Developing Media Curricula in Palestine in Light of the Digital Communication Revolution: From the Perspective of Teaching Staff

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Abstract

This study examines the development of media curricula within universities in the Gaza Strip to keep pace with rapid technological advancements. The research addresses the growing gap between theoretical academic outputs and the demands of the modern digital labor market, drawing on the researchers' expertise and faculty observations. It aims to assess the current state of curricula, determine the adequacy of resources, and explore potential avenues for modernization.

Utilizing a descriptive-survey methodology, the study employed surveys and in-depth interviews with faculty members as its primary research tools. The results reveal an urgent need to overhaul existing curricula to align with global developments, integrate advanced digital skills, and address the shortage of technical resources.

The study recommended updating curricula periodically, integrating artificial intelligence into courses, in addition to enhancing faculty training.

Section One: Study Methodology

* Introduction

At the beginning of the third millennium, the world is witnessing an unprecedented technological and knowledge revolution. Its impact has extended to all aspects of human life, with the media and communication sector being at the heart of these deep transformations. Digital technology and the internet have led to a radical change in the nature of media, ranging from the methods of content production and distribution

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mechanisms to patterns of consumption and interaction.

These rapid changes have imposed enormous challenges on academic media education programs at universities around the world. Curricula that designed during the era of traditional media may no longer be enough to prepare graduates capable of competing and innovating in a new, dynamic, and complex media environment. Consequently, there is an urgent need to review and develop media curricula to keep up with these developments and provide students with the skills and knowledge necessary to succeed in the modern business market.

Within this global context, the higher education sector in the Gaza Governorates faces multiplied challenges. In addition to keeping up with global technological progress, universities there operate under complex political and economic conditions. These circumstances force restrictions on technological infrastructure, limit opportunities for practical training, and prevent access to the latest equipment and software.

According to this reality, this study aims to explore "ways to develop media curricula in Gaza's universities in light of technological advancement," from the perspective of academics and faculty members

who represent the cornerstone of any development process. The study will identify the current state of curricula and examine the most significant challenges facing faculty members in this context. Furthermore, it aims to provide practical recommendations that contribute to bridging the gap between academic education and the professional needs of media institutions. It also shows special interest in enhancing the quality of education and the efficiency of graduates in facing the challenges of the digital age.

* Key Previous Studies

Due to the importance of direct and relevant previous research to the current topic, several studies closely related to the problem of this study have been identified as follows: -

1- Payton's Study (2025)

This study aims to help bridge the gap between the demand for journalistic creativity and the available supply. It focuses on a primary question: What does creative culture look like in journalism and journalism education, and how can it help 21st-century journalists deal with professional realities? This is a specific study that relies on a practice-led methodology and a phenomenological approach. The researcher used a sociocultural constructivist theoretical framework.

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Data was collected using multiple tools: semi-structured interviews, a digital creative activity, and focus groups with journalists, academics, and students.

The study reached several vital findings: -

1- Creative education and culture can trigger deep personal development and a sense of well-being.

2- The thesis contributes to understanding how to build a creative environment within journalism colleges and the media industry.

3- Journalistic creativity is facilitated by understanding how journalists experience creativity and the creative barriers they face, particularly traditional journalistic doctrine.

2- Martins-Edwards' Study (2023)

This study aims to describe journalism education within the historical context and current social and media systems in Cambodia and Vietnam. It analyzes the journalistic competencies passed on to students in public journalism programs. This is a descriptive and comparative analytical study, where the researcher adopted a mixed-method approach (combining quantitative and qualitative tools). That included analyzing curricula at public universities, a standardized quantitative survey for current students. It also adopted qualitative

semi-structured interviews with local and international experts, and a focus group discussion with graduates.

The study reached several key findings: -

1- There is a clear gap between journalism education outcomes and labor market requirements, regarding digital skills and media entrepreneurship.

2- Journalism programs in both countries are still heavily influenced by Western models, with an urgent need to develop curricula that suit the local context.

3- Digital transformation represents both a challenge and an opportunity.It requires the integration of new skills and maintaining core journalistic values.

3- Yen-Mei Lee's Study (2021)

This study addresses Learner Experience Design and learning efficiency using Mobile Microlearning (MML) in journalism education. It focuses on how to design the educational process to improve the student experience and evaluates the effectiveness of this short, focused mobile learning method. The study aims to explore the digital skill needs of journalists using smartphones. It also evaluates the effectiveness of MML in meeting those needs. A mixed-method research approach was applied across

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four stages. It includes a systematic literature review, surveys, repeated usability tests, and a course impact evaluation.

The study reached several key findings: -

1- There are different needs for digital skills among different groups of journalists and students.

2- MML proved effectiveness in improving learning efficiency and the learner experience when designed appropriately.

3- The study identified challenges such as the difficulty of adapting content for small screens and the necessity of including social interaction.

4- It recommended developing MML platforms focused on interactive design, personalized feedback, and collaborative learning support.

4- Da Silva's Study (2021)

This study aims to explore how new digital media technologies can help enhance media literacy among high school students. It is a qualitative study that utilizes a case study methodology. The researcher used a conceptual framework based on a media literacy model which he developed himself. Data collection tools included field observation,

focus groups, digital artifact collection, and questionnaires.

The study reached several key findings: -

1- The use of digital media in classrooms has great potential for addressing topics related to media literacy which help students become more media-conscious.

2- Using digital media allows students to engage in unique "meaning-making" practices, where they express themselves and create stories in various forms, leading to different learning outcomes.

3- The research project provides evidence of how students use their own cultural backgrounds to express ideas and create content. Also it discusses how their everyday references can serve as a source of motivation and engagement during educational activities.

* Identifying the Problem

The problem was identified through an exploratory study divided to eight media professors representing three universities in the Gaza Governorates: the Islamic University of Gaza, Al-Aqsa University, and Gaza University.

The results showed that 75% of the participants believe that the alignment of media curricula with technological developments is average, while 12.5% consider it

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high, and 12.5% consider it very high.

Some of the sample members considered some vital obstacles facing the process of the development of the curriculum. They emphasized that the placement for journalism professors could be mistaken because of the focus on theoretical academic aspects rather than practical application, and the lack of financial budgets for developing media, particularly regarding laboratories and technical upgrades.

* The Problem of the Study

The Palestinian academic environment in the Gaza Governorates works under complex challenges that combine the need to adapt to global technological progress with a unique local political and economic reality. The problem of this study comes from an initial observation reinforced by the academic experience of researcher Hassan Abu Hashish over two decades of teaching, and by researcher Mohammed Hamto during his undergraduate and postgraduate studies.

The researchers noted a growing gap between the theoretical and skill-based content offered by current media curricula and the actual competencies required by the modern media labor market. This observation was further confirmed by the results of the pilot study. Consequently, this study seeks to address this issue by exploring the views and experiences of faculty members, because they are the most influential party in curriculum design and the most capable of defining challenges and finding solutions to bridge the gap between academic outcomes and industry needs.

* The Importance of the study

The importance of the study adopts the following concepts: -

1- The modernity and scarcity of the study: according to the best of researchers' knowledge, this is one of the first research attempts in Palestine and the Arab world that specifically classify ways to develop media curricula.

2- Expressing a Global Issue in a Local Context: the study treats a global issue of modernizing media curricula.It applies it to a unique environment (the Gaza sector), that enriches the academic debate on how to adopt global solutions to local challenges and opportunities.

3- Improving the quality of education: this study addresses the required skills, that helps smoothing the abilities of media graduates and

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also prepares them to succeed in the media labor market

4- Enabling faculty members: By reviewing the perspectives of faculty members, the study give them importance in the the development process. It also helps to identify their technical needs to lead change effectively.

* The Study objectives

The main objective of the study is to identify ways to develop media curricula in universities within the Gaza Governorates, from this, several sub-objectives emerge: -

1- To evaluate the extent to which curricula in Gaza universities are up-to-date with modern technological developments.

2- To evaluate the sufficiency of available technological resources (labs, software) for the effective accomplishment of curricula.

3- To determine the need for regular curriculum updates to keep up with technological developments and the labor market.

4- To explore the role of faculty training and their participation in curriculum design to improve their quality

5- To evaluate how the curricula will prepare students to work in advanced digital media environments

6- To explore the possibility of building up partnership with media organizations to connect with the labor work.

7- To identify new study materials and skills that could be added to meet the requirements of modern technology.

* Research Questions

This study centers on one primary question: what are the ways to develop media curricula in the universities of the Gaza Governorates in the light of technological advancement? From this inquiry, many questions have been formed: -

1- Do the current media curricula in Gaza's universities keep up with modern technological developments?

2- To what extent are the available technological resources sufficient to perform these curricula effectively (such as laboratories and software)?

3- To what degree there is a need for increased funding to develop the technological infrastructure through media departments?

4- Is there a need for periodic curriculum reviews (every 2–3 years) to stay current with technological changes?

5- To what extent do faculty members require training on the use of modern technology in education?

6- How does involving faculty members in curriculum design

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participate in improving educational quality?

7- To what degree do current curricula prepare students to work in advanced digital media environments?

8- How can partnerships with media institutions strengthen the link between curricula with labor market requirements?

9- What new academic subjects could be introduced to meet the needs of digital media and Artificial Intelligence (AI)?

* Theoretical Framework of the Study

To analyze and understand the dimensions of the research problem—specifically how to develop media curricula to keep up with technological advancement—the researchers rely on an integrated theoretical framework. This framework contains two fundamental theories in the field of media studies: Media Ecology Theory and Diffusion of Innovations Theory.

1- Media Ecology Theory

Media Ecology Theory provides a comprehensive approach to studying the impact of media and technology on the human environment. It is Founded by the Canadian scholar Marshall McLuhan in the 1960s.This theory does not focus only on the content of media messages; rather, it looks deeper at the "medium" as the definite factor that shapes human perception, organizes social structures, and redefines culture.

* Application of the theory in the study

Media Ecology Theory provides a strong analytical framework for this study by: -

1- Understanding the Depth of Technological Impact: The theory helps move beyond a surface of technology as a mere tool. It directs the research toward analyzing how the new digital environment (including AI, data journalism, and multimedia) changes not only a journalist's skills. It also changes the very nature of journalistic work and its associated ethical and professional values.

2- Analyzing the Impact of the New Environment on Curricula: It allows researchers to study existing media curricula not just as content, but as an "educational environment". It may still operate under the logic of traditional media. Therefore, developing curricula means creating a new educational atmosphere that blended with digital characteristics.

3- Framing Research Questions: The theory guides the research toward exploring how the technological environment affects faculty members'

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perceptions of their roles and the future of the profession.

2- Diffusion of Innovations Theory

Developed by sociologist Everett Rogers in 1962, This theory explains how new ideas, practices, and technologies (innovations) spread through various communication channels among members of a social system over time. The theory categorizes individuals into five groups based on their speed of adoption: Innovators, Early Adopters, Early Majority, Late Majority, and Laggards.

* Application of the theory in the study

This theory serves the study directly by: -

1- Analyzing Technology Adoption in Universities: "Digital skills and curricula" can be viewed as "innovations." The study seeks to understand how these spread and are adopted within the social system of Palestinian universities.

2- Understanding the Role of Faculty Members: The theory allows for the classification of faculty members (the study sample) into different adopter categories. Some may be "Innovators" or "Early Adopters" seek to integrate technology. Others may be "Late Majority" or "Laggards" due to

pressure, lack of resources, or resistance to change.

3- Identifying Influential Factors: It helps identify factors that facilitate or restrain curriculum development, such as the perceived complexity of new curricula and the importance of "opinion leaders" (Deans and Department Heads) in driving change.

4- Formulating practical recommendations: Based on understanding the spreading process.the study can offer more realistic recommendations. The focus will be on how to convince different groups of the need of for development, and designing effective communication strategies to ensure the successful adoption of the developed curricula.

* Study Type, Methodology, and Tools

1- Type of Study: This study is classified as descriptive research, which aims to describe, explain, and illustrate the subject of study using a correct systematic scientific method. It presents the results in interpretable numerical forms. Descriptive studies do not stop at description and analysis. They go further to describe causal relationships to discover and generalize related facts. Within this framework, the researchers aim to identify "ways to develop media

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curricula in Gaza's universities in light of technological advancement from the perspective of faculty members."

2- Research Methodology: The researchers utilized the Media Survey Method to collect data and information regarding the scientific phenomenon itself. This is considered one of the most appropriate scientific methods for descriptive studies. Within this framework, the researchers applied the following: -

Media Practice Survey Approach: This was used to identify ways to develop media curricula in Palestinian universities in light of technological advancement by studying media departments within universities in the Gaza Governorates.

3- Research Tools: -

a- The Survey (Questionnaire): This is a primary method for collecting raw, basic, or direct data from a selected sample. Its purpose is to identify specific facts or understand the respondents' viewpoints and attitudes. This study utilized a survey distributed to a sample of media professors in Gaza's universities to measure their attitudes toward curriculum development methods from a faculty perspective.

b- In-depth Interviews: This involves the researchers posing a series of questions and engaging in discussion within the general guidelines and objectives of the interview. The respondent is given full freedom to express their opinions, ideas, and beliefs in a way that reflects their personality, ensuring they do not feel restricted by a formal interview atmosphere. The researchers used in-depth interviews to gather detailed information about the problem and explore potential solutions for curriculum development.

* Study Population and Sample

1- Study Population: The study population is defined as the target audience that the researchers aim to study and to whom the results will be generalized. Based on the study's objectives, the population consists of media professors who teach media science to students in the universities of the Gaza Governorates.

2- Study Sample: This refers to the method of collecting data and information from specific cases chosen through a particular technique to reach scientific results. To achieve the research objectives systematically, the researchers used Convenience Sampling, which is a

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type of non-probability sampling. This was considered the most appropriate method to fulfill the study's goals and answer its questions. The participants in this convenience sample are media professors at Palestinian universities in the Gaza Strip.

* Validity and Reliability Procedures

These procedures aim to verify the accuracy and validity of the tools used in the study, as follows:-

1- Questionnaire Validity: Validity ensures that the tool measures what it was intended to measure. This was verified through: Expert Validity (Face Validity): The researchers presented the initial version of the research tool to a panel of six experts. These experts provided their feedback on how suitable and appropriate the statements were for measuring the intended variables. Based on their observations and guidance, the researchers made the necessary correction to produce the final version of the questionnaire.

2- Section Two: The Reality of Curricula in Media Departments at Universities in the Gaza Governorates

Media education in Palestinian universities, particularly in the Gaza Governorates, is a fundamental support in preparing a generation of media professionals capable of facing local and global challenges within an exceptional political and social context. The complex conditions in the Strip, including economic and political difficulties, impose significant restrictions on the educational system. These factors directly affect the ability of universities to develop their curricula to keep up with rapid technological advancements and changing labor market needs.

Universities in the Gaza Governorates—the focus of this study—seek to offer educational programs that balance theoretical foundations with practical skills. They place a particular emphasis on building up the national role of media in supporting the Palestinian cause and sharing its narrative with the world. However, these efforts remain governed by a reality that combines points of strength with major challenges. They require a careful analysis to understand how will curricula blend in the requirements of the digital age.

* The State of Media Curricula in Gaza Strip Universities

1- Al-Aqsa University – Gaza

The first emergence of The Faculty of Media was a result of the establishment of the Educational Media Department in the 1996/1997

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academic year. It improved to the Faculty of Media and Arts in 2003, and finally the Faculty of Media in 2005.It became the first of its kind in Palestine. It is considered a leader in the fields of Radio, TV, Journalism, and Public Relations due to its specialized facilities, studios, labs, and diverse academic staff.

Media education progressed with the introduction of specialized tracks such as Radio and Television and Public Relations in response to technological shifts. Training studios were established to support practical skills. Currently, the faculty offers three bachelor's degree programs: "Radio and Television," "Journalism," and "Public Relations," requiring 126 credit hours for graduation. It also offers a Master's degree in Media and Communication Sciences, which requires 36 credit hours. Over the years, the faculty established several studios and labs including an audio-visual radio studio. It is a multimedia lab, and a journalism lab. They allow students to train on the latest production techniques and digital content creation.

Today, this reality has changed completely, especially following the 2023 war, which led to the suspension of face-to-face education in all Gaza universities, including Al-

Aqsa. Education is currently limited to online learning. Many faculty members were martyred, and most of the university's main buildings and the Faculty of Media building were destroyed.

2- Al-Azhar University – Gaza

The Media Department emerged as part of the Faculty of Arts and Human Sciences, with media education beginning in the 2012/2013 academic year. The department evolved by establishing media labs for practical training in cooperation with local institutions. The Bachelor's degree in Media and Mass Communication is a four-year program consisting of 136 credit hours.

The university sought to develop its curricula by introducing courses such as "Communication Technology" and "Electronic Media." It also established a dedicated computer lab, a central newsroom, and a training newspaper to provide students with journalistic experience. Furthermore, an educational studio was created, equipped with montage tools, radio engineering equipment, and digital video cameras. One of the most notable developmental initiatives is the Al-Azhar Newspaper, a collaborative effort between faculty

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and students funded by the university administration.

All these development efforts have stopped due to the 2023 war on Gaza. Face-to-face learning transitioned to online education, and the Israeli occupation destroyed all buildings at the Al-Mughraqa branch. It was the university's largest campus. The Israeli occupation destroyed also several buildings at the main Gaza City branch.

3- The Islamic University of Gaza (IUG)

It was established in the 1990s ,specifically in 1992 within the Faculty of Arts. The Media Department initially focused on Journalism before adding Public Relations and Advertising in 1998. In 2011, it launched the first specialized Master's program in Journalism among Palestinian universities.

The curriculum evolved with the introduction of specializations like Digital Media and Radio and TV Technology. Training labs and studios were established to strengthen practical skills. Students require 130 credit hours for a Bachelor's degree and 38 for a Master's.

However, repeated wars have severely impacted the university, most recently the 2023 war. On the morning of October 11, 2023, the Israeli army announced the destruction of the Islamic University after an aerial bombardment. The Israeli army spokesperson posted a statement on Twitter detailing the bombing and destruction of the university, which impacted its operations. However, the university is now attempting to resume its educational mission through online learning for its students.

4- Al-Quds Open University – Gaza

The Faculty of Media at Al-Quds Open University was established in September 2014, after receiving accreditation from the Ministry of Higher Education. The faculty began its journey by offering its first program: a Bachelor's degree in "New Media."

The New Media specialization was designed to qualify students to work across various media platforms (audio, visual, and print), with a strong emphasis on practical application. At the start of the 2018/2019 academic year, the faculty introduced its second program, "Public Relations and Advertising." This program equips students with the skills to manage public relations for various private and public institutions using both traditional and digital communication tools. On the

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other hand, fundamentals of high-impact campaigns.

To obtain a Bachelor's degree in either program, students must complete 130 academic hours. The curricula focus on preparing a "comprehensive journalist" capable of writing for all media types, producing stories in various formats, and utilizing modern technology.

Notably, the faculty emphasizes language studies, offering courses such as Principles of Chinese, Turkish, Russian, French, Hebrew, and English. Additionally, the faculty introduced several modern courses, including "Writing for Modern Media," "Audio Montage," "Interactive Media Design," "Animation Production for Websites," and "Graphic Design."

Today, all efforts to develop the Faculty of Media—particularly the Gaza branch—face a tragic reality. Israeli forces shelled the university building, raided and destroyed it, and tampered with its contents. Furthermore, all scientific laboratories were burned, and the building was used as a military barracks. This has forced the closure of the Gaza branch, leaving students with only remote online learning.

5- University College of Applied Sciences (UCAS)

Since its establishment in the 2005-2006 academic year, the Media Department has emerged as a key part for qualifying media professionals who meet local market needs in light of technological progress. The focus remains on providing students with the fundamental knowledge and skills required to become a "Complete Journalist."

The educational path in this department focuses on equipping students with essential scientific skills in communication and various media technologies, including print, audio, visual, and electronic media. There is a specific focus on modern and practical aspects such as radio broadcasting, new media, multi-level journalistic writing, television media, audio and video editing, photojournalism, news websites, special coverage, advertising arts, media research, and electronic publishing techniques. Students also learn to produce infographics and motion graphics through various practical training courses. Students actively participate in publishing the Al-Midan newspaper and producing

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audio-visual materials like programs, films, and video reports.

The college sought to develop its media curricula by introducing courses like Audio Montage, Advertising, and E-Marketing. It focused on areas often overlooked by other universities, such as "Infographics," "Phonetics and Oratory," and "Lighting and Photojournalism Arts." Furthermore, the university established its own studios to help students practice producing documentary programs and master lighting and television cinematography in a studio equipped with the latest technology.

However, these developmental efforts have been halted by the harsh reality of repeated wars, most notably the 2023 war. The main headquarters of the University College of Applied Sciences in Gaza City suffered extensive destruction. The Israeli army destroyed a group of main buildings, along with a complete and systematic destruction of the college's infrastructure, facilities, classrooms, and specialized laboratories.

Section Three: Results of the field study, discussion, study recommendations, and suggestions: -

* Introduction

In this section, the researchers aim to provide an accurate analytical presentation of the data collected via the distributed questionnaire, focusing on interpreting these findings and drawing conclusions that help achieve the main goals of the study.

This section addresses the reading and discussion of the field study results. The questionnaire was distributed to the sample detailed in the first section.

The number of the singular survey individuals was 41. After illustrating the numbers of the different tables, the two researchers discussed these proportions and results and sought the opinions of experts and specialists as follows:

Table (1) shows the assessment of the extent to which current media curricula in Gaza Governorate universities keep pace with modern technological developments.

#	Response	The mean score	Standard deviation	Relative weight	Degree of approval
1.	Current media curricula in universities in the Gaza Strip keep pace with modern technological developments	3.56	0.708	71.2%	High

Based on the results presented in Table 1, the researchers conclude that: -

1- The high proportion (71.2%) indicates a reasonable level of satisfaction with the current curriculum according to keeping pace with technological developments. This is clear from the perspective of

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faculty members. This may reflect the existence of strength points in the current curriculum. However, this proportion is not 100%, suggesting space for improvement.

2- The mean score (3.56) shows a moderately positive evaluation, but it is less than ideal, supporting the idea that some aspects need further development.

3- These results shows that universities and faculty members are aware of the importance of keeping up with rapid technological advancements in the field of media. They also reflect efforts to update curricula to meet the needs of the digital age and the changing job market. This result can be considered a positive indicator of academic institutions' responsiveness to modern challenges. It also highlights the importance of making deeper analysis to identify areas that need development. It especially given the existing room for improvement despite the overall satisfaction.

Table No. (2) shows when the media curricula in the universities of the Gaza governorates were updated to include modern technological developments.

#	Response	Repetition	Proportion	Order
1	During the past year	2	4.9%	4
2	2–3years ago	6	14.6%	3
3	4-5 years ago	24	58.5%	1
4	More than 5 years ago	8	19.5%	2
5	I don' t know	1	2.4%	5
	Total	41	100%	

The researchers found a major problem: 58.5% of the curricula haven't been updated in 5 years, and nearly 20% haven't changed in even longer. Since we are now in 2025, this means some courses haven't been touched since 2019. This creates a huge gap between what students learn and modern tech like AI or Virtual Reality, making it harder for graduates to find jobs.To get a professional perspective, we spoke with Dr. Khader Al-Jamal, who shared how things work based on his experience: -

1- The Ministry of Education requires constant updates. At his college, departments must review their plans every two years. They hold workshops with experts from the collage or outside it to make sure the courses meet modern standards and international (ISO) quality rules.

2- They use optional classes to quickly add urgent tech topics. For example, they added an "AI in Media" course in 2022 to keep up with the trend.

3- Dr. Khader believes Bachelor's degrees should be updated every 2–3 years, Diploma programs every 1–2 years, and Master's programs every 4–5 years.

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Table No. (3) shows if people think there is a good mix of "book learning" (theory) and "hands-on work" (practice).

#	Response	Repetition	Proportion	Order
1	Strongly agree	2	4.9%	4
2	Agree	25	61%	1
3	Neutral	9	22%	2
4	Disagree	5	12.2%	3
5	Strongly disagree	0	0%	5
	Total	41	100%	

Based on the results presented in Table 3, the researchers conclude that: -

1- There is a general positive trend towards achieving a balance between theoretical and practical subjects in current media curricula, with the majority (61%) agreeing on the existence of this balance.

2- Despite this positive trend, the proportion of those strongly agreeing with this balance remains low (4.9%), indicating that the current balance may not be ideal or sufficient to meet all needs.

3- The presence of a significant percentage of neutral respondents (22%) and those who disagree (12.2%) reflects a difference of views on the effectiveness of the current balance and may indicate the need for further evaluation and improvement.

4- Universities should work to further enhance this balance, focusing on the practical and applied aspects to keep up with technological advancements. Also, to ensure that graduates possess the theoretical knowledge and practical skills necessary for the developing media job market.

Table No. (4) shows the ideal ratio between theoretical and practical subjects in media curricula in light of technological development, from the respondents' perspective

#	Response	Repetition	Proportion	Order
1	70% theory, 30% practical	4	10%	3
2	50% theory, 50% practical	29	70%	1
3	30% theory, 70% practical	8	20%	2
Total		41	100%	

Based on the results presented in Table 4, the researcher observes that: -

1- The majority of respondents (70%) prefer an ideal ratio of theoretical to practical material (50% theoretical, 50% practical), reflecting a strong belief in the importance of balancing both aspects to enhance students' readiness for the job market.

2- A percentage (20%) prefers a greater emphasis on the practical aspect (70% practical, 30% theoretical), highlighting the need for intensive practical training in the field of media.

3- A smaller percentage (10%) prefers a greater emphasis on the theoretical aspect (70% theoretical, 30% practical), indicating that some recognize the importance of deepening theoretical knowledge.

4- These results collectively indicate a widespread awareness of the importance of balancing theory and

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practice, with a clear tendency to strengthen the practical aspect. Universities should consider these preferences when developing curricula to ensure they meet the evolving needs of the job market without neglecting the theoretical knowledge base.

Table No. (5) shows the practical skills that are adequately covered by current media curricula

#	Response	Repetition	Proportion	Order
1	Video Editing	37	20.9%	1
2	Social Media Management	24	13.6%	4
3	Photography and Videography	36	20.8%	2
4	Audio Content Production	24	13.6%	4 Repeated
5	Visual Content Production	26	14.1%	3
6	Media Data Analysis	6	3.4%	7
7	AI Content Production	5	2.8%	8
8	Digital Media Campaign Management	19	10.7%	6
9	Virtual and Augmented Reality Content Production	1	0.6%	9

Based on the results shown in Table (5), the researchers observe that: -

1- The 20.9% allocated to video editing and the 20.7% to photography and videography indicate a strong emphasis on basic media production skills. This reflects the curriculum's strength in covering traditional areas that are still in demand in the market, but may not be sufficient on their own in the age of advanced technology.

2- The very low percentages for producing content using artificial intelligence (2.8%) and producing virtual and augmented reality content

(0.6%) highlight a clear gap in the curriculum. These skills are considered vital for the contemporary media job market in 2025, such as producing intelligent content or interactive experiences. This low ranking of modern skills indicates a relative delay in keeping pace with the technological revolution.

3- Focus on training students in artificial intelligence tools and virtual reality applications to ensure the graduation of globally competitive professionals.

Table No. (6) shows the availability of laboratories equipped with the latest technologies such as "computers, photography equipment, radio and video studios" to support the application of media curricula

#	Response	Repetition	Proportion	Order
1	Very widely available	1	2.4%	4
2	Highly available	7	17.1%	2
3	Moderately available	30	73.2%	1
4	Limitedly available	2	4.9%	3
5	Very limited availability	1	2.4%	Repeated 4
	Total	41	100%	

Based on the results shown in Table (6), the researchers found that:-
1- The vast majority of respondents (73.2%) believe that the laboratories are moderately equipped, indicating an acceptable but not ideal infrastructure to support the implementation of media curricula.
2- A very small percentage (2.4%) believe that the laboratories are very readily available, while 17.1%

believe they are readily available. This reflects that a high level of laboratory readiness is not the norm.

3- A percentage (4.9%) believe that the laboratories are only slightly available, and (2.4%) believe they are very slightly available, indicating some shortages in the availability of technological resources in some universities or departments.

4- These results indicate that the level of laboratory equipment remains below expectations and does not reach a high level of readiness, which may negatively affect the effectiveness of implementing curricula that require the use of the latest technologies. This necessitates that universities invest in upgrading and equipping laboratories with the latest equipment and software to support technological development in media curricula.

Table No.(7) illustrates the need for increased funding to develop technological infrastructure in media departments.

#	Response	The mean score	Standard deviation	Relative weight	Degree of approval
.3	There is a need for increased funding to develop technological infrastructure in media departments	4.54	0.505	90.8%	Very high

Based on the results presented in Table (7), the researchers conclude that: -

1- There is near-unanimous agreement among respondents on the urgent need for increased funding to develop technological infrastructure

in media departments, with a mean score of 4.54 and a very high relative weight of 90.8%.

2- These results reflect a very high degree of agreement on this point, indicating respondents' awareness of the importance of adequate financial resources in improving technological infrastructure and ensuring the quality of media education.

3- Relevant stakeholders, whether university administrations or governmental and donor agencies, should prioritize allocating the necessary budgets for developing technological infrastructure in media departments to ensure the quality of education and prepare graduates qualified for the digital job market.

Table No. (8) outlines the areas that funding for developing technological infrastructure in media departments should focus on.

#	Response	Repetition	Proportion	Order
1	Equipping laboratories	37	13.4%	6
2	Establishing advanced media studios	38	18.9%	1
3	Training faculty	36	17.9%	3
4	Upgrading filming and lighting equipment and live production software	32	15.9%	4
5	Upgrading computer equipment in laboratories	31	15.4%	5
6	Integrating artificial intelligence into media production	37	18.4%	2

Based on the results shown in Table 8, the researchers conclude that: -

1- Respondents primarily prefer the establishment of advanced media studios (18.9%), indicating the urgent

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need to provide a modern and comprehensive practical environment for media training. This environment would allow students and instructors to apply modern media skills, such as television or podcast production, thus enhancing the quality of practical training.

2- Integrating artificial intelligence into media production comes in second place (18.4%), underscoring the importance of this emerging technology and the necessity of integrating it into curricula and practical training.

3- Training faculty (17.9%), upgrading filming and lighting equipment and live production software (15.9%), upgrading computer equipment in laboratories (15.4%), and equipping laboratories (13.4%) highlight the importance of developing both human and technological resources. Improving modern tools requires continuous training for faculty and the renewal of equipment to support media education.

4- All these results reflect the respondents' awareness of the importance of investing in both physical and technical infrastructure and human resources, with a clear priority given to establishing modern studios and developing artificial intelligence skills to ensure the preparation of qualified media personnel who keep pace with technological advancements.

Table No. (9) illustrates the most prominent challenges facing the provision of technological resources in the universities of the Gaza Strip.

#	Response	Repetition	proportion	Order
1	Lack of funding	34	16%	1
2	Blockade	19	8.9%	6
3	Difficulty importing equipment	18	8.5%	7
4	Power outages	10	4.7%	8
5	Logistical challenges in maintenance and development	28	13.1%	3
6	High cost of hardware and software	23	10.8%	5
7	Shortage of qualified technical personnel	23	10.8%	Repeated 5
8	Limited access to high-speed and reliable internet	25	11.7%	4
9	Outdated existing technological infrastructure	33	15.5%	2

Based on the results presented in Table 9, the researchers conclude that: -

1- The most prominent challenges facing the provision of technological resources in Gaza Strip universities are a lack of funding (16%), followed by the obsolescence of the existing technological infrastructure (15.5%). These high percentages indicate that the financial crisis is the primary obstacle limiting the renewal of equipment and technologies, while the obsolescence of the infrastructure exacerbates this problem by necessitating the replacement of outdated systems that are incompatible with modern technological advancements.

2- Logistical challenges in maintenance and development (13.1%) represent another significant

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challenge. This highlights the importance of an effective technical support system, as the difficulty in maintaining existing equipment hinders its continued use in media education.

3- The high cost of hardware and software and the shortage of qualified technical personnel (10.8% each) present additional challenges related to the exorbitant costs of modern equipment and the need for specialized personnel to operate and maintain it.

4- Limited access to high-speed and reliable internet (11.7%), the blockade (8.9%), the difficulty of importing equipment (8.5%), and power outages (4.7%) constitute cumulative challenges stemming from economic and political conditions. Limited internet access restricts the use of digital applications, while the blockade and import difficulties hinder the provision of equipment, and power outages further complicate reliance on technology.

Dr. Ahmed Hammad, Associate Professor of Media at Al-Aqsa University, believes that these challenges vary from one university to another depending on the institution's available resources. Some universities may lack qualified teaching staff, and therefore, the situation depends on financial resources and allocated budgets.

Dr. Hammad expressed his disagreement with point six, "the high cost of hardware and software," because most of the equipment and technology provided to universities is pledged by donor institutions such as the European Union, the World Bank, and the Kuwait Fund for Arab Economic Development. Therefore, these are projects funded by donors, and universities generally do not bear any costs. Challenges such as the university's policy regarding technological resources and the number of students in media majors, and whether this aligns with the available technological resources, can be added.

Table No. (10) shows the extent to which available technological resources, such as hardware and software, are maintained and updated periodically.

#	Response	Repetition	Proportion	Order
1	Very big	4	9.8	3
2	Big	21	51.2	1
3	Average	14	34.1	2
4	Little	0	0	5
5	Very little	2	4.9%	4
Total		**41**	**100%**	

Based on the results shown in Table (10), the researchers concluded that: -

1- The majority of respondents (51.2%) believe that maintenance and updates of technological resources are carried out to a high degree, while 34.1% believe they are carried out to a moderate degree. This indicates an

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acceptable level of maintenance and updates, but it is not ideal.

2- A very small percentage (9.8%) believe that maintenance and updates are carried out to a very high degree, indicating that the optimal level for sustaining high performance of hardware and software has not yet been achieved. The small percentage (4.9%) who believe that maintenance and updates are carried out to a low or very low degree indicates the existence of some gaps that need to be addressed. 3. These results emphasize the importance of periodic maintenance and continuous updating of technological resources to ensure the continued high performance of hardware and software, which is vital for supporting the quality of media education and keeping pace with rapid technological developments. Universities should pay greater attention to maintenance and update plans to ensure the maximum benefit from their investments in technological infrastructure.

Table No.(11) shows the appropriate schedule for reviewing and updating curricula to keep pace with technological advancements.

#	Response	Repetition	Proportion	Order
1	Every year	3	7.3%	4
2	Every 2-3 years	8	19.5%	3
3	Every 4-5 years	15	36.6%	1
4	Over 5 years	15	36.6%	Repeated 1
5	Over 10 years	0	0%	5
Total		41	100%	

Based on the results presented in Table (11), the researchers conclude that: -

1- Respondents were evenly divided between two main options for the appropriate schedule for reviewing and updating curricula: every 4-5 years (36.6%) and more than 5 years (36.6%). This indicates that the majority believe technological changes may not require frequent modifications, or perhaps this belief stems from limited resources or the instability of some core technologies related to media technology.

2- A smaller percentage (19.5%) preferred updating every 2-3 years, while a very small percentage (7.3%) preferred annual updates. None of the respondents preferred a period longer than 10 years. The absence of a preference for a period exceeding 10 years confirms that all respondents recognize the importance of periodic adaptation to media technology.

3- It is concluded that a balance of 4-5 years may be a practical option, with the flexibility to accelerate updates as needed based on rapid technological changes.

4- Updating every 4 years aligns with the duration of a student's bachelor's degree and represents the middle ground for the most effective learning outcomes. This ensures that curricula remain relevant and effective in

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preparing students for the evolving job market.

Dr. Wael Al-Mana'ma, Head of the Media Department at the Islamic University, believes that the curriculum and study plan update period should not exceed five years due to the nature of the specialization. This is necessary to keep pace with rapid technological advancements and enable universities to graduate students capable of meeting the demands of the job market. He also noted that limited resources negatively impact the equipment and laboratories required for students. (28)

Table No. (12) shows the degree to which respondents believe that involving the labor market in curriculum modernization will contribute to improving its alignment with market demands in light of technological advancements.

#	Response	The mean score	Standard deviation	Relative weight	Degree of approval
3.	Do you believe that involving the labor market in updating curricula will contribute to improving their compatibility with market requirements in light of technological development?	4.46	0.505	89.2%	Very high

Based on the results shown in Table (12), the researchers conclude that: -

1- There is a very high level of agreement among respondents regarding the importance of involving the labor market in curriculum modernization, with a mean of 4.46, a standard deviation of 0.505, and a very high relative weight of 89.2%.

1- These results reflect a widespread conviction among respondents that aligning curricula with labor market needs in light of technological developments requires the active participation of market stakeholders and media institutions.

2- These results indicate that collaboration with the labor market will bring about a qualitative shift in graduate readiness. This necessitates building effective partnerships with the media sector, which requires universities to strengthen communication and cooperation mechanisms with media institutions and the labor market through advisory committees, practical training, and joint workshops. This will ensure the continuous and effective updating of curricula and prepare graduates qualified for the changing labor market.

Table (13) illustrates the need to train faculty members on the use of modern technology in media education.

#	Response	Repetition	Proportion	Order
1	Strongly agree	17	41.5%	2
2	Agree	20	48.8%	1
3	Neutral	2	4.9%	3
4	Disagree	2	4.9%	مكرر 3
5	Strongly disagree	0	0%	5
	Total	41	100%	

Based on the results presented in Table (13), the researcher concludes that: -

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1- The vast majority (48.8% agreed, and 41.5% strongly agreed) acknowledged the urgent need to train faculty members on the use of modern technology in media education.

2- The percentage of those who were neutral was very small (4.9%), and the percentage of those who rejected the proposal was also very small (4.9%). None of the respondents expressed strong opposition to this proposal, reflecting a clear and comprehensive understanding of the importance of developing faculty skills in dealing with modern technologies.

3- This consensus confirms that faculty training is not merely an option, but a strategic necessity to ensure the quality of media education and keep pace with rapid technological advancements.

4- Universities should invest in continuous and intensive training programs for faculty members, focusing on the latest technologies and tools in the field of media, to enable them to effectively integrate these technologies into the educational process and prepare students for the digital job market.

Table No. (14) shows the appropriate schedule for faculty members to receive training on modern media technologies to keep pace with developments.

#	Response	Repetition	proportion	الترتيب
1	One year	7	17.1%	2
2	Two years	1	2.4%	5
3	3 years	3	7.3%	4
4	4 years	26	63.4%	1
5	More than	4	9.8%	3
	Total	41	100%	

Based on the results shown in Table (14), the researchers concluded that: -

1- The majority of respondents (63.4%) prefer that faculty members receive training on modern technology every four years. This choice reflects the majority's belief that four years is sufficient to absorb major changes in media technology. It also indicates a preference for training periods close to the number of years required for a university student to obtain a bachelor's degree. This means that faculty members should receive training on modern technology for each cohort of students.

2- A significant percentage (17.1%) prefer annual training, while a smaller percentage (9.8%) prefer training every three years, and 7.3% prefer training every two years.

3- The lowest percentage (2.4%) preferred training every five years, indicating that most respondents do not favor very long training periods.

4- These results reflect a preference among respondents for relatively

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frequent training sessions to keep pace with the rapid technological advancements in the media field. This necessitates that universities reassess the adequacy of the proposed training periods, taking into account the academic workloads of faculty members, and consider adopting a more flexible and repetitive approach to training, or providing continuous and accessible learning resources for faculty to ensure they remain up-to-date with the latest technological developments in the media.

Table No.(15) shows the most prominent challenges facing media faculty members when participating in media technology training programs.

#	Response	Repetition	Proportion	Order
1	Limited technical background	21	11.1%	5
2	Time constraints and workload	38	20.1%	1
3	Rapid pace of technological development	30	15.9%	4
4	Lack of available technological resources and institutional support	31	16.4%	3
5	Reluctance to embrace change	16	8.5%	7
6	Poor quality of training	20	10.6%	6
7	Lack of incentives	33	17.5%	2

Based on the results presented in Table (15), the researchers conclude that: -

1- The most prominent challenge facing faculty members when participating in media technology training programs is time constraints and workload, at a rate of (20.1%). This indicates that the pressures resulting from diverse academic tasks limit the possibility of allocating sufficient time for training. The second most significant challenge, at (17.5%), is the lack of incentives. This indicates that the absence of financial and moral support reduces the desire to invest in developing technological skills. This suggests that time and motivation are the most important factors.

2- The lack of available technological resources and institutional support (16.4%) and the rapid pace of technological development (15.9%) represent other significant challenges, emphasizing the need to provide a supportive environment and sufficient resources to keep pace with developments.

3- These results reflect a variety of challenges facing faculty members and underscore the need for a comprehensive strategy to address them. This strategy should include providing sufficient time for training, offering appropriate incentives, providing necessary resources and support, designing high-quality training programs, and fostering a culture of change and continuous development.

Table No. (16) illustrates the obstacles that limit faculty involvement in media curriculum design.

#	Response	Repetition	proportion	Order
1	Limited technical background	32	18.2%	3
2	Time constraints and workload	20	11.4%	5
3	Rapid pace of technological development	34	19.3%	2
4	Lack of available technological resources and institutional support	10	5.7%	7
5	Reluctance to embrace change	37	21%	1
6	Poor quality of training	31	17.6%	4
7	Lack of incentives	12	6.8%	6

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Based on the results shown in Table (16), the researchers concluded that: -

The most prominent obstacles limiting faculty participation in curriculum design are academic workloads (21%). This highlights the pressure resulting from multiple tasks such as teaching, research, and supervision, which limits the time and effort available to contribute to curriculum development. This is followed by a lack of sufficient incentives (19.3%). This indicates that the absence of material and moral support, such as promotions or awards, may reduce faculty members' motivation to actively participate. These results suggest that organizational and motivational factors are the most influential.

New Materials or Skills Proposed for Addition to Media Curricula to Keep Pace with Technological Development: -
1- Table No. (17) shows the new materials or skills proposed for addition to media curricula to keep pace with technological development.

#	Response	Repetition	Proportion	Order
1	Voice-over and sound engineering	32	14.3%	2
2	Artificial intelligence in media	40	17.9%	1
3	Visual content production	29	13%	4
4	Podcasting	32	14.3%	2 repeated
5	Augmented and virtual reality in media	28	12.6%	5
6	Graphic design and visual interaction	20	9%	7
7	Research and fact-checking	22	9.9%	6
8	Media data analysis	20	9%	7 repeated

Based on the results presented in Table (17), the researchers conclude that: -
1- The most prominent new skill or material proposed for addition to media curricula is artificial intelligence in media, at 17.9%. This reflects the growing interest among faculty members in the importance of adapting to artificial intelligence. This is followed by voice-over, sound engineering, and podcasting, each at 14.3%. These percentages indicate the increasing demand for voice skills in light of the proliferation of podcast platforms and audio content.
2- Visual content production came in at 13%, and augmented reality in media at 12.6%, while graphic design, visual interaction, and media data analysis received the lowest percentages at 9%, followed by research and fact-checking at 9.9%. These results reflect respondents' awareness of the importance of modern digital skills in media and their inclination towards integrating artificial intelligence and new media technologies into curricula, in line with market demands and global trends in the media industry.
3- Universities should prioritize integrating artificial intelligence into media curricula, in addition to enhancing skills related to audio and video production and podcasting,

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through the development of strategic plans, training of teaching staff, and leveraging external partnerships to ensure the preparation of graduates qualified to keep pace with the rapid technological advancements in this field.

A professor of media at Al-Aqsa University, Dr. [Name], believes that... Khaled Al-Halabi believes that it is natural for artificial intelligence to emerge as a new skill or subject that can be added to meet the requirements of modern technology, as it is the basis for most of the advancements that are taking place today in media technology. However, from his point of view, artificial intelligence should not be limited to a single subject, but should be included in other courses as a specialized form due to its importance. It can be included as a chapter within the chapters of many subjects that are studied, such as: "Artificial Intelligence in Photography, Artificial Intelligence in Video Editing, Artificial Intelligence in Journalistic Editing, Artificial Intelligence in Media Research," and many other subjects.

* **Study Recommendations and Proposals**

This section presents the most important recommendations that emerged from the field study, which addressed ways to develop media curricula in Gaza Strip universities in light of technological advancements, from the perspective of faculty members. The researchers also present their key proposals.

* **Study Recommendations**

The researchers offer a set of recommendations to enhance the quality of media education in Gaza Strip universities and prepare graduates capable of competing in the evolving digital job market. These recommendations are as follows: -

1- **Regular Curriculum Updates**: The researchers recommend reviewing and updating media curricula every 2-4 years to ensure they keep pace with rapid technological developments. Emphasis should be placed on integrating modern technologies such as artificial intelligence, data analytics, and virtual reality to meet the needs of the digital job market.

2- **Strengthening the Balance Between Theoretical and Practical Materials:** Universities should design curricula that achieve an equal ratio (50% theoretical, 50% practical) or lean slightly towards the practical aspect. • Developing Technological Infrastructure: The researchers recommend increasing funding to equip state-of-the-art media labs and studios with the latest hardware and

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software, with a focus on upgrading filming equipment, computers, and production software to support practical training.

3- Addressing Resource Shortages: Universities and donors should develop contingency plans to secure funding, collaborating with international organizations to provide modern equipment and mitigate the impact of the blockade and power outages on the quality of education.

4- Enhancing Faculty Training: Intensive and ongoing training programs should be organized every 2-4 years for faculty members on the use of modern technologies (such as artificial intelligence and podcasting), with the provision of financial and non-financial incentives and the allocation of time within academic workloads for training.

5- Integrating Advanced Digital Skills into Curricula: It is recommended to add courses focusing on artificial intelligence, voice-over, sound engineering, podcasting, virtual reality, and graphic design. • Integrating artificial intelligence as a specialized unit across multiple media courses: The researchers recommend including a study unit entitled "Applications of Artificial Intelligence in Media" within various courses (such as photography, video editing, digital journalism, and podcast production), focusing on training students to use artificial intelligence tools such as image and video enhancement, content writing, media data analysis, and creating interactive content, while providing practical workshops in cooperation with experts from media institutions to ensure practical application that meets the requirements of the labor market.

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