



Examining The Impact Of Iraqi Media Colleges' Curricula On Media Activists' Professional Potential

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Abstract

The review aimed to assess the effectiveness of educational programs in Iraqi media schools in enhancing the professional skills of media activists. It evaluated their mastery of skills, techniques, and knowledge, as well as their responsiveness to these educational elements. The study analyzed the outcomes for graduates, behavior changes, and the impact on technical, human, and interpersonal skills. Using a descriptive analytical method and surveys from Iraqi media professionals, the study concluded that Iraqi media curricula significantly develop activists' skills in performing their work and handling media technologies. These programs also foster professional behaviors, attitudes, ideas, and emotional aspects, while enhancing technical and interpersonal skills. The study found a strong connection and responsiveness from media activists to the educational content provided. Graduates are valuable to society, demonstrating high success rates and efficiency. Overall, Iraqi media schools play a crucial role in developing the necessary skills, knowledge, attitudes, and behaviors of media activists, holding a significant position in the academic market.

Keywords: education, learning, school curricula, media, capabilities.

دراسة فاعلية المناهج الدراسية في كليات الإعلام العراقية على القدرات المهنية للناشطين الإعلاميين
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خلاصة

هدفت المراجعة إلى تقييم مدى فاعلية البرامج التعليمية في مدارس الإعلام العراقية في تعزيز المهارات المهنية للناشطين الإعلاميين. وقامت بتقييم إتقانهم للمهارات والتقنيات والمعرفة، فضلاً عن استجابتهم لهذه العناصر التعليمية. قامت الدراسة بتحليل النتائج بالنسبة للخريجين، والتغيرات السلوكية، وتأثيرها على المهارات الفنية والبشرية والشخصية. وباستخدام المنهج الوصفي التحليلي واستطلاعات رأي الإعلاميين العراقيين، خلصت الدراسة إلى أن المناهج الإعلامية العراقية تطور بشكل كبير مهارات الناشطين في أداء عملهم والتعامل مع تقنيات الإعلام. تعمل هذه البرامج أيضاً على تعزيز السلوكيات المهنية والمواقف والأفكار والجوانب العاطفية، مع تعزيز المهارات الفنية ومهارات التعامل مع الآخرين. وجدت الدراسة ارتباطاً واستجابة قوية من الناشطين الإعلاميين للمحتوى التعليمي المقدم. يعتبر الخريجون ذوو قيمة للمجتمع، حيث يظهرون معدلات نجاح وكفاءة



عالية. بشكل عام، تلعب مدارس الإعلام العراقية دورًا حاسمًا في تطوير المهارات والمعرفة والمواقف والسلوكيات اللازمة للناشطين الإعلاميين، وتحتل مكانة مهمة في السوق الأكاديمية.

الكلمات المفتاحية: التعليم، التعلم، المناهج المدرسية، الإعلام، القدرات.

1 Introduction

The media specialty is one of the most important fields globally. The role of a media professional is serious and demanding, having a significant impact in conveying reality as it is, uncovering truths, and highlighting human issues. Journalism requires special skills, qualifications, and specific training. It demands patience, the ability to endure long working hours, and boldness and impartiality in presenting topics.

Since universities graduate media professionals and prepare students for the workplace, they must design and reformulate appropriate pedagogical curricula. Educational curricula are the cornerstone of the educational process, nourishing generations with information and knowledge. It's essential to focus on educational content, meaningful teachings, and sound, holistic upbringing to achieve progress and prosperity for the country. In this context, Iraqi colleges of media and journalism strive to be a distinguished platform for developing the media skills of their students and graduates. They offer courses and a training mechanism aimed at forming a well-rounded media personality in students, emphasizing continuous development and the integration of skill and cognitive formation. They place students in an applied work environment throughout the year, starting from the early stages of their enrollment. These colleges are committed to providing an education that blends theoretical knowledge with practical experience, ensuring that students are well-prepared to meet the demands of the media industry. By doing so, they contribute significantly to the advancement of media professionals who can effectively serve society and contribute to the nation's growth and development.

Educational curricula are powerful tools for achieving society's most important goals and aspirations, and every society that attempts progress, development, and growth seeks with all its effort to formulate and reformulate its educational curricula. The best example of this is the experience of the United States of America in reviewing and developing science and mathematics curricula in an effort to compete with Russia in space exploration.

Educational and educational curricula can develop the capabilities, readiness and inclinations of the individual, and direct him to serve the interest of the group. Educational programs derive their philosophy and goals from the philosophy and goals of society.

The media is one of the fields that influence all aspects of the political, economic and cultural life of society, and the media is an important part of the media sector



and its tool and human power must be well prepared and the level of its professional capabilities must be raised.

Hence, the study attempts to determine the effectiveness of curricula in Iraqi media colleges in developing the professional capabilities of media activists in terms of:

1. Stimulating scientific thinking, creative thinking, and critical questioning.
2. Preserving religious and cultural identity as a framework that guides his personal and public actions and ambitions

As a basis for his scientific and technical choices through content and curricular and extracurricular activities.

3. Strengthening learners' awareness and ability for self-initiative and competition.
4. Creativity and innovation in solving problems.

The curriculum is considered the backbone on which the process of establishing and building scientific, cognitive and educational foundations is built, regardless of their ages, stages of teaching, and the goal to be achieved, especially with the new global teaching system that is based on lifelong learning, so that individuals must be lifelong learners in order to enable them to manage and understand quantities. They must be able to solve complex issues in a science full of rapid changes, and they must be creative thinkers who can innovate in a world that offers open access to knowledge. In short, we all need the skills to navigate life in a complex and constantly changing environment.

In the current era, the curriculum is increasingly viewed as the cornerstone of comprehensive educational reforms aimed at achieving high-quality educational outcomes. Contemporary curriculum development processes frequently involve public debate and consultation with a range of stakeholders, and the curriculum gradually evolves into a topic of debate. , policy experts, practitioners, and society in general, and in the media sector, as a directive, educational, and educational news sector that is very influential in the attitudes, behaviors, and knowledge of individuals and societies alike, and therefore the sound health state of this sector is extremely important, and therefore the elements to achieve this state must be provided, Perhaps media colleges are one of the most prominent institutions producing media human resources, and therefore the inputs of these colleges play a role in the level of quality of media human resources. Here, the curricula are considered one of the most important inputs of media colleges, which are important in providing students with information according to appropriate modern methods, and from here stems the importance of research. In terms of the need to evaluate the



effectiveness of curricula in Iraqi media colleges, as they are an important source for shaping the professional capabilities and skills of media activists.

1.1 research aims

The primary purpose of this study is to identify the effectiveness of the Iraqi media colleges' curriculum in developing the professional capabilities of media activists, to determine the level of learning skills, techniques, and facts of media activists through the Iraqi media colleges' curricula. The level of reaction of media activists to the skills, techniques, and facts of the curriculum in Iraqi media schools, and determining the level of results obtained by media activists graduating from Iraqi media schools, indicates the degree of behavioral change of graduated media activists.

1.2 Research questions

1.2.1 Basic question

How effective are the curricula in Iraqi media colleges in developing the professional capabilities of media activists?

1.2.2 Sub-questions

1. What is the level of media activists' learning of skills, techniques, and facts across the curricula in Iraqi media colleges?
2. What is the level of reaction of media activists to the skills, techniques and facts of the curricula in Iraqi media colleges?
3. What is the level of results achieved by media activists who graduated from Iraqi media colleges?
4. What is the level of behavioral change among media activists who graduated from Iraqi media colleges?
5. What is the impact of the curricula in Iraqi media colleges on the level of technical, human and communication skills?

1.3 Hypothesis

1.3.1 Basic hypothesis

Media colleges and departments in Iraqi universities are greatly interested in developing educational curricula to keep pace with the times and the dynamic changes required by the media labor market at the local and international levels, with the aim of enhancing the cognitive and mental development of student community members and improving the level of their abilities and competencies.



1.3.2 Sub-hypotheses

1. The level of media activists' learning of skills, techniques, and facts through the curricula in Iraqi media colleges is very effective.
2. The level of reaction of media activists to the skills, techniques and facts of the curricula in Iraqi media colleges is characterized by great effectiveness.
3. The level of results achieved by media activists who graduated from Iraqi media colleges is characterized by great effectiveness.
4. The level of behavior change for media activists who graduated from Iraqi media colleges is characterized by moderate effectiveness.
5. There is a significant impact of the curricula in Iraqi media colleges on the level of technical, human and communication skills.

2 Related works

2.1 Arabic Studies

1. Study by Yomni Muhammad, (2020), Anticipating the future of visual media directed to children via Egyptian satellite channels in light of the media standards booklet (the media content code directed to children). This study attempts to predict the future of video media directed to children via Egyptian satellite networks.

Consider the challenges created by the issuance of the Media Standards Directive, including ethical codes for media professionals.

For the child, it is necessary to work within its framework and subsequent developments, both in form and in media content.

Or the complexities that may seem imposed on media decision-makers and policy makers – once standards are set.

Making changes to the articles of the Code of Conduct or Code of Conduct under consideration.

This study was conducted with the aim of analyzing the elements of the media content code directed to Egyptian children and comparing them with the behavioral codes. The Arab media respects the codes in order to know the strengths and weaknesses by following a systematic scientific approach, selecting the research sample consisting of five academics and twenty-five experts using a survey method and using qualitative analysis and in-depth interviews.

2. A study by Iman Al-Sayed, (2020), the attitudes of the academic elite towards activating the principles of media education among university students. This study



was conducted with the aim of identifying the position of the academic elites on the use of media education in Egyptian universities. It is a descriptive study based on the survey method and the research sample includes 200 people. Among the academic elites in media faculties at public and private universities in Egypt, the questionnaire and its most important results were as follows:

The best way to teach media to students is through training workshops, discussion, and the exchange of opinions and viewpoints between the student and the teacher, and real experience through the production of media materials in which the students participate, while the presentation method through lectures given by the teacher to the students was behind the teaching methods.

The results indicate that the greatest danger perceived by academic elites is students' unconscious contact with the media.

The media includes: stimulating sexual instincts, stimulating aggressive tendencies, isolating students from social issues, delaying education, destroying social and religious values, and negative indifference.

- There are statistically significant differences between the nature of the academic qualifications of academic elites (teacher - assistant professor - statistician professor - retired professor) and their position on methods of activating the principles of media education among university students.

3. Al-Khonaini's (2019) study, the different effects of digital media education on adolescents, by identifying the negative, positive, cognitive, behavioral, and emotional effects of digital media education on adolescent students. This study belongs to the type of descriptive studies, and relies on the media survey approach, and chose A deliberate sample of adolescents (the study population) numbered 374 individual students (males and females) in Damietta Governorate. The study relied on collecting information on a questionnaire tool. The study concluded with several results, the most important of which are: the existence of a positive correlation between the positive effects of digital media education on adolescents. And each of: (the duration of use of the digital world, and the means of use), while there is no relationship between the positive effects of digital media education on adolescents and each of: (the place of browsing, the number of browsing times they received, and the duration of browsing), on the other hand. Adolescents were positive about digital media literacy, while they were not affected by the place of browsing, the number of browsing times, and the duration between the effects of browsing. You also found a positive, negative, statistically significant correlation for digital media literacy on adolescents and each of the following: (means of use, number of browsing



times), While there is no relationship between the negative effects and: (browsing location, duration of use, and browsing duration).

. 4- Al-Askari study (2017), monitoring the role of the communicator in presenting the concepts of media education and the extent of awareness of 7 secondary school students. The study belonged to descriptive studies, used a survey method, and the study was applied to a sample of 54 individuals from the communicators in school media at the secondary stage. (450) female members of secondary school students (government general secondary education, private general secondary education, and technical education). The study relied on the questionnaire sheet as a tool for collecting information about the sample. Two questionnaire forms were applied to the study sample, and the study reached several results, the most important of which were: the secondary school's interest in media activities, and one of the manifestations of this interest was the guidance in continuous activity by the activity's supervisors, the presence of incentives for participating students, satisfaction with having a specific time to practice, and also determined For students, how to participate in the activity, and which media activities in the school, and the results of the study demonstrated that supervisors of media activities were academically prepared for the secondary stage, and academic preparation helped them to acquire some skills, including: proficiency in the arts of journalistic production, understanding the goals of media activity, and working on Organizing media competitions, following up on developments in the field of specialization, as well as being aware of the traits and characteristics of students in the stages of general education.

5. Suleiman's (2017) study entitled The effectiveness of teaching based on research projects and discussion circles in developing scientific research and systemic thinking skills among student teachers at the Faculty of Education at Al-Azhar University.

1. Purpose of the study:

The study aimed to determine the effectiveness of teaching according to the method of research projects and discussion circles in enhancing scientific and systemic research skills among students of the Geography Department at the Faculty of Education, Al-Azhar University.

2. Study Approach:

The research relied on the descriptive approach in order to study modern trends in the field of scientific research skills, analyze the skills that student teachers must have at Al-Azhar University, College of Education, and determine a special strategy for teaching according to this research.



The researcher also used the experimental method in order to know the relationship between teaching according to the method of research projects and discussion circles and the acquisition of scientific and systemic research skills among students at the Faculty of Education, Al-Azhar University.

3. Results:

The results of the study showed that there were statistically significant differences between the average scores of student teachers in the groups in the application of the achievement test for the cognitive aspects of scientific thinking skills, as well as in the application of note cards and the graded rating scale.

The results also showed that there were statistically significant differences between the average scores of the groups in the application of the systemic thinking test.

. Ghabayen's (2004) study entitled A proposed program for training technology teachers in the basic education stage in Palestine based on their training needs.

1. Objective of the study:

The study aims to:

1. Preparing a training program for technology teachers in the basic education stage. This preparation will be according to the needs of the basic stage students themselves.
2. Knowing the teaching and training methods that technology teachers need in the basic education stage from the point of view of these same teachers.
3. In preparing the training strategy, refer to the educational literature on teacher training.

2. Study curriculum:

The researcher relied on the experimental method, where he chose a random sample of technology teachers in Gaza schools to measure their needs and take their opinions to prepare a training program that meets their teaching needs. The researcher used the questionnaire as his tool to measure and explore their opinions.

3. Study results:

The study found that there are training needs for teachers, and the majority of these needs are in skill and scientific competencies. The researcher recommended paying attention to raising the competencies of technology teachers, building training programs based on their training needs, and implementing the training program.



8- A study by Aziz (2009), entitled: Conversation and electronic chat forums, a study of the motivations for recruitment and the repercussions on the individual and society.

Purpose of the study:

The study seeks to identify the groups that most use chat forums, explain the needs that Internet users aim to achieve through electronic chat, identify the areas in which electronic chat forums are resorted to, explain the motives for using these forums to a greater extent than other Internet services, and determine the effects resulting from the use of these forums. At both the individual and group levels.

Study methodology:

The descriptive approach suits the goal of the study, as a simple random sample was selected. The research sample consisted of (220) individuals who use electronic chat forums from varying age levels, whose ages range from (15 - to less than 20) years, and from (20 to less than 25).) years, and from (25- to 30) years. The questionnaires were distributed in (11) Internet cafés, and to individuals who have the Internet in their homes.

The questionnaire was also divided into two parts: The first: a special form for collecting primary data that included factors (gender/age/educational level/marital status). The second: composed of several factors:

- 1- How to use the sample for electronic chat forums.
- 2 - Reasons for using electronic chat forums.
- 3 - Needs satisfied as a result of use.
- 4- Negative and positive results of use at the individual level.
- 5- The negative and positive effects of use at the collective level.

Results:

Internet cafes are the preferred place to use chat forums, especially at night. Most of the respondents use the chat forums for more than two hours, and most of the respondents tend to engage in individual chatting to a greater degree than group chatting, as the age group between (15-25) years is the most used group for these forums. The results of the study also showed that the majority of respondents believe that direct relationships are better than virtual relationships, and that most of the respondents do not feel isolated from their social surroundings due to chatting, as (59%) of them consider that electronic chatting gives them the ability to overcome feelings of loneliness, and there is A group of respondents consider that the negatives



of conversation are that it leads to isolation from society and feelings of frustration, and also causes moral corruption.

2.2 Foreign studies

1). The study by Gocalvo, Simiglio, and Cervi (2021) is entitled Analysis of Journalism and Communication Studies in the Best Universities in Europe: Competencies, Objectives and Roles.

1. Purpose of the study:

The study aimed to analyze 17 curricula in journalism and media from more than 8 European universities specializing in media.

2. Study Approach:

The researchers relied on the quantitative-qualitative approach by analyzing the academic curricula, focusing on 687 subjects, and studying the type of courses, credits, and topics and their distribution in the curriculum. Good practices are identified, and trends in curriculum design are indicated. Furthermore, a curricular content analysis of the selected degrees was carried out, based on a series of indicators: structure and credit system, objectives of studies, competencies and professional profiles.

3. Results:

The study concluded:

1. Journalism and communication degrees from the best universities in Europe tend to focus mainly on theoretical courses, research methodologies and elective courses, encouraging a critical outlook rather than focusing on an educational model based on professionalism and learning tools and techniques.

2. The educational curricula in the eight universities that were studied are not yet ready to keep pace with the structural changes in the media profession that have occurred in recent years.

2). Rhonda Brett (2018) Case-based education: A strategy for contextualizing journalism curricula in East Africa.

1. Objective of the study:

The study aims to:

1. Exploring the range of educational strategies used in the Faculty of Arts' Master of Digital Journalism to support the multimedia production skills of East African journalists drawing on constructivist theories of learning.



2. Describe the issue framing process used to inform curriculum design to ensure the program is environmentally relevant.

3. Describe three innovative approaches that can be used in case-based learning to contextualize learning to ensure cognitive relevance.

2. Study curriculum:

The researcher used the descriptive analytical method to describe the reality of journalism and media education in East Africa and analyzed the information and data to develop education strategies to develop the skills of journalists in East Africa. The researcher also relied on the case study approach, where he studied the cases of education in the Master of Arts in Digital Journalism in the College of Arts in order to come up with an innovative approach to qualifications and professional media training to develop and acquire skills for media professionals.

3. Results:

The study concluded that:

1. Preparing journalism graduates for the future requires that curricula be in an environmental and cognitive context.

2. Develop cognitive flexibility in the form of advanced thinking and problem-solving skills.

3. The proposed educational strategies provide an implementable framework for maintaining relevance to the cognitive environment of journalism education at all times.

4. This program has implications for both the curriculum planning process and the strategies used in designing program content and the learning experience. Citing the experiences of implementing a new Master in Digital Journalism in Kenya.

5. Integrating the three cases through the curriculum develops the necessary skills for journalists to adapt to rapidly changing professional and social contexts.

6. The result of this systematic approach to curriculum development is a flexible, spiral-bound curriculum that promotes cognitive flexibility while addressing discrete educational issues facing East African journalists.

Bevlin Dube's (2013) study entitled *The Challenges of Journalism Education and Training in a Transforming Society: A Case Study of Three Selected Institutions in South Africa After 1994*.

1. Purpose of the study:



The study aims to:

1. Research into the challenges facing education and training in the field of journalism in the post-1994 era that has brought about a transformation in South Africa. Before 1994, South Africa had three distinct university systems with different ideological orientations, namely historically Afrikaans-language universities, historically English-language universities, and historically black universities.
2. Researching the trends in the university system that created a typical schism in the field of media and the emergence of democracy in 1994 necessitated questioning this division in higher education.
3. To determine whether media curricula in three selected university institutions in South Africa after 1994 have transformed in line with the transformation process in the country and whether there is a need to change media curricula so that they can meet the challenges of society in the transformation phase. Postcolonial theory, the development journalism model, and the philosophy of ubuntu were considered the most appropriate theoretical starting points for curriculum analysis.

2. Study Approach:

The researcher used a qualitative and quantitative approach, where qualitative data was collected through the use of program documents from selected higher education institutions and a semi-structured questionnaire distributed to program coordinators. Quantitative data were obtained through a structured questionnaire completed by students in the selected programs. The qualitative data obtained were analyzed using qualitative content analysis, while the quantitative data were analyzed using the statistical package SPSS version 18. The data were then analyzed and discussed in terms of the selected theories.

3. Results:

The study revealed that the three programs rely heavily on Western epistemologies. Programs have a close relationship with the media industry, a relationship that can sometimes be a double-edged sword. The results also show that program coordinators in these programs are not averse to changing curricula provided the process takes into account Western epistemologies. The results also showed that in terms of gender and race, the shift was either insignificant or non-existent. Finally, all three programs do not teach their students to report in Indigenous languages.

4. Hill & Wicklein (2000) study titled Great Expectations: Technology Education Teacher Preparation for New Roles and Responsibilities.



1. Purpose of the study:

This study aimed to identify the extent to which technology teachers possess the competencies necessary for them to perform their tasks and responsibilities

2. Study Approach:

In this study, the researchers followed the descriptive analytical approach, as the researchers prepared a questionnaire that included 41 items distributed over several axes: teaching skills - mastery of technology content - thinking skills - directing students - classroom management - administrative work). The study sample consisted of 145 technology teachers in the state of Georgia who had less than two years of experience in the field of teaching technology.

3. Results:

The study concluded that the axes of teaching skills and thinking skills ranked first and second, respectively, and among the teaching skills that teachers feel most possessed is planning and taking into consideration the training needs of students. There are some competencies necessary for a technology teacher that teachers felt they did not have, such as: TM Maintaining and maintaining the equipment in the technology laboratory TM Effective employment of devices, materials, equipment and means in the teaching process TM Managing and documenting the processes of requesting materials, supplies and equipment. With the recommendation to train teachers to practice the competencies that they feel they are unable to achieve during service

3 The concept of media and its definition

Information, in terms of language, is derived from the verb (I know), and its meaning is to introduce and inform others. According to Dr. Ibrahim Imam, it is to inform, and it is said that I conveyed the message to the people, meaning I brought them to the desired thing, and the message is what informs you and reaches you.

Terminologically, media is defined as a process of transmitting information and intellectual and behavioral cultures in a specific way, through tools, media and publication, with the intention of influencing whether the expression is the public's mentality or its instincts.

The definitions provided by researchers for the media varied and varied, including:

_ Providing the masses with the greatest possible amount of correct information or clear facts.

_ Providing people with correct news, sound information, and established facts that help them form a correct opinion about an incident or problem, so that this opinion



expresses an objective expression of the mentality, trends, and inclinations of the masses.

Persuasion through information, facts, numbers and statistics, which is the objective expression of the masses' mentality, spirit, inclinations and trends at the same time, and it is not a subjective expression on the part of the media person, whether he is a journalist, a radio broadcaster, or one who works in cinema or television.

It is understood from these definitions that media is: a process of objective expression based on facts, figures, and statistics and aims to organize interaction between people through its many means, including the press, radio, cinema, television, and others.

3.1 Definition of media

3.1.1 The media:

It is the sum of the technical, material, news, artistic, literary and practical means that lead to collective communication with people directly or indirectly within the framework of the educational and guidance process for society.

3.1.2 Connection:

Dr. Samir Hassan defines communication as: the main process that may include various sub-processes or aspects of activity that may differ in terms of their objectives, but they all agree among themselves in that they are processes of communication with the masses, and among these processes are media, propaganda, public relations, and advertising.

Some believe that communication is a general psychological and social phenomenon, and that the media is one of the methods of this phenomenon, which is concerned with objective and truthful reporting of incidents and information at the level of large audiences and for the purpose of news, education, upbringing, entertainment, or for all of these purposes combined.

Third. Media influence theories:

The media affects the lives of the masses in one way or another and works to direct them and build their ideas and to explain how and in what ways the media and the media influence society. There are many theories as many thinkers and researchers each approached them from a specific perspective. There are those who exaggerated the influence of the media and made it absolute with the magic bullet theory, and some of them disagreed and considered that there is a selective and selective effect regarding communication processes and media contents with the unique differences



theory, and there are also those who consider that there is a strong social basis for this. Influence and linking it to social relations.

First: Individual Differences Theory:

This theory assumes that each individual has characteristics or characteristics that are distinct from others, resulting in different reactions to the means of communication. This approach takes into account the differences between individuals when interpreting different actions towards the same message.

In this theory, the recipients are not a supportive unit in mass communication and do not receive everything that is broadcast on a single basis or with a single meaning. There were two principles that governed this: selective perception and attention. There are different types of recipients who interpret the same content of the means of communication in many different ways. These two principles can be interpreted as follows:

1. Selective attention: This principle considers that the audience cares about and selects media meanings themselves and neglects other meanings due to several factors such as: their knowledge, affiliations, desires, or trends, or other social reasons such as: nature of work, degree of education... etc.
2. The principle of selective perception: The individual perceives and interprets the content of the media message, each according to his psychological characteristics, behavioral tendencies, or social affiliations. All of these factors are considered individual differences between people that must be taken into account. As a result of these two principles of individual differences, individuals will each act differently toward the same media message, and one cannot act like the other.

4 Educational curricula

4.1 Curriculum concept

4.1.1 The curriculum in the old sense

The origin of the concept of the curriculum goes back to the ancient Greeks in Greece, where the content of ancient Greek education was what they called the seven arts, which are divided into three categories, which are grammar, logic, and rhetoric, and four parts, which are arithmetic, geometry, astronomy, and music.

In the past, the curriculum or curriculum took on a meaning and content corresponding to the content of the academic subjects and was defined as: the different topics that must be specified for study in each of the subjects.

This old concept is compatible with the goals of the traditional school, in which only the scientific subject was the main focus of the educational process.



In order for us to be able to prepare this curriculum in its old or traditional sense, we must take several steps, the most important of which are:

1. Renewing the study subjects that the student must study.
2. Choosing the information that should be included in each subject and distributing it over the academic years.
3. Preparing and printing textbooks.
4. Determine the appropriate method for teaching each subject.
5. Develop a test that is appropriate for each subject in order to measure the extent of students' achievement.

In other words, the curriculum, in its traditional sense, was limited to everything that revolved around the academic subject. It focused on the information provided and not on the student. It relied mainly on the prescribed textbook, tests, and success in them without any reference to the activities and experiences that the student must acquire, whether emotional, cognitive, or motor. .

From the above, we can extract several characteristics of the curriculum in the old sense:

1. It focuses on transferring knowledge and heritage from generation to generation.
2. It consists mainly of academic curricula and focuses on memorization and memorization.
3. It takes the cognitive domain into account rather than the student's emotional and motor domain.
4. The only learning source is the textbook only.
5. It does not take into account individual differences because the materials apply to everyone.

Many criticisms have been directed at the curriculum in the old sense because of its nature and the topics it consists of and covers, as it no longer keeps pace with the times and meets the needs of learners. The most important of these criticisms are:

1. The failure of the traditional curriculum to pay attention to all aspects of education, as it was concerned only with the psychological aspect, and the role of the school was determined only by knowledge and information, without the psychological, social, emotional, and intellectual aspects. The information was provided to them temporarily, ending with the end of study and success in exams.



2. Narrowing the role of the teacher, as his task was only to explain the lesson and memorize the students. He performed his task through coercion, not persuasion, and did not take the opportunity to guide the students' behavior well.
3. One of the most important criticisms of this approach is the teaching method that relies on instruction from the teacher only.
4. The traditional curriculum neglected the applied scientific field in teaching and focused on the theoretical field alone.
5. The traditional curriculum resorted to examinations only as a means of determining and measuring the extent of students' achievement and neglected other activities and activities.
6. This approach focused on the cognitive aspect only on the lower levels, such as memorization, retrieval, and memory, and neglected the higher levels, such as criticism, innovation, and creativity.
7. The curriculum neglected individual differences among students and did not take into account all levels, needs, and inclinations of the students, and required them all to reach the same academic achievement level.
8. Due to the shortening of the teaching process in school, the curriculum distanced itself from its surrounding environment and was isolated from the problems of life and society, and thus the individual was unable to contribute to solving and treating them.
9. The traditional curriculum neglected motor and physical activities, which led to the neglect of skill education for students

5 The concept and definition of education

5.1 Education concept:

Learning is a characteristic by which humans excel over other living creatures, and this process plays a major role in human life. Through it, the individual adapts to the surroundings, the individual's experience increases, he acquires various skills, and the individual acquires new behavioral patterns or changes and modifies previous patterns.

5.1.1 Definition of education:

Scientists and researchers did not agree on a unified definition of the education process, so several definitions emerged, the most important of which are:



Janet said: It is a change in individuals' capabilities that enable them to perform a certain performance, which is a change in insight, behaviour, performance and motivation.

There are those who define it as a change in the processes of receiving and processing information.

5.1.2 Education objectives:

Professional recruitment:

It prepares the individual to make money. Education should enable him to do a productive job and earn enough for himself and his family. It must make the young man a citizen who produces the limits of his natural and acquired abilities. Youth must be empowered to play a productive role in society.

5.1.3 Socialization:

The first and most important goal of education is to complete the socialization process. Although the family is a great source of socialization, in the modern era it leaves a lot behind in the socialization process.

Cultural Heritage:

Education aims to transmit cultural heritage. By cultural heritage we mean knowledge of the past, its art, literature, philosophy, religion and music. Through historical books and indirectly through the celebration of national holidays the child is familiar with his cultural heritage. However, it is only at higher levels of education that any serious attempt is made to achieve this goal.

5.1.4 Learning theories

There are many theories and scholars who have discussed learning methods and how learning occurs, and the most important of these theories are the following:

1.The old connectionist theory:

The philosopher Aristotle is the first to present ideas about the place of connection in the educational process. He was the one who created the beginnings of this theory, which contributed to the advancement of this trend. Many philosophers took these ideas and adopted them, such as Hobbes, John Locke, and John Stuart Mill, and it was known as the connectionist school.

Aristotle finds that knowledge is composed of many sensations and forms ideas through interaction with the environment.



In the beginning, these ideas are simple, but they quickly intertwine to become complex, and this is confirmed by the principle of interconnection, where complex ideas are formed by the interconnection of simple ideas together.

5.1.5 Pavlov's theory of learning:

It is also called simple conditional response theory. Originally, this theory is a theory of learning as it attempts to analyze how reinforcement contributes to the acquisition of a specific action, that is, a specific response, and the acquisition of learning for individuals.

Learning is nothing but a stimulus and a response, and this theory is considered a behavioral theory.

The main hypothesis of the theory is: If the same circumstances are presented to an individual, the individual will provide the same responses

6 Population and research sample

6.1 research community

A community is a complete gathering of individuals who share common characteristics and are not necessarily united by a single geographical area. The study community is rarely the same as the community as a whole and is often part of it. Some members of the community may fall out of the scope of the study community for many reasons.

The research community expresses all the statistical vocabulary on which it is desired to carry out statistical research. Moreover, the statistical communities include statistical units that change according to time, and some of which are fixed with change in time.

6.2 The study sample:

The sample is the items that are randomly selected from the study population to apply the study method to it. Through it, we can judge the whole, i.e. society, using the part. In order for this judgment to be objective and accurate, special attention must be paid to selecting the sample, and this process is called sampling.

In order for the sample to be valid, it must be chosen so that it represents the community, that is, it has the same characteristics as it, so that its results can be generalized to the community.

In our study, the research community includes all media professionals in Iraq with all their specializations, and a purposeful sample of 262 media professionals will be selected to identify their attitudes regarding the effectiveness of curricula in Iraqi media colleges in developing the skills of media activists.



Purposeful sampling, or what is called non-probability sampling, is one of the types of samples in scientific research. It is defined as a sampling method in which the researcher selects samples based on the researcher's subjective judgment instead of random selection. It is a less stringent method and this sampling method relies heavily on... Researchers' experience It is carried out through observation, and is widely used by researchers for qualitative research.

Purpose sampling is a sampling method in which not all members of a population have an equal opportunity to participate in the study. Unlike probability sampling, each member of the population has a known chance of being selected. Purpose sampling is more useful for exploratory studies such as a pilot survey (post a survey on smaller sample compared to a predetermined sample size), researchers use this method in studies where random probability sampling is impossible due to time or cost considerations.

7 Research Methodology

Research methodology means the set of general rules that the researcher adopts in coordinating his data and ideas in order to reach the results expected from the research. The research method that the researcher can use in the desired research is determined according to the phenomenon and problem to be studied and according to its characteristics, as some problems and phenomena cannot be studied except with separate methods.

This applies to research and studies in the humanities, social, political and media sciences.

The research aims to determine the effectiveness of curricula in Iraqi media colleges in terms of stimulating scientific thinking, creative thinking, and critical questioning among media activists. And identifying the effectiveness of the curricula in Iraqi media colleges in terms of preserving religious and cultural identity as a framework that guides one's personal and public actions and ambitions and as a basis for one's scientific and technical choices through the content and curricular and extracurricular activities of media activists. What is most suitable for this type of research and studies is the quantitative approach.

7.1.1 Quantitative approach:

The quantitative method is a research approach that relies on collecting and analyzing digital data to study and understand phenomena. It involves the use of structured research designs and statistical techniques to collect objective information and draw conclusions. The quantitative method is commonly used in fields such as social sciences, economics, psychology, and natural sciences.



The quantitative method depends on formulating a hypothesis or research question and designing a study to test it. They collect data through different methods, such as surveys, experiments, observations, or existing databases. The data collected is usually in the form of numbers or measurements, allowing for statistical analysis.

7.1.2 Characteristics of the quantitative method

Quantitative data is analyzed using statistical techniques to identify patterns, relationships, and trends. Researchers use descriptive statistics, such as means, frequencies, and percentages, to summarize and describe data. They also use inferential statistics, such as correlations, regression analysis, and hypothesis testing, to make inferences and draw generalizations about a population based on sample data.

The primary goal of the quantitative method is to provide objective and empirical evidence, allowing researchers to make reliable and generalizable inferences and emphasizes the use of rigorous data collection procedures, standardized measurement tools, and statistical analysis to ensure the validity and reliability of the results.

However, it should be noted that the quantitative method has its limitations. It mainly focuses on measuring observable variables and may not adequately capture complex or subjective factors. Additionally, it may not be suitable for studying phenomena that are difficult to measure or require in-depth understanding. In such cases, qualitative methods, which emphasize subjective experiments and in-depth exploration, can complement the quantitative approach.

8 Study tool

The study tool is the electronic questionnaire, which is divided into two parts:

- Demographic variables:

Gender - age - marital status - practical qualification

- Questionnaire axes:

The first axis: The level of media activists' learning of skills, techniques, and facts across the curricula in Iraqi media colleges.

The second axis: The level of media activists' response to the skills, techniques, and facts of the curricula in Iraqi media colleges.

The third axis: The level of results obtained by media activists who graduated from Iraqi media colleges.



The fourth axis: The level of behavior change for media activists who graduated from Iraqi media colleges.

The fifth axis: The impact of the curricula in Iraqi media colleges on the level of technical and human skills

Table 1

Number of questions	questions	Axis number
4	4-1	The first axis
4	8-5	The second axis
4	12-9	The third axis
4	16-13	fourth Axis
3	19-17	Fifth axis
19	19	the total

9 Reliability and validity analysis and descriptive statistics

Validity and reliability of the study tool:

Cronbach's Alpha scale was used to test the validity and reliability of the research tool, and the results were as shown in the following table:

Table 2

Honesty Coefficient	Reliability Coefficient (Alpha)	Number Of Phrases	The Hub
0.950	0.903	4	The First Axis
0.962	0.926	4	The Second Axis
0.946	0.896	4	The Third Axis
0.965	0.933	4	Fourth Axis
0.958	0.919	3	Fifth Axis

The second axis: The level of reaction of media activists to the skills, techniques, and facts of the curricula in Iraqi media colleges. The following table (6) shows the values of the arithmetic mean and standard deviation of the sample members' answers to the statements of the second axis in the questionnaire as follows:

Table 3



The result	standard deviation	SMA	The phrase	Serial Number
OK	0.787	3.87	Media activists interact and respond to the skills that Iraqi media colleges provide them through their curricula.	1
OK	0.785	3.91	Media activists interact and respond to the technologies provided to them by Iraqi media colleges through their curricula.	2
OK	0.826	3.94	Media activists interact and respond to the information and experiences provided to them by Iraqi media colleges through their curricula	3
OK	0.854	3.89	. Media activists interact and respond to acquire media behaviors provided to them by Iraqi media colleges through their curricula	4

The third axis: The level of results obtained by media activists who graduated from Iraqi media colleges.

The following table (7) shows the values of the arithmetic mean and standard deviation of the sample members' answers to the third axis statements in the questionnaire as follows:

Table 4

The Result	Standard Deviation	Sma	The Phrase	Serial Number
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Ok	0.895	4.05	Graduates Of Iraqi Media Colleges Who Are Media Activists Constitute An Added Value To Society.	1
Ok	0.939	3.69	Media Activists Who Graduate From Iraqi Media Colleges Have High Success Rates.	2
Ok	1.016	3.59	Graduates Of Iraqi Media Colleges Who Are Media Activists Are Highly Competent.	3
Ok	0.905	3.67	The Certificates That Iraqi Media Colleges Grant To Media Activists Are Highly Rated In The Academic Market.	4

10 General results

1. Iraqi media colleges develop, through their curricula, the level of skills of media activists in performing their work, in addition to the capabilities of media activists in dealing with media technologies.
2. Iraqi media colleges contribute, through their curricula, to developing the knowledge required to perform the work of media activists.
3. Media colleges are able to raise the level of media activists in performing the various tasks assigned to them.
4. There is interaction and response by media activists to the skills, techniques, information, experiences, and acquisition of media behaviors that Iraqi media colleges provide them through their curricula.
5. Graduates of Iraqi media colleges who are media activists constitute an added value to society in addition to being distinguished by high success rates.
6. Graduates of Iraqi media colleges who are media activists are highly competent.



7. The certificates that Iraqi media colleges grant to media activists are highly rated in the academic market.
8. Iraqi media colleges, through their curricula, contributed to developing the professional behaviors of media activists, developing the attitudes of media activists, developing the ideas of media activists, and also contributed to developing the emotional aspects of media activists.
9. Curricula in Iraqi media colleges contribute to raising the level of technical, communication and human skills of media activists.
10. There are statistically significant differences between the first group, whose activists found that the school curricula provided them with the skills, techniques, and experience necessary to perform their work, and between the second group, whose activists did not benefit from the school curricula, and from the arithmetic average of each group, we can know the difference between the two groups, as The average of the first group (4.1821) is greater than the average of the second group (2.8476), and this difference between the two averages is a statistically significant difference. This indicates that the curricula in Iraqi media colleges are effective and teach and provide media activists with the skills, techniques, and facts necessary to perform their duties as media activists.
11. There are statistically significant differences between the first group whose media activists responded to the curricula in Iraqi media colleges and the second group whose media activists did not respond to the curricula in Iraqi media colleges. From the arithmetic average of each group we can know the difference between the two groups, as the average of the first group (4.1143) is greater than the average of the second group (2.7500).
12. There are statistically significant differences between the level of results obtained for media activists who graduated from Iraqi media colleges, which shows that there is a difference between the academic qualification categories of the sample members in the level of results obtained for media activists who graduated from Iraqi media colleges.
13. There are statistically significant differences in the level of behavior change for media activists who graduated from Iraqi media colleges, which shows that there is a difference between the academic qualification categories of the sample members in the level of behavior change for media activists who graduated from Iraqi media colleges.
14. There is a statistically significant relationship between the level of learning skills, techniques, and facts for media activists provided to them by the curricula in Iraqi



media colleges and the level of technical, human, and communication skills in Iraqi media colleges. That is, there is a direct relationship between both variables. This is proven by the sign of the correlation coefficient value. Pearson Adult (628/0).

15. As the skills, techniques, and facts provided through the curricula in Iraqi media colleges increase, the technical, human, and communication skills increase by 698/0 units of measurement.

11 Recommendations

1. It is necessary to conduct more research and studies to reach a more general and accurate assessment of the effectiveness of curricula in Iraqi media colleges and to study this from different points of view and in different research communities to reach research information that would create added value for media human resources by determining at some level It is obtained from curricula in Iraqi media colleges.
2. Technical and communication skills in the modern era are essential to ensure the performance of the media role required of media activists, and therefore their level must be known and constantly developed.
3. The curricula in media colleges are a step towards building competent media professionals, and therefore they must be constantly updated in accordance with advanced international standards.
4. It is necessary to benefit from media experiences in developed countries and teach them as practical experiences in the curricula in Iraqi media colleges to gain practical experience directly.

12 CONCLUSION

1. Iraqi media colleges, through their curricula used, play an important role in developing the level of media activists' skills and abilities in dealing with media technologies and developing the knowledge required to perform the work.
2. Iraqi media colleges contribute, through their curricula, to developing the attitudes, behaviors, ideas, and emotional aspects of media activists.
3. The level of technical, communication and human skills of media activists is high thanks to the curricula in Iraqi media colleges.
4. Iraqi media colleges occupy an important position in the academic market.

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