of internationally prohibited violence motivated by ideological motives aimed at causing terror within society to achieve access to power or undermine it (Karat, 2017, p.22).

The definition of electronic terrorism stems from the definition of terrorism, and it is a result of the inter-connections between the phenomenon of terrorism and the technological and informational revolution. Its use has become widespread following the great boom achieved by information technology and the use of computers and the Internet in the management of life activities. Ibn Marzouq (2018) asserts that despite the media and academic interest in electronic terrorism in the last few years, the

beginning of its use as a term was during the eighties of the twentieth century by Barry Collin. He emphasized that it is a meeting between cyberspace and terrorism, and it refers to the use of cyberspace as a tool to damage information infrastructure, individuals and countries (Collin, p. 169). Al-Ajlan (2015) defines electronic terrorism as aggression, intimidation, or a physical or moral threat emanating from states, groups, or individuals against a person in his religion, soul, honor, mind or property unlawfully, using information resources and electronic means (p.52). Khater (2018) also defines it as the use of electronic means and digital technologies issued by states, groups or individuals against any natural or legal person, with the aim of frightening or threatening him and influencing him materially or morally, or with the intent to influence governmental decisions or public opinion (p. 58).

From the previous review, electronic terrorism can be defined procedurally as the use of information resources, technological means and new media tools in the implementation of electronic crimes to harm individuals or states. In addition, it is employed to threaten individuals, influencing them financially or morally in order to destabilize the security and stability of society. Electronic terrorism is distinguished from traditional terrorism in the modern way of using information resources and electronic means. It is terrorism that takes place in all its incidents on the Internet, and uses new media tools, social networks, and other electronic sites and applications to intimidate and terrorize others and harm them.

4.1.2 The Objectives of Electronic Terrorism

Cyber terrorism seeks to achieve a set of illegal goals, which are as follows:

- Creating chaos and spreading fear and terror among individuals, groups, or countries.
- Disrupting electronic control and control systems over electronic devices, government agencies and strategic facilities in the country, and threatening and extorting public authorities and international organizations (Khalil, 2019, p.89).

- Disturbing the public order and information security in society, exposing it to danger, and stirring up public opinion.
- Damaging and destroying information infrastructure, means of communication, and public and private facilities.
- Collecting or stealing money from individuals and banks and appropriating them to finance terrorist operations (Al-Ajlan, 2015, p.57).
- Attracting and recruiting youth to carry out cyber crimes against individuals or societies.
- Penetrating official information networks of ministries, governments and banks with the aim of destroying them or obtaining confidential information (Al-Ajlan, 2015, p.57).

4.1.3 Characteristics of Electronic Terrorism:

Cyber terrorism has several characteristics that increase its risk, as follows:

- Modern, dependent on modern technologies: it relies on modern scientific and technological methods, tools of new media and the internet in carrying out his crimes (Al-Dahshan, 2018, p.94).
- Multiple forms and diversity of methods: it does not take a single form, but rather its forms and methods such as electronic spying and piracy, spreading viruses, terrorist recruitment, fundraising and others (Nassar, 2017, p.37).
- Cross-border: It is a global activity that transcends the geographical borders of countries and continents, and it can be carried out anywhere in the world without restrictions or barriers.
- Its low cost: It does not require great capabilities and sources of funding compared to traditional terrorism, as its material cost does not exceed more than one computer connected to the Internet.

- Its effects are dangerous and its consequences are devastating: it leads to heavy material and moral losses that transcend the borders of countries, and its damage exceeds the damage that countries cause to each other (Karat, 2017, p.24).
- Difficulty in proving and tracing it: it does not leave any physical evidence after committing the crimes, which makes it difficult to track the criminal down and discover his crimes due to the ease with which guilt evidence is destroyed if found (Khalil, 2019, p. 93).
- Soft crimes: it does not need force and muscular effort in committing this type of crimes compared to conventional terrorism.
- Constantly evolving: it taking advantage of the rapid development in information technology to continuously develop new crimes and methods of committing them.

4.1.4 Shapes and Forms of Electronic Terrorism:

There are many forms and shapes of cyber terrorism at present, and they can be explained as follows:

- Information exploration: As the Internet is a huge electronic library, it is crowded with sensitive information that the terrorists seek to obtain, such as the sites of nuclear facilities, airports and the vital sites of countries. Executing their electronic crimes (Ibn Marzouq, 2018, p.172).
- Mobilization and Recruiting of Youth: Terrorist groups use the Internet to spread and promote the culture of terrorism, spread the ideas that call for it, and attract the largest number of people willing to adopt their ideas (Al-Ajlan, 2015, p.59).
- Obtaining Funding: Terrorist groups use modern technologies to facilitate obtaining sources of financial and logistical support necessary to finance their terrorist activities, by appropriating bank clients' accounts,

money laundering, or collecting donations and others (Khater, 2018, p.61).
- Information exchange and dissemination through the information network: Terrorist organizations and groups use the Internet to communicate and exchange information between their members, plan their operations, communicate and coordinate with each other to implement crimes and terrorist plots.
- Threat, intimidation, and frightening others: Electronic terrorism uses modern means of communication and the Internet to broadcast pamphlets and videos of murder and torture, and spread false rumors and misleading ideas to terrorize others, harm them and threaten them financially and morally.
- Hacking and destroying websites: Cyber terrorism uses spyware to penetrate websites and electronic computers to change their contents and steal their information, or disrupt and control them.
- Media Campaigns: Terrorist groups and organizations use websites to spread extremist ideas that they adopt and promote them, as well as spreading false and misleading news to public opinion, spreading a culture of violence and encouraging its excessive use. The Internet is also used to document their terrorist operations and glorify their perpetrators. By publishing video films explaining how it was committed, and the statements of its organizers (Khater, 2018, p.60).
- Spreading viruses: Terrorist groups spread viruses through the Internet, which make changes to computer programs, leading to the loss of files and the destruction of operating systems. The Council of Europe in the International Convention against Cybercrime estimated the cost of repairing the damage caused by viruses about $ 12 billion annually (Khalil, 2019, p.81).
- Violation of the confidentiality and privacy of personal data: Terrorist groups violate the confidentiality of individuals' personal data, harm their owners, see electronic correspondence, and make false information in the context of electronic transactions and operations.

4.2 The Effects and Repercussions of Electronic Terrorism on Society:

The phenomenon of electronic terrorism has exacerbated in recent years and has negatively affected the security of individuals and societies in various fields, and at all political, security, economic and social levels. This is explained in the following:

4.2.1 Effects of Electronic Terrorism on the Political and Security Levels:

The political and security level of countries is one of the aspects most affected by cyber terrorism, and this can be clarified as follows (Al-Ajlan, 2015, p. 22):

- Threatening the national security of states and destroying their institutions and strategic interests.
- The spread of the principle of distrust between states and each other on the one hand, and between the state and individuals on the other hand.
- Infiltrating vital and sensitive sites in the country and causing damage to them.
- Spreading viruses to harm and destroy the electronic systems of state institutions.
- Threatening and blackmailing political figures, public authorities, and local, regional and international organizations.

4.2.2 The Effects of Electronic Terrorism on the Economic Level

Electronic terrorism leads to heavy losses incurred by the national economy of countries. The material losses resulting from it are much greater than the usual crimes, and these effects are as follows:

- Damaging and destroying the national economy of countries.
- Penetrating banking systems, damaging them, and disrupting financial transfers.
- Electronic robbery of bank funds, hacking clients' accounts and transferring financial balances from one account to another.
- Assault on electronic funds within the framework of e-commerce such as withdrawal, deposit and others.
- Money laundering and its use in financing terrorist activities.

4.2.3 Effects of Electronic Terrorism on the Social Level

Cyber terrorism affects the social level in the following:

- Destruction of security and stability in society and endangering its national unity.
- Waging psychological wars to terrorize members of society, by showing films of hostages and prisoners during their execution.
- Controlling young people's minds and changing their thoughts and beliefs, and to polarize and recruit them against society.
- Increasing social and psychological problems in society, and stirring up strife among its sects.

5. Media Education: Its Concept, Objectives and Role in Confronting Electronic Terrorism

Media education has become a necessity for all developed and developing societies alike, to immunize young people and form their intellectual trends to confront electronic terrorism. The following is a presentation of the concept of media education, its objectives, and its role in confronting electronic terrorism.

5.1 The Concept of Media Education

Media education has its roots in the second half of the twentieth century, when international

institutions, led by UNESCO, activated and promoted the importance of teaching media in schools and universities through the use of mass media and communication tools as an educational method. In the late sixties of the twentieth century, the term media education appeared through the use of mass media and communication tools as an educational means to achieve tangible educational benefits (Al-Shammari, 2010, p.23). This concept developed during the seventies, and it began to be viewed as a defensive project to protect youth and children from the dangers created by different means. Media, understanding false messages and inappropriate values, UNESCO as a result issued in its international symposium in Germany in 1982, the Granold Declaration, which emphasized the need to build integrated media education programs from pre-school to university education (Al-Khayoun, 2018, p.10).

In the third millennium, media education is no longer a defense project, but rather an empowerment project to prepare young people to understand the media culture carried by the media, Internet networks and social media tools and to know their content to carry out the selective process that is in line with the values and norms of society (Al-Khayoun, 2018, p.10). In spite of the global interest in media education from an early age, the Arab countries have been very late to that, as the idea of media education was launched only during the first decade of the third millennium. It came as an urgent necessity to increase knowledge in the analytical and critical aspects of the media text provided by the Arab and foreign media. The American University of Beirut is the first starting point, when it held its first workshop in 2006, to introduce modern media and the influence in changing many social and intellectual concepts in the society (Al-Badrani, 2016, p.134).

The definitions of media education have varied in contents, and its use has evolved according to the accelerating developments of the media and information revolution. Al-Badrani (2016) defines it as identifying the media content of digital media and the Internet and its political, social, commercial and cultural objectives, and includes the critical analysis of media materials and the production of these materials and the interpretation of digital media messages and the values they contain (p. 135). In light of the above, digital media education can be defined as the process by which students' ability to understand, analyze and critique the media content broadcast by terrorist groups and organizations through the media can be defined in order to immunize them from their destructive ideas and not be affected by them. It is clear from this definition that media education is characterized by several traits, which are as follows:

- It is a process of awareness and continuous training to introduce the media, and how to employ them in the service of society.
- It is not limited to media awareness, but rather includes the acquisition of the skills of learning, analysis and criticism of media content, and participation in its production.
- It is not limited to schools and universities, but rather includes all educational institutions in society.
- It is constantly evolving to deal with media messages, which are witnessing tremendous quantitative and qualitative development.

5.2 Objectives of Media Education

The objectives of media education are as follows:

- Providing students with positive interactions with the media to enable them to preserve their cultural identity and religious belief.
- Building critical thought for the media process among students to enable them to make conscious judgments about media content and to distinguish between positive and negative messages (Al-Khalidi and Rababaa, 2017, p.231).
- Building critical thinking for students in a way that makes them aware of the aspects of the communicative process, enabling them to communicate with other cultures and civilizations.
- Developing students' sound values and principles to face the media challenge, spreading the spirit of tolerance and positive coexistence in society with its various sects, and achieving integration

between media and educational institutions (Al-Shammari, 2010, p.25).

- Forming students' positive attitudes to confront the false propagated ideas and rumors broadcasted by the digital media, and protect them from their negative effects (Al-Khalidi and Rababaa, 2017, 231).
- Providing students with the skills of producing and disseminating media content that expresses their patriotism, culture and civilization.

5.3 The Role of Digital Media Education in Confronting Electronic Terrorism

Electronic terrorism is closely related to the media and information revolution. The primary goal of any terrorist operation is to obtain media coverage characterized by intimidation, exaggeration, and intimidation in order to reach the largest number of audiences to influence public opinion, and then influence decision-makers in society (Nacos, 2007, p.2). Electronic terrorism has made the interest in media education in schools more urgent and important than before, especially after the countries lost their full control to confront the intellectual and cultural invasion of terrorist groups spreading over the Internet.

Media education provides students with a rational, conscious, and critical media culture that enables them to analyze, understand, evaluate and critique the content of media messages in order to know their pros and cons, and to understand the ideas, goals and propaganda messages of terrorist groups on the Internet to protect them from them. The role of media education in countering electronic terrorism is as follows:

- Educating students about the dangers of electronic terrorism and confronting it by rejecting hatred, violence and the culture of exclusion. The aim is to promote respecting religions, cultures and civilizations.
- Helping the students to reach a common understanding of events and developments in various political, economic, social and cultural aspects (Karat, 2017, p.32).

- Preparing and qualifying students to face extremist ideas and rumors, and adhere to the customs and traditions of society.
- Providing students with the skills of criticism, analysis and evaluation of the content of media messages, knowing their pros and cons, and developing their ability to pick and choose the appropriate ones (Al-Khayoun, 2018, p.13).
- To develop the correct Islamic values and principles among students to confront extremist ideas and electronic terrorism, and to spread the spirit of tolerance and positive coexistence in society.
- Increasing students' awareness of the forms of media messages they encounter in their working lives, and providing them with the creative skills that enable them to produce and participate in them (Al-Khayoun, 2018, p.13).
- Preparing students to coexist with others and understand local, regional and international issues.
- Helping students to understand and interpret electronic messages that terrorist groups transmit through various means of communication, and to analyze them and know their negative effects on Saudi society.
- Helping students understand their rights and duties and the rights and duties of others.
- Enabling students to understand the causes of the spread of the phenomenon of electronic terrorism, and how to confront the media that exercise destructive incitement roles to influence their minds and threaten the national security of society (Al-Khalidi and Rababaa, 2017, p.231).

Hence, teaching media education in educational institutions has become a necessity to strengthen the unity of the society and immunize the youth of destructive ideas. It is also essential for the behavioral immunity of students to confront electronic terrorism and know its purposes, and its

social, economic, political and intellectual effects on the individual and society.

6. Contemporary International Experiences in the Application of Digital Media Education in Public Education

Media education is considered a national security issue in various societies, as it enables society to create a new and lasting framework that enables students to accurately understand new media and its various technologies, and to effectively use its tools, as it enables students to understand media messages, analyze and criticize them to distinguish between their positive and negative aspects, and select the appropriate.

Both developed and developing countries have taken an interest in teaching media education in their educational systems, and international experiences are divided into three directions for teaching media education in public education, and this is explained in the following subsections.

6.1 The First Trend: Countries That Include Media Education in Public Education Curricula

The countries that apply this trend shall gradually include topics of media education, and everything related to their practices, into the study materials that already exist in the different stages of education. Most of the countries of the world are using this direction, and from these countries the following:

6.1.1 England

England is considered as one of the leading countries in the field of media education due to its long history in this field extending for more than fifty years. Patriotism, the beginning was in the secondary stage (11-16 years), but it was extended to the elementary stage to become an essential component of its curricula. In the upper secondary stage from (14-16) years, media education is taken into account in the standards of these grades, and it became one of the exams that students passed to graduate from secondary education (Abd al-Nur, 2015, p.21).

6.1.2 Canada

Canada is a pioneer in the field of media education in the world, as it is the first country to design and implement several projects in the field of media education. The beginning of its adoption of the media education program was through the implementation of the farm radio project in the fifties of the twentieth century. During the educational reform period in the seventies, small groups of media education teachers appeared and worked hard to implement and practice it, and in the nineties, Canada radically reformed the curricula in its ten provinces. Cooperation between these provinces took place in order to prepare an integrated framework for curricula, and this integration has resulted in legitimizing the application of media education in educational institutions in Canada. The media education program was taught in primary and secondary schools, and the province of Ontario is the first province to have taught media education in its curricula since 1987. In the 1990s, the Ministry of Education in Ontario issued advanced curricula that include the student's familiarity with media literacy in grades (1-12). As a result, media education has been included in the language curriculum at the primary level in grades (1-8), and in the English language curriculum at the secondary stage in grades (9-12) (Wilson & Duncan, 2009, p.128).

6.1.3 Finland

Finland has been interested in eradicating media literacy for students in its educational system since 1970. It has integrated media education in primary and secondary school subjects, especially arts, history, social sciences and language, in order to provide students with the skills of using the media and its various technologies. Their overall aims are to enable the students in obtaining, analyzing, criticizing information, choosing the appropriate ones, and equipping them with the skill to express themselves and communicate with others (Kotilainen & Kupiainen, 2013, p. 5)

6.1.4 Poland

The media education movement has spread in Polish schools and universities since 1989, as a result of its interest in eradicating media literacy for young people in order to preserve their intellectual security and to protect them from the negative

effects of the new media. Their goals have been to develop students 'competence in receiving media messages, analyzing their contents, criticizing them and using them responsibly to achieve intellectual and professional aims. In 2005, the Polish Film Institute was established, which implemented many projects related to media education in schools and universities (Brosch, 2017, p. 309).

6.2 The Second Trend: Countries That Teach Media Education as an Independent Subject in Public Education

Countries that apply this approach teach media education as an independent and stand-alone subject specializing in digital media, its tools, arts and techniques, and it is taught in all stages of education.

6.2.1 Japan:

The interest in media education began in Japan as early as the twenties of the twentieth century, in order to train students in the effective use of information. The course "Teaching and Learning about Broadcast Media" stemming from film education was taught. In the 1970s, Japan focused on developing media literacy curricula. In the nineties, the term "informatics and information education" was proposed in the context of media education as media and information literacy education, and this concept was related to the rights of citizens and their ability to critically use the media. With the beginning of the third millennium, and specifically since 2002, guidelines for new curricula related to media education were developed, with a focus on media information and computers as a compulsory subject in secondary schools (Suzuki, 2009, p.133).

6.2.2 Singapore:

Singapore has paid more attention to media education at the level of universities and polytechnics than public education. In 2009, Singapore began offering an independent course in media education that focuses on mass communication, media production, and issues of local and foreign media. The course is set in three experimental government schools with a focus on enhancing the Chinese language and culture, in order to develop students' skills to be able to read and

write and to critically evaluate local and foreign media and harness their benefits for effective communication. In 2010, two other schools were added to the list of experimental schools that the media education course is applied, and it is taught in the Chinese language. There are individual efforts by some schools to include media education in their curricula, but informally (Weninge, 2017, p.7).

6.2.3 Australia:

Australia is one of the first countries that focused on digital media education in general education. Media education was included as an independent subject within the arts subjects in the new curricula, and its learning became compulsory for all pre-school children up to the age of six years and optional for children from seven to twelve years (Dezuanni & Woods, 2014).

6.3 The Third Trend: Countries That Teach Media Education through Extracurricular Activities in Public Education

Countries that apply this trend should include media education within the extracurricular activities, or parallel activities that students practice outside of school time. The aim is to sharpen students' skills and enhance their knowledge in various cultural and creative fields, and to equip them with media education skills, by focusing on activities related to new media and its various technologies in schools. The countries that take this direction include:

6.3.1 Russia:

The first beginnings of the interest in media education in Russia go back to the twenties of the twentieth century, when it focused on teaching journalism and cinema in the educational stages. The focus was on communist ideology, and this continued until it was stopped by Stalin. At the beginning of the sixties, the interest in teaching media education increased in schools and universities. The first Russian council to teach films in schools and universities was established in 1967 and the interest in media education increased significantly during the period (1970-1980). The number of the official programs in Russian cinema education that were launched by the Ministry of

Education increased. The growing link between theoretical and practical aspects of media education also increased.

In the nineties of the twentieth century, media education faced financial difficulties that greatly impeded its development. Schools no longer had the necessary funds to pay teachers' salaries and purchase audio and video equipment. Nevertheless, there were some extracurricular activities in the field of media education, where summer festivals were held to teach cinema and media to children in some Russian cities. The Russian Academy of Online Education offered several workshops on media, information and communication technology, screen and cinema arts (Fedorov, 2014).

6.3.2 France:

France has accorded media education a great place for its importance and role in educating young people. Students are offered many programs in the field of media education within the extracurricular activities in Schools. The first media education began in the agricultural education institutes of the Ministry of Agriculture and it was in the form of the socio-cultural education program. The second media process emerged within the institutions affiliated to the Ministry of National Education, under the so-called "Formation Program on Means of Communication and Media" to develop students 'ability to understand communication and media processes with its various techniques, to analyze their contents critically, and make use of them in the subjects of study (Rifai, 2017).

6.3.3 India:

Indian states differed in the degree of their interest in teaching media education, whether during or outside the official working hours. Some states, such as Southern Kerala, Tamil Nadu and South Karnataka consider media education as a part of the activities related to the school curriculum. In the other states such as Andhra Pradesh and Maharashtra, it is taught outside school hours. Non-governmental organizations and some women's associations play a major role in spreading media culture, providing courses to train students in various media, especially television, cinema, journalism and theater. More than 60 universities and one hundred private media institutes offer professional courses for students in advertising and media production to eradicate media literacy (Kumar, 2018, p.4).

6.3.4. South Korea:

Interest in media education began in South Korea since 1981. It was taught irregularly in schools, as it was included in extracurricular activities, or as a cultural activity in youth projects outside the school day and during the weekends (Jeong, 2009). In 2007, fundamental reforms were made in the school curriculum. Media literacy elements were included in the content of the Korean language and ethics courses, social studies and practical studies for grades (1-10) in the primary and secondary stages, and an optional course in media education is offered in grades (11-12) of the secondary stage entitled "Media Learning" in addition to teaching it under "free activities" (Jeong et al, 2009).

7. The Proposed Vision for Activating Media Education in Public Education in The Kingdom of Saudi Arabia to Confront Electronic Terrorism in Light Of Contemporary International Experiences:

In light of the literature of the study, the researchers present a suggested scenario consisting of objectives, perspectives, mechanisms and requirements to activate media education in public education in the Kingdom of Saudi Arabia, and this is explained in the following:

7.1 The objectives of the proposed scenario:

The objectives of the proposed vision:

- Activating media education in public education in the Kingdom of Saudi Arabia to confront the dangers of electronic terrorism.
- Providing students with the skills of conscious and positive interaction with media messages and analyzing their contents and criticism in order to find out their positives and negatives.
- Developing school curricula to include topics related to media education to meet the challenges posed by the new media.

- Achieving integration between the new media and educational institutions in the Kingdom of Saudi Arabia to achieve the desired educational goals.

7.2 Basis for the Proposed Vision:

The premises on which the proposed vision is based can be identified as follows:

- The new media, with its advanced technologies, is one of the most powerful tools of globalization at the present time, and it is a powerful weapon in the hand of those who possess it to achieve its goals and control the countries of the world.
- The new media carries with it many opportunities that must be invested in the educational process, and it has many risks that students must be armed with the skills that enable them to face.
- Media education has become an urgent necessity today, especially after states have lost their full control over the direction of the media.
- Digital media education is a source of safety for individuals and societies, due to its role in immunizing students from falling into the clutches of electronic terrorism.

7.3 Mechanisms to achieve the proposed Vision:

The proposed perception can be achieved through several mechanisms, which are as follows:

7.3.1 For the Academic Curricula:

The role of school curricula in media education can be activated through:

A. Dedicating an independent course entitled Media Education in Public Education in the Kingdom of Saudi Arabia, to provide students with critical thinking skills to deal with digital media, its tools and messages, and to analyze its contents to protect them from the dangers of electronic terrorism.

B. Including media education topics within the content of some curricula in public education in the Kingdom of Saudi Arabia, such as languages, social and Islamic studies, according to their nature, so that these topics and their practical applications are an integral part of the content of these courses.

7.3.2 For the teacher:

The teacher's role in media education is activated through:

- Training students to critique new media messages, analyze their content, and learn their positives and negatives through dialogue and discussion.
- Training students on criteria for selecting information from the media to protect them from electronic terrorism.
- Educating students on the selection of media sources from which to draw their information.
- Diversifying teaching methods to develop students' critical thinking skills, and encouraging them to research, investigate and produce media messages.
- Encouraging students to express their opinions in the various media.

7.3.3 For School Activities:

The role of activities can be activated by:

- Paying attention to activating the educational media arts such as school radio, journalism and theater, and encouraging students to participate in them to develop their creative and expressive skills.
- Holding seminars and conferences to familiarize students with electronic terrorism and its social,

economic and political risks to society.

- Paying attention to developing students' media hobbies to fill their spare time in useful work to protect them from attracting terrorist groups or recruiting them through the media.
- Paying attention to national and religious occasions to develop students' pride in their religion, belief and homeland, to protect them from terrorism of all kinds.

7.4 Requirements for Implementing the Proposal:

Implementation of the proposed scenario requires the following:

- Achieving cooperation and integration between educational institutions and media institutions in the Kingdom of Saudi Arabia in planning media content that can be presented to students to develop their awareness of dealing with new media and its negative effects.
- The Ministry of Education in the Kingdom of Saudi Arabia issued a decision to include media education in the content of various study courses, such as languages, social and Islamic studies.
- Establishing academic specializations in Saudi universities to graduate specialized media education cadres to meet the needs of educational institutions.
- Providing specialized programs and courses to train teachers and provide them with media literacy skills, and how to employ them in their academic specializations to counter electronic terrorism.

8. Conclusions:

In light of what the study dealt with, several conclusions were reached, namely:

- The new media, with its advanced technologies, has led to an increase in electronic terrorism in its many forms and methods.
- Educational institutions have a major role in developing youth awareness of the dangers of terrorism on the Internet and its cybercrime.
- Media education has a great role in educating students, shaping their attitudes, and providing them with the knowledge and skills that enable them to criticize the media messages that terrorist groups transmit via the Internet.
- Media education aims at eradicating media literacy for students, providing them with the skills to understand, analyze and criticize media messages, and equip them with media production skills to express themselves.
- Most countries have taken an interest in teaching media education to students, especially at the primary and secondary levels, such as England, Canada, Finland, Poland, Japan, Singapore and Australia.
- Activating media education in public education in the Kingdom of Saudi Arabia has become an urgent necessity in this era to prepare citizens to be capable of facing the dangers of electronic terrorism and its various crimes.

9. References:

Abu al-Nour, M. (2015). A comparative study of school media education programs in the United Kingdom, Canada and the United States of America, and the possibility of benefiting

from them in Egypt. Journal of the College of Education, 26 (102), 1-40.

Al-Badrani, F. (2016). Media and digital education and achieving a knowledge society. The Arab Future, 39 (452), 134-149.

Al-Jarrahi, M. (2015). The role of Saudi universities in developing youth awareness of the seriousness of cybercrime to support anti-cyber terrorism cases. The First International Conference on Combating Information Crimes (ICACC), College of Computer and Information Sciences, Imam Muhammad bin Saud Islamic University, 75-80.

Al-Khalidi, I., & Muhammad, A.(2017). The Effectiveness of Media Education among Students of Dawa and Islamic Media at Yarmouk University: A Field Study. Journal of Al-Quds Open University for Research and Refereed Studies, 1 (42), 227-237.

Al-Khayoun, H.. (2018). The effect of teaching media education in the school. The Arab Journal of Information and Child Culture, (1), 1-29.

Al-Dagher, M.(2016). The role of the new media in shaping the knowledge and attitudes of university youth towards the phenomenon of terrorism on the Internet: a field study. Annals of Arts and Social Sciences, 36 (453), 10-298.

Al-Dulaimi, M. (2011). The media and the child. Amman, Jordan: House of the March.

Al-Dahshan, J.. (2018). Terrorism in the Digital Age: Electronic Terrorism - Its Forms, Dangers and Mechanisms to Confront It. International Journal of Research in Educational Sciences, 1 (3), 83-121.

Ali, A. (2016). The role of media education at the secondary level in facing the challenges of intellectual conquest. Journal of the College of Education, 27 (107). 297-338.

Arke, T. & Primack , A. (2009). Quantifying media literacy: development, reliability, and validity of a new measure. *EMI Educ Media Int*. 46(1),53-65. doi: 10.1080/09523980902780958

Al-Rufa, A. (2011). Challenges of globalization and contemporary media. Annals of the Literature of Ain Shams, 39, 129- 156.

Al-Shammari, F.. (2010). Media Education, Riyadh: House of Culture.

Alsheri, H. (2015). Cyber Terrorism: Network Warfare. International Arab Journal of Informatics, 4 (8), 2-23.

Bashir, H. (2014). Electronic terrorism in light of the technological revolution and its applications in the Arab world. Political Perspectives, (6), 76-88.

Brosch, A.(2017). Media Education in Poland - needs versus Realty, *Journal of Technology and Information Education*, 1(9), 307-317, Retrieved from https://www.researchgate.net/publication/3 21377023

Ibn Safiya, A.(2018). Media education in the face of terrorist electronic recruitment: a comparison of a strategy to combat the terrorist tide by mastering the mechanisms of new media. Moroccan Journal of Public Policy, (25), 29-53.

Al-Ajlan, A. (2015). Information terrorism. The First International Conference on Combating Information Crimes ICACC, College of Computer and Information Sciences, Imam Muhammad bin Saud Islamic University, 50-65.

Dezuanni, L. & Woods, A. (2014). Media Literacy through Arts Education in Australia. In De Abreu, B. & Mihailidis, P. (Eds.) *Media Literacy Education in Action : Theoretical and Pedagogical Perspectives.* New York: Routledge, Retrieved from https://eprints.qut.edu.au/57220/

Erekat, A. (2017). The role of media education in intellectual security. The first media conference: Media between hate speech and intellectual security. College of Journalism and Media, Zarqa University, 587-595

Fedorov, A.(2014). Media Education Literacy in the World: Trends. *European Researcher*, 67(1-2), Retrieved from https://www.researchgate.net/publication/ 259990816_Media_Education_Literacy_in _the_World

Ibn Marzouq, A.. (2018). Cyber crime: causes and mechanisms of treatment. Journal of Law and Human Sciences, 11 (2), 167-178.

Jeong, H.(2009). Media Education in South Korea: History, Dynamics and Challenges. *Media Education in Asia*, Cheung, Chi-Kim (Ed.)

, Retrieved from https://link.springer.com/chapter/10.1007/978-1-4020-9529-0_6

Jeong, H. et al. (2009). History, Policy, and Practices of Media Education in South Korea. *Mapping media education polices in the world*, UNESCO, Retrieved from , https://www.unaoc.org/images/mapping_media_education_book_final_ version.pdf

Jolls, T. & Johnson, M . (2018). *Media Literacy: A Foundational Skill for Democracy in the 21st Century*, Retrieved from https://www.medialit.org/sites/default/files/HastingsJolls-69.5.pdf

Karat, M. (2017). New Media and Electronic Terrorism: Mechanisms of Use and Challenges of Confrontation, The Wisdom for Communication and Media Studies, (9), 10-36.

Khater, M. (2018). The legal framework for the crime of cyber terrorism. Journal of Economic, Administrative and Legal Sciences, 2 (7), 56-67.

Kotilainen, S. & Kupiainen, R. (2013). *Media and Information Literacy Policies in Finland*. University of Tampere, Finland , Retrieved from https://www.academia.edu/7313441/Media_and_Information_Literacy_Policies_in_Finland.

Khalil, S.. (2019). Suggested educational mechanisms to counter electronic terrorism among undergraduate students from the viewpoint of the faculty at Aswan University. The Educational Journal, (58), 43-91.

Kumar, J. (2018) . *Media Education, Regulation and Public Policy in India* , Retrieved from https://www.diplomatie.gouv.fr/IMG/pdf/KevalKumar.pdf

League of Arab States. (2001). Arab Convention to Combat Terrorism. Cairo: The League of Arab States.

Maghari, A.. (2015). Including media education in the Palestinian curriculum: An exploratory study. The Educational Journal, 30 (117), 291-338.

Nassar, G. (2017). Terrorism and cybercrime. Cairo: Al-Arabi for Publishing and Distribution.

Nacos, L .(2006, August 5-8), Terrorism/Counterterrorism and Media in the Age of Global Communication, *United Nations University Global Seminar Second Shimame-Yamaguchi Session "Terrorism—A Global Challenge"*, 1-19, Retrieved from http://archive.unu.edu/gs/files/2006/shimane/Nacos_text_en.pdf

Qutb, F.. (2018). The relationship between youth perception of the principles of media and digital education and their communication behavior on social media sites and applications. The Arab Journal of Media and Communication Research, 6 (23), 212-236.

Rifai, A.(2017). Educational media. Alexandria: The New University House.

Sabah, K., Amal, K. (2018). Cyber terrorism and its implications for social security: an analytical study. Heritage Magazine, (28), 293-310.

Suzuki, K. (2009). Media Education in Japan: Concepts, Policies, and Practices, *Media Education in Asia* , 131-155, Retrieved from https://link.springer.com/chapter/10.1007/978-1-4020-9529-0_10

Weninge, C. (2017) . *Media literacy education in Singapore: Connecting theory, policy and practice* , 1-15, Retrieved from https://www.academia.edu/27323564/Media_literacy_education_in_Singapore_Connecting_theory_policy_and_practice

Wilson, C.& Duncan, B. (2009). Implementing Mandates in Media Education: The Ontario Experience, *Mapping media education polices in the world*, UNESCO, Retrieved from https://www.unaoc.org/images/mapping_media_education_book_final_ version.pdf