

Managing uncertainties for the effective social network: Strategic analysis of media literacy with Scenario Planning Method

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Abstract

Purpose: This research was conducted to identify future scenarios in the field of media literacy and explore alternative futures in this field in Iran.

Research methodology: The method of this research was scenario planning or scenario design with an exploratory futuristic approach. In this method, in several steps from identifying the factors affecting the future of media literacy to exploring future uncertainties, creating the logic of scenarios, describing the narrative of scenarios, identifying and strategically analyzing opportunities and threats related to each scenario, and finally identifying strategies for the future. Includes with each scenario.

Results: In this study, 30 factors affecting the future were identified and analyzed perceptually/cognitively. The output of the research is to present four possible future scenarios of media literacy with the letters of Paradise Lost, Titanic, Leviathan, and The Dark Knight, each of which is described in the following article.

Limitations: Each of the strategies is derived from the matrix analysis of opportunities and threats and their interaction.

Contribution: The present study will theoretically contribute to the academic and theoretical richness as well as promote the culture and literature of futurism in the field of communication sciences and especially in the field of media literacy. It has operational importance and necessity.

Keywords: Futurism, Futurology, Media literacy, Scenario planning, Uncertainty

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1. Introduction

The concept of media literacy has been around in the United States since the early 20th century; When high school English teachers began using films to teach communication skills and reinforce critical thinking among students. Historically, the former Soviet Union and later Britain have been the oldest clients of media literacy, but the study of performance and the extent to which achievements have been made in the field of media literacy education. In Canada, one of the next pioneers, the initial emphasis was on media intelligence. The United Kingdom also launched a national education program in 1990, which provided media-related training needs (Hobbs, 2005). The "Film Media Literacy Charter" was also prepared by the UK Film Organization with the aim of supporting the creation of media literacy in Europe and its signing, endorsing the specific definition of media literacy, and committing to take action It was for their development (Bulger & Davison, 2018). Apart from the

UK Film Agency, Ofcom (Office of Communication), the competition authority and independent developer of the media industry in the UK, is also responsible for radio, television, wireless, and telecommunications. The domain is considered; Accordingly, the organization is responsible for promoting and promoting media literacy ([Schwartz, 2009](#)).

In 1992, the UNESCO International Summit was held in Norway, where participants put on their agenda the development of a framework for teaching "critical thinking skills" ([Shahrokh, 2008](#)). In 1982, UNESCO issued a proclamation on media literacy training, which was signed by nineteen countries and the outcome of the UNESCO World Summit on Media Literacy, now known as the "Granwald Declaration". In the statement, the media is introduced as one of the powerful and important forces of society, and the need to teach media literacy in an integrated and systematic way among the people of the community is one of its emphases. Following the Granwald Declaration, UNESCO held a variety of global meetings on media literacy education. A study in the UNESCO Portal indicates that they seek to produce and offer media education programs and support incentive programs. These programs support regional-local media training conferences and expand support for media literacy educational products and textbooks ([Tulodziecki & Grafe, 2012](#)).

Today, media literacy, in essence, represents the acquired capabilities of individuals in society in exploiting the useful capacities of the media and creating security against the effects of the unintended consequences of the media. In the current world, the issue of media literacy in most countries, especially developed countries and even countries that produce diverse and diverse content, has a very high position in controlling the harm to individuals in societies; Therefore, it is considered a strategic and crucial issue. Moving away from traditional forms of media and the emergence of new media in the form of new media technologies has drawn more serious attention to this serious issue.

The problem faced by this research is the passivity of media audiences and their high level of vulnerability due to the influence and widespread attack of the media. Social and etc. adds to the severity of this problem or issue. Another aspect of this issue is the inability of media audiences to be selective. In the current situation, due to the variety and multiplicity of communication channels, today's audience has many information channels and incorrectly identifying the goals of the media, accurate understanding of the text, discovering intertextual and hypertextual relationships, understanding the relationship between content and different challenges ([Zylka, Müller, & Martins, 2011](#)).

Therefore, the study and extraversion of current trends in the development of media, especially new and interactive media, indicates the consequences that will inadvertently be challenging for most segments, especially the young generation of society, and can expose society to unknown unknowns. And more effective than what we see now. In this regard, creating a clear picture of the future of media literacy can provide an opportunity for policymakers to make appropriate present and future decisions and strategies ([Zahedi & Khanachah, 2020](#)). How to use the media, recognizing the types of media, their accesses, and how to influence them are some of the things that today's audiences desperately need to be able to benefit from the media, especially new and interactive media, and at the same time their vulnerability. Minimize. Therefore, the need to develop media literacy capabilities with a forward-looking perspective is of particular importance, and policymakers have to provide them with the necessary skills and practical and modern media literacy training for a wide range of audiences, depending on their access to different media.

Obviously, the lack of prospective studies and the neglect of such research will be costly and even damaging. Among the harms caused by this issue are the following: passive attitude of policymakers in the face of unintended consequences of the media at the community level, lack of proper assessment of educational needs in the field of media literacy, lack of knowledge and awareness of infrastructure managers It is necessary to develop media literacy, change the taste of the audience in favor of powerful ideas of media owners such as the capitalist system and the amount of consumerism, destroy the self-confidence of Iranian society and individual and social de-identification, change the culture and national and religious beliefs and lifestyle and etc.

2. Literature review

The present study will theoretically contribute to the academic and theoretical richness as well as promote the culture and literature of futurism in the field of communication sciences and especially in the field of media literacy. It has operational importance and necessity. Therefore, the main purpose of the study was to "draw possible scenarios for the future of media literacy in Iran". The title of the sub-objectives of the research should be identified.

Thus, corresponding to the objectives of the research, the main question of the research is what are the possible future scenarios of the media literacy situation in Iran? And the research sub-question is what will be the factors, opportunities, threats, and strategies related to the scenarios.

Futurology

The famous and prominent futurist - Wendell Bell - with his sociological approach, introduces futurology as a part of modern humanism that has both philosophical and scientific aspects and is inherently secular. According to him, futurists, ie activists in the field of future discussions, use their efforts to decipher the future, to know their methods clearly, to behave systematically and rationally, and to base the results of their studies and experiments on empirical observations. Another definition of futures research is emerging knowledge technology that uses a wide range of scientific as well as artistic methods in order to predict and create the most desirable futures possible. Justifying how present-day changes can affect future reality results from future research plans.

Futurism

Foresight is a systematic, participatory, and long-term decision-making process that includes understanding, identifying, evaluating, and monitoring future achievements, opportunities in science, technology, and innovation that will have the most beneficial economic impact on society ([Ghorbani, 2013](#)).

The Foresight Guide introduces foresight as a systematic and participatory process that seeks to generate knowledge about the future and create medium- and long-term perspectives with the aim of supporting present-day decision-making and implementing joint activities ([Ghorbani and Khanachah, 2020](#)).

Defining futurism from the perspective of other scientists: Futurism is a process that uses the expertise of society to create, discover and visualize the possible and preferred futures of areas affecting individuals and society.

Future scenarios

In the literature of futurology, the scenario is a product that describes the possible future situation and is a story that is told about how this situation occurs ([Bishab et al., 2009](#)). Scenarios are a tool for regulating one's perceptions of alternative environments in which one's decisions can be properly implemented. Scenarios are not predictions of the future; Rather, they are understanding the different futures of the present. In fact, the end result is not to get an accurate picture of tomorrow, but to make better decisions about the future ([Schwartz, 2009](#)).

Operational definition: In this study, future scenarios of media literacy refer to the perceptions that exist in the form of intersubjective in the elite society of media literacy about the future of media literacy.

Uncertainties

Uncertainties refer to situations in the future of an issue in which the probability of occurrence and non-occurrence are the same so that no precise and definite statement can be made about that issue. The reason for using scenarios in the first step is due to the uncertainty in forecasting and forecasting things. We never have access to all information; Theories of human behavior are never as good as theories of physical phenomena, and finally, we have to deal with systems in chaotic or emerging

situations that are inherently unpredictable ([Ghorbani and Khanachah, 2020](#)). Scenarios in this section are constructed based on the role played by existing uncertainties by identifying specific sources of uncertainty and using them as a basis for alternative futures ([Bishab et al., 2009](#)). When there is a high degree of uncertainty in the decision-making context, there is a reason to use scenarios in the strategic planning process ([Lindgren and Bandhold, 2007](#)).

Operational definition: Uncertainties in the field of media literacy are those factors that are somewhat known in this field that the continuation or probability of their occurrence and non-occurrence in the future cannot be said with certainty. The mediation of their potential effects cannot be predicted with certainty; But their exploration through the scenario planning method will greatly clarify the facts, the nature, the coordinates, and the future of media literacy.

3. Research methodology

The methodology of this research is based on scenario design, or more precisely, the use of scenario planning method. For this purpose, first, interview and questionnaire tools have been used to examine and identify the factors affecting the future of media literacy. The interview questions were based on the "Postel" model and in the context of identifying political, economic, social, technological, environmental, and legal/political factors. In this regard, the researcher first reviewed the literature and the background of the research. Then, the research questionnaire was designed in two stages. In the first stage, in the form of an open questionnaire, experts were asked to identify the factors influencing the future of media literacy, which in their opinion will have the greatest impact on the future of this field. Due to the prevalence of the corona epidemic and the impossibility of accessing experts, questions were sent to these people via email and social networks, and they were asked to answer the questions in any of the following three ways: The first method, written Send your answer and send to the researcher via email or social networks, the second method, telephone interview and the third method, recording audio and sending the audio file to the researcher. In the next step, the answers received through the expert panel were judged and analyzed by a group of experts in futures, research, and media literacy. Sent to experts. In this section, experts were asked to rate the factors from 1 to 10 according to their importance and uncertainty; Obviously, in the importance section, a score of 1 indicates low importance and a score of 10 indicates the highest importance/impact of the factor on the future, and also in the uncertainty section, a score of 1 indicates the lowest uncertainty and a score of 10 indicates the highest level of Uncertainty or unpredictability was the cause. After receiving the answers, the average of each factor in the two sections of importance and uncertainty was obtained and the significance/uncertainty matrix was formed. The critical uncertainties on which the scenario logic was based were determined. Four situations or four scenarios were the results of the interaction of two critical uncertainties, which according to the theoretical framework of the research and the research literature, these four situations were drawn and described in the form of future narratives. In the last stage of the research, the opportunities and threats of each scenario or situation were extracted, and based on this step, the main strategies needed to move in the direction of each scenario were determined. It is necessary to mention that in the framework of the scenario planning method, for each scenario, a name that is reminiscent of the general atmosphere of that scenario was chosen creatively but realistically.

Reasons for choosing a scenario planning method for this research

- a. Scenario writing is one of the most important and widely used methods of futurism and its advantages can be the development of flexible and inconsistent scenarios against future events, simplicity, and non-complexity, usable at all national and organizational levels, encouraging the elite community to be more creative and innovative. He pointed to the generation of new ideas, the optimal use of existing information in the future, and helping to identify the underlying and structuring patterns of events.
- b. In this method, the goal is to develop thinking and ask questions about why work and try to find the root cause. As a result, it requires a process that from all aspects of cognition, experience, available insights, predetermined elements, predictable structures, uncertainty, doubts, expert knowledge, exceptional people and their original ideas, intuition, curiosity, courage (suspension). Disbelief), use innovation, originality, feeling and intellectual and mental spark ([Schwartz, 2009](#)).

Theoretical framework of research

The framework that was selected after reviewing the literature and research as the basis for analyzing the uncertainties shaping future media literacy scenarios was the James Potter Critical/Analytical Framework, which is one of the most comprehensive and fundamental theories in the field of media literacy. His work is based on the existing media literacy space. Given that the most important motivating factor for the researcher to explore future scenarios of media literacy in the country, the components of media accessibility, critical evaluation and creation and manipulation of the media, and the consequences of these components on society and Potter's critical theory covers these three factors ([Potter, 2013](#)), this theory was selected as the basis for analyzing the results. Additionally, Potter introduces media literacy as overseeing a set of perspectives that we actively use to confront the media so that we can interpret the meanings of the messages we encounter ([Ghorbani and Khanachah, 2020](#)). From Potter's point of view, we build our perspectives through the use of our knowledge structures, and we need tools and raw materials to build our knowledge structures; These tools are our skills and are the core of information obtained from the media and the real world. Active exploitation means our conscious and conscious interaction with messages. ([Potter, 2013](#)).

Accordingly, in the analysis of the identified factors mentioned in the methodological explanations, the focus was on the components of media accessibility, critical evaluation and creation and manipulation of the media, the basis and criterion for judging and interpreting the data, and setting the questionnaire items and setting scenarios.

Methodological approach of research

The methodological framework of the discussion in this research is exploratory futurism, which is one of the most important frameworks in the field of futuristic studies in recognizing and analyzing strategic issues. It should be said that a better understanding of the future space and the conditions under which images can be drawn for the future is influenced by two types of special and distinct views of the future: the normative framework and the exploratory framework.

In the future of normative research, the focus is on the do's and don'ts, and an attempt is made to evaluate the possibility, probability, and desirability of future alternatives, and to select the most desirable future so that all efforts are focused on achieving it.

In the framework of exploratory futurology, an attempt is made to recognize the most important critical and key uncertainties to gain a full understanding of the various possibilities and possibilities, and in a better way, possible and imaginable situations of the future to be able to narratively describe each of these situations. Formulated probable future narratives or scenarios in order to better prepare for the inevitable future.

Therefore, in this study, given the increasing developments in the field of media and the complexity and chaos of the environment governing the media use environment, what can be a better way to better picture the possible future is to recognize the uncertainties and ambiguities in the future. For this purpose, an exploratory framework was selected. In the realm of this view, the uncertainties in the field of media literacy are those somewhat well-known factors related to this field, the continuity or probability of their occurrence and non-occurrence in the future cannot be said with certainty. As a result, the future of media literacy cannot be accurately predicted due to their potential effects, but identifying and exploring these factors through scenario planning method will greatly clarify the facts, nature, coordinates, and future of media literacy for us. . Therefore, in the framework of exploratory futures research, we seek to identify such factors to map alternative future scenarios.

4. Results and discussion

In the first step of the research, the researcher's goal was an analytical understanding of the decision with the subject under study and drawing a space that is most in line with reality. The outcome of this step was to reach a list of the main and important factors that in the minds and consciences of experts potentially play a role in the future of media literacy in the country and are the basis for future

analysis and knowledge. These factors were very important because they are considered as stimuli of thought and thinking and make the planning process more comprehensive.

As mentioned in the methodology section, for ease of analysis, the factors were categorized according to their nature, and a special code was considered for each, so that for political factors (P) code, for economic factors (Economic) Code E was assigned to Social factors, code S to T, technological factors to code T, and code L to legal/policy/policy factors. Table 1 shows the importance and uncertainty of the identified factors after analysis in this section.

Table 1. Classification of factors

Code factor	Political factors	Importance	uncertainty
P1	Social network filtering	5.20	7.07
P2	Ideological approach to media literacy	6.63	6.36
P3	Media phobia governing media literacy education	6.16	6.42
Economic factors			
E1	The arrival of new actors with material motivations with new models of media literacy training	7.60	5.45
Social factors			
S1	Critical / analytical approach to media messages or media owners	8.33	5.47
S2	Active participation of civil society organizations in promoting media literacy	8.70	5.67
S3	The entry of scientific associations in the development of media literacy	8.78	5.87
S4	Interaction and convergence of radio and television with cyberspace and social networks	7.57	6.80
S5	Broadcast accreditation to the audience	7.98	6.76
S6	The entry of radio and television into media literacy training	7.30	6.59
S7	Creating a formal and coherent network of media literacy from elites, communication professors, educators, learners, content producers, etc.	8.29	6.09
S8	Coordinating media literacy educators with scientific institutions and associations	7.56	6.57
S9	Collaboration of film, music and game producers with institutions, scientific associations and universities	7.47	6.80
S10	Development of media literacy clinics for the treatment of media addiction	7.20	6.30
Technological factors			
T1	Unequal access to media infrastructure in different parts of the country	7.59	5.95
T2	The superiority of children's digital skills over their parents	7.45	5.42
T3	The superiority of students' digital skills over school media literacy educators	7.29	5.77
Legal factors			
L1	Existence of a specific policy maker, executor and supervisor in the field of media literacy	7.13	6.31
L2	Making effective rules and decisions based on the needs of the audience	7.91	6.41
L3	Government investment and support for education (supply of equipment, technologies, etc.)	8.67	6.16
L4	Education support the promotion of school media literacy educators	9.20	6.09
L5	Empowering the media literacy education system in schools	9.24	5.76
L6	Media literacy training in universities	8.71	5.95
L7	Government support for training and promotion of media literacy educators in the country	8.33	6.36
L8	Using media literacy professionals in government policy-making	8.20	6.75

L9	Operational view of managers at different levels of media literacy as one of life's vital skills	8.30	6.74
L10	Preparation of media literacy appendix for laws and policies of the executive and educational sectors of the country	8.11	6.51
L11	Creating transparency in the structures and areas of authority of the institutions in charge of media literacy	7.69	6.59
L12	Different views and attitudes and tastes of associations related to media literacy and policy makers	7.74	6.36
L13	Creating a unified policy in promoting media literacy among actors in the field of media literacy	7.09	6.55

In the next step, key uncertainties were identified in terms of impact and significance. The main point is to identify the two or three factors that are most important and are associated with the most uncertainty. In fact, this step represents the axes on which the final scenarios are distinguished, and identifying these axes is in fact one of the most important steps in the process of creating scenarios. The ultimate goal is to achieve scenarios in which the differences between them are significant for decision-makers and shape different futures ([Schwartz, 2009: 195](#)).

Once the major axes of sensitive and key uncertainties have been identified, it is sometimes useful to show them as a range (on one axis) or a matrix (with two axes) or a volume (on three axes), as scenarios Different, are recognizable and their details can be expanded ([Schwartz, 2009: 214](#)).

Given what has been said, at this stage of the research, the significance/uncertainty matrix is based on the importance and uncertainty of each of the identified factors, ie the average or average scores given to them by the audience of the previous stage (perceptual/cognitive analysis). Attributed was drawn. As shown in the significance/uncertainty diagram, this diagram consists of three parts (figure 2):

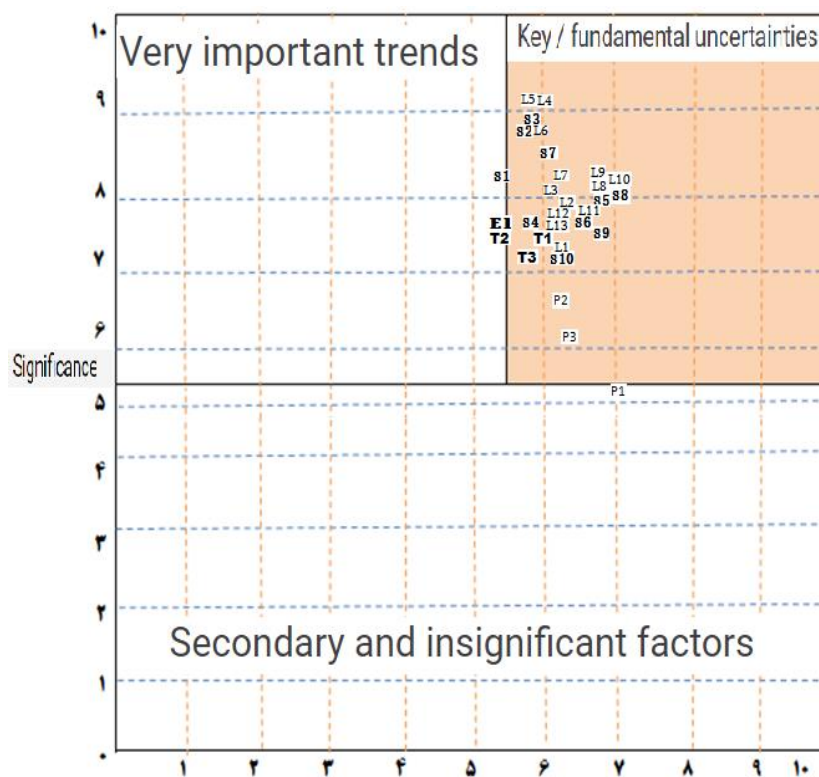


Figure 1. Significance / Uncertainty matrix diagram

In this matrix, the higher the importance of both a factor and its uncertainty, i.e the higher the inclination to the upper right corner of the graph, the higher the value for analysis. The description of each region of this matrix is as follows:

The bottom part contains the factors that both of their points (importance and uncertainty) are almost lower than half of the chart, i.e 5 points. These factors will be of little importance in the analysis and will be removed from the scenario planning process as minor factors.

The upper left of the chart is related to factors that have a significance score higher than the half of the chart and a number higher than 5, but their uncertainty score is less than 5. Due to their high importance in the field of media literacy, these factors are known as trends according to the scenario planning method and in the final analysis of the research, they are considered as future trends. Explain that trends are important factors that are visible in the present and their importance has been proven, but it is not clear to what extent they will affect the subject in the future, but their continuation from the present to the future as a continuous and dynamic trend, can be Is a prediction.

The upper right part of the chart contains the factors that both parts of their scores, i.e their importance and uncertainty are higher than the number 5, hence as important and key uncertainties that have the most role and importance and have a degree High levels of uncertainty are considered. Uncertainties in this section are usually selected from three to seven factors with the highest score and also based on the analysis of the scriptwriter team.

Accordingly, the factors with the highest importance and role-playing, and at the same time with the highest level of uncertainty identified in the previous step, are analyzed and their main message is to achieve two factors or two critical uncertainties that form two dimensions of the scenario. The research shows that Table 2 shows this situation:

Table 2. Content analysis of identified key uncertainties

Nature and content			code	Score		Uncertainty title	Type
				uncertainty	importance		
Media literacy at the heart of politics	Adherence to media literacy	Positioning in policy-making and implementation	L1	6.51	8.11	Preparation of media literacy appendix for laws and policies of the executive and educational sectors of the country	Legal
Specialization	Synergistic	Updated tutorials	S8	6.69	7.73	Coordinating media literacy educators with scientific institutions and associations	social
Effective policies	Synergistic	Specialization	L8	6.85	8.27	Using media literacy professionals in government policy-making	Legal
Axis audience	Media literacy in the text of life	Managers' understanding of media literacy	L9	6.87	8.44	Operational view of managers at different levels of media literacy as one of life's vital skills	Legal
Axis audience	Taste measurement	Tasting	S5	6.97	8.15	Broadcast accreditation to the audience	social

Identify and analyze two critical uncertainties

In the context of the scenario planning method, the content analysis of the obtained factors should be led to two important and strategic factors, which we will call "critical uncertainties". Therefore, the study in this section resulted in two axes of "critical uncertainty" that have two ends of the increasing or decreasing spectrum or two completely opposite and different but homogeneous ends, and as shown on the left side of Table 2, the analysis of identified factors, Indicates the uncertainty of recognizing two important components or factors, namely "specialization" and "audience orientation"

and, more precisely and in detail, "connection/separation of experts, institutions and scientific associations with/from policy and education" and "Attention / non-attention to the preferences of the audience in programming and taste".

Hence, two ends of the spectrum become the first factor: "linking experts, institutions and scientific associations with policy-making and education" and "separation of specialists, institutions and scientific associations from policy-making and education" and two ends of the spectrum become the second factor: "Attention to the preferences of the audience in programming and taste" versus "Abstract and subjective decision in programming". Table 3 shows the two ends of the spectrum for both factors:

Table 3. Two axes or critical uncertainty for the formation of the scenario matrix

Two ends of the first critical uncertainty spectrum	Linking experts, institutions, and scientific associations with policy-making and education	Separation of experts, institutions, and scientific associations from policy-making and education
Two ends of the second critical uncertainty spectrum	Paying attention to the preferences of the audience in the program/tasting	Mental and abstract decision making in programming

Logic scenarios

In the scenario planning method, the logic of the scenarios is to draw two axes perpendicular to each other or the intersection of two axes of critical uncertainty. In fact, the framework of this stage is the formation of a scenario matrix, which is obtained from the analysis of key uncertainties and consists of four parts that actually reflect four scenarios to describe the conditions to be endured in the future.

In the present study, the two axes of uncertainty are "convergent/divergent policy-making" which indicates "connection/separation of experts, institutions and scientific associations with policy-making and education" and "audience-oriented / abstract programming" which indicates "attention/lack of attention According to the preferences of the audience in the program/tasting, they form the logic of the scenario in the form of a diagram.

Accordingly, the formation of scenario logic is the result of the intersection of the two axes of uncertainty "convergent / divergent policy-making" and "audience-oriented / abstract programming" and indicates the interaction of two identified key and critical uncertainties in the field of media literacy. In total, they will figure out four possible scenarios for the future of this issue in Iran. The result is that the future state of media literacy in Iran will be formed in the form of one of the probable scenarios or very close to that scenario, which will be described in each of the four cases below ([Embry et al., 2014](#)).

Scenario mapping

Each scenario takes its content framework from the second step (identifying the actors) and creativity plays a key role in writing the scenarios at this stage. In fact, the most important factor we use to write a script is creativity and innovation. The important thing is that the scenario must be believable and logical ([Sawyer, 2006](#)).

Also, the names and titles of the scenarios are sensitive and very important. People are better able to memorize content if there is an image associated with it that can be linked to past experience. Accurate naming makes the visualization of all scenarios unforgettable. Names provide a kind of mental embodiment for people; So, select names are an easy way to talk about different worlds before us. As a result, accuracy in naming scenarios is very important (ibid.).

Given the above, it is predicted that the future of media literacy in our country is likely to be one of the following four or very close to one of the following four.

The First Scenario.

Paradise Lost

In this scenario, media literacy has a high status. At all levels of policy-making and planning, attention to the audience and their needs is at the forefront. It seems that the reason for this has been the increase in the perception of those in charge of affairs of the harms inflicted on society, especially the young generation. The onslaught of information due to the proliferation of virtual networks and news and information distribution channels has increased the vulnerability of the young generation, and the government has realized that the continuation of this situation poses challenges and even comprehensive threats to the country. Will be accompanied. From identity crisis for individuals to changes in individual and social lifestyles and many other issues, this issue has been overshadowed.

The Second Scenario.

Titanic

In this scenario, media threats continue to spread, but those in charge are not unaware of it, and NGOs and related institutions outside the government, due to their expert concerns, have made the governing body aware of the needs of the audience and the development of media literacy. Therefore, the policy-making elements of the system have realized the effective role of the country's specialized body such as professors and media literacy experts, scientific associations, universities, and scientific centers, and in the category of educational policy-making and planning, the capacities of this important sector are useful benefits. Take. However, in the field of programming, the institutions in charge of media content production are unaware of the needs and requirements of the media audience and have not yet made an effective effort to gain an aristocracy over the needs of their target community, although in their opinion the necessities, requirements, and needs They are aware of their mission but the reality shows the opposite of this position. In fact, there is a significant gap between the policy-making layer of government and the category of education with the layer of content production. Another missing link in this story is audience measurement and conducting research related to recognizing the needs and requirements of programming in the dimensions of production and implementation of programs.

The Third Scenario.

Leviathan

In this scenario, the producers of media content act solely to fill in their work balance and do their job. Their content stems from pre-formed mental stereotypes. Content does not solve the problem and pain of society. The audience has been strongly encouraged to use social media instead of the official domestic media and has become increasingly reluctant and defensive about domestic media content. Despite spending a lot of money to create and produce media content, the audience does not use national media. Therefore, it is not exposed to suitable products from time to time. The prevailing phenomenon is cultural displacement, ie the influence of foreign culture through the audience's reference to satellite TV networks of other countries and the dominance of rival and aggressive cultures due to the continuous use of social networks incompatible with their own culture. Continued use of Instagram has greatly increased the pattern of consumerism and superficiality.

The Fourth Scenario.

Dark Knight

The government and government institutions do not make decisions in the direction of specialization and closeness to academic circles and individuals. Education benefits from government support in the development and implementation of eBay media literacy training programs, as the importance and impact of media literacy in the government body, have not yet been established, and higher institutions have more important issues to address than media literacy. Content producers have made the necessary investment in research and the needs assessment activities by focusing on audience satisfaction. The elasticity of demand for luxury, diverse and innovative products has led programmers to up-to-date production methods as well as the provision of necessary software and equipment. In the meantime, Sada-e Sima has taken full advantage of the existing vacuum, ie the lack of a specific program and policy in the expert-oriented policy-making, and by expanding the satisfaction of the audience and society, has good reasons for attracting government capital. Public opinion inevitably needs proper cooperation with the national media in funding.

5. Conclusion

The results of describing the four types of narratives show that at first glance, each of the scenarios obtained at the national level will be feasible and it can be expected that with the realization of each of the identified critical uncertainties, a special atmosphere in the country's media literacy to take. In this regard, the essential space of the scenarios can be summarized and analyzed as follows:

The first scenario is the most optimistic possible scenario for the future, because on the one hand, we will see the interaction of policymakers with the body politic, and on the other hand, planning will be strongly supported. Therefore, in terms of the formation of interaction and convergence between the specialized body of the university system and scientific institutions and associations with the government and decision-making authorities, the requirements and necessities of the critical and analytical approach to the media, as one of the strategies of government policymakers is located. Waiting for this scenario to happen in the future is a very reasonable expectation and it can be considered as a favorable vision for the future.

The second scenario shows the agreement and interaction of government officials with scientists and experts in the field of communication and media, and at the same time, the lack of necessary support for media literacy planners and content producers, which would not be a good scenario, but in terms of special conditions. Will require effective strategies. One strong recommendation if this scenario materializes is to use celebrities and celebrities intelligently and consciously in content production. Although in this scenario, the programmers will not have a clear understanding of the choice of celebrities related to the topics and will act only on the basis of their superficial intuition and understanding, but supporting and guiding this effective group of society is important and vital. Imagination through repetitive media content such as series, music, games, games, and repetitive one-minute clips is another important media literacy advice to media content producers rather than products produced in these fields in clear conflict with taste. And not to the liking of different audiences and groups.

The third scenario should definitely be considered a catastrophic or the most pessimistic scenario because the programmers lack the necessary mobility, power, and expertise and there is no convergence between the policymaker and the scientific community. It is inferred that in this situation, the governing body is involved in seemingly more important issues than the expansion of media literacy. Due to the increasing expansion of global information resources and the relentless influx of information to the public audience, access without information gateway is very easy. As a result, it is not possible for people in the community to process, critique, and decide on the selection of useful content. Identity crisis will be an important issue of society and this identity crisis originates from observing the real and unreal aspects of Western society, and thus, society, especially the young generation of society, has suffered from despair, despair, and fascination with foreign culture. Therefore, the smartest strategies should be adopted in this area.

The fourth scenario shows that the policy-making body does not interact in the field of media literacy with scientific societies and the specialized body of media literacy, but the power of intelligent programming will overshadow the activities in this field. It can be expected that content production institutions in a large and inclusive process will find the field conducive to meeting the needs of the audience and enriching society. At the same time, due to the good atmosphere created in the national media during this pervasive process, there is constructive cooperation and interaction between media literacy professionals and professors in the field of communication with the national media, and the situation is progressing well. It seems that the effective role of the national media and the cooperation of experts with it is the main reason why the government and policy-making institutions do not show interest in the scientific and professional body of the country, especially universities. This scenario can be described as secondarily important and somewhat optimistic.

Strategic analysis of scenarios

As mentioned before, the scenarios obtained in the research process represent situations enduring the future of media literacy in Iran, which are inherent of high value and credibility, but this value and credibility will be visible when their tangible output Express in the form of more objective results.

In the framework of the scenario planning method, the last step includes identifying and enumerating the opportunities and threats arising from the possible occurrence of each scenario and, consequently, extracting the appropriate strategy for each scenario. will be.

Opportunities, Threats Scenario 1 (Paradise Lost)

- a. Opportunities
 - 1) Expand the audience and increase public satisfaction
 - 2) More consumption of local media products with national culture and meeting the needs of the audience with domestic products
 - 3) Reducing the consumption and influence of audiences from foreign cultures
 - 4) Increasing the attractiveness of media productions and making them popular
- b. Threats
 - 1) Channeling the mental space of the audience
 - 2) Decreased communication, emotions, and sympathy with other perspectives and cultures
 - 3) Distancing the audience from the fields of growth and creativity

Opportunities, Threats Scenario 2 (Titanic)

- a. Opportunities
 - 1) Facilitate and speed up the production process of media products
 - 2) Increase audience access to a variety of media productions
- b. Threats
 - 1) Inefficiency and non-implementation of policies
 - 2) Loss of resources and capital
 - 3) Lack of attention to subcultures in programming

Opportunities, Threats Scenario 3 (Leviathan)

- a. Opportunities
 - 1) Expand intra-group cohesion
 - 2) Prosperity, diversity, and multiplicity of non-governmental, personal and corporate content producers
- b. Threats
 - 1) The audience becomes stereotyped about the meaning of the information received based on the available media
 - 2) Cultural shifting and changing valuation relationships based on foreign media content
 - 3) Increasing moral tensions in society and the formation of multiple dipoles

Opportunities, Threats Scenario 4 (Dark Knight)

- a. Opportunities
 - 1) Maximum audience attraction
 - 2) Booming media product market
 - 3) Make more money, create jobs and be an entrepreneur
- b. Threats
 - 1) Distance from the moral values required by society
 - 2) Decreased taste and taste of the audience in terms of aesthetics and valuation
 - 3) Anarchy in the production of media content

Limitation and future studies

Depending on the opportunities and threats of each scenario, strategic proposals or strategies appropriate to the realization of each scenario will be as follows. Obviously, each of the strategies is derived from the matrix analysis of opportunities and threats and their interaction.

Strategic Suggestions for Scenario 1 (Paradise Lost)

1. Dividing the audience to purposefully offer valuable foreign products
2. Development of educational topics to reflect the cases of growth and creativity in international works
3. Compilation of a special educational topic to introduce the world's top programs
4. Development of an educational topic to introduce examples of popular media products

Strategic Suggestions for Scenario 2 (Titanic)

1. Expansion of media content production centers in the private sector
2. Creating and developing interactive social network infrastructure with the possibility of receiving feedback from the audience
3. Creating the necessary mechanism for obtaining the cooperation of experts from various ethnicities
4. Creating feedback infrastructure in social networks

Strategic Suggestions for Scenario 3 (Leviathan)

1. Directing the macro media towards increasing the sense of social responsibility in cyberspace
2. Holding competitions and festivals to produce creative and innovative content related to social networks
3. Promote the creative use of media to express ideas, information, and thoughts
4. Develop supportive policies in encouraging and exploiting ethical celebrities in cyberspace

Strategic Suggestions for Scenario 4 (Dark Knight)

1. Creating a mechanism to identify and categorize the tastes of the majority of the audience with the cooperation of the elite
2. Organizing special competitions, festivals, and conferences to identify attractive and popular products of value
3. Provide material and spiritual incentives and facilities to producers of valuable content

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