The Vital Role of Media Literacy in Navigating and Engaging with Social Media

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Abstract: *Digital media consumption and the animation industry are expected to achieve a compound annual growth rate (CAGR) of 25 percent and 21 percent by2020 respectively. With the help of mixed research methods, this research provides insights into children's programming content (especially cartoons). It also finds out the children's demands and interests while consuming the children's content on television and digital platforms. This research is also an attempt to suggest a media literacy framework and possible pedagogical measures to include cartoon media literacy in Indian school teaching. This research is an initiative to develop children with the help of media literacy*.

Keywords: Digital media consumption.

I. INTRODUCTION

Media literacy skills are essential for effectively navigating and engaging with social media. Here are some of the key skills involved in media literacy about social media:

1. **Source Evaluation:** The ability to assess the credibility and reliability of information and its source.
2. **Media Bias Recognition:** Understanding how different media outlets can have different perspectives and biases, and how this can influence the information presented.
3. **Contextual Analysis:** The ability to understand the context in which information is presented and how it can impact the interpretation of the information.
4. **Content Analysis:** The ability to critically evaluate the content of media messages, including images and videos, to determine their accuracy and veracity.
5. **Digital Citizenship:** Understanding the responsibilities and ethical considerations involved in using social media, including the impact of one's online behaviour on others and the wider community.
6. **Media Creation:** The ability to create media, including images, videos, and written content, and to understand the impact of the media being created.

Developing these skills can help individuals make informed decisions about the information they consume and share on social media, as well as better understand how social media can shape their perspectives and understanding of the world.

II. MEDIA BIAS RECOGNITION

Media bias recognition is a crucial aspect of media literacy, especially in the context of social media. Media bias refers to the slant or perspective that a particular media outlet or source takes on a particular issue or topic. This can influence the information that is presented, as well as how it is presented.

Recognizing media bias is important because it helps individuals understand how their perspectives and understanding of the world can be shaped by the media they consume. This, in turn, can help individuals make more informed decisions about the information they consume and share, and to be more discerning about the sources they rely on for information.

To recognize media bias, individuals can use several strategies, including:

1. **Examining the source:** Investigating the ownership and funding of media outlets, as well as the affiliations of the journalists and editors involved, can provide insight into potential biases.

2. **Checking multiple sources:** Comparing the coverage of a particular issue or topic across different media outlets can help identify differences in perspective and bias.

3. **Assessing the evidence**: Evaluating the evidence presented in media reports, including the sources cited and the types of data used, can help determine the accuracy and veracity of the information being presented.

4. **Analyzing the language used:** Paying attention to the language used in media reports can provide insight into the perspective and bias of the author.

By using these strategies, individuals can develop a more nuanced understanding of media bias and its impact on their perspectives and understanding of the world.
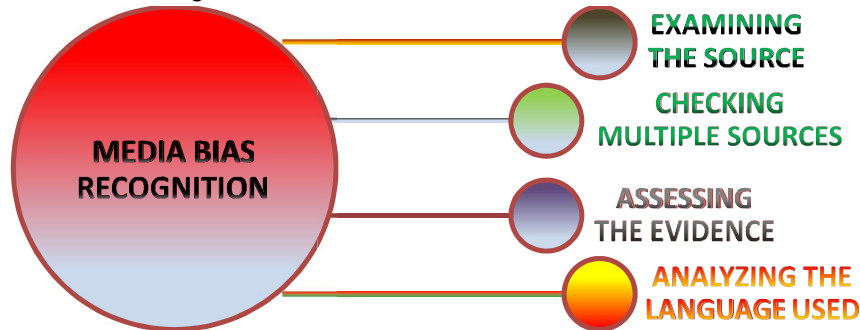

Figure 1. Media BIAS Recognition

III. CONTEXTUAL ANALYSIS AND CONTENT ANALYSIS IN MEDIA CREATION

Contextual analysis and content analysis are important aspects of media creation and are crucial for producing accurate and credible media content.

Contextual analysis involves understanding the context in which the media is being created and the impact that this context can have on the interpretation of the content. This includes understanding the audience being targeted, the purpose of the media, and the cultural, social, and historical context in which it is being produced.

Content analysis, on the other hand, involves evaluating the information that is being presented in the media, including images, videos, and written content. This includes assessing the accuracy of the information, the credibility of the sources, and the representation of different perspectives and viewpoints.

By incorporating contextual analysis and content analysis into the media creation process, individuals can ensure that the media they produce is accurate, credible, and representative of a range of perspectives and viewpoints. This, in turn, can help to promote greater media literacy and a more informed and discerning audience.

In short, contextual analysis and content analysis are essential elements of media creation, as they help to ensure that the media produced is accurate, credible, and representative of a range of perspectives and viewpoints, promoting greater media literacy and a more informed audience.
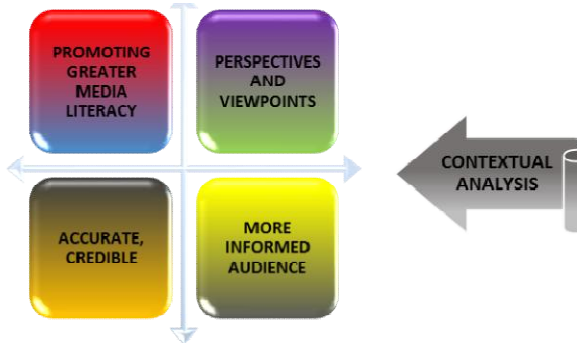

Figure 2. Contextual Analysis and Content Analysis

IV. RECOGNIZING MEDIA BIAS

Recognizing media bias is an important aspect of media literacy, as it can help individuals understand how their perspectives and understanding of the world can be shaped by the media they consume. Here are some strategies that can be used to recognize media bias:

1. **Check multiple sources:** Comparing the coverage of a particular issue or topic across different media outlets can help identify differences in perspective and bias.
2. **Examine the source:** Investigating the ownership, funding, and affiliations of the media outlet and journalists involved can provide insight into potential biases.
3. **Assess the evidence:** Evaluate the evidence presented in media reports, including the sources cited and the types of data used, to determine the accuracy and veracity of the information being presented.
4. **Analyze the language used:** Pay attention to the language used in media reports, as it can provide insight into the perspective and bias of the author.
5. **Consider the context:** Understand the context in which the media is being created and the impact that this context can have on the interpretation of the content.

By using these strategies, individuals can develop a more nuanced understanding of media bias and its impact on their perspectives and understanding of the world. Additionally, recognizing media bias can help individuals make more informed decisions about the information they consume and share.

V. ANALYZE THE LANGUAGE USED IN MEDIA REPORTS

Analyzing the language used in media reports can provide insight into the perspective and bias of the author, and is an important aspect of recognizing media bias.

Here are some strategies for analyzing the language used in media reports:

1. **Pay attention to tone:** The tone of the language used in a media report can reveal the author's perspective and bias. For example, a report that uses a tone of urgency or sensationalism may indicate a bias toward promoting a particular viewpoint or agenda.
2. **Look for loaded language:** Loaded language refers to words and phrases that are used to evoke an emotional response or to present a particular viewpoint in a favorable or unfavourable light. For example, words like "terrorist" or "illegal immigrant" can have a negative connotation and can reveal a particular bias.
3. **Consider the framing:** The way that a particular issue or topic is framed in a media report can reveal the author's perspective and bias. For example, a report that frames an issue as a "debate" or a "controversy" may indicate a bias towards presenting both sides of an issue, while a report that frames an issue as a "crisis" may indicate a bias towards promoting a particular viewpoint.
4. **Analyze the use of adjectives and adverbs:** The use of adjectives and adverbs in a media report can reveal the author's perspective and bias. For example, a report that uses words like "horrifying" or "outrageous" may indicate a bias toward promoting a particular viewpoint.

By analyzing the language used in media reports, individuals can gain a deeper understanding of the perspective and bias of the author and can make more informed decisions about the information they consume and share.

Figure 3. Media Reports Analyse

The tone of the language used in a media report can reveal the author's perspective and bias and is an important aspect of recognizing media bias.

Here are some examples of different tones that can be used in media reports:

1. **Objective:** An objective tone is neutral and impartial, and is characterized by the use of straightforward and factual language. Objective reports aim to present information without editorializing or promoting a particular viewpoint.

2. **Sensational:** A sensational tone is characterized by the use of dramatic, attention-grabbing language that is intended to evoke an emotional response. Sensational reports often focus on extreme or unusual events and can be used to promote a particular viewpoint or agenda.

3. **Opinionated:** An opinionated tone is characterized by the use of language that reflects the author's personal views and opinions. Opinionated reports can reveal the author's perspective and bias, and can be used to promote a particular viewpoint or agenda.

4. **Sarcastic:** A sarcastic tone is characterized by the use of language that is meant to be humorous or ironic and is often used to express the author's disbelief or frustration with a particular situation. Sarcastic reports can reveal the author's perspective and bias and can be used to promote a particular viewpoint or agenda.

By paying attention to the tone of the language used in media reports, individuals can gain a deeper understanding of the perspective and bias of the author and can make more informed decisions about the information they consume and share.

Table 1. Children respondents

Parameter		No. of Children
Age Group	9 Years to 10 Years	49
	11 Years to 12 Years	71
Class	5th	48
	6th	38
	7th	34
School	Public	60
	Private	60
Location	North	30
	East	30
	West	30
	South	30

Table 2. Frequencies of parents and teachers

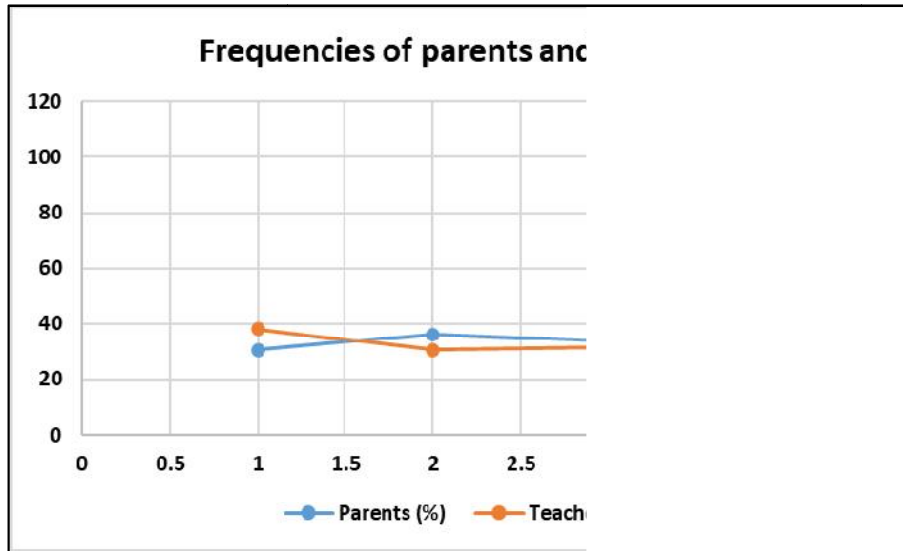|	Frequency	Parents (%)	Teachers (%)
Somewhat agree	137	30.5	38
Agree	133	36	30.5
Strongly agree	130	33.5	31.5
Total	400	100	100

Figure 4. Frequencies of parents and teachers
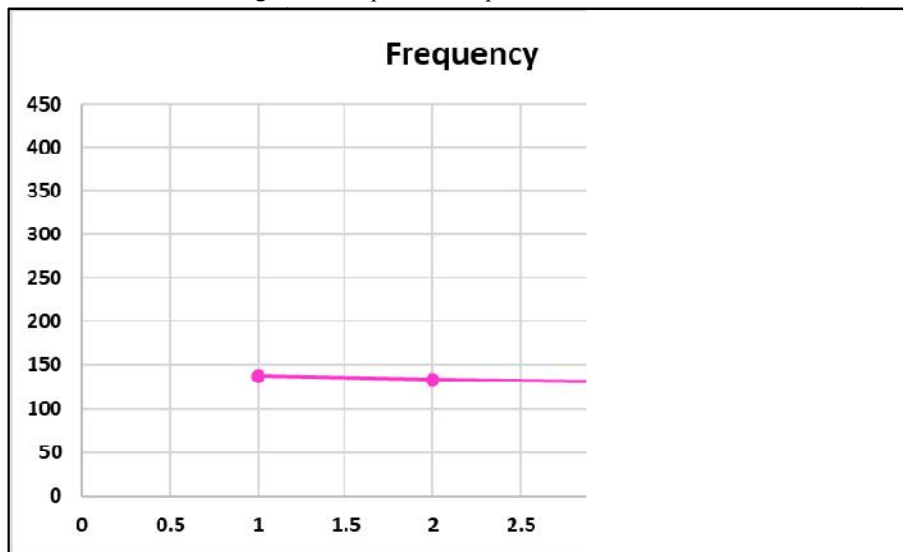
Figure 5. Frequencies

Table 3: Chi-Square goodness of fit test- Hypothesis no. 1

	Chi-Square	DF	P-value
Children can differentiate between goodand bad characters	140.180	3	0.000

The chi-square score is 0.000, DF is equal to 3. The P-value is 140.180. Therefore the result is not significant at p<.05. The chi-square test statistics results of the non-parametric test on all the parameters of recognition of friendly and violent cartoons by children have yielded significance values of <.05 which means the frequencies are not

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equally distributed on the rating scale from somewhat agree to strongly agree. Since P is less than 0.05, the null hypothesis is rejected and an alternative hypothesis is accepted.

Table 4: Chi-Square goodness of fit - Hypothesis no. 2

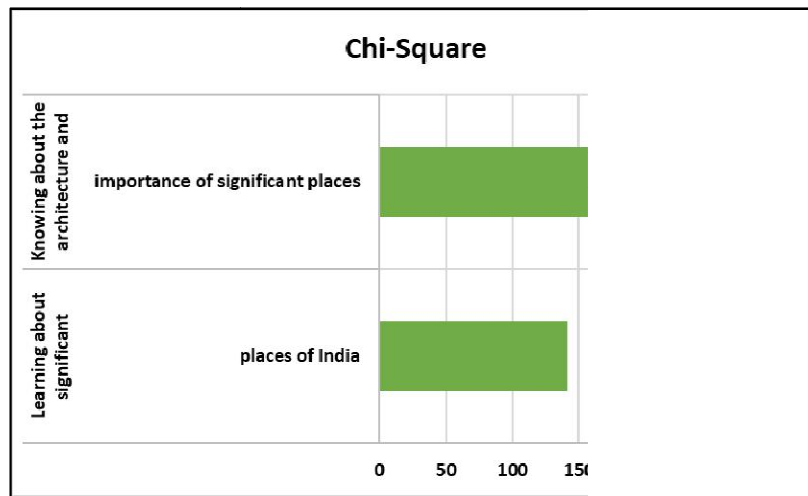|	**Learning about significant places of India**	**Knowing about the architecture and importance of significant places**
Chi-Square	141.800	242.600
df	3	4
P-value	0	0

Figure 6. Chi-Square test

VI. CONCLUSION

With semiotics, the value of constructed and interpreted meanings in the media text can be understood. Especially in the content that is designed for children, it becomes necessary to decode the meanings to examine the structures and processes used to communicate. The represented beliefs and practices in cartoon programs have the maximum connection and familiarity. But there are signs that children usually don't see or overlook with intended meanings. They are designed in a given context with other signs. These signs are coded in a manner that they intend to teach about moods and emotions, values and culture, messages in the stories, ambiance, etc. The characters in a story are understood according to codes. Language, sounds, and images follow elaborate structures and rules for constructing meanings through stories. The research paper briefly describes the semiotic tools employed in the analysis of "RollNo. 21", to promote media literacy in children.

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