

**THE EDUCATIONAL MEDIA ROLE IN COPING WITH EFFECTS OF (COVID -19) PANDEMIC ON TEACHING AND LEARNING PROCESS FROM POINT OF VIEW OF JORDANIAN SCHOOL TEACHERS**

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**ABSTRACT**

The present study aimed to reveal the educational media role in coping with the effects of Coronavirus disease (COVID-19) pandemic on the teaching and learning process from the point of view of the schools' principals and teachers.

Design/Methodology: To achieve the study objectives the Descriptive Approach - Survey was followed by developing a questionnaire consisting of (38) items, validity and reliability were verified. The study sample chosen by random stratified method, consisted of (333) teachers and principals. The results of the present study indicated that the arithmetic mean of the estimates of the sample respondents on the subject of the educational media role in coping with the effects of Corona virus disease (COVID-19) pandemic from the point of view of school teachers was at high level. Furthermore the arithmetic mean of the estimates of sample respondents on the subject of the educational media effects on teaching and learning process, from the point of view of principals and teachers of schools in Karak governorate was at medium level. Based on the findings, the present study recommends for the necessity of activating the educational media role in demonstrating more educational management issues related to planning organization control development and need to provide all modern technological tools to implement professional development programs and develop educational media.

**Keywords:** Educational Media- Corona Virus Disease (Covid-19) Pandemic- Karak Governorate- Jordan.

**1. INTRODUCTION**

The media is the way of communicating ideas and transferring information to the learner to help him/her bring about an intentional change in behavior conduct and ideas (Malin & Lubienski, 2015). The media includes a set of appropriate instruments of knowledge and information transfer for the purpose of educating raising awareness, instructing and teaching (Missomelius, 2014). The media by its nature and the human reciprocal action with it produces one of the educational instruments. The media reflects various aspects of the general culture of society. Especially the sources of information are not only confined to the family or the school; but also they play a role in upbringing the generation in social field in accordance with the influential importance for the growth cognitive and behavioral development of individuals (Fedorov & Levitskaya, 2015).

The term of " educational media " refers to providing school students with the facts, information and news that they need in their education and upbringing stage. It helps them adapt and understand the society in which they live and overcome the problems that they may suffer from

(Ostrov et al, 2013). The educational media has important and developmental roles because of its role in building the student's personality and in building social relations among students integrating them into the society preserving their values instilling the feelings of affiliation and loyalty in their souls combating extraneous ideas and resisting extremist ideologies. All of that confirmed the educational media role in building a contemporary social and political culture that enhances the commitment and the social responsibility of students (Kanaan, 2014).

The educational media always aims to develop the students' feeling to be responsible, to be self-committed and to be committed to the society and to the good morals. Furthermore the educational media develops the students' feeling to be committed to the development of cooperation enhancement of national belonging. The educational media also aims at raising the students' awareness of local global social and political issues and raising their awareness of the importance of learning and education to advance and serve their community (Dobozy & Gerber, 2015).

The importance of educational media with regard to teaching and learning process has been apparent by satisfying the students' needs and raising their interests for learning. Usually the educational media provides various experiences that lead to continuous learning. It develops the students' reflective abilities and encourages them to follow the scientific thinking that helps them cope with problems. That might help improve the learner awareness and raise the level of students' performance including variable reinforcement methods (Dobozy & Gerber, 2015). The importance of the media also becomes apparent by solving the problems of education and social development such as overcrowded classrooms lack of teachers and social development. The school or social institutions are not the only responsible for the social development but many other institutions participate with the school and in this responsibility. That is a "must" to adopt the modern teaching methods to prepare the professional cadres who are capable of meeting development requirements in all fields by using all modern means of communication (Fedorov & Levitskaya, 2015).

The educational media performs the following functions: The media function refers to the collection and interpretation of data information images and comments. It helps process and places them in the appropriate framework which helps understand personal and environmental conditions. The educational function includes the knowledge and ideas spread the acquisition of experiences. It contributes to transferring the heritage of student and educating students. The function of motivation includes the media role in meeting the collective and various aspirations of individuals. The communicative function helps students transfer their opinions to the other students and administration in a way that supports the understanding among them and achieves the integration of efforts with the purpose of meeting desired goals inculcating a democratic trend among students and working to serve the community in general and the school community in particular to preserve the social harmony of communities (Malin & Lubienski, 2015).

The educational process involves the procedures and activities that take place in classroom aiming to provide learners with theoretical knowledge practical skills or positive attitudes (Qawi, 2011). The educational process includes the elements that were mentioned in the study of (Faiza et al, 2018): (teacher- curriculum- classroom- management of the educational process and students-funding and organization). The success of the educational process depends on clear basis and principles that provide the student with necessary knowledge and prepare him for find the purpose for his/her life and to find his work/job market after completing his educational studies. These principles include encouraging communication between students and teachers (Qawi, 2011). developing reciprocity and cooperation among students (Faiza et al , 2018 ). encouraging active

learning ( Al-Shammari , 2010 ). giving immediate feedback ( Al-Shalabi, 2013 ), adhering to the time schedules that the student needs to complete his task ( Zainab and Khadija, 2019 ). reporting his high expectations ( Al-Qawi, 2011). and respecting diverse talents and different learning methods (Alsuhiat & Sawai, 2020).

The world has faced and is still facing the Corona virus disease (COVID-19) pandemic and its consequent risks, which have resulted in a number of social political educational and economic effects. Although the Corona epidemic is considered a health pandemic, all sectors of society have suffered from the negative effects of this epidemic (Alsuhiat & Sawai, 2020). The pandemic has forced most educational institutions to shift from the face-to-face education which requires physical closeness and increases the cases of contagion to the method of distance learning. (1. 5) billion children and youth in (188) countries around the world have stayed in their homes after the closure of schools and higher education institutions (Affouneh, Salha & Khlaif, 2020).

The education sector is considered one of the sectors most affected by the Corona virus disease (COVID-19) Pandemic. That is attributed the closure of schools colleges and universities in many countries. This closure has caused a lot of severe challenges whether for students or their families (Miqdadi, 2020). In addition to the complaint about the decrease at the academic level of students because of weak abilities of many countries especially the developing countries to efficiently manage the distance learning file.

Jordan has coped with the crisis by imposing curfews and closing all educational institutions. To sustain learning during the pandemic the Ministry of Education resorted to distance learning instruments. The Jordanian officials have quickly taken advantage of the materials available in the private sector to develop an educational portal called the platform of (Darsak /Your Lesson). In addition two television channels were dedicated to provide online classes. These resources consisted of the basic curriculum that included the topics (Arabic- English- Mathematics and Sciences for the grades from the first primary to the second year of secondary school (second secondary)). In addition a television channel to broadcast educational programs specifically designed for the students who are preparing to take the high school exam was created (Ministry of Education, 2020).

It was necessary for educational institutions to use the available mechanisms and methods especially the educational media in order to reduce the negative effects of this pandemic and to transfer the ideas opinions and facts that help improve the quality of the teaching and learning process. The issue of educational media coping with ( COVID-19 ) pandemic and its effects on teaching and learning process would not only affect in the short term but also it affects and results into in the long term. The presence of effective and influential educational media might contribute to improving the educational learning process especially for the students who are the main core of this process.

Many studies have investigated the issue of educational media and its effects on teaching and learning process during the Corona virus Pandemic. (Hawamdeh & Al-Qudah, 2018) indicated that the educational media role in developing political and social awareness of students was at moderate level. While (Hussein & Al-Harbi, 2019) indicated that the educational media had a very weak role in demonstrating the educational management issues that were related to planning-organization- control and development from the point of view of educational experts and educational media professionals. (Ila, 2020) indicated that it was likely to expect the positive role of the new media in developing health awareness and combating health crises during the spread of the (Covid-19) in Algeria. (Al-Mughir, 2020) indicated that there was a need to analyze media

policies and strategies in coping with (Covid-19) through performing the accompanying media awareness measures, and demonstrating the importance of interactive and social media in sustaining work and human activities in quarantine places, and the importance of e-learning sustainability.

(Cox & Mcleod, 2014) indicated that the overall media had facilitated the educational work by communicating with stakeholders- teachers and developments in the world. In addition to the mass media that helped the school principal develop himself academically.

(Piotrowski, 2015) indicated that the educational media played an important role in promoting economic issues and social mobility. (Onyema et al, 2020) added that (Covid-19) pandemic had negative effects on education, including learning disorders lack of access to teaching and research facilities job losses. Furthermore many teachers and students relied on technology to ensure continuing online learning during the pandemic. However online education was hindered because of the poor infrastructure including networks and energy issues inaccessibility and lack of networks and energy availability and the weak digital skills.

### **Problem Statement**

Because of the closure of schools as a result of the pandemic and the accompanying sudden and accelerated changes in learning methods in the past as well as the conditions that the world is still currently suffering from the spread of Coronavirus; all that led educational institutions to face a new phenomenon. That pushed educational institutions to endeavor to exploit all capabilities to reduce the danger of this pandemic on the educational process.

The educational media represents one of the most prominent methods of the teaching and learning process that is concerned with building an educational and social culture and which enhances the commitment and social responsibility of the student through enhancing his personality integrating him into society preserving his original values and resisting extraneous ideas rumors and false information. Especially the educational media mainly aims to develop the sense of responsibility among students (Kanaan, 2014).

Despite the importance of educational media and its great role in the teaching and learning process many previous studies including (Jerisat, 2011) ( Hawamdeh and Al-Qudah, 2018 ) ( Hussain and Al-Harbi, 2018 ) indicated that there were some inefficiencies in the educational media role towards students and towards community issues especially the issues that were related to the (COVID-19) pandemic and its effects on the teaching process.

Through the work of researchers in the field of university and school education it has been found that there is a weakness in the ability of educational media to deal with the Corona virus pandemic and its multiple effects on the teaching and learning process. That might be attributed to the negative effects of this phenomenon that required the presence of distinguished and highly qualified educational media.

All findings of previous studies in addition to the researchers' experience, provided an incentive for researchers to investigate the topic of educational media role in coping with the (COVID-19) pandemic and its effects on the teaching and learning process from the point of view of school teachers in Jordan.

### **In particular the present study aims to answer the following question:**

What is the educational media role in coping with the (COVID-19) pandemic and its effects on the teaching and learning process from the point of view of Jordanian school teachers?

## 2. METHODOLOGY

The present study used the **descriptive approach – survey** to identify the educational media role in coping with the (COVID-19) pandemic and its effects on the teaching and learning process from the point of view of school principals and teachers in Karak governorate – Jordan. That approach was appropriate to achieve the objectives of this study.

### Sampling

The study population (Sampling) consisted of all principals and teachers of public schools in Karak Governorate - Jordan, consisted of (2600) teachers a sample of them was chosen by the random stratified method which consisted of (308) individuals.

### Study instrument

To achieve the objectives of the present study, the questionnaire was developed by referring to the theoretical literature and previous studies related to the subject of the study including many previous studies such as: (Abdul Halim, 2020) (Illa, 2020) (Jaydor, 2014), and (Hussain and Al-Harbi, 2018). The answers of questionnaire items were also edited based on the 5-point likert scale which ranges from (strongly disagree) to (strongly agree) with relative weight (5-1).

The study's questionnaire consisted of (38) items of which (14) were distributed on the subject of the role of the preventive educational media in coping with the Corona virus Pandemic and (24) of them were about the educational role of educational media.

### Validity of Study Instrument

In order to verify the study instrument validity we have used the content validity. We worked on presenting the study instrument in its initial form to a group of arbitrators with experience and specialization which amounted to (12) arbitrators. In addition we asked these arbitrators to express their opinions about the comprehensiveness of the questionnaire's items the extent to which these items belonged to the field the appropriateness of the linguistic form of these items the clarity of these items and adding, deleting or modifying what they saw fit.

### Reliability of Study Instrument

The reliability of study instrument was verified by using the Cronbach's Alpha Coefficient for Internal Consistency. The Cronbach's Alpha Coefficient for Internal Consistency for the first item was (0. 81) and for the second item was (0. 82). Such values were acceptable for scientific research purposes.

### Corrections of Study Instrument

The study's instrument was applied by asking the sample respondents to answer to the study instrument individually according to the 5-point Likert scale whereby the member had to choose one option out of five options: (Strongly Agree- agree- Neutral- disagree- Strongly disagree) and scores were given (1- 2- 3- 4- 5). The level in the study instrument was calculated by the following equation:

$$\frac{\text{levels} / \text{Highest value} - \text{lowest value}}{5-1/4}=1.33$$

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So the Judging Standard is as follows:

arithmetic mean	mean score / level
1-2. 33	Low
2 .34 - 3. 67	medium
3 .68 and above	High

### Study Application Procedures

The theoretical literature and previous studies related to the subject of the study were reviewed and then the study instrument was developed which consisted of the main dimensions of the study and the questionnaire was distributed to the sample respondents electronically (online). (333) questionnaires were distributed to the students of which (308) were recovered i. e. (92. 49%) of the total distributed questionnaires. The data were collected and entered into the (SPSS) program, and the results were extracted discussed and we came up with a set of recommendations.

### Statistical Processing

In order to answer the study first and second questions the arithmetic mean and standard deviations were calculated.

### Results

Results related to the first question:

- What is the educational media role in coping with the (COVID-19) pandemic and its effects on the teaching and learning process from the point of view of Jordanian school teachers in Karak Governorate?

In order to answer this question arithmetic mean and standard deviations were calculated on the subject of the role of preventive educational media in coping with the (COVID-19) pandemic from the point of view of school principals and teachers in Karak Governorate, at the level of each item and the overall dimension was calculated. Look at Table 1 below that indicates these results:

**Table 1 Arithmetic mean standard deviation level and ranking of the study sample members' estimates of the preventive role of educational media in coping with the Corona virus Pandemic.**

Ranking No.	Item numbers	Item	Item		Level (score)
			mean	(SD)	
1	7	The media activities of the Ministry of Education (MOE) deal with the issue of protecting students from the Coronavirus Pandemic such as washing hands and wearing a mask.	4.03	.87	High
2	1	The media activities of the MOE are used to spread health awareness about the dangers of the Coronavirus Pandemic.	3.96	.87	High
3	10	Media activities in the MOE explain the need of committing to the physical distancing to protect against the Coronavirus Pandemic.	3.93	.86	High
4	11	The social activities of the MOE explain the important role of committing to wearing a mask to prevent from the Coronavirus Pandemic.	3.90	.91	High
5	3	The media activities of the MOE include preventive instructions to limit the spread of the Coronavirus Pandemic.	3.82	.91	High
6	6	The media activities of the MOE contribute to develop the behavioral trends of students towards protecting themselves from the Coronavirus Pandemic.	3.80	.90	High
7	5	The MOE uses bulletins and stickers to indicate the risks of the Coronavirus Pandemic.	3.78	1.04	High
8	12	The media activities of the MOE form a public opinion aware of the importance of committing to the instructions to prevent the Coronavirus Pandemic.	3.76	.91	High
9	8	The Ministry's administration supports the media activity supervisors to promote a healthy culture among students to face the Coronavirus Pandemic.	3.75	.94	High
10	13	The media activity supervisors in the MOE are educating students about the importance of committing to healthy behaviors to prevent the Coronavirus Pandemic.	3.73	.94	High
11	14	The media activities in the MOE indicate the role of health institutions in preventing the Coronavirus Pandemic.	3.70	.91	High
12	2	The media activities in the MOE target some media content aimed at refuting rumors about the Coronavirus Pandemic.	3.70	.89	High
13	4	The educational seminars present topics pertaining to ways to prevent the Coronavirus Pandemic.	3.63	1.00	medium
14	9	The media activity supervisors in the MOE follow a media strategy to educate students about the dangers of the Coronavirus Pandemic.	3.57	.97	medium

Total	3.79	.75	High
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As indicated in Table (1) the overall average of the respondents’ estimates on the subject of the dimension of the educational media’s role in coping with the Coronavirus Pandemic, from the point of view of school principals and teachers in Karak Governorate, was at high level with an arithmetic mean (3.79) and a standard deviation of (0.75). The item No. (7) which states: ”The media activities of the MOE deal with the issue of protecting students from the Coronavirus Pandemic such as washing hands and wearing a mask ” ranked first with an arithmetic mean (4.03), a standard deviation of (0.87) and a high level of approval While the item No. (9) which states:” The media activity supervisors in the MOE follow a media strategy to educate students about the dangers of the Coronavirus Pandemic ” was in the last place among the items of this dimension, with an arithmetic mean (3.57) and a standard deviation of (0.97) which reflects a level of medium approval.

**The Educational Role**

In order to determine the educational role of educational media in coping with (COVID – 19) effects on the teaching and learning process the arithmetic mean and standard deviations of educational media role in coping with the (COVID-19) pandemic on the teaching and learning process were calculated from the point of view of school principals and teachers in Karak Governorate at the level of each item and the overall dimension. Table 2 indicates the results:

**Table 2. Arithmetic mean standard deviations level and ranking of sample respondents’ estimates for the educational role of educational media in coping with the Coronavirus Pandemic.**



Ranking	Item numbers	Item	mean	(SD )	Level (score )
1	18	The educational media (EM) contributes to spreading educational awareness at the level of the various educational sectors during the Coronavirus Pandemic.	3. 51	.92	medium
1	21	The EM works to develop appropriate positive behavioral trends of students during the Coronavirus Pandemic.	3. 48	.97	medium
3	19	The EM contributes to spreading educational awareness at the level of the family during the Coronavirus Pandemic.	3. 46	.92	medium
4	20	The EM is working to inculcate values and ideals in students during the Coronavirus Pandemic.	3. 45	.94	medium
5	37	The EM activities focus on the benefits of platform learning during the Coronavirus Pandemic.	3. 44	1. 01	medium
6	33	The EM activities include topics pertaining to the mechanisms of electronic tests during the Coronavirus Pandemic.	3. 38	1. 02	medium
7	17	The EM plays a key role in the development of the teaching and learning process during the Coronavirus Pandemic.	3. 37	1. 09	medium
8	31	The media activities of the MOE are used to spread the importance and necessity of following distance learning methods during the Coronavirus Pandemic.	3. 36	1. 01	medium
9	22	The EM works to advance the educational intellectual, cultural and emotional level of students during the Coronavirus Pandemic.	3. 35	1. 07	medium
10	24	The EM sheds light on educational and social problems during the Coronavirus disease the Coronavirus pandemic and attempts to address them.	3. 34	1. 04	medium
11	27	The EM is assisting the teacher, and improving his performance in managing the educational situation remotely during the Coronavirus Pandemic.	3. 34	1. 08	medium
12	32	The EM presents some media contents about learning through educational platforms.	3. 31	1. 00	medium
12	16	The EM achieves integration of students' different knowledge during the Coronavirus Pandemic.	3. 29	1. 02	medium

14	29	The EM develops the students' feelings of curiosity and desire for distance education during the Coronavirus Pandemic.	3. 29	1. 08	medium
15	25	The EM is working to develop awareness of the teacher's message and enhance his position in society during the Coronavirus Pandemic.	3. 29	1. 10	medium
15	30	The EM provides a variety of activities related to educating parents about distance learning methods during the Coronavirus Pandemic.	3. 28	1. 11	medium
15	15	The EM plays an important role in developing educational curricula to serve distance learning during the Coronavirus Pandemic.	3. 27	1. 18	medium
18	26	The EM is concerned with the elements of the educational process (teacher, curriculum and student) in a balanced manner during the Coronavirus Pandemic.	3. 25	1. 10	medium
19	35	The EM activities contribute to increasing students' desire to use the distance learning method during the Coronavirus Pandemic.	3. 24	1. 08	medium
20	30	The EM provides a variety of educational activities to solve students' educational problems during the Coronavirus Pandemic.	3. 21	1. 10	medium
21	34	The EM activities present topics on how to develop curricula tailored to the requirements of this stage during the Corona Pandemic.	3. 20	1. 05	medium
22	24	The EM sheds light on the economic problems facing students due to the Coronavirus disease the Coronavirus pandemic and tries to address them.	3. 20	1. 09	medium
23	36	The EM presents topics and activities related to the development of teachers' performance during the Coronavirus Pandemic.	3. 35	1. 07	medium
24	28	The EM contributes to raising the motivation for distance learning among students during the Coronavirus Pandemic.	3. 51	1. 10	medium
total			3. 20	.88	medium

As indicated in Table. 2 the overall average of the respondents' estimates on the subject of the dimension of the EM's effects in coping with the Coronavirus pandemic on the education and learning process, from the point of view of school principals and teachers in Karak Governorate was at medium level, with an arithmetic mean (3 .35) and with standard deviation (.88). The item No. (18), which states:" The EM contributes to spreading educational awareness at the level of the various educational sectors during the Coronavirus Pandemic" and the Item No. (21) which states: "The EM works to develop appropriate positive behavioral trends of students during the Coronavirus Pandemic" ranked first with an arithmetic mean (3.56) and a medium level of approval while the item No. (28) which states:" The EM contributes to raising the motivation for

distance learning among students during the Coronavirus Pandemic” was in the last place among the items of this dimension with an arithmetic mean ( 3. 20) which reflects a level of medium approval.

### 3. DISCUSSION OF RESULTS

The discussion of first study question: What is the EM role in coping with the Coronavirus pandemic and its effects on the teaching and learning process from the point of view of Jordanian school teachers in Karak Governorate?

The study findings indicated that the general average of the respondents' estimates of the EM role in coping with the Coronavirus pandemic from the point of view of the school principals and teachers in Karak Governorate in Jordan in regard with the preventive role, was at high level with mean (3. 79) and a standard deviation (0. 75). This result is attributed to the fact that the EM plays an active and influential role in educating students and their families about the dangers of the Coronavirus Pandemic, about the many damages of this phenomenon and how to confront these risks and limit their negative effects. This result might be attributed to the fact that the EM broadcasts news and information about the Coronavirus Pandemic, and correct and actual ideas and opinions in the public community or the school and the EM educates in order to increase knowledge on the subject of the risks of this pandemic and the way to deal with it and with the purpose for guidance by exchanging opinions and information, and explaining different points of view on the subject of this pandemic. This indicates the keenness of the MOE to provide periodic media posts and instructions on the subject of this pandemic through the EM. In addition to the great role in supporting the state's efforts to combat this pandemic, through the role of these means in educating students and their families about the great danger of the Coronavirus, and the importance of responding to government efforts to prevent its spread, by committing to applying precautionary and preventive measures and urging people to vaccine as it is the only way to recover from this pandemic and to return life to normal.

With regard to the educational role of educational media the results indicated that the overall average of the respondents' estimations of the educational role was at medium level, with mean (3. 35) and a standard deviation ( .88 ). That might be attributed to the fact that the experience of moving from face-to-face education to distance learning was new and faced problems in its beginnings. However the EM is considered an integral part of the teaching and learning process and one of its basic pillars by which the students are promoted to the level of selection and appropriate decision-making.

The EM has a major role in many areas of the educational process, such as satisfying many of the students' needs and raising their interests towards the subjects of study, and opening new horizons of knowledge for them, which leads to effective continuous learning, and the development of students' abilities of scrutiny and the abilities to observe carefully and follow scientific thinking to reach problem solving which helps upgrade the level of students.

That might be attributed to the EM role in consolidating school curricula and clarifying them in a simplified applied manner, away from the method of indoctrination or cuing and supporting various school activities by participating in them criticizing them evaluating them and writing about them accustoming students to writing motivating them to continuous reading and providing them with knowledge that helps them find their way or purpose in life so their horizons widen, their minds open and they become more effective in overall life all this indicates the influential and essential role of EM as a key factor in the success of the educational process.

In addition, this result might be attributed to what EM provides by helping teachers clarify and explain classroom lessons, and provide them with the opportunity to reveal students' tendencies and interests. The use of EM provides the opportunity to use the largest possible number of means of illustration which opens new horizons in the use of educational aids that work to strengthen the information and knowledge of students through the activities provided to them while they are in their homes.

#### 4. RECOMMENDATIONS

Based on the results above-mentioned, the present study recommends continuing to activate the EM role in raising issues of education and learning and strengthening EM with all modern technological means capable of implementing professional development programs and developing EM and continuing to rehabilitate officials and administrators in EM to increase knowledge and skill in the fields of media and education and to support EM with qualified and specialized cadres and involve teachers supervisors and workers in the educational field in setting and developing EM policies and objectives.

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