ISSN (print): *2588-5731*

Research Paper

The Role of Teachers' Media Literacy and the New Communication Technology 'Madyar' on Students' Learning in the Experimental Science Course of the Sixth Grade Primary School

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Received Date: 20/01/2023 Accepted Date: 18/08/2023

Pp: 79-92

Abstract

The present study was conducted to "investigate the role of teachers' media literacy and the new communication technology 'Madyar' on students' learning in the experimental science course of the sixth-grade primary school boys in sari city." The research method was descriptive-survey. The statistical population of the current research was considered to be all sixth grade students of Sari city boys' schools along with their teachers who are working in the academic year of 2014-2015. Due to the limited number of sixth grade teachers, 200 samples were selected by simple random sampling from the students along with the teachers of the same grade. The methods of information collection are in the form of library study and field research. To collect data, a media literacy questionnaire, a questionnaire created by a researcher of the modern communication technology of the Madyar system, and a learning questionnaire were used, and the reliability of the test through Cronbach's alpha coefficient was calculated as 0.83, 0.82 and 0.80 respectively. Two statistical methods including descriptive statistics (central and dispersion indices) and inferential statistics (t test) were used to analyze the data. The results of the research showed that the media literacy of the teacher and the modern communication technology of the Madyar system have an effect on the students' learning in the experimental science course of the sixth grade, and in line with other researches, it will indicate the positive role of the use of the new communication technology on the students' learning.

Key Words: Media literacy, New Communication Technology, Support system, learning

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Introduction

Progress in all fields in today's world has dominated human life and has caused tremendous changes in all scientific fields. One of the types of technology that has an ever-increasing speed in developing and spreading is communication and information technologies. It is a necessity to use this technology in education. Students objectify the learning and teaching process by using educational aids and learn new things easily during teaching. According to the scientific and technological advances in today's era, educational aids as an interface have been able to play their role well. Obviously, if teachers have the necessary skills to use these tools, their effectiveness will be higher (Akbari et.al, 2017). On the other hand, many young people use the Internet and information and communication resources in wrong ways. They have not received effective and useful training at home and school to use information and communication resources, on the other hand, no special institution is responsible for guiding them, and based on the research conducted in the field of the difference in the level of internet and media literacy of students and teachers, parents and teachers They cannot teach students how to use the media and modern information sources, and the need to increase the media literacy of teachers and its solutions, which is the subject of this research, has become a necessary and undeniable matter. (Amiri et.al, 2019). Therefore, media literacy is a vital skill to live in today's era. Teacher education is very important in the era of information and communication technology and is a necessary, unavoidable and realistic response to the new media environment. In fact, learning the efficiency of the educational system seems very necessary. Since the ultimate goal of using media is to increase the teaching effect and improve student learning; If the teachers have proper media literacy, they can teach their students to think and look critically at the media and transfer these skills to their students and play an effective role in building a bright and better future for the society.

The speed of expansion of virtual space and growing technology requires that teachers with good media literacy have the role of guiding students, especially teenagers, in this endless space. Education organization in the field of media literacy, scientific literacy, digital and internet literacy; He should not be left behind and keep up with the media (Amiri et.al, 2019). In the meantime, the teacher as one of the elements of the development of the education sector has a special importance in the education system and her performance can have a significant impact on the achievement of the goals of the education system (Saeidi, 2016).

Electronic or virtual education refers to any type of course and training that is done in a way other than face-to-face methods. The contents of the courses may be transmitted through the Internet or using video and active and interactive two-way images. Virtual education is the most important application of information technology, which is provided in the form of different systems such as computer-based learning, online learning, network-based learning, and online education (Karami Baghtifoni, 2017). Many factors can be involved in students' learning, but due to not using new methods in education, the quality of education is not at the desired level and students do not show much interest in studying, but electronic learning is introduced as an online process that is It can be learned using the internet and web pages. The teacher can design a new electronic space in connection with each subject or use the electronic learning environments available on the Internet) Zarei et.al, 2018)

In general, both methods of education, i.e. virtual and face-to-face education, have their

own advantages and disadvantages, but after the launch of intelligent educational systems in Iran, the effectiveness of this educational method became the concern of researchers, and during the past decade, various researches in this field from Its effectiveness has been compared to other forms of education and various results have been obtained, but no research has been seen regarding the new communication technology of the support system. Since electronic education and smartening of schools have been widely implemented all over the world, media literacy is of particular importance. To be information literate, he must be able to recognize when information is needed and have the ability to evaluate and use it effectively. Media literacy skills have always been in line with the effectiveness of teachers and teaching skills, in fact, learning media and information literacy skills seems very necessary to increase the effectiveness and efficiency of school teachers and, as a result, improve the efficiency of the educational system. Therefore, teaching these skills to teachers can have significant effects in increasing their effective teaching. A teacher equipped with information and media literacy skills can transfer these skills to his students and train lifelong learning that can play an effective role in building a bright and better future for the society)Taj abadi et.al, 2019). Considering that currently schools have a tendency to make their educational organization smarter and want to move forward according to the educational principles of the world and the criteria for parents to choose a school is the quality and efficiency of a smart school and the dependence of the audience on the media and media products. It is necessary to have the ability to analyze, recognize, understand and choose the media message, as well as to make them resistant to the influences caused by the power of the media; meanwhile, media literacy seems to be a necessary skill. We consider two hypotheses for this research:

1- The teacher's media literacy has an effect on the students' learning in the sixth grade experimental science course in boys' schools in Sari city.

2- The new communication technology of the Madyar system has an effect on the students' learning in the experimental science course of the sixth grade of primary boys' schools in Sari city.

At the end of this research, it is hoped that it will answer the question that "does the media literacy of the teacher and the new communication technology of the student learning support system have an effect on the experimental science course of the sixth grade of primary boys' schools in Sari city"?

Basics and theoretical concepts of research

- **Media literacy**: Media literacy means the ability to recognize, criticize and distinguish information received from various electronic media (Kiboki & Labas, 2021)

- **Modern communication** technology of Madyar system: Modern teaching methods mean that the teacher uses a lot of educational tools and facilities while teaching and leaves effective learning to the learners through various exercises and activities (Kazemi & Ebadi kohsare, 2020). Using Madyar schools' smart application will create an online connection between the teacher and the parents, and this will allow the parents to monitor their child's performance and learning.

- **Learning**: Learning is a process, not a result, learning is purposeful and directed. Through learning, a person gets to know his environment, he stands in front of the environment, he uses the environment to meet his needs, and sometimes he dominates and commands the environment. He makes himself and adapts himself to it. The life of each person in the social, intellectual, emotional and physical dimensions is related to the learning power of that person and

depends on the changes that the person brings about through learning.

The necessity of media literacy

Today's society is full of messages. People are not safe from all kinds of media messages at any time and place. In today's global village, every person can easily access up-to-date and global information in various fields of human knowledge in less than a few seconds with their mobile phone or personal computer. Of course, it should be noted that today the main issue is not access to information; Processing and understanding all daily media messages (including radio programs, television, newspaper pages, e-mails, mobile phone SMS, advertising billboards, streets, advertisements (metro) and enough time for that, choosing media content that fits the values Culture, age and cognitive characteristics, especially for children, are all complexities of today's media world. Information bombardment and flood of media messages is a danger that unfortunately is not addressed seriously and operationally in today's society.

The role of information and communication technology and media literacy in curriculum planning

Fava, Information and Communication Technology in Curriculum Planning includes tools and methods related to computers based on software, hardware and communication, including information resources such as the use of multimedia tools, services based on it and the participation of technologies such as video conferencing, robots and digital divisions. The use of Fava in the teaching-learning process is to increase the quality of teaching-learning methods. This has a special place in curriculum planning. Because using FAVA in schools is a way to understand the new goals of education, including the development of continuous education, skills and the ability to engage in collaborative knowledge creation and problem solving with the help of peers and experts all over the world (Abedi karaji ban et.al, 2009).

Madyar system

Nowadays, with the use of online teaching and learning tools, face-to-face classes have been replaced by online classes. Consequently, other parts of the course, such as tests, assignments, attendance, and report cards, have found an online (virtual) appearance. The Madyar system is the first smart, downloadable software for schools. Madyar smart app is a comprehensive and complete software for intelligent school management and communication between parents and students within the school. It is available on three platforms: Android, IAS, IOS, and the web. The Madyar system is a management system for learning; in other words, it is an online school system with all the facilities for virtualizing schools (smartening schools). The online test section is a practical and widely used facility in innovative and regular schools. In this part, they can conduct their tests, both empirical and descriptive, and this way, they save paper consumption and time for designing questions and correcting tests.

E-Learning

Distant learning in schools and institutes is the only way to help the virtual education of those who have been left behind from teaching and learning in in-person education environments for any reason or for those looking to start or complete their educational process using this novel approach. Distant education has provided many benefits for schools, professors, students, scholars, and others active in the country's education sector. So far, various tools for virtual education have been provided, such as web conferencing for online educational sessions, virtual classroom software, online teaching, school management software, education organization management software, and other electronic education tools that bring about the necessary platform for education.

All these tools have directly and indirectly

affected reducing costs, increasing income, and reaching more target communities. Webinars, virtual training software, computer, e-mail, and Internet-related technologies are also used to facilitate this process. In many cases, teachers and professors do not attend classes, and by uploading their recorded teaching into the system, they hold a lesson once, which can be permanently used (Kazemi & Ebadi Koohsare, 2020).

Advantages of E-Learning

Virtual education refers to education in a learning environment in which the teacher and the learner are separated in terms of time or space. The teacher provides educational content through course management programs, multimedia resources, the Internet, video conferencing, and technology. Virtual education is another name for e-learning (IGA, 2018).

Applying the Internet and multimedia technologies has pushed the traditional learning process towards electronic learning and has altered the way of activity, play, and education.

Disadvantages and Limitations of E-Learning

The main concern of using virtual education is moving away from human relationships and moving towards the virtual world. Reducing face-to-face communication with the teacher causes anxiety in some learners. Current e-learning programs need to have the required quality. The need for more necessary infrastructure for virtual education with the help of the Internet, such as the limitation of bandwidth, causes less efficiency in audio, video, and moving images. These cause much time wastage.

In this regard, three significant limitations of virtual education have been stated (Clark, 2008).

- Failure due to lack of job analysis
- Incompatibility with the limitations and weaknesses, and strengths of human learning
- High dropout rate

The present age, with many complex challenges in society, has affected how we communicate with others and learn. The main factor in these changes is the increase in the fundamental role of information and knowledge, which are the terms introduced in this period: information society, knowledge society, and learning community. Learning is the main link between culture and knowledge, and these changes cause changes in teachers, students, and tools used for teaching. At present, teachers must recreate their understanding of the continuous changes in the teaching-learning process. The transformation in the teaching method as one of the tools to improve education and teaching has quickly regained its position in the educational systems. Of the reasons

The spread of this idea in educational systems is the ineffectiveness of traditional research in answering the fundamental questions of education, especially at the level of classrooms. For a long time, a gap between traditional research and the needs of teachers has been a source of objection and criticism of the existing educational research methods (Sabri, 2014).

The content and teaching method should be designed in such a way that helps the students become more motivated. If students lack the motivation to learn, preparing for educational activities will be futile. On the other hand, the teaching purpose of science lessons to students is to help them learn scientific principles and use them to develop an individual and social life, not to retain knowledge. Experimental sciences should help learners increase their knowledge of the environment, understand the world's wonders, improve their knowledge about the world's creator, and familiarize them with the knowledge and insight needed for their present and future life.

Education Environment and Its Impact on Learning

The environment has always been one of the most critical factors that play a significant role in learning and teaching; Vygotsky, one of the most prominent cognitive development theorists, believes that the interaction between the learner and his social environment is significant. He thought that children's mental development is generally contingent upon the people who live in the world around them. Most people improve their thoughts, attitudes, and values in interaction and mutual relationships. A person's level of learning and training depends on his environment. Therefore, learners' mental abilities will inevitably grow if the course materials are taught in a cultural and social setting (Zari, 2018).

Every society foresees specific principles and goals for its educational environments. If the educational system of the country considers the learning and creativity of students as the criteria for growth and progress, it is necessary to provide the appropriate platform by realizing the desired educational systems. Accordingly, educational environments have the most significant effect and role on the mentality and civilization of societies. The necessity of reforming the body of education is to create spaces related to students' activities. In the modern education and training system, educational settings in schools are no longer dry and soulless environments with no effect on the learning process. Still, they play a lively, dynamic, and highly influential factor in the quality of students' educational activities. The idea of open school is introduced as an excellent idea that makes learning active, inspiring, and responsible. Clearly, it will be perfect for the current schools if educational methods and curricula are developed according to it. Besides conventional educational activities, it allows interaction with peers and provides spaces for various activities (Rafti Sokhangou, 2016).

Research background

Considering the topic of the research, which is the role of teacher's media literacy and modern communication technology of the support system on students' learning in the experimental science course of the sixth grade of primary boys' schools in Sari city, in this part, the internal and external researches conducted on media literacy education and also, we discuss the research done about new communication technology and students' learning:

Jahandar Amiri et al(2021), in a study on ways to increase teachers' media and information literacy, concluded that many young people use the Internet and information and communication resources incorrectly. They use effective education at home and school. They have not received any instruction on using information and communication resources. On the other hand, there is no specific institution in charge of guiding them, and based on the research conducted in the field of the difference in the level of internet and media literacy of students and teachers, parents and teachers do not know how to teach students about modern media and information sources. The need to raise the media literacy of teachers and its solutions, which is the subject of this research, has become a necessary and undeniable matter.

Gholizadeh (2020), in research titled "investigating the role and impact of technology and media literacy on the education and learning system," concluded that with the increasing progress of knowledge and technology today, our society and country need training skills that can keep pace with advance development of science and technology. Considering the ever-increasing expansion of IT and its increasing impact on human life, familiarizing students and teachers with this technology and mastering its tools are essential. For this purpose, while providing the necessary facilities to students and teachers, some

countries also educate and prepare them for life in the electronic world. Since the teacher is currently the main focus of education in the country, updating schools using modern technologies, having new creativity in education, and giving prominence to students' abilities are necessary for this transformation. With the help of technology and media, it can positively impact the educational system and students' learning.

Vahedi (2019), in research on "the effect of e-learning readiness on self-regulated learning strategies and students' behavioral tendency to learn online, the mediating role of motivational beliefs," showed that the conceptual model considered in the research is statistically suitable concerning wellness indicators. In addition, e-learning readiness has a positive and significant effect directly on motivational beliefs and indirectly on self-regulated learning strategies and behavioral willingness to learn online through the mediating role of motivational beliefs; in addition, motivational ideas directly have a positive effect. Additionally, it has a significance on self-regulated learning strategies and behavioral tendency to learn online. The direct impact of electronic learning readiness on learning strategies and behavioral tendency to learn online is positive but not statistically significant.

Positive but not statistically significant.

Rostami et al. (2020), in research entitled "the role of educational technology and student learning in school and social settings," concluded that educational tools and aids, including educational technology, have a special place in the educational process in education. The primary purpose of educational technology is to facilitate, develop and strengthen the teaching and learning process. The studies also indicated that educational technology is effective in students' learning in school and social environments.

Salarifard et al. (2020) research on the "functions of ICT for student teachers' learning at Farhangian University" showed that using ICT in training human resources and improving the quality of learning and teaching has positive effects, hence providing theoretical and practical curricula. Based on ICT, it is essential to improve the attitude of teachers and student teachers towards using ICT in education and access to hardware and software facilities such as computers and internet connection in teacher training centers for student teachers to acquire the necessary information and communication technology knowledge and skills.

Ghaznavi et al. (2018), in an article titled "evaluation of the role of new educational technologies in teachers' teaching efficiency," investigated the role of new educational technologies in teachers' teaching efficiency. The findings emphasize that one primary school teacher's teaching skill is using new educational technologies during the education process. One teaching skill that increases primary school teachers' ability is using new educational technologies during the education process. Teachers' use of new educational technologies can be dynamic and create excitement in students.

Azad and Namdari (2016) in a study to investigate the effect of computer literacy of teachers on learning rate and students' memory. The research results indicate that the percentage of teachers without computer literacy is 28.64, significantly more than teachers with computer literacy 71.35 The t-test comparing the means showed that the average learning of the experimental science course in the students' teachers with computer literacy is significantly higher than the average of the science course in students whose teachers lack computer literacy. Still, the teachers' computer literacy variable could not cause a difference in the students' memorization rate in the experimental science major.

In a study, Niazi et al. (2015) investigated

the effect of technology-based media literacy education on students' awareness. The results showed that information and communication technology-based media literacy education increases students' understanding of media literacy.

Kahn and Boyer (2020), in the study titled "can media literacy education increase digital participation in politics?" concluded that media literacy is necessary for learners. Still, the study of this variable is a nascent field. His study showed that media literacy could increase students' positive attitudes and participation in social activities.

Tynen, Newman, and Weary (2019), in a study on teachers' beliefs and attitudes about knowledge of technology, showed that more attention should be paid to the development of teachers' beliefs and attitudes about their technological knowledge during student education to encourage them to use simulation in teaching. They also found that teachers' unfamiliarity with technology is one of the obstacles to its use.

Balak Rishnan (2017) researched "social media and their use in learning." The research findings showed that using social media in teaching and learning develops students' participation and communication experience. The results showed that the differences in the cultural and educational systems affect the use of social media as an online learning tool. This research showed that social media could be an innovative and effective tool in teaching and learning.

Rambosek-Stipek and Vankova (2017), in research entitled "the content of digital literacy from the perspective of teachers and students evaluate the improvement of curriculum characteristics, organizational and process aspects of the development of students' digital skills and determine the current state of the structure and direction of the development of digital literacy in primary and secondary schools. Based on relatively large and exploratory survey results, this research considers it very important to evaluate the content and concept of informatics subjects in primary and secondary schools from the point of view of teachers and students.

In his master's thesis at Gonzaga University in communication studies, Pand Gregg (2015) examined the role of media literacy education in improving information literacy. In his research, literacy was introduced as an independent variable, and information literacy as a dependent variable. Based on the research results, there needs to be a stronger correlation between media literacy and information literacy.

Method

This research, with regard to the title "the role of teacher's media literacy and modern communication technology of the support system on students' learning in the experimental science course of the sixth grade of primary boys' schools in Sari city", is based on a practical purpose and a descriptive-survey type. The statistical population was considered to be all sixth grade students of boys' schools in Sari city along with their teachers who are working in the academic year 2021-2022. Also, documentary or library methods were used to collect information, and information was collected in the field method based on the survey research method. And two questionnaires and a treatment protocol have been used.

Philosfi et al.'s media literacy questionnaire (2013) this questionnaire has 20 questions and was created by Philosfi et al. Its validity and reliability have been confirmed with Cronbach's alpha of 0.83. It includes questions related to the independent variable number 3 to 22. Regarding the independent variable of questions 3 to 6 to measure the understanding of the content of media messages, Questions 7 to 10 to measure the awareness of the hidden goals of

media messages, questions 11 to 14 to measure the conscious selection of media messages, questions 15 to 18 to measure a critical view of media messages, and finally questions 19 to 22 To measure the analysis of media messages, it is negative for questions number 22, 17, 16 and positive for the rest of the questions. In order to collect information related to the mentioned questions, the questionnaire was distributed among the members of the statistical sample. The researcher's questionnaire made by the modern communication technology of the Madyar system with 28 specialized questions, the validity and reliability of which has been confirmed by Cronbach's alpha of 0.82, has been prepared and adjusted by the researcher. Scoring and interpreting the results for each option, consider 5 totally agree, 4 agree, 3 no opinion, 2 disagree and 1 totally disagree points. The researcher-made learning questionnaire with 15 questions and three components of self-motivation in learning, problem solving, and specialized executive knowledge, whose validity and reliability have been confirmed by Cronbach's alpha of 0.80, was prepared and adjusted by the researcher. For each option, 5 totally agree, 4 agree, 3 no difference, 2 disagree and 1 totally disagree points were considered.

Results and Discussion

In this section, descriptive statistics that include mean and standard deviation tables of indicators and variables have been made, then inferential statistics that have been used according to the research hypothesis using paired t-statistics. Based on the results of table number (1), the mean of the teacher's media literacy variable is on the high side.

Therefore, according to the first hypothesis, "the teacher's media literacy has an effect on the students' learning in the experimental science course of the sixth grade of primary boys' schools in Sari city

Table (1) checking the state of distribution of research variables

standard error of the mean	standard deviation	mean	Variable
2.711	47.246	302.1060	**Teacher's media literacy**
0.150	2.622	17.735	**Students' learning**

Table (2) t-test of the effectiveness of teacher's media literacy on students' learning in experimental sciences

Variable	t statistic	constant t	Degrees of freedom	The significance level	mean difference	confidence %95 interval of the difference	
						lower limit	upper line
Student learning	97.627	1.96	199	0.000	14.735	14.438	**15.032**

According to table number (2) and based on the results of the t-test, according to the tests of the first sub-hypothesis, since the significance level of the test is less than 0.05, the first hypothesis of the research is confirmed. Also, the obtained number 1 is

greater than the fixed number t and is significant. Therefore, in this part of the test, it can be claimed with 95% certainty that the teacher's media literacy has an impact on the students' learning in the experimental science course of the sixth grade of primary boys' schools in Sari city

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Table (3) checking the state of distribution of research variables

standard error of the mean	standard deviation	mean	Variable
2.711	47.246	302.1060	**New communication technology**
0.203	3.542	15.834	**Students' learning**

Based on the results of table number (3), the mean of the new communication technology variable is on the average.

Therefore, according to the second hypothesis, the new communication technology of the Madyar system has an effect on the students' learning in the experimental science course of the sixth grade of primary boys' schools in Sari city.

Table (4) t-test, the effect of the new communication technology of Madiyar system on students' learning

Variable	t statistic	constant t	Degrees of freedom	The significance level	mean difference	95 %confidence interval of the difference	
						lower limit	upper line
Student learning	62.958	1.96	199	0.000	12.834	112.433	**13.235**

According to table number (4) and according to the tests of the second sub-hypothesis, the results of the t-test since the significance level of the test is less than 0.05, so the second hypothesis of the research is confirmed and the obtained t-number is greater than The constant number is t and it is significant. Therefore, in this part of the test, we can claim with 95% certainty that the new communication technology of the Madyar system has an effect on the students' learning in the experimental science course of the sixth grade of elementary boys' schools in Sari city. Finally,

according to the tests of the main hypothesis, since the significance level of the test is less than 0.05: therefore, the main hypothesis of the research is confirmed. Also, the t number obtained from the measurement of the variables is greater than the constant t number and is significant, therefore, in this part of the test, it can be claimed with 95% confidence that the media literacy of the teacher and the new communication technology of the support system have an effect on the learning of knowledge. It has an effect on students in the sixth grade experimental science course of boys' schools in Sari city.

Discussion

According to the above results, it can be said that today the development of a country is greatly affected by the existence of technological achievements and training for its optimal use. Societies in which these technologies are very little or not at all are considered underdeveloped. Therefore, it is not enough to discuss development topics with emphasis on technologies from different dimensions, but having a comprehensive and coherent literature in the field of development and how to use it, relying on media literacy training, is one of the basic needs of developing countries like Iran. Media literacy is actually a type of understanding that relies on skills, based on which one can distinguish different types of media from one another, separate and identify different types of media productions from one another, and understand how media work and create meaning in them. Media cultivates viewers who have the ability to choose and look at the form and content of mass media with a critical eye. Teaching and transferring media literacy to students is very important and this work should be done by people who are experts in communication and media science.

Jafarzadeh and Haji Arab (2016) believe that teachers who do not have sufficient media literacy will not be able to prepare their students for critical thinking and analysis and correct interpretation of media messages.

Moreover, media literacy should have enough information and university education related to thinking and media literacy. Also, he should be familiar with soft war and understand the concept of persuasion and the definition of some persuasion techniques. The literacies related to this qualification for the teacher of thinking and media literacy include radio literacy, advertising literacy, virtual space literacy, information literacy, internet literacy, visual literacy, television literacy, computer literacy, mobile phone literacy, and news literacy .The results of the present study are in line with the results shown by Dartaj et al. (1400) in the same field. They indicated that media literacy positively and significantly predicted the attitude towards e-learning in students and professors during the Corona pandemic. Therefore, teachers and professors who acquire media literacy skills

can become more effective information disseminators and improve students' learning. All citizens of a society have to equip themselves with this skill. Therefore, policymakers should think of measures so that by raising the people's media literacy level, development indicators will also grow as an essential part of every person's life.

The results of the second hypothesis showed that the new communication technology of the Madyar system affects the student's learning in the experimental science course of the sixth grade of primary school boys in Sari city; This finding helps with the results of the student's research. By providing a dynamic and attractive environment, the smart school provides the context for the flourishing of the students' talents. It increases their motivation to conduct their academic tasks more efficiently. Finally, it can be said that smart schools of teachers use educational slides, computer games, animation, and other multimedia content in the classrooms to teach the subjects, increase the student's understanding of the presented materials, and encourage them to learn the lessons. The use multimedia and electronic content in the teaching-learning process is the central pillar of making schools brighter.

Multimedia content involves a broader range of students' senses in teaching and learning, deepening this process. One of the essential features of smart schools is that it allows students to think independently and express their creativity students who think independently and express their creativity using their capabilities. The dominant atmosphere makes the coaches use their abilities, teachers use their imagination, and the prevailing atmosphere makes them use their powers. The skills of coaches, teachers, and parents are used to strengthen education, and the school environment provides the context for learning and creates motivation and desire in students.

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