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## Cognitive, Affective, Social and Cultural Aspects of Teaching and Learning in Media Studies

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**Abstract:** The vision that we will present is not intended to be exhaustive or totalizing, although it does attempt to highlight the most significant aspects that characterize it. It is a reflection of more than twenty years of work in the educational field, at different levels and with different functions, it is also the result of personal evolution, and how she will be subject to evolution. Comparing media studies with the 19th century, it seems that media has conquered an essential position in every individual's life. This study meets the requirements of a growing pool of traditional and non-traditional students, including teachers, who find education as an important aspect for jobs in the modern age of information and technology. This research will utilize the literature which has been published already, including quantitative as well as qualitative measures. Past papers were selected, which were published in different areas. Comparing with other empirical research, the first phase of the procedure of the study is to collect the data. The study is to identify the teachers and learner's characteristics such as affective, cognitive, and social factors which causes an impact on learning and teaching enhanced environment in media studies.

**Keywords:** *Media studies, cognitive, affective, socio-cultural.*

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### Introduction

Oxford English Dictionary states that in 1920, English people initiate themselves towards media studies, which in today's era is quite common. Comparing media studies with the 19<sup>th</sup> century, it seems that media has conquered an essential position in every individual's life. People in modern society have media soaked atmosphere in which distinction among the media-reality and reality has become increasingly unclear (Winch, Littler & Keller, 2016). Studying media as an academic subject, excluding the literacy of media as an aim in education has faced obstacles to secure positions in the prospectus of higher and school education in most of the developed countries (Shome, 2016). A country where media studies have shown a degree of academic respectability, as well as popular acceptance, is the United Kingdom (Pickering, 2015). Media studies in the modern era have its own importance; it is now considered to be an important aspect in higher and school education (Wodak & Meyer, 2015).

This study meets the requirements of a growing pool of traditional and non-traditional students, including teachers, who find education as an important aspect for jobs in the modern age of information and technology (Stanyer & Mihelj, 2016). Through the help of different approaches of thinking as well as learning, researchers and educators are now actively involved to recognize and understand, how every individual learn and how learning can be improved through uniting present and new ideas obtainable informative tools in instructions. Media offers every individual with an accurate and rich descriptive theory of teaching and learning in education (Stanyer & Mihelj, 2016). Models, as well as theories, are required to enhance the capacity and efficiency of learning and teaching, especially in current teaching and learning environment. Considering the learner's adaption and orientations within the learning environment require preferences to become an important procedure to design instructions (Pinar, 2019).

Core aim of the study is to identify the teachers and learner's characteristics such as affective, cognitive, and social factors which causes an impact on learning and teaching enhanced environment in media studies (Winch et al., 2016). Media studies empower and challenge students to interpret and analyse the content of media and to be more

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knowledgeable and think in a critical manner regarding the media as well as its role in the modern era. Media studies interpret shape and events, how an individual identifies the world (Pickering, 2015). Media studies help the teachers as well as learners to identify the things which might inspire the media. Media studies include various elements like video, sound, text and active illustrations which might substitute the embellishment of the subject which have quite complex matters. The innovation of mobility, technology, digitization and connectivity develops media formats and new channels. Teachers, as well as students, are participating increasingly in the modern environment. By the help of media studies, an individual deepens their awareness regarding the world as well as the resolution of these variations. There are three core areas of teacher and learner separation in the studies: cognitive characteristics, socio-cultural characteristics and affective characteristics (Pimmer, Mateescu & Grohbiel, 2016).

### Literature Review

Mayr and Weller (2017) claim that "media studies in the UK have endured a decidedly cheered history" (Mayr & Weller, 2017, p.10). Although the rise of the subject in every educational level since 2000, they conclude that media studies in the modern era are an internationally recognized subject with a range of courses (Mayr & Weller, 2017). Academic work focuses on the meaning as well as the value of media studies, which is often grieved as a restricted representation of the subject which is placed as soft or Mickey Mouse subject, defending and positioning it as a required subject in the study. In 2012 the "Manifesto for Media Education" website was hurled through the participation of educators and media scholars all around the globe that spoke to various methods through which this subject was tainted (Martin & Tyner, 2012). Shome (2016) claims that being a teacher of media studies, teachers have to spend most of their time in campaigning for the field which they use to practice the basics in their sleep (Shome, 2016).

In Wodak and Meyer (2015) commenced a study while studying the perception detained through those who participated in debates regarding media studies, like employers, graduates, teachers as well as students (Wodak & Meyer, 2015). They critically analyzed the rising concerns and discourses surrounding the employability and subject, identifying the significance of the research where they frame the perceptions of the participants in their investigation. Carrying out the information through the focused group, they get clear that media studies value regarding the competencies and skills requires to be carried in a positive manner against negative assumptions. In addition, as Winch et al., 2016 points out, these approaches can easily lead us to the error of turning teachers into simple consumers of the designs made by technologists, designs that also do not always adequately respond to the specific needs of the educational environments where they are applied (Winch et al., 2016).

From the seventies, with the influence of the didactic currents of an interpretative type such as Practical Theory, several renovating approaches (conceptualizing currents) arise that see the need to break with the simplicity of the previous views, criticized as partial and responsible for the failure of so many promises (Plantin, Lagoze, Edwards & Sandvig, 2018). From these approaches, it is intended to find new paths that allow complex issues to be explored rigorously and to provide knowledge about the processes that take place in the centers and in the classrooms, about how teachers and students integrate the use of the media, about their role in the design and development of the curriculum and the educational value of the activities carried out with the help of various means and resources. This opens a period of search for new theoretical and conceptual roots on which to base Media studies (Pimmer et al., 2016).

The psychological characteristics of the students, and now also the contexts, acquire a relevant meaning, and the educational centre becomes the key unit for the study of real processes of change. From these perspectives Greenfield, 2014 conceives Media studies from a double theoretical and practical dimension: as a theoretical field it focuses on educational action understood as a communication process in which research, reflection and theorizing are investigated; from a praxis perspective, it focuses on the use of media in specific contexts (Greenfield, 2014).

#### *Cognitive*

Regardless of the separation involving delivery, structure, location etc. in the environment of learning, it can be said that achievement in any learning environment type is prejudiced, that what a learner contributes and brings to the provided instruction (Mayr & Weller, 2017). At the time of defining an effective dimension model for interactive learners in media studies by mentioning Carroll's the school learning models, researcher stresses the significance of learning skills and language comprehension as imperious variables as well as individual differences which might account to learn media studies utilized as a vehicle (Li & Tsai, 2013). He also explains that every individual who has skills of better learning will minimize the amount of time which is required for learning, thus maximizes their ability for learning.

Similarly Lawson and Lawson (2013), in their book based on motivational and cognitive functions on individual differences regarding the instruction and learning, preserved that every individual separates such as learning styles, tolerance for ambiguity, control, anxiety, interest, experience, disabilities and attitude. All these play an essential role in teach (Lawson & Lawson, 2013). Although the essential cognitive characteristic in the skills of learners is the style of learning. Theory of learning style is accepted widely among the educational theorist relating to the cultural

environment in the classroom, although there is very little research regarding the style of learning in media studies (Gilboa, Jumbert, Miklian & Robinson, 2016).

There are many types of research done, where the researcher claims that every individual has their own style of teaching and learning regarding their culture and tradition. Their style of processing and representing knowledge depends on their culture. Their performance is measured how they learn and teach; therefore, they're a way of learning and teaching is always in an effective manner when they are taught with an effective method. Few of the studies analyzing the style of learning in media studies have been shown to offer teachers with effective methods. Stanyer and Mihelj (2016) directed a case study regarding the media studies, where they claim that both learner and teacher within this study requires to adopt effective methods to enhance their style of learning (Stanyer & Mihelj 2016).

The change of the behavioral visions by the cognitive ones, which recognize the interaction between the external stimuli presented by any means and the internal cognitive processes that support learning, led to the development of this approach that studies the interactions between the symbolic systems of the media and the cognitive structures of the students, considering their cognitive effects, the ways of understanding and codifying the reality they foster and the cognitive styles (Winch et al., 2016).

In the 2001, the interest raised by Critical Theory, which emphasizes the fact that media communications are not neutral since they take place in a socio-political context, fosters a movement called Critical Media studies that, connected to various currents of reflection (Leung, 2013). Philosophical analyses such as post-structuralism, literary linked to semiotics, socio-political such as feminist theory, etc. The dominant social values are questioned and asked about the role that technological processes should develop and in a special way, the teaching means and materials (Grusec & Hastings, 2014). From the critical-reflexive approach, the media are considered above all instruments of thought and culture and acquire their meaning in the analysis, critical reflection and transformation of teaching practices. Media selection must address the cultural, social and psychological differences of the students and be respectful of cross-cultural problems, the media server for liberation, democratization and emancipation (Hall et al., 2016).

#### *Affective*

Media studies should contribute to broadening the margins of action, decision and intercommunication between teachers and students and allow access to new means of exploring, representing and creating knowledge. Media studies must be "a knowledge that enables the organization of learning environments (physical and symbolic) that place students and teachers in the best possible conditions to pursue educational goals considered personal and socially valuable." Here it is not a question of elucidating which is the most effective means or if students learn more with one medium than with another, but with qualitative techniques, aspects such as: what knowledge does the teacher use to solve real teaching problems, what means are explored? It uses -or does not use-, what criteria it follows to select them, how it perceives the didactic qualities of the medium, how and why it produces its own materials, what modifications the media produced in the instructional context (Mayr & Weller, 2017).

Thus, qualitative interpretative studies are conducted, with the influence of Ethnography, Phenomenology, Symbolic Interactionism, Structural Functionalism and Structuralism, which analyzes and try to understand the phenomena in the context in which they occur, taking into account their complexity, their circumstances, the processes that occur, the visions of those involved. The techniques of action research Hall et al., 2016 are also used with the intention of knowing the phenomena and, above all, acting on them to improve them (Hall et al., 2016).

However, Media studies as a differentiated field of study it will not be articulated until the 2002, with the take-off of the mass media as a factor of extraordinary social influence that, in addition to considering the educational applications of the media, will also direct interest towards the study of processes of communication produced in the classroom.

This meant incorporating knowledge (theories, models and procedures) developed in the field of social sciences such as communication theory, the classification of the media according to a criterion of greater or lesser abstraction of (Winch et al., 2016). The systemic approach becomes a "processing instrument to achieve the desired educational results more effectively and efficiently, as well as a way of thinking that underlines the determination and solution of problems" (Marcus, Metzger, Paxton & Stoddard, 2018). The elements to be considered by the technologist when designing effective instructional interventions will be objectives and contents, material resources, methodology, teaching staff, students and other elements of the context. The influence of the General Theory of Systems can be seen in some of the definitions of Media studies and in use within the educational field of concepts such as system, structure, model, algorithm (Li & Tsai, 2013). An example can be the definition adopted in the " II National Meeting of Media studies " held in 1998 at the National Institute of Education Sciences (INCIE), which also observes the influence of the Theory of Communication and denotes a high degree of identification between Didactics and Technology Educational (Lacey, 2017).

Media studies, initially identified with the media, evolves towards a conception of a systematic, global and variable coordination process. This trend receives a special boost from specialists in the field of Education Theory (Pickering,

2015). However, the application of the TGS (Think Global School) to the Social Sciences has been ignoring the initial definition of the objectives, evolving towards a methodology focused on the study of "unstructured problems" common in the educational field and aimed at finding viable solutions (Leung, 2013).

The review of the different conceptions of Media studies over time and the analysis of the fields of knowledge that have provided a theoretical foundation, has allowed us to verify the disparity of existing criteria (Hall et al., 2016). Therefore, and because the choice of one or another way of assuming Media studies will condition the action plan that the Teaching Project must raise, we dedicate this section to expose the conceptual approach of Media studies with which we identify more, and that we will take as a basis to justify the development of the following sections of the Teaching Project (Grusec & Hastings, 2014). The vision that we will present is not intended to be exhaustive or totalizing, although it does attempt to highlight the most significant aspects that characterize it. It is a reflection of more than twenty years of work in the educational field, at different levels and with different functions. It is also the result of personal evolution, and how she will be subject to evolution (Greenfield, 2014).

### *Socio-cultural*

It is considered that social dynamics, interaction with the world around him and interpersonal relationships, allow individuals the construction of knowledge and awareness through dialectical processes. (Mayr & Weller, 2017) delves into the role of language and more especially of its codes, as a determining factor in the distribution of economic and social roles, the domain of certain codes allows to control knowledge and therefore power. Other specialists incorporate into the critical analysis of other factors such as school discrimination based on race, the role of books (Grusec & Hastings, 2014).

Given this new educational scenario framed in a context determined by multiple influences culture, ideology, sociology, economics, technique, Media studies appear in close relationship with the processes of change and educational innovation (Grusec & Hastings, 2014).

In this sense Hall et al., 2016 which contemplates the influence of Critical Theory on Media studies as a theoretical break from previous scientific bases in the search for new sources that allow to connect with a social and ethical perspective, defines Media studies as: "a look and a set of processes and procedures, not just devices, with the aim of shaping both a way of thinking about education and an operative line of organization and action in this area, thus associating relationships between subjects users and those who hold political, economic and organizational power for their design, development and control" (Marcus et al., 2018). The production of materials by teachers and students is valued, according to their circumstances. The teacher, critical, thoughtful and able to adapt to changing circumstances, becomes an active agent, a factor of innovation, which reconstructs the curriculum in practice and guides its students (Winch et al., 2016).

Visions on Media studies that come from postmodernist currents, which criticize the traditional positivist and instrumental vision of this field of knowledge for not take into account the cultural contexts of educational processes and also emphasize the importance of creativity. This perspective accepts that instructional problems always have multiple solutions; stresses the importance of languages and metaphors in order to interpret the media, which do not mean what they appear, invites to find contradictions in the messages themselves and those of others (Wodak & Meyer, 2015); It recognizes various ways of understanding students and encourages them to break with the traditional communication model that empowers creators of instructional messages to the detriment of learners they must develop their own messages using different means. They affirm that a new educational model "the invisible school" is being born that demands a connection with the culture of its surroundings from criteria and values in line with a democratic society whose Educational system should seek social justice and emancipation. - Instruction technology and systemic approach. With the influence of the General Theory of Systems and the Theories of Communication, a "technological approach to curriculum" instructional technology, instructional technology appears in 2001, in which the central focus of Media studies. It becomes the analysis of the elements involved in the instructional act and its organization to achieve the predetermined objectives (Plantin et al., 2018).

Based first on a psychology of association-type learning and then also on the powerful cognitive approach to information processing, this approach is initially based on the proposals of scientific business management that he made early Century FW Taylor (breakdown in stages, efficiency, reduce time, control, task training), and is specified in a "pedagogy by objectives" as proposed by (Winch et al., 2016) in the mid-century focused on the analysis of objectives, the selection and organization of content and learning experiences and in the evaluation of students and the curriculum. Later, in the 80s, the development of the Curricular Theory propitiated the appearance of a whole series of curricular design proposals, some of which also had a marked technological focus (Winch et al., 2016).

### **Methodology**

This study has used secondary research methodology, which includes the academic literature of different researches. This research will utilize the literature which has been published already, including quantitative as well as qualitative measures. This research includes detailed analysis as well as evaluation of already published literature. The aim of this

research is to perform the research with adherence to the research prerequisites as well as to compliance the research standards. Research in this study will encompass the entire adherence according to the standards of modern research while implementing the objectives of the study (Mayr & Weller, 2017).

### *Research Design*

The research design of this study contains a qualitative approach, which includes the meeting and setting of the aims of the study. The research in this study contains five stages. The first phase of the study includes the collection of the relevant literature as well as the title. The first phase of the study examines why and how the topic needs to be selected and then identifying the required literature which can be deemed relevant and needy while developing the basis of the study. The methodology of the research is a procedure to collect data, figures and fact, also information on the required research topic (Mor, Ferguson & Wasson, 2015). This is completed to identify the aspects of teaching and learning in media studies through evaluating and analyzing the conditional aspects. The research methodology is said to be a method for the researcher to evaluate of solve the problem in a systematic manner and also to learn various methods which can be followed to attain the intention of the research (Marcus et al., 2018).

### *Data Collection*

As an observed object, different papers were selected, which were published in different areas. Comparing with other empirical research, the first phase of the procedure of the study is to collect the data. Since late 1999, many articles as well as articles were published, which are archived specifically. There are many databases for the articles which exist. Data collection has become less labour concentrated. The wealth of data which can be gathered logically also need different tools to collect the data (Pinar, 2019). This study will be based on secondary research, including the qualitative studies, with emphasizing on documentary and observation study. Therefore it is essential to cross the researches and published surveys, including the bibliographical research which has already been done. Simultaneously, the researcher conducts a thorough study at the time of collecting data through the technique of collecting data. After the collection secondary data, researcher interpreted and analyzed the gained literature in order to gather the results keeping in mind that the research needs to act as an observer, without supposing any sort of interference within the study objective (Winch et al., 2016).

### *Ethical Considerations*

This research will be done by considering the ethics of the research and the required approach for qualitative research. The aim of the researcher is to ensure and certify that each source of the literature including journals, web links, articles, and books, all these are cited adequately referenced and cited so that none ethical discrepancy of the research emerges.

## **Discussion**

As designers and educators, the researcher is required to examine researches in order to discover some new characteristics within the research, which allow an individual to develop a collaborative, student-centred and true environment of learning. By the help, these learning strategies a student engages with problem-solving and critical thinking. Research suggests clearly that the audience for whom this research has been done (teacher and student) in order to design essential components in media studies (Hall et al., 2016). A learner who has diverse characteristics learn in a diverse manner, and also their reactions are different from their teachers. Therefore, teachers are required to consider every individual student's difference to develop a better environment of learning, and this helps to serve and reach the need of a learner. To match the thinking and learning styles, adapting teacher's instruction might be an efficient way because media studies provide a platform to tailor instruction which fits in various styles (Wodak & Meyer, 2015).

According to the classroom environment, it is quite easy to develop as well as implement training, keeping in mind the preferences of a learner. Although in many previous types of research, it has been said that media studies in the modern era have great acceptance, many new students are willing to study media studies (Lacey, 2017). With contextualized mediational approach can be placed the Sociocultural Theory, Based on Vigotsky's theory, which "considers the social origin of human mental processes and the role of language and culture as necessary mediators in construction and construction. Interpretation of the meanings ". The sources of mediation can be very varied a material tool, a system of symbols, the behaviour of another human being, but these interactions always occur in defined institutional frameworks: family, school, work (Grusec & Hastings, 2014). This approach allows us to analyze and deepen from alternative perspectives the incidence of the media (Shome, 2016).

To develop this type of instruction material, the time and cost need to investigated as well as estimated deeply. Studies show that regarding the affective, cognitive factors like motivation, gender, desire, fear, frustration etc. plays an important role within the media studies, and all these factors need to be kept in mind while developing instructions (Plantin et al., 2018). Including these factors helps the learners to know what is required from them, and what steps need to be followed in order to fulfil the objectives of the course (Stanyer & Mihelj, 2016). List of explanations and

required course informative syllabus might reduce the learner's anxiety level and allow them to attain all the task in an efficient and effective manner. Another main issue is the motivation and interest loss in learners towards their activities of learners (Lacey, 2017).

The teacher needs to know that every learner who attends the course have different interest and background. It is a reflection of more than twenty years of work in the educational field, at different levels and with different functions, it is also the result of personal evolution, and how she will be subject to evolution (Plantin et al., 2018). In the modern era, the need for media studies has got attention from the students (Hall et al., 2016). Therefore teachers who teach media studies need to include various activities including relevant content which engage the learner to attain required information of the course. The prevailing idea was that by introducing a new medium into the classroom, the appropriate combination of the medium, the apprentice subject, the content of the subject and the instructional task would increase learning; Technocratic vision of the educational reality whose postulates focus on the need for the teacher to have good and varied tools to carry out the teaching action, since the richness and variety of stimuli will raise the attention and motivation of the students and facilitate the acquisition and recall of the information (Mezirow, 2018). The review of the different conceptions of Media studies over time and the analysis of the fields of knowledge that have provided a theoretical foundation, has allowed us to verify the disparity of existing criteria. Therefore, and because the choice of one or another way of assuming Media studies will condition the action plan that the Teaching Project must raise, we dedicate this section to expose the conceptual approach of Media studies with which we identify more, and that we will take as a basis to justify the development of the following sections of the Teaching Project (Mezirow, 2018).

However, from this perspective, the problems related to the pragmatics of the media and their definitive efficacy in school contexts are not resolved either, although, although all the studies are carried out in the classrooms, there is still preferential attention to the "unique interaction with the medium" ignoring the complex exchanges that occur in the classroom. The cultural, social, instructional context of learning is forgotten, and how subjects place their cognition is not taken into account (Pinar, 2019).

Martin and Tyner (2012) there study claims that media studies in school or in higher education needs to be incorporated. Teachers are required to develop different strategies through which they can attract students towards media studies (Martin & Tyner, 2012). In modern world media studies has their own importance, many students are willing to adapt media studies. Different explanations and required course information might reduce the learner's anxiety level and allow them to attain all the task in an efficient and effective manner. Many studies has claimed that teachers plays an essential role in developing attraction of course for students.

The vision that we will present is not intended to be exhaustive or totalizing, although it does attempt to highlight the most significant aspects that characterize it. As Brennen (2017) claims that how knowledge is constructed, this depends that what teacher and learner already knows, their experience matters a lot. This also depends on how they organized their experience while developing the structure of instructions Brennen (2017).

Media studies require a good knowledge of mass communication also about history, content as well as the impact of media in specific mass media (Winch et al., 2016). The environment of learning needs to include the situations which permit the learner to gather information regarding their own knowledge. The structure of mass media offers a unique opportunity to attain cognitive flexibility in the environment of media studies, unlike traditional settings within the classrooms. Research from this mediational cognitive perspective often focuses on curriculum design and the application of new technologies in the teaching and learning processes for the development of individualized teaching situations adapted to the cognitive characteristics of learners (Plantin et al., 2018).

### **Conclusion and Recommendations**

The researcher attempted to define how media studies change being a discipline around the globe and how they provide information, also how, in the modern era, it has been adopted in schools as well as in universities. The media are a more curricular element that influences and condition the organization of the instruction process, the teacher-student relationship, the adequacy of spaces, the duration of the activities, the control system and the performance by the teacher of certain teaching functions and extra didactics.

With the influence of the didactic currents of interpretative type, new more subjective and comprehensive conceptualizations for Media studies are proposed, which is based on cognitive psychology and that, in its purpose of improving the teaching and learning processes through the application of Technological resources are more interested in the cognitive characteristics of students and their internal processes, in the context in which educational activities are carried out and in the symbolic aspects of the messages conveyed in the media, than in the media themselves. On the other hand, in many cases there is no longer the separation between the technologist designer of interventions and the professor applying them, being the latter who configures them according to their needs together with the specialist.

Knowledge construction for both of an individual and for group attempt that revolutions from one moment to others and also in the educational perspective through the course to course. Learners and teachers who make up their own

community to shape their directions, conversations need to expend their way of gaining knowledge. To facilitate and encourage constructivist learning, student-centered learning activities and task that influence different affordances of the studies requires to be monitored, devised, reviewed to assure the experience of learning of students as well as the teachers constantly spread.

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