Media and Information Literacy Education: Exploring the gaps in curriculum development at the Egyptian universities

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Abstract

The need for Media and Information Literacy Education is critical in digital age, especially when people are increasingly vulnerable to disinformation, misinformation, hate speech, and diverse digital risks. This study specifically looks at the case of Egypt because qualitative academic research into Media and Information Literacy (MIL) curriculum development is limited in the country. Therefore, drawing on Tyler's model of curriculum development, this study explores the key gaps in the curriculum development of media and information literacy at the higher educational institutions in Egypt in four key areas including: objective planning, students' learning experiences, organization of these experiences and overall evaluation of MIL courses. In doing so, this study uses the qualitative method of in-depth interviews and offers a deductive thematic analysis of findings.

Keywords

Media and Information Literacy, pedagogy, curriculum development, Egyptian higher educational institutions.

Introduction

Technological advancements have certainly transformed the way information is produced, disseminated and used through various channels such as the Internet

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and social media platforms (Zangana, 2017). While the velocity of information exchange has doubled by virtue of technology, it remains uncertain whether the received information is verified and accurate (Jamil, 2022b; Fleming, 2009). The dilemma arises when people are left with their choices and preferences to choose information without an understanding of how to access verified information, to critically analyze and interpret the information for its appropriate usage (Gladkova et al., 2022; Vartanova, & Lukina, 2022; Gureeva et al., 2022). Media, as well as other information providers including libraries, archives and the Internet, can serve as the essential tools for enabling the citizens to make informed decisions (Leaning, 2019). However, people do need basic knowledge of how these media and information providers operate in their specific context, how can they access it, how can they use it for diverse purposes, and how do they assess the content and information provided by these channels (Msimanga, Tshuma, & Matsilele, 2022; Jamil, 2022c). MIL thus enables people to access, critically analyze, interpret and use media content and information received through various sources, as well as to create and disseminate information and media content with the use of available tools in ethical and legal ways (Leaning, 2019; UNESCO, 2011).

Many scholars recognize the importance of media and information literacy and thus there is an increasing academic interest in researching MIL (Park et al., 2021; Rao, 2020; Leaning, 2019; Lee et al., 2013) and its education (Iqal, & Idrees, 2022; Jamil et al., 2022; Batool, & Webber, 2019; Costa et al., 2018; Ameen, & Ullah, 2016; Fedorov, 2021). Most of these international studies highlight the state of MIL education in different contexts, address its significance, and reflect upon teaching and curriculum development from different perspectives. Despite a growing interest of scholars, media and information literacy as a field of study is relatively new, and it continues to be explored and built upon worldwide, and is still evolving in the Middle East and the North Africa (AlNajjar, 2019; Abu-Fadil, Torrent, & Grizzl, 2016; Martin, Birks, & Hunt, 2010).

When specifically looking at the case of Egypt in the Middle East, the country's media is acknowledged as one of the influential media players within the Arab-speaking countries (Gody, 2015). The country has witnessed a gradual growth of online news media and social media websites in the past two decades (Farahat, 2021). A recent report by British Broadcasting Cooperation (BBC) suggests that "around 57% of Egyptians are online", especially Facebook[2], YouTube and WhatsApp are popular platforms (British Broadcasting Cooperation, 2021). The increasing popularity of digital news platforms and social media is not certainly

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[2] Belong to Meta company, banned at the territory of the Russian Federation.

a recent development. The role of news media, and particularly social media, has been widely acknowledged in the Arab uprisings of 2010s (Jamil, 2022a). The Egyptian youth's use of social media for political expression and activism is regarded as the driving force of political transformation in the country (Al-Najjar, 2019). However, there are a range of challenges including a strict state control on news media and an absence of journalistic ethical standards, which result in dissemination of unverified information, societal fragmentation and political bias (Abu-Fadil, Torrent, & Grizzl, 2016). These issues require the Egyptian citizens to be skilled enough for dealing with obstacles in the local media systems by developing a good understanding of the media landscape, challenge unprofessional media practices, and obtain required skills to filter information for reliability and accuracy.

Recognizing the importance of MIL education, the Faculty of Mass Communication at Cairo University introduced the first undergraduate course of media and information literacy in 2005. Since then, there are some major Egyptian universities that provide media and information literacy course to their students. These educational institutions include Cairo University; Arab Academy for Science, Technology, and Maritime Transport (AAST); Ahram Canadian University (ACU); American University Cairo (AUC), and Beni Suef.

While the Egyptian universities are inspired to offer media and information literacy courses, there is a scarcity of qualitative academic research that identifies gap in the curriculum development. Consequently, the efficacy of media and information literacy education provided by the Egyptian universities remains unexplored. Therefore, informed by Tyler's model of curriculum development (1949), this study identifies gaps in the curriculum of media and information literacy at Egyptian public and private sector higher educational institutions.

Literature review
The concept of Media and Information Literacy

MIL emphasizes "learning, critical thinking, and interpretative skills across and beyond professional and educational boundaries" (International Federation of Library Association, 2011, para. 2). MIL is a composite of media literacy and information literacy fields, so MIL education combines competencies and skills from media literacy and information literacy (Anna Kozlowska-Barrios, 2023). As a complex concept, it is increasingly taking its legitimate presence in educational institutions across the world.

Information literacy is the skill to use information and communication technologies and their applications to access and create information. It extends

from knowing how to use computers and access information to critical reflection on the nature of information iself; its technical infrastructure and its social, cultural and philosophical context and impact (Carlsson et al, 2008). MIL is required in all levels of education and more so to research scholars, it provides a serious approach to critically question what the people have read, heard and learned (Singh, & Ramaiah, 2021). So, it is clear that MIL is an essential for attaining empowerment and raising the students abilities to manage positively their media usage.The above-mentioned definitions for the concept of media and information literacy assure its importance as an efficient course for the students and to what extent it is needed especially in this digital era full of many and successive technological and media developments.

Media and Information Literacy Education in the Middle East

There is a broadening interest in media and information literacy education in the Middle East (Allam, & ElGhetany, 2020). In the past decade, the American University of Sharjah in the United Arab Emirates and the American University of Beirut in Lebanon have developed courses for media and information literacy. Abu-Fadil et al. (2016) suggest that Egyptian universities first started media and information literacy education in the region. Cairo University, in partnership with the Autonomous University of Barcelona and backing of the UNESCO Office in Cairo, developed a MIL tool kit as a primary teaching resource for academics at public and private sector institutions. The MIL tool kit, developed by Cairo University, offers course materials into the following key areas:

- Intercultural Dialogue and MIL (cultural diversity and MIL, stereotyping, reconstructing stereotypes, media cooperation);
- New media and young people (the use of media, social media, risk and advantages);
- Global experiences in MIL;
- Media and Information Literacy: UNESCO Curriculum for Teachers;
- An introduction to Media and Information Literacy (definition, historical perspective, global framework, media and information literacy in formal learning);
- Media values and MIL (analyzing the news, entertainment, advertising, political persuasion);
- How to implement Media and Information Literacy Curriculum (methodology and resources);
- Freedom of expression and MIL (Abu-Fadil, Torrent, & Grizzle, 2016: 111).

The MIL education tool kit, developed by Cairo University, is useful in terms of covered topic areas. Nevertheless, Allam and ElGhetany (2020) highlight the diversity of education provided at the Egyptian Universities in terms of language of teaching, system of education at public and private sector universities, pedagogical approaches, as well as the taught curriculum. The country currently has four types of tertiary-level educational institutions including public[3] (i.e., government's owned), privately-owned[4], international and the high-quality El-Ahlya national universities. Noticeably, media and information literacy courses are mainly offered by Cairo University; Arab Academy for Science, Technology, and Maritime Transport (AAST); Ahram Canadian University (ACU); American University Cairo (AUC), and Beni Suef. The efficacy of MIL education, in terms of pedagogy, content, learning experience and outcomes, is thus dependent on the process of curriculum development. However, research papers into media and information literacy education in tertiary-level institutions, can be described as few papers in Egypt. Some of these papers mainly focus on evaluating the program outcomes such as "a case study for the efforts of civic society sector in Egypt in the field of media literacy" (Hamdy, & Attia, 2021). Another study to evaluate the students' digital literacy skills during the online learning process through Covid-19 (Badr, 2020). Other one to demonstrate Egyptian university students' smartphone addicition and their digital media literacy level (Okela, 2022). Hence, threre is an evident research lacunae within this area and there is an urgent need for qualitative research that identifies gaps in the existing curriculum to underline the outcomes of media literacy education in Egypt. Therefore, this study aims to fills this gap in the literature.

Conceptual model
Tyler's model of curriculum development
This study is informed by Tyler's model of curriculum development (1949), which is one of the first models of curriculum development and has been used widely by educationists in different parts of the world (Cheng-Man Lau, 2001). Tyler indicates that his rationale is a set of categories to guide people from very

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[3] The major government-owned Egyptian universities include: Cairo University, Assiut University, Beni Suef University, Sohag University, Port Said University, Sadat City University, Matrouh University.

[4] There are ten major private universities currently operating in Egypt including: Future University, Ahram Canadian University (ACU), American University in Cairo (AUC), Arab Academy for Science, Technology, and Maritime Transport (AAST), Arab Open University, Badr University (Cairo), Badr University (Assuit), British University, Canadian International College, Delta University of Science & Technology.

different backgrounds (Antonelli, 1971). Tyler (1949) suggests four stages of curriculum development including:

1. Objectives
2. Selection of learning experience
3. Organization of learning experience
4. Evaluation

In his model, Tyler emphasizes the articulation of objectives as the first step of curriculum development thereby to define the purpose of education. The planning of objectives requires three sources: 'learner' (i.e., students), 'subject matter' (i.e., the knowledge that is useful) and 'society' (i.e., inclusion of societal values and industrial experts). Dopsan and Tas (2004: 39-40) highlighted:

> 'The curriculum planner 'screens' the needs of each of these forces by checking ideas against a philosophy of education and understanding of the psychology of learning. This enables educators to specify precise instructional objective and thus lead to the final steps of curriculum development that includes selection of students' experiences, organization of students' experiences and evaluation'.

The three sources of objective planning combine all relevant stakeholders necessary to be part of the curriculum development. The inclusion of 'learner' helps to understand students' needs and expectations while devising the objectives. The 'subject matter' allows to filter knowledge that is significant and required within any context. Then the 'society' is a source that gives values as wells provides an opportunity to industry/or professional experts to contribute their inputs. The screening of inputs, from all the abovementioned sources, thus help to check key ideas listed as objectives.

Once the objectives are articulated, the second and third steps of curriculum development are the selection and organization of students' learning experiences. These steps allow to focus more on how students can have rich learning experience through greater in-class participation, activities, discussions and experiments, and how their experiences can be organized to finally evaluate the teaching and learning outcomes.

Tyler's model is a practical functional model and it can be applied to all learning areas. It is considered a technical model because it includes an assessment of the steps that need to be progressed through with respect to the crucial elements of outcome, content, method and assessment (Brady, & Kennedy, 2010).

Rationale for using Tyler's model of curriculum development

Like any other models, Tyler's model was criticized. Some scholars wrote about its disadvantages and some others explained its advantages. While the model has been criticized as it doesn't include an explanation for the sources of the objectives (Kliebard, 1995) some other researchers and scholars clarified that the sources were actually determined as the learners and their needs besides experiences and abilities (Lounsbery, & Mckenzie, 2015). Tyler's objectives curriculum model considered as a strong model which influences the field of curriculum development since its publication in 1949. The influence of this model remains strong despite its age, demonstrating the importance of the questions Tyler based his model around (Vaughan Cruickshank, 2018).

In this study there are three reasons for choosing Tyler's model of curriculum development. First, Tyler (1949) emphasizes a student-centered approach to curriculum development and prioritizes students' needs, expectations and engagement in learning process. Secondly, it acknowledges the importance of specialized knowledge that keep on evolving time-to-time. Thirdly, it allows industry's perspective, as well as recognizes the importance of societal values and context when planning objectives of curriculum. All these three key aspects are useful to identify gaps in MIL curriculum development in Egypt, where students may have different needs and expectations than other parts of world. The Egyptian society has its specific socio-political and cultural milieu, and the country's media industry has its unique dynamics that necessitates to incorporate the perspectives from the society in the process of curriculum development.

Method

Research question and data collection method

This study explored a research question, namely: what are the key gaps in the curriculum development of media and information literacy at the higher educational institutions in Egypt? To explore this research question, this study used the qualitative method of in-depth interviews (face-to-face).

Sampling of interviewees

A total of twenty (22) media faculty, belonging to five public and private sector Egyptian higher educational institutions, were interviewed in this study. Interviewees were of age ranging between 32 and 66, and of both gender male and female (i.e., 17 female and 5 male). Using purposive sampling, interviewees were selected from the major Egyptian higher educational institutions that offer media and information literacy courses. These institutions included: two

public-sector institutions (i.e., Cairo University and Beni Suef); three private-sector institution (i.e., Ahram Canadian University, American University Cairo and Canadian International College); and one El- Ahlya University that is an institution developed by the cooperation of GCC countries[5] (i.e., Arab Academy for Science, Technology, and Maritime Transport – AAST). There were two reasons for using purposive sampling to select interviews and their institutions (see also Cresswell, & Plano Clark, 2011). First, it helped to identify the Egyptian faculty who could offer significant insights about the media and information literacy education by virtue of their expertise. Second, it ensured the representation of key tertiary-level institutions in Egypt where undergraduate and postgraduate students could receive MIL education.

The following sample characteristics were used to select the interviewees:

- Interviewees should be a full-time employee at a public or private tertiary-level educational institution (i.e., that offers undergraduate and postgraduate degree programs) at a lecturer/or assistant professor, senior lecturer/or associate professor and professor level;
- The minimum qualification of interviewees should be a Master in Media Studies and maximum qualification a PhD in Media Studies or closely related discipline;
- Interviewees should possess teaching and research expertise in the area of media and information literacy.

It is important to mention that the sample included more female interviewees as compared to male interviewees because of female dominance in Media and Communication faculties at the Egyptian tertiary-level institution. Therefore, this study suffered from the limitation of gender-imbalance in sampling. Moreover, each interviewee was interviewed for around 60 to 70 minutes. An interview guide was used to seek participants' responses. *Table 1* explains the interview guide used in this study:

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[5] GCC countries include: The United Arab Emirates, Qatar, Egypt, Jordon, Oman, and Bahrain.

Interview guide used in this study

Interview guide	
1	Do you specify MIL course objectives clearly? If yes, what is the process of planning course objectives?
2	Are students, subjects' experts and media industry's experts consulted at the time of planning course objectives?
3	Is student's learning experience prioritized when developing curriculum?
4	What strategies are used to enhance student's learning experience of MIL courses?
5	How do you see the organization of student's learning experience in the process of curriculum development?
6	Are there any challenges the organization of student's learning experience that affect the process of curriculum development?
7	How do you describe the evaluation process of MIL curriculum at the Egyptian tertiary-level institutions?
8	Are there any loopholes in curriculum evaluation process that affect the overall quality of MIL course delivery and learning outcomes?

Data analysis and ethics

Interview data were analyzed using deductive thematic analysis, and thus themes were emerged from the conceptual framework of this study (see Braun, & Clarke, 2006). The deductive thematic analysis followed three steps. In the first step, themes were derived deductively from Tyler's model of curriculum development. These key themes included:

- Planning of objectives
- Selection of learning experience
- Organization of learning experience
- Evaluation

In the second step, significant statements in the interviewees' responses were listed in response to interview questions. Finally, in the third step, interviewees' responses were coded based on the keywords in their statements. As far as the research ethics is concerned, this study has been approved by Faculty of Mass Communication at Cairo University. Both researchers followed advised ethical protocols by Cairo University; and therefore, all research participants were provided a project information sheet that described information related to research objectives, methods, and voluntary participation and anonymity of participants' names in research findings. Signed informed consents were also obtained from research participants.

Findings

Interview data revealed some gaps in the curriculum development of media and information literacy at both the public and private sector higher educational institutions in Egypt. Interestingly, gaps were identified by the interviewed male and female faculty at all four stages of curriculum development, as explained in *Table 2*:

Table 2

Gaps in the curriculum development of MIL education at the tertiary-level educational institutions in Egypt

	Process of curriculum development	Key gaps in curriculum development
1	Planning of objectives	No focus on media industry experts' as a source of planning of objectives for MIL curriculum; A lack of clarity for the role of education institution's philosophy in planning of objectives.
2	Students' learning experiences	Less focus on improving learning resources in local language (i.e., Arabic); Less focus on assessing students' experiences in different study years.
3	Organization of students' learning experience	Less focus on devising multi-strategy system for organizing students' learning experiences.
4	Evaluation	A lack of qualified instructors to introduce new course content and assessment methods during curriculum evaluation.

This study found that both public and private sector tertiary-level institutions shared three common objectives of media and information literacy education in Egypt. First, a curriculum that could enhance students' awareness and knowledge of diverse new media and challenges related to information such as fake news, disinformation and misinformation. Second, a curriculum that could improve their skills to efficiently access, analyze, and evaluate different media contents. Third, a curriculum that could offer skills to students to create different types of media messages, as well as to using all the media platforms professionally. For instance, two interviewees from the public-sector universities, suggest:

'At Cairo University, I see the media and information literacy course as an eye opener for students about media messages they receive. The purpose is to make them aware about the power of media and digital technologies

and what skills they need to critically filter and analyze the media content to better deal with the implications of it for them and society on the whole'.

'At Beni Suef University, there is a specific aim of the Faculty of Mass Communication and the staff, which is to raise the students' awareness of MIL. These students, later as professionals, can voluntarily help the people in different villages and governorates in Upper Egypt to educate people about how to access and use the media content without getting negative impacts of fake news and disinformation, and also how to take part in public's debate about societal issues. We feel responsibility to the local culture and urgent important needs in Beni Suef'.

These findings clearly indicated the educational institutions' emphasis on students' needs when planning curriculum objectives, and therefore; student appeared as the key source of objective planning. Interviewed faculty from the privately-owned international institutions, including the American University in Cairo (AUC), Ahram Canadian University (ACU) and Canadian International College (CIC), also highlighted their focus on students' needs. In addition, they mentioned about the influence of American and Canadian educational standards in their educational philosophy that shaped their MIL curriculum. For instance, an interviewee from a private international institution said:

'Ahram Canadian University develops its curricula, teaching, and administrative methods in collaboration with major Canadian universities. The university is committed to meeting the Canadian and the Egyptian educational standards as far as MIL education is concerned'.

Interestingly, AAST is a special educational institution established by GCC countries, which emphasizes international standards of MIL education. For this purpose, the University has accreditation with the Autonomous University of Spain. Interviewees' responses from AAST suggested some emphasis on students' needs when planning curriculum. Thus, this study found two key gaps at the first stage of curriculum development: (i) no focus on media industry experts' as a source of planning of MIL curriculum objectives, (ii) a lack of clarity for the role of education institution's philosophy in the planning of objectives. Educational institution's philosophy does matter for the planning of curriculum objectives because it indicates not only the cultural context within which that institution operates, but also the ideology of the institution that reflects its values and goals.

Tyler (1949) suggests students' learning experiences as the second step of curriculum development. He emphasizes vertical and horizontal integration of students' experiences. Vertical integration helps students to use the gained knowledge gained in subsequent years of their undergraduate and postgraduate studies. Whereas horizontal integration of learning experience helps student to use and apply the gained knowledge of one discipline in other related fields (Smith, & Lovat, 1995).

Interviewees' responses, in this study, revealed the media faculties' focus on students' learning experiences at most public- and private-sector educational institutions in Egypt. For instance, according to an interviewee, "we do focus on learning experiences of students, and we try to ensure their interaction with teachers, industry's experts and MIL researcher. This is all to give them a rich learning experience". Despite focus on students' learning experience, this study found two gaps in the curriculum development at this stage. First, there is a less focus on learning resources in the local language (i.e., Arabic), which did affect the learning process and experience of students. According to an interviewee from a public-sector educational institution:

'Most text books are in English language that are part of the curriculum. Books and journal articles, written in Arabic language, are not used and listed in most curriculums. This is a problem because not all faculty can teach in English language and not all students are proficient in English language. This affects their learning process and overall experience'.

The second gap, in terms of students' learning experience, was lower focus on students' learning experiences, especially in the subsequent years of their degree programs, at most public and private sector Egyptian educational institutions. For instance, a faculty at a private-sector University highlighted:

'Faculty, sometimes, do not pay attention to the learning experience of senior or final year students because it is assumed all key concepts and content has already been taught to them. It is not considered that how can they use and apply in subsequent years of their study'.

In the Tyler's model of curriculum development (1949), organization of students' learning experience is the third step. This study found one key gap at this stage which was less focus on multi-strategy system for organizing students' learning experiences. "We lack multi-facet strategies to better organize and

integrate students' experiences from year one to year four", said an interviewee. This implied that the aspects of continuity, sequence and integration were missing when organizing students' learning experiences at the Egyptian educational institutions. And therefore, raised a potential question related to the efficacy of MIL instruction to students.

Finally, at the evaluation stage of curriculum development, this study found a lack of qualified instructors who could introduce new course contents and assessment methods during the evaluation of curriculum. Unlike the first stage of objective planning, interviewees highlighted the incorporation of industry's experts and faculty both to evaluate the course content. For instance, an interviewee mentioned, "normally experts, practitioners and faculty participate in the evaluation process to provide a comprehensive feedback about strength and weaknesses of MIL curriculum. Yet, the process may vary in different universities." These findings suggested a potential problem in MIL curriculum development in Egypt. An inconsistency, in terms of involved stakeholders in different stages of curriculum development, was revealed by the interviewees. The first stage of objective planning had dominant emphasis on students' needs and not on industry's/or practitioners' perspective. Nevertheless, interviewed faculty highlighted the involvement of practitioners' feedback in the final stage of evaluation. Objective planning and evaluation could be better performed if all relevant stakeholders (especially faculty and industry's expert) could take part.

Discussion

MIL education has become a major component of many media programs in different parts of the world. It is not certainly surprising considering the evolving nature of media and information landscape. Technological advancements have given rise to digital platforms and social media that are now serving as the main source of information (Jamil, 2022b). While the diversity of media content and the velocity of information exchange has increased, the issues of information authenticity and ethics pose new sort of challenges (such as fake news, disinformation, misinformation, hate speech, racism, propaganda and so on). People lack awareness on how to access, store and share the information ethically. These reasons have motivated educational institutions to introduce courses into media and information literacy across the globe. However, the Arab world has been an exception given no university in the Middle East had started media and information literacy education until 2005. Egypt's Cairo University was the first university that introduced MIL education and that was followed

by many universities in the country, as well as in other countries, to mention some: the United Arab Emirates, Qatar, Oman, Lebanon, and Syria (Allam, & ElGhetany, 2020; Melki, 2015; Al-Aufi, & Al-Azri, 2013).

In case of Egypt, it has been over a decade that some major higher educational institutions are offering MIL education. Nevertheless, this study unpacked the gaps in the curriculum development at various stages that could potentially affect the efficacy of teaching and learning. These gaps were mainly related to the involvement of relevant stakeholders in objective planning, clarity of educational institutions' philosophy in objective planning, diverse strategies for students' learning experience and learning resources in local language, better organization of students' learning experiences and the overall evaluation of curriculum involving qualified instructors and all relevant stakeholders (including students and media industry's practitioners).

Drawing on Tyler's model, this study indicated that the planning of objectives at major public and private-sector educational institutions had involved clear purpose of MIL education. Students appeared as the key source of objectives' planning. This means students' psychological needs are considered when planning the curriculum's objectives. Interviewees' responses suggested some influence of both subject experts and the government to plan the curriculum thereby to align it with local needs of some specific regions such as Beni Suef. Nevertheless, interviewees' responses from public-sector universities, did not clarify to what extent planning of objectives considered the overall philosophy of their educational institution. Therefore, this aspect needs further exploration.

Tyler (1949) suggests that two more sources of objective planning other than 'learners' (i.e., students). These includes 'subject matter or expertise' and 'industry's or practitioners' perspective'. The authors argue that delivery of significant MIL knowledge requires expert or rather trained teachers who can further enhance the capacity of students to use, interpret and analyse diverse media content and information critically. Particularly, social media platform like Facebook[6], Twitter, and WatsApp, are considered as regular channels for misinformation. In the context of Egypt and broadly the Middle East, Facebook[7] and Twitter, are attributed as powerful social media platforms that has brought political awareness and online activism among the users (Jamil, 2022a). In this backdrop, challenges of online hate speech, propaganda, misinformation and societal fragmentation continue to affect people individually and the Egyptian

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[6] Belong to Meta company, banned at the territory of the Russian Federation.
[7] Ibid.

society. Therefore, all three sources of objectives' planning including 'learner', 'trained experts/or teachers' that have subject knowledge, and perspectives from media industry's practitioners, all together matter for the efficacy of MIL curriculum.

While Tyler's model of curriculum development does highlight sources of objectives' planning clearly, some scholars view that it does not explain well the sources of objectives (Kliebard, 1995). In the context of Egypt, incorporating perspectives from students', teachers and media industry along with national MIL policies, in total can facilitate effective objective planning for curriculum development. However, it is crucial to consider any unintended outcomes of those planned objectives. The objective planning stage thus needs to be flexible allowing teachers space to modify the MIL course goals keeping in view any changes in students' learning needs and evolving media industry's trends.

Furthermore, this study found that Egyptian public and private-sector universities do focus on curriculum evaluation, despite some loopholes in organizing students' learning experiences in different study years and the challenge of learning resources in Arabic language. Tyler's model of curriculum development is useful as it recognizes the role of students', teachers, practitioners and local culture/or values altogether. However, the model is linear that means the process of curriculum development ends at the evaluation stage. Some authors have argued that a cyclic approach can be useful to integrate the evaluation process with objective planning (Beyer & Apple, 1998). This allows to overcome any previous gaps in the curriculum development and to introduced any changed objectives in the new phase of curriculum development.

Conclusion

The Egyptian media landscape is evolving as the country's media embraces technological transformations and the penetration of ICT infrastructure allows the Egyptian citizens to be online than ever before. Over the past ten years, there is a steady growth of online news consumers and social media users in Egypt (Farahat, 2021). These developments do not necessarily mean that the Egyptian citizens are proficient enough to access, ethically use, interpret and analyse media and information. Therefore, it is crucial that the Egyptian government work together with relevant stakeholders (including teachers and media industry's practitioners) to introduce national level policies and initiatives to develop MIL education and facilitates the Egyptian citizens access to the right tools to actively participate in digital society.

This study manifested some gaps in MIL curriculum development especially in objectives' planning, organization of students' learning experiences and evaluation process. It is thus crucial to pay attention to some aspects, related to: (i) practical benefits of MIL education beyond aiming to increase the efficacy of teaching, (ii) the diversity of offered learning experiences to students, (iii) students' mental and physical disabilities when assessing their needs and expectations, (iv) provided resources (such as labs, interactive classrooms, digital equipment, and reading materials in local language), (v) and professional development of students.

To sum up, a new generation of digital natives is emerging in Egypt. Broadband improvement and proliferation of ICTs are allowing more and more Egyptian citizens to be online. National policies thus require reforms that can facilitate public's accessibility to digital platforms without any restrictions, as well as provide a strategy vision is required towards creating a media and information literate society in Egypt.

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