

HYBRID WARFARE AND SOCIAL MEDIA: NEED AND SCOPE OF DIGITAL LITERACY IN PAKISTAN

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ABSTRACT

Digital and information literacy is an emerging concept about the awareness of media messages consumption or information evaluation on virtual communication platforms, specifically in social networking websites. With the advent of communication technologies and emergence of web 2.0, the dynamics of war are also shifting from traditional warfare to information warfare having no geographical as well as content related boundaries. Therefore, the role of modern information and communication technologies is very important to study in the context of hybrid warfare where social media is being used as a tool of hybrid warfare. This study aims to assess the problems and need of information literacy among the social media users of Pakistan. Conceptually, it takes roots from hybrid war literature and digital literacy. Methodologically, we conducted survey of social media users of Pakistan. Data was collected from purposively selected 300 respondents (150 males and 150 females) having different age groups. For this purpose, we developed Hybrid War Awareness and Digital Literacy Scales to understand, detect and respond to the hybrid threats. The study found the trends of social media usage, exposure to propaganda messages and reaction of social media users in Pakistan. It recommends that digital and information literacy is better for planning against hybrid war which may be a threat to national interest instead of introducing strict laws.

Keywords: Hybrid War, Online Propaganda, Digital Literacy, Social Media

INTRODUCTION

Media is considered as fourth pillar of society. It is often credited to unite, build national integrity and harmony in any society. However, media commercialization and privatization has changed media into an industry. New media technologies have changed the landscape of media environment from nationally regulated media landscape to a more internationally (or inter-regionally) oriented, from public-oriented media to private owned media, from a supply-oriented media landscape into a more demand-oriented market, from mass media technologies to interpersonal media technologies (Scientific Council for Government Policy, 2005). Today's convergence of traditional and new media offers promising opportunities for inclusion, participation, and transparency; which are, however, paralleled by challenges such as uneven access, misinformation, and exposure to harmful content. Consequently, access to accurate and objective information is more important than ever for a healthy democracy to flourish (Martinsson, 2009). Pakistani society is also facing the challenges of information explosion and social media revolution.

With the emergence of new media technologies and web 2.0, the individuals are not engaged passively at the receiving and consuming yet are also creating, developing, sharing and criticizing digital contents. Being new media literate, they also need to know socio-cultural and emotional aspects of new media beyond its technical characteristics (Koc & Barut, 2016). Availability of a medium that can be exploited to pursue individuals and organization's vested interest and motives caused to build information environment where accuracy got highly compromised (Shao, Ciampaglia, Varol, Flammini, & Menczer, 2017).

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With the changing landscape of communication, the concepts related to information sharing and information security also got changed. Now the information security emerged as an important concept aimed at securing people from information overload and propaganda against distort and pervert public opinion due to enhanced communication technologies (Hornik, 2016). Utilization of social media by the terrorist groups like ISIS for recruiting citizen even in advanced countries of Europe and America proved its effectiveness as well as sensitivity (Awan, 2017). The emergence of social media changed the nature of conflicts by changing the very nature of winning and losing of a battle and making it more complex. It has been observed that state as well as non-state actors utilize tools of social media for propaganda and information dissemination along with other tools (Svetoka, 2016). Military and political aims are fulfilled by utilization of different strategies of skillful combination of military operations with economic pressures, cyber-attacks and propaganda etc. The virtual platforms or social media are now become the major part of warfare.

HYBRID WAR AND SOCIAL MEDIA

Technological and human development has influenced the arena of wars and conflicts, as the machine guns and tanks are now replaced by the arms which cannot be seen (Karolewski, 2018). Information environment witnessed dramatic changes in recent times hence the nature of mass communication has also changed from being a 'single authority speaking and many listening' to a 'many speak to many listeners'. Now the Governments and traditional media are no more the sole and important players in the information space rather they have to compete and get their own place (Svetoka, 2016).

Social media has the power disseminate content in high volume with rapid speed and in short time hence used as an effective tool of hybrid warfare to influence and change the attitudes, opinion and behavior of public to fulfill certain political or military objectives. Being anonymous, the user can freely express opinion with fearing any responsibility and without any geographical or content related boundaries. The concept of unconventional or hybrid warfare is often used to describe "the complexity and characteristics of modern conflicts in which both state and non-state actors combine conventional methods with methods that lie outside of our traditional understanding of military operation in their war fighting strategies" (Rácz, 2015).

Social media's ability to replicate information at high speeds with low costs, as well as difficult to authenticate accuracy and sources of this information, social media become most effective propaganda tool for achieving specific military objectives in specific conflicts (Duggan, 2015). According to Nissen (2015, p. 72) there are six ways that social media can be used to support military operations i.e. **Intelligence Collection, Targeting, Inform and Influence (Psychological Warfare), Cyber Operations, Defense, and Command and Control**. All of these activities, regardless of their effects, can be conducted through social networking media. These activities are mutually supportive and often can be conducted in coordination with physical activities on the ground.

Similarly, social media can be used by the militant and terrorist groups to fulfill their own specific objectives which should be countered through the effectively educate the users regarding new media and to make them equip with skill to identify propaganda from real information as well as authenticity of the sources of information. Traditional responses to propaganda such as refuting it or creating counter-narratives have proven thus far to be ineffective. This shows that now the arena of war and propaganda got expanded to the digital world hence now there is a strong need to educate people to differentiate among information, misinformation and disinformation by equipping them with the skill of new media literacy.

DIGITAL LITERACY OR NEW MEDIA LITERACY

In the age of information, media literacy can be a useful way to protect society from harmful effects of media. Livingstone (2004) defines the media literacy as “the ability to access, analyze, evaluate and create messages across a variety of contexts”. “Media literacy provides a framework to access, analyze, evaluate and create messages in a variety of forms – from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy” (Thoman & Jolls, 2004). Media literacy principles should not detract from your enjoyment of programs, but rather enhance your appreciation of media content (Silverblatt, Miller, Smith, & Brown, 2014). It provides understanding about the role of media in democratic society. Its major elements are; (i) the symbolic and material representation of knowledge, culture and values; (ii) the diffusion of interpretative skills and abilities across a (stratified) population; and (iii) the institutional, especially, the state management of the power that access to and skilled use of knowledge brings to those who are ‘literate’ (Grizzle et al., 2014).

The information and communication technologies empowered users having access to a computer or a smartphone to create and disseminate information globally over the internet and social media platforms. Albeit is considered as a great development towards information and knowledge sharing yet it also challenged the modern civil societies. The first challenge now being faced is the information overload i.e. the amount of information that floods over users of modern communication platforms makes it difficult rather impossible to differentiate and evaluate reliable and fabricated information. The second challenge is that new technologies enable users to create and share information that seems authoritative and which can be spread virally. The third challenge being faced by the modern information dissemination platforms is the conflict between speed and accuracy. The desire to quickly share and access information results in compromising accuracy of the information. The fourth challenge that is being faced by the users of the modern communication platforms is the selection of preferred information that seem in congruence of the user’s existing beliefs and ideas (Hornik, 2016).

With the advent of web 2.0 and new social media platforms the demand has risen towards a new kind of literacy, which is called “new media literacy” (NML). New media literacy (NML) involves a series of crucial skills needed for living and working in the mediated and participatory society of 21st century. The user of social media are not considered as passive receivers like traditional media consumers rather empowered to create and share media content over social media hence must be able to critically evaluate the information received and shared over the cyberspace. New media literacy involves a set of skills that are required for participating in the mediated and participatory online society (Koc & Barut, 2016). According to Eshet (2012) “digital literacy is a multidimensional concept that comprised technical, cognitive, motoric, sociological, and emotional aspects and a digitally-literate person should have the ability to understanding graphical or visual messages, creating expressive media content, construction of knowledge from complex and flexible hypermedia domains, ability to judge the accuracy and quality of content, socio-emotional skills to communicate and work with others in the cyberspace) as well as real-time thinking i.e. to processing multiple kinds of multimedia stimuli or multitasking”.

OBJECTIVES OF STUDY

Followings are the major objectives of this study.

- To study the use of social media among university students.
- To investigate the students’ exposure towards misinformation regarding security forces of Pakistan.

- To measure the awareness of students about critical and creative social media content about security forces.
- To explore the role of digital media skills in encountering propaganda against security forces.

RESEARCH QUESTIONS

RQ1: To what extent university students are aware about the usage of social media?

RQ2: To what extent students critically evaluate the social media messages?

RQ3: To what extent students participate in encountering social media propaganda against security forces?

RQ4: To what extent students participate actively in promoting counter narrative against terrorism and extremism?

METHODOLOGY

We used quantitative survey method in this study to explore the relationship between digital media literacy factors and promoting counter narrative of terrorism. Population of the study are the university students of Punjab. We purposively selected 300 respondents (Male=164, Female=136) from three university of the Punjab: University of the Punjab, Lahore (N=106), University of Gujrat, Gujrat (N=122), University of Sialkot, Sialkot (N=72). Students were included from BS programs (N=168), Master programs (N=102), and MPhil/PhD Programs (N=30). Data was collected with the help of questionnaire with the help of three research assistants.

Instrument

We developed demographic sheet, scale for functional skills of social media, scale for critical skills of social media, scale for creative skills of social media and scale for critical-creative skills of social media with reference to security forces of Pakistan. Validity of instrument was ensured with expert opinion of 2 PhDs in mass communication from public sector universities (Annexure – I).

Demographic Sheet

We asked gender, age, study program and city from the respondents. Privacy and secrecy of personal demographic information was informed and ensured to the respondents.

Scale for Social Media Functional Use

We developed a six items scale (Cronbach alpha 0.71) to measure the functional or basic use of social media. Question items were about; use of social media, information seeking on social media, socio-political view of social media messages, social media consumption skills, and exposure to social media content related to security forces. All items were measure on Likert scale.

Scale for Social Media Critical Use

We developed a six items scale (Cronbach alpha 0.73) to measure the critical use of social media. Question items were about; critical use of social media, information evaluation on social media messages about security forces including authenticity, source identification, fake information, strategic aspects of messages and harmful effects of sharing of misinformation about security forces on social media. All items were measure on Likert scale.

Scale for Creative Use of Social Media

We developed a five items scale (Cronbach alpha 0.71) to measure the creative skills for social media usage. Question items were about; ability of technical features of social media; content liking, sharing, use of software, content creation, and reporting the content. All items were measure on Likert scale.

Scale for Critical Creative Use of Media

We developed a five items scale (Cronbach alpha 0.72) to measure the creative use of social media for encountering propaganda against armed forces, opinion making in favor of security forces, defending security institutions and promoting counter narrative of terrorism and extremism. All items were measure on Likert scale.

FINDINGS AND DISCUSSION

Media has become the family member of our society. In this digital age of social media and information technology, we cannot avoid the media use in our life. Media is bringing education, economic, political, and socio-cultural benefits to society, but on the other side, it is disrupting social values and norms of society. Moreover, social media has brought and information explosion and revolution in modern societies. Its regulation and control through government or organizational bodies have become very challenging. Scholars find its solution in media literacy (Arke & Primack, 2009; Livingstone, 2004; Nupairoj, 2013; Silverblatt et al., 2014; Thoman & Jolls, 2003). Therefore, its role has also become crucial in the age of hybrid war. Present study was designed to assess the role of media literacy in social media age.

Table 1: DESCRIPTIVE OF SCALES

Descriptive Statistics							
	Items	Range	Min.	Max.	Mean	SD	α
Functional Skills	6	25.00	5.00	30.00	19.06	7.66	0.71
Critical Skills	6	24.00	5.00	29.00	18.09	7.22	0.73
Creative Skills	5	20.00	5.00	25.00	14.05	5.66	0.71
Critical Creative Skills	4	20.00	5.00	25.00	14.34	5.43	0.72

The Table 1 shows that university students have awareness about the basic use of social media. And they are using social media effectively for information seeking and sharing specifically about the security forces ($M=19.06$, $SD=7.66$). It also reveals that university students have also ability to evaluate critically social media messages, their content, sources and spreaders ($M=18.09$, $SD=7.22$). Moreover, university students also technically literate for the use of basic social media features; profile making, accounts creating, software using for content writing, creating and dissemination by using sharing, liking, commenting and reporting content ($M=14.05$, $SD=5.66$). They are also using their critical and creative abilities to encounter fake propaganda against security forces of Pakistan, moreover, they also participate actively in defending security forces and promoting counter narrative of terrorism and extremism on social media ($M=14.34$, $SD=5.43$). In this way they are actively participating in the hybrid warfare. However, Table 2 shows that male students are more active, critical, creative and disseminators of content on social media as compare to the female students. Therefore, it is needed to formulate policy regarding the enhancement of digital media literacy among the female students.

Table 2: GENDER DIFFERENCES IN FUNCTIONAL, CRITICAL, CREATIVE AND CRITICAL CREATIVE SKILLS OF SOCIAL MEDIA

	Gender of Respondent	N	Mean	SD	
Functional Skills	Male	164	20.86	7.00	$t=4.63^{**}$
	Female	136	16.88	7.88	
Critical Skills	Male	164	19.64	6.70	$t= 4.20^{**}$

Creative Skills	Female	136	16.22	7.40	t= 2.41**
	Male	164	14.76	5.28	
	Female	136	13.19	6.00	
Critical Creative Skills	Male	164	15.43	5.30793	t= 3.91**
	Female	136	13.02	5.31098	

**Differences are significant at 0.01 Level.

The Table 2 further demonstrates that education level is also significant for enhancing digital media literacy and active participation in the hybrid warfare. Masters and MPhil/PhD students are more active, creative, critical and disseminators as compare to the BS students. Therefore, in this study, we argue that education is a significant factor about the study of digital media literacy skills and hybrid warfare. Education should be promoted to win the hybrid warfare specifically the information war on social media.

Table 3: EDUCATION DIFFERENCES IN FUNCTIONAL, CRITICAL, CREATIVE AND CRITICAL CREATIVE SKILLS OF SOCIAL MEDIA

		N	Mean	SD	
Functional Skills	BS Student	168	16.94	8.32	F= 17.34**
	Master Student	102	21.23	5.73	
	MPhil PhD Student	30	23.53	5.35	
	Total	300	19.06	7.66	
Critical Skills	BS Student	168	16.86	7.88	F= 5.65**
	Master Student	102	19.64	5.96	
	MPhil PhD Student	30	19.66	6.03	
	Total	300	18.09	7.22	
Creative Skills	BS Student	168	12.59	5.54	F= 15.66**
	Master Student	102	16.39	5.37	
	MPhil PhD Student	30	14.26	4.66	
	Total	300	14.05	5.66	
Critical Creative Skills	BS Student	168	13.53	5.31	F= 8.28**
	Master Student	102	14.68	5.31	
	MPhil PhD Student	30	17.73	5.20	
	Total	300	14.34	5.43	

**Differences are significant at 0.01 Level.

Further, we found that age does not matter in digital media literacy skills about the security forces (Table 4). We found that Functional skills of social media usage are correlated to the critical skills, creative skills and critical creative skills significantly (Table 4).

Table 4: RELATIONSHIPS AMONG THE FUNCTIONAL SKILLS, CRITICAL SKILLS, CREATIVE SKILLS AND CRITICAL CREATIVE SKILLS OF UNIVERSITY STUDENTS

	Functional Skills	Critical Skills	Creative Skills	Critical Creative Skills
Age of Respondent	-.094	.108	-.042	-.039
Functional Skills	1	.784**	.756**	.476**

Critical Skills	.784**	1	.643**	.539**
Creative Skills	.756**	.643**	1	.484**

** . Correlation is significant at the 0.01 level (2-tailed).

Therefore, we argue that If a person is more capable of using social media effectively. The person can become good evaluator and critic of social media messages about the security forces. S/he may evaluate the information in terms of message content, authenticity, source of information. In this way, the person can encounter the hidden propaganda against security forces of Pakistan on social media.

Similarly, this study also found that critical skills of a person lead him/her towards the creative skills of social media. The person engaged more in the content creating and dissemination in the favor of security forces (Table 4). If a person becomes more creative user of social media, then s/he is the active defender and opinion warrior of security forces in cyberspace. The person will use social media more effectively for encountering propaganda against security forces and for the creation and dissemination social media content and messages in favor of security forces.

Table 5: DIGITAL COMBATING FACTORS FOR HYBRID WARFARE

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568 ^a	.323	.316	4.49412

a. Predictors: (Constant), Creative Skills, Critical Skills, Functional Skills

b. Dependent Variable: Critical Creative Skills

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.919	.764		7.749	.000
	Functional Skills	-.016	.064	-.023	-.248	.805
	Critical Skills	.301	.058	.401	5.157	.000
	Creative Skills	.233	.071	.243	3.302	.001

The Table 5 shows that digital media literacy skills can significantly predict the encountering of hybrid warfare messages on social media. Further, it reveals that only functional use of social media don't predict the critical creative abilities of students. However, critical and creative skills of social media significantly predict the students' ability to encounter hybrid warfare messages on

social media. Moreover, critical skills are more significant factor then creative skills. Therefore, digital media literacy is the need of time in current age of fake information and hybrid warfare.

CONCLUSION

Finally it is concluded that university students of Punjab are mostly social media users and they are equipped with basic digital media literacy skills. They are active in functional and critical use of social media messages about the security forces. They don't accept or share information against the security forces of Pakistan. They also evaluate social media messages and information on internet critically. They are aware from the fake and malicious information about the security forces of Pakistan on social media and internet. However, study also indicates that young boys and girls of universities are exposing to messages and information against the security forces of Pakistan. This shows that hybrid war is in its way on social media. Therefore, this alarming situation demands the enhancement of digital media skills among the students of higher education. Moreover, critical and creative abilities of students are less as compare to the functional abilities of students in consuming social media or internet. Therefore, these abilities should be enhanced to encounter compete the hybrid warfare on social media. In sum, we conclude that we can prepare our opinion warriors in cyberspace by enhancing social media literacy among the university students, which may become one of the best strategy to compete hybrid warfare.

RECOMMENDATIONS

In line with the empirical findings of the study, we provide following recommendations to the policy makers.

- 1) Seminars and workshops should be organized at universities to promote awareness about digital media literacy and hybrid warfare.
- 2) Students should be trained to evaluate social media messages critically with strategic as well as social perspectives.
- 3) Public relations departments of security forces should work to promote and share counter narratives on social media.
- 4) Training workshops about the content creation, like adobe Photoshop, Corel draw, adobe in-design, adobe audition, Microsoft publishers and movie maker software should be organized at university level.
- 5) Social media consumption and basic skills should be embedded in curriculum at elementary, secondary, higher secondary, and higher education in all disciplines.
- 6) Training workshops and courses should also be provided online.
- 7) Digital media literacy should also be promoted among the civil society of Pakistan to encounter hybrid warfare.
- 8) Lastly, females are less active and critical as compare to the male students, therefore special attention should be given to train female opinion warriors.

Annexure – I: Instrument

سوشل میڈیا اور غیر روایتی دوہری جنگ: ڈیجیٹل میڈیا لٹریسی کی ضرورت و اہمیت (سوالنامہ)

زیر نظر سوالنامہ وزارت اطلاعات کے تحت آئندہ ماہ منعقد ہونے والی کانفرنس "دہشت گردی اور شدت پسندی کے خلاف میڈیا کے کردار" میں پیش کیے جانے والے مقالے کا حصہ ہے۔ آپ سے لی گئی معلومات کو صرف سماجی تحقیق کے لئے استعمال کیا جائے گا۔ اور آپ کی ذاتی معلومات کسی کو فراہم نہیں کی جائیں گی۔

آپ کے تعاون کا بہت شکریہ۔

محمد عثمان سعید (پی ایچ ڈی سکالر، شعبہ ابلاغیات، یونیورسٹی آف سینٹرل پنجاب، لاہور)

شہباز اسلم (پی ایچ ڈی سکالر، شعبہ ابلاغیات، یونیورسٹی آف سینٹرل پنجاب، لاہور)

جنس: _____ عمر: _____
شہر: _____ تعلیم: _____

ہدایات: سوالنامے میں سیورٹی اداروں سے مراد افواج پاکستان، پولیس، خفیہ ادارے، رہنمائی وغیرہ ہیں۔ اور سوشل میڈیا سے مراد فیس بک، ٹویٹر، یوٹیوب، انسٹاگرام، واٹس ایپ وغیرہ ہیں۔ اور انٹرنیٹ سے مراد دیگر ویب سائٹس اور بلاگز ہیں۔

انٹرنیٹ اور سوشل میڈیا کے بنیادی استعمال کی صلاحیت					
نمبر شمار	بیانات	بہت زیادہ	زیادہ	کسی حد تک	کم بہت کم
1	میں انٹرنیٹ / سوشل میڈیا کا استعمال کرتا / کرتی ہوں۔	5	4	3	2
2	میں انٹرنیٹ پر اپنی ضرورت کی معلومات یا مواد یا آسانی تلاش کر سکتا / سکتی ہوں۔	5	4	3	2
3	میں انٹرنیٹ اور سوشل میڈیا پر مواد / پیغامات کے مختلف سیاسی، سماجی اور دفاعی پہلو سمجھ سکتا / سکتی ہوں۔	5	4	3	2
4	میں سوشل میڈیا / انٹرنیٹ پر پیغامات / مواد کو پسند، ناپسند، شئیر اور کنٹ کر سکتا ہوں۔	5	4	3	2
5	میں انٹرنیٹ اور سوشل میڈیا پر سیورٹی اداروں کے بارے میں پیغامات اور مواد دیکھتا / دیکھتی ہوں۔	5	4	3	2
6	میں انٹرنیٹ اور سوشل میڈیا پر سیورٹی اداروں کے بارے میں مختلف آراء، خیالات جان سکتا / سکتی ہوں۔	5	4	3	2
انٹرنیٹ اور سوشل میڈیا کے تحقیقی استعمال کی صلاحیت					
1	میں انٹرنیٹ / سوشل میڈیا پر مواد / پیغامات کی خصوصیات (تفریح، معلومات، پروپیگنڈا وغیرہ) میں فرق کر سکتا / سکتی ہوں۔	5	4	3	2
2	میں انٹرنیٹ / سوشل میڈیا پر سیورٹی اداروں کے خلاف مواد / پیغامات میں پروپیگنڈا کو سمجھ سکتا / سکتی ہوں۔	5	4	3	2
3	میں انٹرنیٹ / سوشل میڈیا پر سیورٹی اداروں کے خلاف مواد / پیغامات کو بنانے اور پھیلانے والوں کو سمجھ سکتا / سکتی ہوں۔	5	4	3	2

نمبر شمار	بیانات	بہت زیادہ	زیادہ	کسی حد تک	کم	بہت کم
4	میں انٹرنیٹ / سوشل میڈیا پر سکیورٹی اداروں کے خلاف مواد / پیغامات کی جھوٹی حقیقت اور عدم اعتمادی کو متبادل بنانے سے پرکھ سکتا / سکتی ہوں۔	5	4	3	2	1
5	میں انٹرنیٹ / سوشل میڈیا پر سکیورٹی اداروں کے خلاف مواد / پیغامات کو قانونی اور اخلاقی لحاظ سے پرکھ سکتا / سکتی ہوں۔	5	4	3	2	1
6	میں انٹرنیٹ / سوشل میڈیا پر سکیورٹی اداروں کے خلاف مواد / پیغامات کو پڑھنے، لکھنے اور پھیلانے (شئیر کرنے) کے نقصانات سے بخوبی واقف ہوں۔	5	4	3	2	1
انٹرنیٹ اور سوشل میڈیا پر بنیادی تحقیق کی صلاحیت						
1	میرے لئے سوشل میڈیا / انٹرنیٹ پر پروفائلز اور اکاؤنٹ بنانا آسان ہے۔	5	4	3	2	1
2	میں سوشل میڈیا / انٹرنیٹ پر پیغامات / مواد لکھنے یا بنانے کے بنیادی سافٹ ویئر کا استعمال کرتا / کرتی ہوں۔	5	4	3	2	1
3	میں سوشل میڈیا / انٹرنیٹ پر پیغام رسانی کے بنیادی لوازمات (comment, hyperlink, like, share, retweet, etc) سے واقف ہوں۔	5	4	3	2	1
4	میں دوسروں کے شئیر کئے گئے مواد / پیغامات پر اپنی رائے comment کرتا / کرتی ہوں۔	5	4	3	2	1
5	میں قومی، اور معاشرتی مفاد میں مواد / پیغامات کو ریٹ یا رپورٹ کرتا / کرتی ہوں۔	5	4	3	2	1
انٹرنیٹ اور سوشل میڈیا پر تنقیدی تحقیق کی صلاحیت						
1	میں انٹرنیٹ / سوشل میڈیا پر سکیورٹی اداروں کے بارے میں عوامی رائے بنانے کی کوشش کرتا / کرتی ہوں۔	5	4	3	2	1
2	میں انٹرنیٹ / سوشل میڈیا پر سکیورٹی اداروں کے خلاف مواد / پیغامات پر دفاعی مفاد میں کنٹ یا تبصرہ کرتا / کرتی ہوں۔	5	4	3	2	1
2	میں مختلف آن لائن کمیونٹیز / گروپس میں سکیورٹی اداروں کے حق میں مواد / پیغامات شئیر کرتا / کرتی ہوں۔	5	4	3	2	1
3	میں انٹرنیٹ / سوشل میڈیا پر دہشت گردی، انتہا پسندی، اور شدت پسندے کے خلاف متبادل بنیادیں تخلیق یا شئیر کرتا ہوں۔	5	4	3	2	1
4	میں سوشل میڈیا / انٹرنیٹ پر سکیورٹی اداروں کا دفاع کرتا / کرتی ہوں۔	5	4	3	2	1
5	میں سوشل میڈیا / انٹرنیٹ پر سکیورٹی اداروں کے دفاع میں خود سے Audio/video/text پیغامات بناتا / بناتی ہوں۔	5	4	3	2	1

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