Digital Transformation of Media Education in Karnataka: A Study among Higher Education Teachers and Students

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Abstract: The Indian education system has been transforming into practical based learning with the emerging technology. When the pandemic started to hit many people, the colleges and universities cancelled classes by following the Government guidelines and protocols. Then the Educational institutions came up with digital advances in the higher education sector. Digital media tools enable teachers, students, and academic institutions to change their teaching or learning methods in a bid to overcome Covid-19 induced restrictions. The digitized content like educational videos, online tutorials or ppt notes, news from a television network, newspaper, magazine etc. which are presented on a website or blog also got much prominence post pandemic. The institutions have created official websites and applications to enable students to continue their education through online mode. They have implemented e-learning, a web-based learning ecosystem for the dissemination of information and communication to support instructors in their transition to online learning.

Practical based learning is becoming a big window for learning in the present education system and most of the courses are following 50:50 practical and theory systems. Especially media education which includes cinematography, reporting and editing, graphic and animation, video editing, radio and television programme production etc. demands physical involvement of students. Hence, media students were affected badly post the pandemic as they have to attend practical classes in online mode.

In this background, the present research aims to know the digital transformation of media education in Karnataka. The specific objectives are to analyse the opportunities created by digital transformation of media education post the epidemic for higher education teachers, to explore the challenges of students for digital transformation of media education and to study the impact of digital transformation of media education on teachers and students. The study would help the policy makers and media educational institutions to improve their approach to reach their students in an effective manner in future.

Key words: Digital transformation, media education, covid-19, students, teachers, Karnataka.

1. INTRODUCTION:

The history of mass media education revolves around the development of the ideas of liberal education and vocational education. Current higher education mirrors students' comprehension of democracy, civic responsibility, and the collective welfare across different eras. In the 21st century, educators examined the nature and objectives of mass media education. Current media-focused programs are referred to as journalism, journalism and mass communication, mass media, media studies, communication, communication and mass media, among other terms. Following the rise of these media-related subfields, journalism education has become focused on print and broadcast journalism, while the phrase 'mass media education' has evolved into a wide-ranging area of media-related learning.

The practical based learning has prominence in the present education and most of the courses are following 50:50 practical and theory systems. Especially the media education with the practical based cinematography, reporting and editing, graphic and animation, video editing, radio and television programme production etc. demands physical involvement of students. The Covid-19 has made the students stay away from regular offline classes and remained in the houses due to physical distancing and other lockdown measures. post that time, UGC has been supported with MOOCs (massive open online courses) and provided affordable online courses and classes to enhance students' learning.

By following the Government guidelines and protocols, media educational institutions preferred to go online for teaching purposes using Zoom, Microsoft Teams, Google Meet etc. and they had come up with digital advances in the higher education sector. The institutions have created official websites and used social media applications to enable students to continue their education through online mode. So, the media students are away from adequate access to practical orient media education post pandemic.

1.1 Theoretical Background

The present study applied that both theories like cultivation theory and diffusion of innovation theory have worked well during and post Covid-19 in media education of Karnataka. Cultivation theory was developed by George Garbner which is the long-term exposure to consistent media messages that can lead to the shaping of a shared social reality among viewers/ users. As per the present study both higher education teachers and students have been influenced by digital transformation in media education. The digital tools are able to cultivate the adoption of digital transformation in higher education students and teachers. They used digital gadgets and smartphones for accessing and sharing the notes, documents, tutorials, online classes etc. post Covid-19.

The present study also applied the diffusion of innovation theory by E.M. Rogers with the innovation being digital platforms for media education. Applications that are based on the internet have risen in popularity during Covid-19. The role of digital platforms during covid-19 for the higher education students and teachers are significant. When the colleges and universities were unable to conduct regular classes like before, the higher education students have depended on digital platforms based on internet applications for accessing and sharing the notes, documents, tutorials, online classes etc. during Covid-19. The diffusion of digital transformation also offered teachers an efficient way to deliver lessons to students with many tools such as notes, ppt, videos, etc. post Covid-19.

2. LITERATURE REVIEW:
2.1 Digital Transformation in Higher Education

In the study titled 'Emerging Practices and Issues of New Media and Learning' by Lin T. B. et al. (2015), it was noted that new media are inherently distinct from traditional media, necessitating varied analytical approaches, theoretical and conceptual frameworks, as well as different kinds of intellectual and political involvement. Concerning education, the engaging, participatory features of digital media are thought to surpass the constraints of hierarchical, top-down mass media, thereby challenging what are perceived as the authoritarian knowledge dynamics of conventional teaching methods. The opportunity they provide for learners to become knowledge creators instead of just consumers has been viewed by some as nearly revolutionary.

Numerous modern teens are currently maturing alongside the collection of participatory media referred to as 'Web 2.0' – including social networking, photo and video sharing, blogging, podcasting, remixing and mashups, wikis, machinima, user-generated content, online games, social worlds, and more. (Ofcom., 2008). Similar to all types of educational technologies or potentially educational technologies that have arisen in recent decades, a recurring theme is that every kind of new media requires significant design effort from educators to incorporate the new media technology effectively. Emerging media provides opportunities for more student-focused teaching methods that encourage students to utilize technology for purposeful, collaborative knowledge building. Yet, the gap between schools as formal bodies that validate students and the Internet and new media as rich environments that display students' creativity and independent learning/knowledge generation should not be overlooked. (Chai et al. 2014)

2.2 The Impact of Digital Media in Media Education

In the study named 'higher education in the digital age: the impact of digital connective technologies', Saykili, A. (2019) noted that digital solutions are proposed to address the structural and administrative issues currently encountered by HEIs. Online social networking platforms, as well as virtual and augmented reality (Şendağ & Gedik, 2015), present additional potential challenges including inadequate policy and planning, poor resource allocation, a lack of qualified personnel for instructional design and technical assistance, and the demand for frequent updates (Glenn, 2008).

The digital connectivity technologies of the 21st century are bringing significant transformations across all areas of life, indicating that we have entered a new era: the digital era. Education is a crucial area of life that has been reshaped to accommodate the evolving realities of how to operate in this new era. The rising digital connective technologies and the educational advancements they sparked, like open educational resources (OER), massive online open courses (MOOCs), and learning analytics, allow learners to expand their education beyond the limits of conventional institutions by

engaging in informal and enhanced learning experiences through online communities on modern platforms such as social media and various social networks.

2.3 New Media Challenges for Media Education Teachers

The new media pose a significant challenge to education: educators' apprehension about technology frequently affects their personal engagement with it. If teachers cannot stay updated with these evolving technologies and their applications, they risk losing both the capacity and even the authority to instruct students. In a time when we as educators observed and analyse television, it was our right to instruct on it: in the future, unless we engage in downloading, sharing, ripping, burning, messaging, networking, playing, creating, and producing, we will forfeit that right. (Merrin. 2008).

2.4 The Limitations of Digital transformation of Media Education

In the study called 'Do We Really Need Media Education 2.0?' Buckingham D. (2015) stated that e-technology is generally thought to be revolutionizing education, altering the dynamics of classrooms, and fostering independent, empowered learners. This type of educational cyber-utopianism usually aligns with a variety of trendy yet vague ideas such as 'creativity', 'informal learning', and 'personalization'. This narrative is heavily endorsed by commercial tech firms, yet it is also supported by governments looking for a 'technological solution' to what they perceive as issues within public education. In these discussions, it can frequently be challenging to distinguish between the exaggerated assertions of policymakers, scholars, and the marketing tactics of technology firms.

2.1. STATEMENT OF THE PROBLEM

In this background, the present study focused on digital transformation in media education in Karnataka post covid-19. The National Education Policy-2020 has a greater vision for the digital media in education. So, the researcher sought an answer for the following question: "How digital transformation of media education post Covid-19 created the opportunities, challenges for students and teachers and what is its impact?

2.2. SCOPE OF THE STUDY-

This study is about usage of digital transformation of higher education with respect to media education. The expansion of digital media usage is a contemporary phenomenon and it's crossing boundaries from urban to rural regions. Most of the higher education students from urban areas in Karnataka (India) are exposing more to digital media day by day. Hence, the present study helps the policy makers to understand the capacity of digital media as a tool of learning and teaching in media education.

3. OBJECTIVES:

The general objective of the research paper is to know the digital transformation of media education in Karnataka. The specific objectives are:

- To study different digital media platforms' usage in Karnataka media education.
- To find out opportunities generated by digital transformation of media education for teachers and students post Covid-19
- To examine the challenges of digital media usage in media education for students and teachers post Covid-19
- To analyse the impact of digital transformation of media education on students post Covid-19.
- To know the scope of digital transformation of media education in future

4. RESEARCH METHODOLOGY:

The study used both quantitative and qualitative research methods. Under qualitative the interviews were conducted among 10 media teachers and under quantitative methods, a survey was conducted through structured questionnaires among 100 media students and it was based on purposive sampling. Structured questionnaire was sent to graduate and postgraduate students who are pursuing media education in Karnataka state and collected their feedback to analyze the data. The study used descriptive analysis in the research findings.

5. RESEARCH FINDINGS:

The data was collected from 100 respondents from different media graduate and post-graduate colleges of Karnataka. Among 100 respondents 52 were male and 48 were female. The majority of the respondents are from rural 74% (n-74) and from urban-26% (n-26).

The respondents have chosen from different courses of media education, among them the most of the respondents (44%) from Electronic Media course (M.Sc), 30% from Mass Communication and Journalism (MCJ), 22% from BA/B.Sc. in

Journalism and only 4% from Film Making course. 10 media teachers were interviewed to know their perspective about the digital transformation of media education.

### 5.1 Different digital media platforms used in media education

According to the interview with the 9 media educators for research, the majority of the teachers used digital devices such as Personal Computer, Laptop and Mobile to communicate with students post the pandemic. They had conducted online classes using different tools like Zoom, Google Meet, Microsoft Teams etc. taught classes using webcam and powerpoint presentations.

Students used different electronic devices for accessing classes/content post pandemic, majority of them (88%) used both Mobile and Laptop, 8% of them used Personal Computer, only 4% used Tablet.

Some of the respondents were also not favorable towards usage of the digital content post Covid-19 and they specified some of the reasons, majority of them (56.8%) said that the online mode is not sufficient for media education., 37.8% said missing social interaction and learning with peers and teachers. 29.7% said that they lack of access to digital technology or technical issues while accessing. And only 27% of the respondents opined that digital learning means more screen-time and may lead to health issues.

Respondents also used social media platforms for educational purposes during Covid-19. the majority of them (26%) used WhatsApp, 23% of them said YouTube, 19% said all of the above social media apps, 11% agreed that Email, 10% of them told Telegram, 9% of them opined Facebook, and only 2% of them said Instagram.

Media subjects which demand practical training- the most of the respondents (36%) chosen both video editing and radio & television program production, 27% of them told for both reporting & editing and all of the above subjects, 19 % of them said that cinematography and computer applications in electronic media, 15% of them opined film communication & appreciation and graphic & animation, 2% of them said that research in media studies and advertising and public relations only 1% of them each opined that development communication and media laws and ethics.
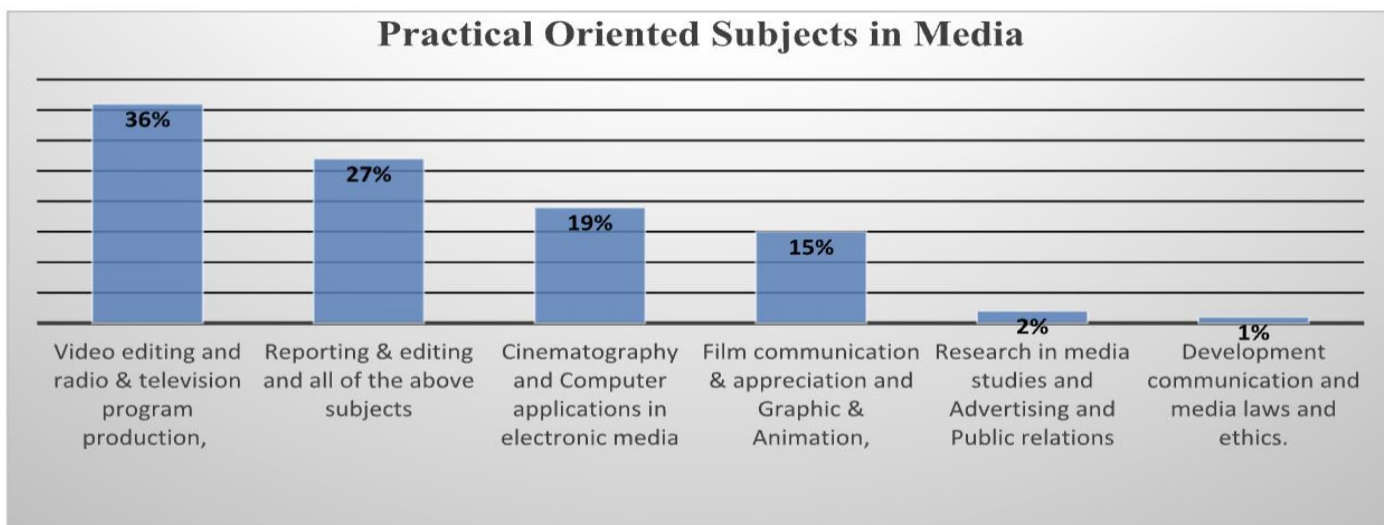
Post covid-19 the steps taken by the institutions to deliver media education- majority of them (53%) said that the offline classes were stopped and continued classes through online mode, 29% of them told teachers provided class notes, ppt, videos etc. 9% of them said that without practical skills training the examination was held through online mode, 9% of them agreed that the exams were conducted only after practical training online, 1% of them said that content classes conducted in offline mode, only 1% of them told that no classes conducted post pandemic.

Majority of the respondents (52%) are satisfied with practical components of media education taught post Covid-19 but 48% of them not satisfied with them.

5.2 Opportunities created by digital transformation of the media education for students

The opportunities generated by digital transformation of media education- the most of the respondents (49%) opined that it offers teachers an efficient way to deliver lessons to students with online classes, notes, ppt, videos, etc., 28% of them said the lectures can be recorded, archived, and shared for future reference through online mode., 17% opined that without geographical boundary constraints it reaches more students., 3% said that it offers higher rate of learners

engagement and expand their personal learning of media education. 2% agreed that it will be helpful for getting employment in technology driven media houses. Only 1% of the respondents said no opportunities are created.

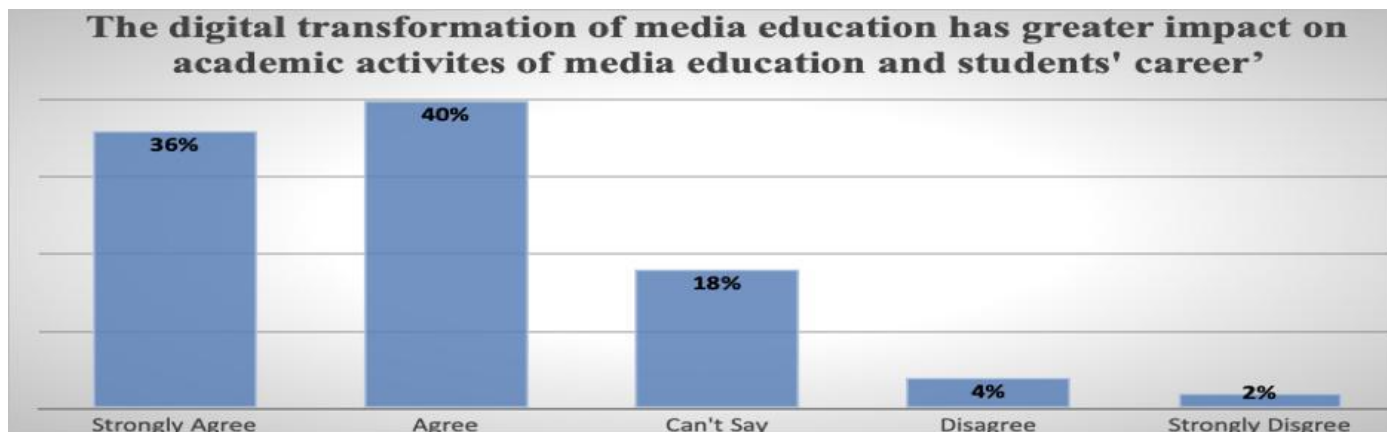**5.3 The challenges of digital transformation of media education post Covid-19**

The challenges of digital transformation of media education post Covid-19- majority of the respondents (54%) said that media education is more practical based and teaching in the online mode is not sufficient. 22% of them said it lacks social interaction with peers & teachers and learners get disconnected from the real world of the classroom. 10% of them said that it is prone to technical issues and rural areas face unequal distribution of digital media. 8% opined that digital learning means more screen-time and may lead to health issues. 4% of the respondents said that e-learning requires strong self-motivation and discipline because students can be easily distracted. Only 2% said that conducting examination through online was not effective or it's postponement due to covid-19 was problematic.
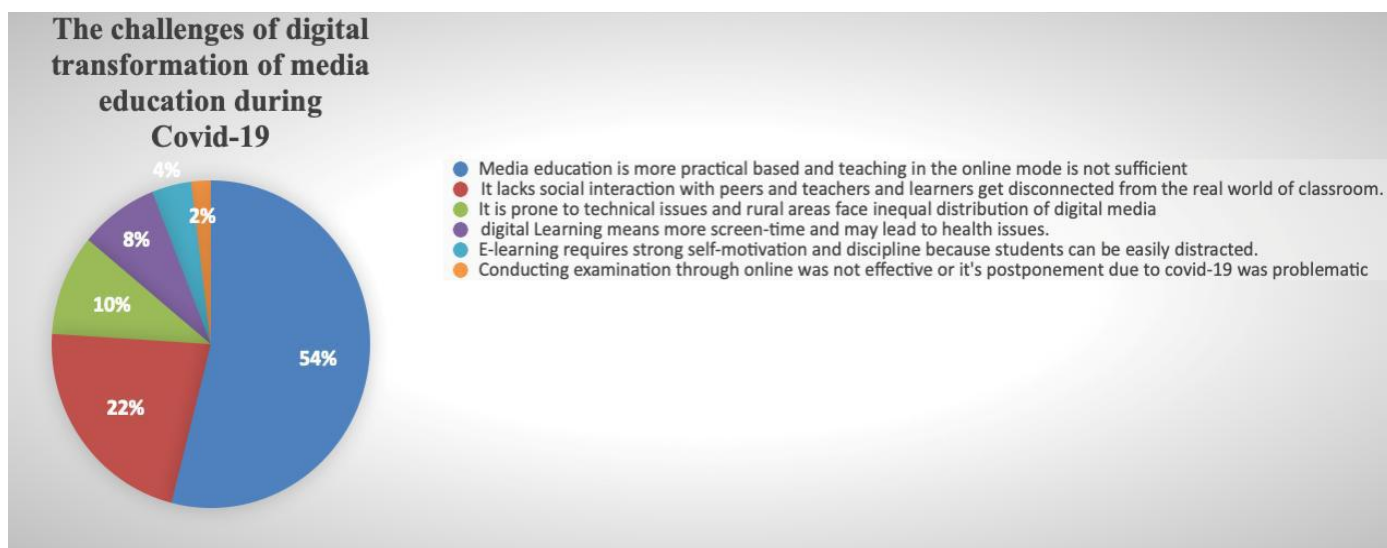
5.4. The opinion of students on digital transformation of media education and its significance, impact, and the scope

National Educational Policy (NEP-2020) proposals in higher education useful for media education- the most of the respondents (52%) opined that 50 % gross enrolment ratio by 2035 holistic and multidisciplinary education. 38% of them said flexibility of subjects, multiple entry or exit in UG program. 16% of them said credit transfer and academic bank of credits. 28% of them said that research and teaching intensive universities and autonomous degree granting colleges. Only 18% of them agreed to model multidisciplinary education and research universities (MERU) in or near every district.

For the statement 'the digital transformation of media education has greater impact on academic activities of media education and students' career' the most of them (40%) agreed, 36% of them strongly agreed, 18% stood neutral, 4% of them disagreed and only 2% of them strongly disagreed.

For the statement 'the knowledge of media education gained post covid-19 is helping the people who are already working in the media houses' – majority of the respondents (30%) has no response for it, 26% of the disagreed, 22% strongly agreed, 18% of them agreed, and only 4% strongly disagreed.

For the statement 'digital transformation of media education has greater scope in future also' the highest number of respondents (38%) agreed for it, 32% of them strongly agreed, 20% preferred not to say, 6% disagreed and only 4% of them strongly disagreed.

5.5 The perception of teachers on digital transformation of media education and it's opportunities, significance and the scope

For this objective, the researcher had interviewed 9 media educators from different colleges of Karnataka. The colleges are from different parts of Karnataka like Bangalore, Tumakuru, Ujire (Mangalore), Vijayapura, etc. Among the media educators or teachers 5 were male and 4 were female. Majority of them opined that, before Covid-19 they used to do both theory classes and practical classes using well established multimedia studio, community radio, editing lab and in-house practice journals. With their help the students have created various projects like page design, reporting and editing, anchoring, radio production, television production etc.

Media educators had given much importance to practical training after the introduction of credit-based systems in higher education. After the pandemic the offline classes were stopped and they continued classes through online mode with the available resources. They have shared source materials like notes, ppt, pdf, guidelines, recorded classes etc. using different digital media tools. They had also allowed students to attend online classes, live seminars, conferences, programs etc. using Zoom, Google Meet Microsoft Teams etc. and assigned to the students to do reporting on that for practical experience. Faculties/resource persons from abroad also interacted with students and gave inputs to them post online classes and it was truly global in education. Internal tests also conducted and those monitored by the media educators in online mode. The same content from online classes were uploaded on the institutions' website.

But they also opined about having issues with respect to online classes post the pandemic like technical issues especially noise controlling, holding attention of students for long time, conducting practical training, difficulty in individual assessment of students compared to offline classes, knowing the students' reach and their feedback on classes etc. Except that digital transformation is an integral part of education now and students are also well adjusted for it for complete understanding of concepts. Usage of digital media tools in classrooms is the need of the hour, teachers also incorporated in their teaching to be updated with the technology. and they are hoping that it has greater scope in the future.

6. DISCUSSION:

Results of the study indicated that post Covid-19, the majority of them have been using the mobile for accessing online classes/content, most of them consider the online classes through Zoom, Google Meet, etc. Most of the respondents said that the online mode is not sufficient for media education. WhatsApp was a widely used social media platform for educational purposes. The video editing subject demands much practical skills training than other subjects by digital media. The digital transformation of media education offers teachers an efficient way to deliver lessons to students with a number of tools such as notes, ppt, videos, etc., the challenge of media education is it's more of practical based and teaching in the online mode is not sufficient.

The majority of them agreed for the greater impact of digital transformation of media education on academic activities of media students. And most teachers said that after the pandemic the offline classes were stopped and they continued classes through online mode and even though having a studio, a college journal, a community radio and other best infrastructure for media related practical classes they have utilized post the pandemic. At that time with available resources, they shared source materials like notes, ppt, pdf, guidelines, recorded classes etc. and used Google Meet and Zoom for online classes. The same content was uploaded on their website.

7. CONCLUSION:

The paper highlights the changing needs of the 21st century media students for emergence of media education with digital touch. The digital transformation of media education offers teachers an efficient way to deliver lessons to students with a number of tools such as notes, ppt, videos, etc., the challenge of media education is it's more of practical based and teaching in the online mode is not sufficient. majority of the students and teachers used mobile for accessing online classes/content, they had taken online classes through Zoom, Google Meet, etc. Most of the media students and teachers agreed for the greater impact of digital transformation of media education on academic activities of media students. And most teachers said that after the pandemic the offline classes were stopped and they continued classes through online mode and even though having a studio, a college journal, a community radio and other best infrastructure for media

related practical classes they have utilized post the pandemic. At that time with available resources, they shared source materials like notes, ppt, pdf, guidelines, recorded classes etc. and used Google Meet and Zoom for online classes. The same content was uploaded on their website. They also opined that students also adjusted well for complete understanding of concepts. Faculties/resource persons from abroad also give inputs to students post online classes and it's truly global in education. The above findings illustrate that usage of digital tools in classrooms of media education is very much essential and it has greater scope in the future.

8. LIMITATIONS:

The present study considers the 'Digital Transformation of Media Education among Higher Education Teachers and Students of Karnataka' only. It's not considered outside the media institutions and colleges of Karnataka.

9. RECOMMENDATIONS:

The present study on the 'Digital Transformation of Media Education among Higher Education Teachers and Students of Karnataka'. Media is the fourth pillar of democracy and journalism and media education has 100 years of establishment in India. So, for the protection of democracy, human rights, civic duties, and responsible citizens, media education is the need of the hour.

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