

IMPACT ON CRITICAL THINKING AND MEDIA LITERACY IN EDUCATION OF UNDER GRADUATE STUDENTS

Ms. K. Christy Sagaya Mary

Ph.D. Research Scholar - full time,

Lady Willingdon Institute of Advanced Study in Education, Chennai, Tamil Nadu, India

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Abstract

Critical thinking is a kind of thinking in which you question, analyse, interpret, evaluate and make a judgement about what you read, hear, say, or write. The term critical comes from the Greek word "kritikos" meaning "able to judge or discern".critical thinking is a skill, and more specifically, it is a higher-order thinking skill that can be developed and learned. It involves a disciplined process of analysing information, evaluating facts, and forming reasoned judgments to make decisions and solve problems. Critical thinking encompasses a range of specific abilities, such as researching, questioning assumptions, evaluating evidence, and exploring different perspectives. Media literacy is the ability to encode and decode the symbols transmitted via media and synthesize, analyse and produce mediated messages to the public.

Keywords: *Critical Thinking, Media Literacy, Education, Under Graduate Students*

Introduction

Critical thinking is the intellectual process of objectively analysing and evaluating information, arguments, and situations to form a well-reasoned judgment or conclusion. It involves questioning assumptions, recognizing biases, interpreting data, and applying logic to arrive at a decision or belief, rather than simply accepting information at face value. Helping students develop critical-thinking skills and information literacy is one of the core missions of libraries everywhere. Media literacy is the skill set a person uses to analyse the media they consume. It empowers people to:

Today, what we call the Socratic method is a way of teaching that fosters critical thinking, in part by encouraging students to question their own unexamined beliefs, as well as the received wisdom of those around them. - Greg Lukianoff and Jonathan Haidt

Media literacy enlivens how our schools teach critical thinking by serving as a bridge between the classroom and the world in which our young people live most of their waking lives. - Wally Bowen

Aim of the Study

The aim of the present research is to investigate the relationship of Critical thinking and Media literacy in Education of under graduate students.

Independent Variable

- Critical thinking
- Media literacy

Dependent Variables

- Under graduate students

Objectives of the Study

1. To study the level of Locality of under graduate students in total sample.
2. To study the level of residences of under graduate students in total sample.
3. To find out the Level of critical thinking of under graduate students in total sample.
4. To find out the Level of media literacy of under graduate students in total sample.
5. To find out the significant relationship between critical thinking and media literacy of under graduate students in total sample.

Hypotheses of the Study

- There is no significant difference in Locality of under graduate students in total sample.
- There is no significant difference in residences of under graduate students in total sample.
- There is no significant difference in critical thinking of under graduate students in total sample.
- There is no significant difference in media literacy of under graduate students in total sample.
- There is no significant relationship between critical thinking and media literacy among under graduate students in total sample.

Operational Definitions

- **Critical Thinking:** The analytical and evaluative process and evaluating the credibility of a social media post
- **Media Literacy:** Understanding the message, purpose, and context. Recognizing an ad disguised as a news article.
- **Technology Integration:** The effective use of digital tools. Using online collaborative tools to research, present, and debate a complex issue.

Research Methodology

Survey Method

The major purpose of the present investigation is to study the impact on critical thinking and media literacy in education of Under graduate students.

The researcher has chosen survey method to study the problem of the impact on critical thinking and media literacy in education of Under graduate students.

Population and Samples

Target Population: A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. The present study consists of 300 Arts and Science college students in Chennai Districts of Tamil Nadu in India. A random sampling technique was adopted to select the sample.

Tool Used

1. Critical thinking scale constructed by the investigator under the guidance of the guide. The inventory consists of 30 statements.
2. Development of Media literacy Skill scale A standardized tool created and validated by Bahadır Eristi and Cahit Erdim

Statistical Techniques Used

To draw out more meaningful picture of result, suitable description and inferential statistical techniques were used

The following statistical measures were used in the present study.

Mean

$$M = A + \frac{\sum fd}{N} \times i$$

where,

A - Assumed mean

D - Deviation from the standard mean

F - Frequency

I - Class Interval

Standard Deviation

$$S.D = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2} \times i$$

Table 1 Distribution of Sample with Respective to Critical Thinking of Locality

Locality	N	Mean	S. D	t Value	p Value	Remarks
Rural	130	72.7923	12.4739	0.606	0.545	NS
Urban	170	73.7413	14.1418			

Interpretation

From the above table, the calculated p value is greater than 0.05. Hence the null hypothesis is accepted at 5% level. Therefore, there is no significant difference among under graduate students based on the locality with respect to critical thinking.

Table 2 Distribution of Sample with Respective to Media Literacy of Locality

Locality	N	Mean	S.D	t Value	pValue	Remarks
Rural	130	56.0646	11.0215	1.145	0.0253	NS
Urban	170	54.6765	10.19317			

Interpretation

From the above table, the calculated p value is greater than 0.05. Hence the null hypothesis is accepted at 5% level. Therefore, there is no significant difference in Media literacy among under graduate students based on their Locality

Table 3 Distribution of Sample with Respective to Critical Thinking of Residences

Residences	N	Mean	S.D	t Value	P Value	Remarks
Hostel	92	71.0870	11.298	1.932	0.054	NS
Days scholar	208	74.3221	14.18706			

Interpretation

From the above table, the calculated p value is greater than 0.05. Hence the null hypothesis is accepted at 5% level. Therefore, there is no significant difference in Critical thinking among under graduate students based on their Residence.

Table 4 Distribution of Sample with respective to Media Literacy of Residences

Residences	N	Mean	S.D	t Value	p Value	Remarks
Hostel	92	53.0326	10.0443	2.479	0.014	NS
Day scholar	208	56.2837	10.6594			

Interpretation

From the above table, the calculated p value is greater than 0.05. Hence the null hypothesis is accepted at 5% level. Therefore, there is no significant difference in Media Literacy among under graduate students based on the Hostel/ days scholar

Table 5 Distribution of Sample with Respective to Level of Critical Thinking

Variable	N	Level	Percentage	Total
Critical Thinking	105	Low	35%	37%(high)
	84	Moderate	28%	
	111	High	37%	

Interpretation

From the above table (1), it is observed that out of 300 samples, (35%) students have low level of Critical thinking and (28%) students have moderate level of Critical thinking and (37%) students have high level of Critical thinking. Hence, most of the under graduate students have high Critical thinking.

Table 6 Distribution of Sample with Respective to Level of Media Literacy

Variable	N	Level	Percentage	Total
Media literacy	104	Low	34.7%	36.7(High)
	86	Moderate	28.7%	
	110	High	36.7%	

Interpretation

From the above table (3), it is observed that out of 300 samples, (34.7%%) students have low level of media literacy and (28.7%) under graduate students have moderate level of media literacy and (36.7%) students have high level of media literacy. Hence, most of the under graduate students have high media literacy.

Table 7 Distribution of Sample with Respective to Their Relationship between Critical Thinking and Media Literacy

S.No	Variable	N	Correlation co- efficient	Remark
1	Critical thinking	300	0.454	S
2	Media Literacy	300		

Interpretation

From the above table $r = 0.454$ which is moderate positive correlation. Hence, the null hypothesis is rejected.

Therefore, there is a relationship between Critical thinking and Media Literacy.

Results

Based on locality: There is significant difference between rural and urban with respect to critical thinking. Urban is high then the rural. There is significant difference between rural and urban with respect to perception of media literacy. Rural is high then the urban.

Based on Residences: There is significant difference between Hostel and day's scholar with respect to their critical thinking. Day's scholar is high than the hostel. There is no significant difference between Hostel and Days scholar with respect to their Perception of Media Literacy is high.

Discussion

Based on the analysed information that make informed inferences and decide which are sufficiently supported by evidence. Develop potential solutions or courses of action. Then, choose the best option and put it into practice. Evaluate the results of your implemented solution. Reflect on the process to identify what worked and what didn't, and use these insights to adjust and improve your future thinking.

Educational Implications

Access and navigate diverse media platforms and sources efficiently and ethically. Deconstruct media messages by identifying the creator, purpose, target audience, and underlying values or messages. Apply critical analysis to the structure and economic models of media literacy (e.g., algorithms, echo chambers, data collection).

Major Findings

- There is no significant difference in critical thinking of under graduate students based on their locality.
- There is no significant difference in critical thinking of under graduate students based on their Residence.
- There is no significant difference in media literacy of under graduate students based on the locality
- There is no significant difference in media literacy of under graduate students based on their Residence.
- The level of Critical Thinking among under graduate students is high
- The level of Media Literacy among under graduate students is high.

Suggestions for Further Study

- This study determines the specific study strategies used by skilled learners and it develops the Impact for critical thinking.

- Impact to critical thinking on media literacy of under graduate students at all levels.
- Media literacy and intellectual ability is improved among the under graduate students.

Conclusion

The present investigation aimed at Critical thinking and Media Literacy with reference to selected two variables locality and Residency. The study could enhance the critical thinking and media literacy in education of under graduate students and the findings of this study may certainly serve as a data base for the future research in advance investigation.

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