

Education, media, and the transformation of social and cultural structures

Hristo Kamenov^{*1} 

¹ Paisii Hilendarski University of Plovdiv, Bulgaria

Abstract. This study aimed to determine how digital educational platforms transform the social and cultural practices of young people and influence the formation of new mechanisms of social mobility. The research encompassed three countries with distinct educational and cultural traditions: South Korea, the United States, and the United Kingdom. The methodology was grounded in a stepwise analysis of official documents and statistical data, corporate reports, and academic studies, as well as a comparative assessment of the key parameters of digital platforms, including value orientations, mobility mechanisms, and cultural educational practices. The analysis demonstrated that the national Korean platform of massive open online courses operated as an institutionalised channel for converting young people's academic achievements into symbolic and educational capital, while simultaneously supporting collective forms of online learning and group identity. In the United States, an examination of the Coursera platform and the educational segment of YouTube indicated the predominance of personalised learning trajectories, a focus among young people on career mobility, and the entrepreneurial use of knowledge, particularly through certification programmes and practices of creating and monetising educational content. The analysis of these cases made it possible to delineate specific models of media education that developed around each platform and shaped the modes through which young people accumulated cultural capital. At the same time, YouTube emerged as an environment that fosters an attention economy, where educational channels with audiences in the millions became a source of both knowledge and income for content creators. In the United Kingdom, the principal focus was placed on the BBC Bitesize platform, which during the pandemic reached at least six million users per week and became an important instrument for equalising opportunities in examination preparation for pupils from low-income families. The practical significance of the study lies in its potential application to the development of educational strategies that take cultural specificities into account and enhance social mobility and equality of access to knowledge in the digital age

Keywords: career benefits; attention economy; cultural capital; collectivism; mobility; certificate

INTRODUCTION

Educational transformations driven by digital media constitute an important factor in the reshaping of social and cultural structures. The proliferation of educational platforms and media resources manifests not only within the sphere of formal education but also in the wider context of youth socialisation, the formation of values, and models of cultural interaction. The underlying issue was that traditional educational institutions can no longer remain the sole transmitters of knowledge and social norms, as digital media have begun to function as parallel channels for learning, social mobility, and identity construction. Within this context, a need emerged for a comprehensive

investigation into the mechanisms through which educational media influence the values and cultural practices of young people.

The interaction between media and society has been explored in a range of studies that have identified the principal trends and implications of this process. P. Hodgkinson (2024) emphasised that the media function not only as channels for transmitting information but also as key social institutions that structurally shape the cultural environment. He observed that the interrelationship between the media and society is manifested in the continual reproduction of social hierarchies and the formation of symbolic

Suggested Citation:

Kamenov, H. (2025). Education, media, and the transformation of social and cultural structures. *Journal of Media & Social Change*, 1(1), 16-27. doi: 10.67524/verus4/1.2025.16.

^{*}Corresponding author (hkamenov@abv.bg)



resources that enable the integration of individuals into collective practices. Changes in social structure influenced by the media were further supported by the findings of K. Farooq *et al.* (2021), who noted that social networks act as catalysts for societal transformations by facilitating the rapid dissemination of ideas and stimulating social engagement. Their study demonstrated that social media can lower barriers to participation in public processes and generate new forms of civic interaction. The research of M. Alenezi (2023) placed particular emphasis on the role of digital educational institutions in higher education. The author argued that digital platforms are becoming not merely supplementary tools but fully integrated components of university infrastructure, providing not only accessibility but also flexibility in educational trajectories.

Conceptual foundations for analysing educational processes in the media environment were proposed by M. Zembylas (2019). He demonstrated that emotional capital in education should be examined in relation to cultural and social structures, drawing on Bourdieu's theoretical framework. His research established that media-based learning cannot be reduced to technical or content-related dimensions but includes emotional resources that shape motivation and the effectiveness of youth engagement in the educational process. Particular attention needed to be directed to the challenges of the digital transformation of educational systems. F. Brunetti *et al.* (2020) concluded that the digitalisation of education requires multi-level interaction among universities, state institutions, technology companies, and the student community. The authors emphasised that stable outcomes can be achieved only under conditions of broad, multi-stakeholder coordination. Equally significant were the findings of S. Kotilainen *et al.* (2020), who indicated that the algorithmic governance of social media generates new challenges for young people. Their study demonstrated that recommendation systems influence the formation of educational and cultural orientations among pupils and students, particularly through the filtering of accessible content.

In the sphere of students' educational attitudes, the analysis conducted by A.S. Kandpal *et al.* (2023) proved illustrative. They found that young people perceive social media as a convenient and accessible tool for learning that can offer flexibility when combined with other life circumstances. At the same time, students remained critical of the quality and reliability of the information obtained from these sources, indicating an awareness of the potential risks associated with superficial or inaccurate content. The authors highlighted that the principal factor underpinning the appeal of social media in the educational process is the possibility of individualising learning and aligning it with one's own interests and needs, thereby creating personalised developmental trajectories. An important continuation of this discussion was provided by the analysis of E. Theophilou *et al.* (2024), who demonstrated that the format in which educational materials are presented on social media plays a decisive role in determining the level of

student engagement. They demonstrated that the integration of educational narratives into social networks enables the formation of dynamic learning scenarios that combine interactivity, visualisation, and multimedia elements. This confirmed that cultural and media forms in digital education have become as significant as academic content. From the perspective of media literacy, the conclusions of S. Pereira & P. Moura (2022) were particularly salient. They observed that levels of digital competence remained uneven and that the development of critical information-processing skills occurred in an unsystematic manner. This underscores that digital educational platforms perform not only an informative but also a formative function, contributing to the development of young people's cultural capital. In this context, the observations of C.S. Cagatin (2024) acquired particular relevance. C.S. Cagatin stressed that social networks are reshaping the rules of interaction in the digital era: they establish new formats of communication and define societal priorities, thereby creating cultural frameworks for educational and social experience.

Although a substantial body of research has already been accumulated that explains the relationship between the media and society, comparative studies addressing national specificities of institutional integration, cultural practices, and educational orientations remain scarce. The study aimed to identify the mechanisms through which educational media platforms become instruments for transforming societal values and practices. To achieve this objective, the following tasks were set: to determine the structural and semantic parameters of the functioning of national educational media platforms; to analyse their role in supporting the social mobility of young people; and to examine the cultural practices that developed around educational media.

MATERIALS AND METHODS

The study was conducted as a comparative multi-case analysis using a mixed qualitative-quantitative assessment of secondary data. The focus was on the national educational-media ecosystems of South Korea, the USA, and the United Kingdom. The selection of these countries was based on the following criteria: distinct historical and cultural orientations; the presence of institutionally established platforms representing different models of knowledge legitimisation: Korean Massive Open Online Courses (K-MOOC, n.d.), and the Academic Credit Bank System (n.d.) (CBS) in Korea. Coursera (n.d.), YouTube (n.d.) in the United States, and BBC Bitesize (n.d.) (BBC – British Broadcasting Corporation) in the United Kingdom. The research was carried out in four consecutive stages. The first stage involved defining the cases and establishing relevance criteria. Three cases were formulated for each country. The inclusion criteria were as follows: (a) the presence of a nationally significant educational media platform or linkages to formal education (K-MOOC/CBS; Coursera/YouTube; BBC Bitesize); (b) the availability of quantitative indicators of reach, completion, and formal/market recognition; (c) the presence of

independent external assessments or international reviews. At this stage, the institutional contours of each case and the preliminary expectations regarding the mechanisms of

mobility and cultural practices were described. The second stage focused on data collection and normalisation. For each country, a document sample was compiled (Table 1).

Table 1. Sources of materials for analysis

Country	Type of material	Source
Korea	Official descriptions of K-MOOC/NILE Government statistics and reports	K-MOOC (n.d.); NILE (n.d.) (National Institute for Lifelong Education); Government Policies... (n.d.); Results of the... (2018)
	International reviews	OECD (2021) (Organisation for Economic Co-operation and Development)
	Data on CBS and degrees	H. Lee & R. Lee (2024)
USA	Studies on the YouTube/edutuber ecosystem	J. BelloBravo <i>et al.</i> (2021); C. Pasquel-López <i>et al.</i> (2022)
	Economic assessments of the creative industry	Exploring YouTube's... (2024)
United Kingdom	Official descriptions of Bitesize	BBC Bitesize (n.d.)
	Education policy analysis	K. Van Lieshout (2020); M. Mazzucato <i>et al.</i> (2020)
	Indicators of media use among children and young people	Children and Parents... (2023; 2024)
	Analysis of digital poverty	K. Allmann (2022); Nominet (2023)
	Subject-specific studies and content briefs	Content Brief BBC (2022); M.M. Davies (2025)

Source: compiled by the author

The data were standardised using shared units of comparison (reach, completion/certification, forms of recognition, examples of cultural practices), after which a three-level coding scheme was applied in accordance with the research tasks: orientations and values (criteria: the stated purpose of the platform; types of learning ethics; forms of social signalling such as certificates and badges); channels of social mobility (formal integration, market recognition, compensatory effect) (number of registered users, proportion of users reporting career benefits, number of degrees obtained through CBS, weekly reach during lockdowns); and educational-cultural practices (forms of community organisation and media behaviour). Operational indicators were specified for each code. For example, formal integration was defined by the presence of mechanisms enabling the translation of on-line credits into official qualifications (K-MOOC + CBS); market recognition was measured through empirical evidence of career benefits or income growth; and the compensatory effect was examined using data on reductions in inequalities of access.

The results for each case were compared using a unified matrix (values → mobility mechanisms → cultural practices). A cross-country comparison was then conducted based on the key analytical parameters, accompanied by contextual validation to verify the alignment of the findings with national education policies and structural specificities. Reliability criteria included consistency of indicators across independent sources and the replicability of the coding logic. The final stage involved comparing the experiences of South Korea, the USA, and the United Kingdom across three criteria – value orientations, mechanisms of social mobility, and cultural educational practices – which enabled the identification of both differences and common features within their respective digital educational environments.

RESULTS

K-MOOC within the educational networks of South Korea

South Korea has traditionally been characterised by a strong orientation towards academic achievement. In the country's educational discourse, high academic performance and success in examinations are viewed not only as individual accomplishments but also as social values that shape a person's position within society. The launch in 2015 of the national K-MOOC (n.d.) platform, administered by the NILE (n.d.), created an institutional mechanism for transferring established educational practices into the digital environment. K-MOOC courses, developed by the country's leading universities, combine the traditional emphasis on rigorous academic preparation with innovative forms of distance learning. Young platform users acquire not only knowledge but also symbolic educational capital through certificates and badges. This tangible outcome of course participation reinforces the perception that educational attainment is an attribute of social prestige. As noted in an analytical report by Korea JoongAng Daily (Lee, 2024), K-MOOC certificates have gradually gained significance for students as evidence of discipline, persistence, and readiness to study beyond university requirements.

A second important element is the communicative function of the educational social networks integrated into the platform. K-MOOC supports discussion forums, collaborative groups, and other tools for interaction. Participants exchange experiences and resources and assist one another in completing tasks. This establishes a new educational ethic in which not only individual outcomes but also collective collaboration is of significance. Social presence and interaction with other participants constitute key factors influencing the continuation of MOOC learning among Korean students (Park *et al.*, 2022). This

indicates that the platform fosters not only individual development but also the formation of group identity. Thus, in Korea, a value system is emerging within the digital environment in which individual academic success is combined with an ethic of collective cooperation, and educational achievements become markers of social prestige and group solidarity.

An important aspect of K-MOOC (n.d.) is its role in supporting social mobility, particularly for young people from regional and socially vulnerable groups. The establishment of the national MOOC platform formed part of a government strategy aimed at improving access to high-quality education and overcoming educational barriers (Government Policies..., n.d.). According to the Ministry of Education of South Korea, as of 2018, the platform had 279,000 registered users, with a total of 581,000 course enrolments (Results of the..., 2018). A distinctive feature of the Korean system is the integration of K-MOOC with the CBS, which enables credits earned in online courses to be counted towards official academic degrees. According to research, in 2022, more than 40,000 individuals in Korea obtained a bachelor's degree through the CBS, using K-MOOC courses as part of their study load (Lee & Lee, 2024). This indicates that the platform is effectively integrated into the formal higher education system and can provide the official prerequisites for advancement in the labour market. The impact of K-MOOC on graduate earnings remains under-researched; however, existing international data suggest a generally positive effect of MOOCs. Analysis shows that for employed participants, engagement with MOOCs often serves as a catalyst for career progression or a change in professional field, even if it does not always result in an immediate increase in income (Zhang *et al.*, 2022). Furthermore, the OECD report on skills strategy implementation in Korea notes that K-MOOC is regarded by the government as a tool for supporting the professional development of young people and adults, particularly by offering additional opportunities for reskilling and career guidance (OECD, 2021). This confirms that the platform functions not only as an educational resource but also as an instrument of socio-economic policy. Accordingly, K-MOOC allows students with fewer initial advantages to access courses from leading universities, officially recognises earned credits, and is considered a state resource for enhancing competitiveness in the labour market.

The emergence of K-MOOC has triggered changes not only in the educational but also in the cultural practices of young people. Platform courses have become part of daily digital routines: users actively discuss completed modules on social media, share results and certificates, and organise informal groups for collaborative learning. Such practices take on the character of educational challenges when friends or students agree to complete a particular course collectively (Lee *et al.*, 2023). These transforms learning into a form of cultural activity that competes with other digital practices, such as gaming or media consumption. Another significant phenomenon is the integration of

learning outcomes into the digital identity of young people. K-MOOC certificates and badges are increasingly used in personal profiles on professional and social networks (Zou *et al.*, 2021). They serve as markers of competence and enhance cultural capital within the community. In this sense, educational achievements become not only an academic but also a cultural resource, shaping the position of young people within the digital environment. Furthermore, K-MOOC fosters interest-based communities that extend beyond the course content. For instance, courses in ecology or social sciences form the basis for discussion groups where broader cultural and social issues are debated. This contributes to education becoming an integral part of cultural life, with knowledge emerging as a subject of collective production and consumption.

Digital educational environments: Coursera and YouTube in the USA

In the USA, the development of platforms such as Coursera (n.d.) and the widespread use of YouTube (n.d.) are transforming approaches to self-directed learning and shaping youth values, in which individualisation and pragmatism play a central role. From the perspective of Coursera, one of the core values for users is the personalisation of the learning pathway. Learning trajectories become tailored to individual interests, pace, and life circumstances: students can select individual courses, professional certificates, specialisations, or even full-length programmes. The Coursera (2023) notes that 85% of users chose the platform with the aim of changing careers, moving to a new role, or developing new skills. This indicates that educational motivation is often oriented towards personal development, and the platform's tools actively support this aspiration. The platform also emphasises achievement as a core value: Coursera monitors participant outcomes and reports that 77% of users indicate their engagement contributed to career advantages – such as securing a new job, receiving a promotion, or acquiring useful skills. YouTube, in turn, through educational channels and content creation targeted at young audiences, promotes a pragmatic approach to knowledge: knowledge should be profitable, meaning skills that can be applied, monetised, or leveraged for career advancement (Pasquel-López *et al.*, 2022). Within the YouTube context, educational videos often combine instruction with practical demonstration, and learning series are integrated with courses or projects. In this way, young people can acquire knowledge via YouTube as a supplement to – or alternative for – formal courses, but with a strong focus on efficiency, applicability, and measurable outcomes.

One key question is whether Coursera and YouTube provide genuine pathways for social mobility. In many cases, the answer is positive, although with certain limitations and ambiguities. Coursera provides access to courses from numerous leading universities in the USA and worldwide (for example, Stanford, the University of Pennsylvania, and the University of Michigan). This enables individuals who, for various reasons, cannot attend university or are outside

campus environments to acquire knowledge and earn certificates from prestigious institutions. The Coursera (2021) notes that over 20 million new learners joined the platform within a year, often from regions where traditional higher education infrastructure is limited. This indicates that Coursera functions as a mechanism for expanding educational opportunities. A study conducted in Costa Rica (Novella *et al.*, 2024) analysed the learning of 52,000 Coursera users, of whom 72% reported career benefits following course completion, such as securing a new job, receiving a promotion, or changing their field of work. This suggests that for the majority of users, the platform serves as a catalyst for mobility. The Coursera (2024) also provides data on workforce participation and demographics, enabling an assessment of how the platform may affect a broad spectrum of users in the USA.

Although YouTube (n.d.) is not formally an educational platform, it operates as an open knowledge space. In many cases, YouTube videos serve as an initial or supplementary resource for individuals seeking to learn independently, outside the framework of formal education. YouTube creates an attention economy, in which content that captures and maintains viewers' attention is prioritised in recommendations, monetisation, and reach. Edutubers (n.d.) are content creators specialising in educational topics, often combining pedagogical skills, presentation, creativity, and business motivation. Young educational content creators can earn income through partner programmes, advertising, and audience support. In this context, young people do not simply consume lectures – they interact with creators, comment, ask questions, and form online communities. An analysis of the recommendation network among educational channels on YouTube revealed that channels with high levels of digital engagement are more likely to recommend other channels, fostering a network of support and audience sharing (Pasquel-López *et al.*, 2022). This indicates that edutubers operate not as isolated units but as part of a networked system in which exchange and mutual visibility are embedded in the culture. Thus, YouTube does not merely transmit knowledge – it can serve as a source of income or professional activity for content creators. For example, YouTube reports that its creative ecosystem generates tens of thousands of jobs in the USA and contributes substantially to Gross Domestic Product (GDP) (Exploring YouTube's..., 2024). Consequently, young people may view knowledge as a potential product that can be packaged, broadcast, and monetised – shifting perceptions of education towards an investment capable of producing not only personal capital but also material gain.

In the United States, Coursera and YouTube have become more than mere learning tools – they have transformed cultural practices among young people, creating new educational modes of interaction and presence in the digital space. YouTube is widely used as a tool for informal education: audiences watch lectures, short topic explanations, DIY (Do It Yourself) tutorials, demonstrations of mathematical problem-solving, programming lessons,

language instruction, and more. Research indicates that educational YouTube channels are often used as a supplement to formal courses or as independent resources for self-directed learning, particularly where traditional resources are limited (Bello-Bravo *et al.*, 2021). The cultural practice here lies in the way watching educational videos becomes a daily activity, sometimes integrated into young people's media routines (for example, during commutes or leisure time). Young people can discuss videos in groups, create themed playlists, and recommend channels to one another. These practices foster alternative educational communities that are not tied to formal institutions but instead revolve around interests, learning styles, and collaborative discussion.

Thus, in the USA, the penetration of Coursera and YouTube is driving a transformation of education into an interactive value system, in which individualisation, pragmatism, and personal development occupy a central role. Coursera provides access to academic-level educational resources, thereby activating mechanisms of social mobility. YouTube simultaneously functions as a platform for informal learning and media-based education, where practices such as viewing, commenting, and content creation foster new educational communities. Edutubers become cultural figures who transmit knowledge as a form of production.

Online learning for young people via BBC Bitesize

In the United Kingdom, the BBC Bitesize (n.d.) platform serves as a key component of the digital educational infrastructure, with other online resources complementing its role in shaping young people's educational practices. One defining feature of British education policy is the commitment to inclusivity and equal opportunities. BBC Bitesize is designed as a free resource to support students in publicly funded schools, regardless of their social or economic background. The platform provides learning materials, tests, interactive exercises, videos, and articles aligned with the curricula of the key stages of education (Key Stages 1-5) across different parts of the UK (England, Scotland, Wales, Northern Ireland) (Davies, 2025). This approach emphasises universal access: Bitesize is often used as a supplement to classroom lessons or as material for independent learning, particularly during periods when schools are inaccessible (e.g. during lockdowns). Such a focus highlights that young people in the UK increasingly view educational resources as a shared good, to which access should be equal. At the same time, other online platforms – such as government education resources (school websites), or platforms like Seneca (n.d.), the Times Educational Supplement – TES (n.d.), and Oak National Academy (n.d.) – promote similar practices, aiming to reach all regions and social groups. In parallel, the value of critical thinking and cultural diversity is being fostered. Online materials frequently include case studies, texts, or exercises that cover a range of historical, cultural, and social contexts. For example, Bitesize provides resources in history, literature, and citizenship education that examine the roles of empires, colonial legacies, issues

of racial inequality, and social justice. The aim is for students not merely to memorise facts but to develop skills in analysis, comparison of different perspectives, and critical engagement with sources.

A key aspect of BBC Bitesize's function is its role in reducing educational barriers for students from diverse social backgrounds, particularly those with limited access to private tutors, preparatory courses, or additional support. During pandemic learning, Bitesize proved vital as a stabiliser of access to knowledge when schools were closed or operating remotely. It has been noted that the digital divide – for instance, 9% of households with children lacked a suitable device and 2% lacked home internet access – affected students' ability to engage in distance learning (Coleman, 2021). Students from less affluent families were more likely to miss out on fully engaging with online materials. In this context, BBC Bitesize functioned as a platform with lower access barriers (free of charge, optimised for various devices, and structured by age and curriculum), enabling students to continue learning even when other resources were unavailable.

Evaluations of BBC Bitesize's effectiveness after 2020 primarily highlight its role in ensuring educational continuity and equal access to curriculum-aligned materials, rather than in improving test scores. The OECD analytical case (Van Lieshout, 2020) describes Bitesize as a free learning support platform, structured around the key stages across different United Kingdom jurisdictions, which was rapidly deployed for remote learning during COVID-19 and used by schools as a structured resource for revision and independent study. Additionally, an institutional study by the UCL Institute for Innovation and Public Purpose considers the BBC's educational response to the coronavirus a notable example of public value creation by a public broadcaster, emphasising the significance of BBC educational services in maintaining student engagement during a crisis (Mazzucato *et al.*, 2020). At the behavioural level, data from 2023-2024 show widespread online learning among children aged 3-17 in the United Kingdom, evidenced by regular internet access and the use of digital resources for learning activities, indirectly confirming the demand for and usefulness of online educational platforms such as Bitesize in young people's everyday learning practices (Children and Parents..., 2023; 2024). Thus, Bitesize functions as a tool for reducing inequalities in exam preparation and progression to higher stages of education: students with limited access are better able to compete with those who have additional resources.

The factor of digital poverty must also be considered: 32% of young people are at risk of exclusion due to lack of access to a device or the internet, directly affecting their ability to use Bitesize or other online resources (Allmann, 2022). According to the Nominet (2023), 14% of young people in the UK do not have access to a laptop or desktop computer, and 15% lack broadband access at home. These limitations mean that even a well-designed platform may fail to reach some young people if basic technological infrastructure is unavailable. Thus, Bitesize and similar services largely function as equalisers of opportunity, but their impact is constrained by the boundaries of digital infrastructure.

Online resources in the United Kingdom are actively used by young people not only for school curricula but also for extracurricular and self-directed learning. Many students turn to Bitesize, YouTube, educational blogs, and EdTech platforms like Seneca (n.d.), FutureLearn (n.d.), OpenLearn (n.d.) as sources for reviewing material, deepening understanding, or clarifying complex topics. These resources are often integrated into daily learning routines beyond the classroom, including watching explanatory videos, practising with tests, and preparing for homework. There is also a growing integration of multimedia content in the development of cultural literacy and competencies among young people. For example, Bitesize frequently incorporates interactive animations, illustrations, infographics, audio, and video materials to explain both scientific and humanities topics. This approach supports the development of visual thinking skills, the interpretation of complex content, and the ability to work with multimedia. Bitesize also engages students in activities related to health, physical fitness, and emotional well-being by integrating digital content that links learning with life skills (Content Brief BBC, 2022). Such formats provide a holistic combination of academic knowledge and practical skills, transforming digital resources into a fully integrated component of young people's everyday educational experience.

Comparative analysis of media education in socio-cultural change

In South Korea, K-MOOC is positioned as a national educational infrastructure that supports lifelong learning (Table 2). For participants, a key factor in satisfaction is social presence – interaction with instructors and fellow students – for which increases the likelihood of course completion and the intention to continue learning. This underscores the importance of community-based learning forms, reflecting collectivist orientations.

Table 2. Value orientations and their implementation in media education

Country	Dominant orientations	Examples of implementation in educational media	Specific characteristics/data
South Korea	Collectivism, an academic discipline	Social presence in K-MOOC enhances satisfaction and course completion	Number of registered K-MOOC users in 2018: 279,000
USA	Individualism, entrepreneurship	68% of Coursera learners reported career benefits	Coursera courses often focus on “career pathways”; over 100 partner universities provide personalised learning trajectories

Table 2. Continued

Country	Dominant orientations	Examples of implementation in educational media	Specific characteristics/data
United Kingdom	Inclusivity, cultural diversity	Access to Bitesize for all social groups; support during COVID-19	Bitesize reaches students aged 5-16 across the UK; materials are adapted to national curricula in England, Scotland, Wales, and Northern Ireland

Source: compiled by the author based on Results of the... (2018), T.J. Park *et al.* (2022), Coursera (2023), Children and Parents... (2023)

Educational media reflect pre-existing social values rather than creating them from scratch. In South Korea, digital formats are organically integrated into a model of collective ethics, where the emphasis lies not only on outcomes but also on the process of shared participation. In the USA, the individual dimension of education is emphasised through the structuring of courses around personal professional goals, positioning the platform as a tool for autonomous choice. The British example, by contrast, is distinguished by a commitment to incorporating social diversity into learning content, reinforcing the principle

of educational equity. Thus, in different countries, digital educational environments not only complement but also strengthen the cultural orientations historically embedded in the educational sphere. In South Korea, the CBS mechanism allows K-MOOC results to be integrated into formal educational trajectories (Table 3). In 2022, over 40,000 individuals obtained a bachelor's degree using CBS credits, making K-MOOC an official tool for qualification advancement. In the USA, Coursera provides access to world-class university courses, although low completion rates remain a significant barrier.

Table 3. Educational media as instruments of social mobility

Country	Platforms	Mobility mechanism	Verified outcomes	Additional characteristics
South Korea	K-MOOC + CBS	Credits counted towards formal degrees	40,000 individuals obtained degrees in 2022	Enables a combination of online courses with offline programmes; CBS is integrated into the national qualification recognition system
USA	Coursera	Access to university courses; certificates	+20% income after Google IT Support	77% of learners report career benefits; over 100 million registered users
USA	YouTube	Monetisation of educational content; attention economy	Creation of sustainable knowledge channels	Popular channels have millions of subscribers; edutubers earn income through advertising and Patreon
United Kingdom	BBC Bitesize	Exam preparation support	Demonstrated benefits during COVID-19	During lockdowns, at least 6 million users accessed Bitesize weekly; coverage included students from low-income families

Source: developed by the author based on M. Mazzucato *et al.* (2020), R. Novella *et al.* (2024)

The table material indicates that the impact of platform use is directly linked to the mechanisms by which outcomes are institutionally embedded. In South Korea, the credit system transforms online courses into formal qualifications, integrating the platform into official educational policy. In the USA, there is a clear economic outcome – income increases and career changes – demonstrating the significance of employer recognition of certificates. YouTube in the United States illustrates a different type of mobility, where popularity and audience engagement become resources for the creation of a new educational market. In the United Kingdom, the impact of Bitesize is less about individual outcomes and more about reducing inequalities between student groups with unequal access to resources. Thus, mobility models differ across the three countries,

ranging from formal integration to economic benefit or a compensatory effect.

Educational media are not limited to the transmission of knowledge; they function as spaces for social interaction. They generate new forms of communication between young people, educators, and content creators, creating an environment in which knowledge becomes a component of cultural exchange. These processes manifest differently across countries: from informal study groups in South Korea to communities centred around educational channels in the USA, and the integration of digital content with offline activities in the United Kingdom (Table 4). Such practices reflect the characteristics of local educational cultures while simultaneously creating conditions for the emergence of transnational educational communities.

Table 4. Cultural practices associated with educational media

Country	Types of practices	Forms of implementation	Specific examples/data
South Korea	Study groups, knowledge fan clubs	Notes, knowledge challenges	Student chats on Kakao; sharing exam preparation materials via K-MOOC
USA	Edutubers, online communities	CrashCourse, 3Blue1Brown, Discord groups	CrashCourse has over 14 million subscribers; 3Blue1Brown has over 5 million; both actively engage with learners via Patreon and Discord

Table 4. Continued

Country	Types of practices	Forms of implementation	Specific examples/data
United Kingdom	Online-offline integration	BBC Bitesize + Schools Tour, multimedia	In the 2023-2024 academic year, Schools Tour visited 167 schools; Bitesize multimedia materials cover all core subjects

Source: compiled by the author based on Kakao (n.d.), CrashCourse (n.d.), 3Blue1Brown (n.d.), BBC Bitesize school...(n.d.), Patreon (n.d.), Discord (n.d.), K. Van Lieshout (2020), G. Zhang *et al.* (2022)

The examples presented demonstrate that educational media create new forms of community that extend beyond traditional educational institutions. In South Korea, students actively organise informal groups where learning is complemented by mutual support and social exchange. In the USA, the figure of the edutuber takes centre stage, combining the roles of educator, mediator, and entrepreneur to form resilient educational networks. The British example emphasises the integration of digital and offline initiatives, creating a more multidimensional educational space. All these forms share a common feature: they emerge at the intersection of formal and informal learning and foster the development of new cultural practices. This approach illustrates that digital resources function not merely as channels for knowledge transmission but also as spaces for social interaction and cultural creativity.

The comparative analysis of the three national cases revealed differences in the impact of educational media platforms on sociocultural structures. In South Korea, media-educational tools reinforce a collectivist educational ethic and learning discipline, whereas in the USA, they are oriented towards individualised development trajectories and entrepreneurial mindsets, and in the United Kingdom, they prioritise inclusivity and cultural diversity. Analysis of social mobility indicated that its effectiveness is directly dependent on the institutional recognition of achievements and the reduction of digital barriers: in South Korea, the Academic Credit Bank System (n.d.) plays a central role; in the USA, the economic effect of Coursera's certificate programmes is evident; and in the United Kingdom, BBC Bitesize contributes to equalising educational opportunities across different social groups. The cultural practices that emerge around these platforms take new forms – ranging from study communities and knowledge fan clubs to edutuber networks and hybrid school-online structures. Overall, educational media function not only as instruments for knowledge transmission but also as sociocultural institutions that shape youth identity, influence mobility, and facilitate the accumulation of cultural capital.

DISCUSSION

The findings demonstrate that digital educational ecosystems operate as mechanisms for converting learning achievements into social prestige and mobility: in South Korea through formal recognition (K-MOOC + CBS), in the United States through individualised trajectories and the attention economy (Coursera/YouTube), and in the United Kingdom through a public service of inclusion (BBC Bitesize). In the Korean case, certificates and credits obtained through the Credit Bank System acted as a

channel for converting educational resources into recognised qualifications. In contrast, in the USA, Coursera certificates and visibility on YouTube enhanced cultural and social capital through public profiles and communities. This logic of bidirectional conversion between digital and social/cultural capital aligns with Pierre Bourdieu's framework as interpreted by D.C. Gomez (2021), in which youth digital capital is described as a reciprocal exchange with economic, social, and cultural capital. The similarity lies in identifying exchange mechanisms, while the difference is determined by national institutional frameworks: in Spain, the emphasis was on stratified access, whereas in South Korea, the state infrastructure for recognition was central.

Another aspect concerns motivational dynamics and risks that reduce course completion rates. In the USA, individualised trajectories and pragmatic expectations of career outcomes coexisted with the high appeal of distracting platforms. The experience of FOMO (Fear of Missing Out) as a driver of continuous engagement with social media is discussed by P. Gosain & K. Yadav (2020): the fear of missing socially significant signals increased the frequency of engagement but adversely affected well-being. A common finding across studies is that FOMO amplifies participation in digital environments; the distinction lies in the fact that, within US educational ecosystems, the pragmatic vector (career outcomes) partially mitigated the risks of attention fragmentation, whereas in general social media, effect-driven motivation dominated without an educational objective. From the perspective of microlearning formats, the findings indicated that short, algorithmically promoted content units (such as YouTube videos) enhanced the practical acquisition of basic skills and expanded reach. In this context, A.S. Mooy *et al.* (2025) demonstrated that using TikTok as an educational medium supported the acquisition of English among young people through mini-lessons and repetitive patterns. The commonality across studies lay in recognising the effectiveness of short formats for developing micro-language competencies, while differences were determined by the parameters of institutional embedding: in South Korea, microformats complemented formally recognised curricula (K-MOOC), whereas the TikTok (n.d.) study emphasised non-institutional, platform-driven learning.

Regarding teachers' attitudes towards social media, the United Kingdom results highlighted the accumulation of publicly accessible resources (Bitesize) as an acceptable compromise between content quality and broad accessibility. A similar focus was noted in M.A. Haşiloğlu *et al.* (2020), where science teachers evaluated social media as a tool for enhancing motivation under conditions of

controlled content and clear pedagogical objectives. The similarity lay in recognising social media as a supplement to classroom teaching, while the distinction was that the UK case relied on standardised, curriculum-aligned content from a public broadcaster, whereas teacher surveys discussed heterogeneous platforms with varying pedagogical quality. The critical boundary for screen use identified in the findings functioned as a structural limiter: digital inclusion was beneficial only as long as cognitive-safe intensity and duration were not exceeded. In the study by A. Raheem *et al.* (2023), risks associated with excessive screen time for children's language development were reported. The intersection with other findings lay in the caution regarding the costs of digitalisation for younger cohorts; the divergence concerned target groups: the UK case primarily involved school-aged children within a supplementary learning context, whereas the medical-linguistic conclusions focused on age thresholds and early developmental stages.

At the level of cultural practices surrounding books and educational media content, the US findings demonstrated stable networked communities around edutubers, playlists, and discussion forums. A systematic review by L. Santa María *et al.* (2022) noted that online socialisation in reading and learning was based on community-building practices, including recommendations, fan texts, and peer mentoring. The similarity across studies lay in recognising the multi-channel socialisation of knowledge, while differences were determined by thematic focus: the review predominantly addressed literary and humanities practices, whereas the US results also included STEM content, emphasising practical application and monetisation. Another aspect concerned inclusion and special educational needs. In the UK case, the public resource Bitesize acted as a mechanism for equalising access, lowering barriers during periods of crisis. In a similar vein, M.A. Alomari *et al.* (2023) examined the role of media in the social construction of education for children with special needs, emphasising the importance of adaptive content and supportive communities. The affinity was evident in the perception of media as an engagement infrastructure; the difference lay in the degree of specialisation, as Bitesize addressed a broad school audience, whereas the authors' study emphasised targeted interventions for specific groups.

In the realm of identity, the US findings highlighted that visibility tools – such as certificates, badges, and public profiles – functioned as markers of competence. In a related vein, M. Fidan *et al.* (2021) demonstrated that adolescents structured motivational usage maps on Instagram, intertwining educational, aesthetic, and social goals to form self-presentation narratives. The similarity lay in the role of visual-symbolic attributes as signals of capital; the difference was that the findings focused on educational ecosystems, while the authors' research described a broader adolescent "media self" extending beyond educational utility. Regarding the role of the public broadcaster during periods of turbulence, the UK findings identified Bitesize as

a tool for learning continuity and cultural literacy. This institutional role was also examined by M.M. Davies (2022), who analysed how the BBC balanced educational services, children's programming, and its public mandate. The commonality across studies lay in the argument that content held public value by supporting engagement and equal access; the divergence concerned scale: empirical data highlighted specific educational trajectories, whereas the article concentrated on the media-political dimension of the broadcaster's role. The distinction rested in focus: empirical material emphasised curriculum alignment and students' everyday practices, while the publication highlighted the broadcaster's cultural policy and historical relationship with its young audience.

Cognitive load and multitasking emerged as explanatory factors for the low completion rates observed in massive open online courses. A review by Y. Zhou & L. Deng (2023) systematised trends in media multitasking in education, highlighting reduced depth of information processing and fragmented attention. The similarity across cases lay in the recognition of a trade-off between broad reach and depth of learning; the difference was that the Korean case partially mitigated these risks through social presence and collective learning ethics, whereas the general picture of multitasking remained predominantly negative for complex learning tasks. Information overload in the American context prompted the adoption of practices such as critical source evaluation and the curation of playlists. In response to these challenges, R. Afrilyasanti *et al.* (2023) proposed integrating critical media literacy into EFL (English as a Foreign Language) environments as a framework for evaluating credibility, relevance, and bias. The similarity lay in recognising the need for meta-skills in navigation; the difference concerned subject focus: the results encompassed broader domains (STEM and professional courses), whereas R. Afrilyasanti *et al.* developed a framework specifically for language education.

At the institutional level, findings from Korea and the United Kingdom emphasised the importance of organisational readiness: government agencies and the public broadcaster ensured standards, access, and integration. A systematic review by T. Gkrimpizi *et al.* (2023) classified barriers to digital transformation in higher education, ranging from technological and organisational to cultural factors. The similarity lay in the recognition that, without institutional coordination, the effects of platforms became fragmented; the difference was that the Korean experience demonstrated a mature system of recognition (CBS), whereas the review outlined the general landscape of barriers without reference to national credit recognition policies. At the micro level of interaction, the Korean findings highlighted social presence as a key factor in course completion: forums, group assignments, and a sense of belonging. Consistent with this, R. Lobo-Quintero *et al.* (2025) showed that engagement on an educational social platform depended on a combination of ease of interaction, social signals (mutual support), and content factors (task

relevance). The similarity lay in the importance of social mechanisms; the difference concerned the environment: the Korean case operated within a national MOOC infrastructure, whereas the study focused on a standalone educational social platform with its own design logic.

In summary, digital educational platforms did not act upon society externally but were embedded within national regimes of capital conversion and mechanisms of institutional recognition. This is crucial for explaining why the same technology produced different socio-cultural effects: formal integration (Korea) transformed online learning into recognised degrees; market-network logic (USA) turned knowledge into a commodity and media practice; public service (United Kingdom) functioned as a safeguard against inequality but relied on basic access infrastructure. The study's findings confirm that social mobility via educational media depended on national mechanisms of legitimacy and social engagement practices; these align with existing research on capital conversion, multitasking, information overload, inclusion, and institutional barriers.

CONCLUSIONS

The study concluded that digital educational media platforms function not merely as tools for knowledge transmission, but as key socio-cultural institutions that shape educational values, mechanisms of mobility, and youth cultural practices. Examination of three national cases – South Korea, the USA, and the United Kingdom – confirmed that media education organically reflects existing social orientations, amplifying them within digital environments. In South Korea, the digital learning environment combined academic discipline with the value of collective interaction. Findings indicated that participation in K-MOOC fostered the formation of informal study groups, resource sharing, the strengthening of group identity, and the consolidation of collaborative educational practices. Educational achievements acquired cultural significance as they were integrated into digital profiles and daily online routines. In the USA, results showed that educational media platforms facilitated the development of individualised learning trajectories and pragmatic motivations. Coursera and YouTube were found not merely to provide learning materials, but to transform the perception of knowledge itself, linking it to self-development, professional activity, and the creation of personal educational content. Notably, YouTube emerged as a platform for networked communities centred on educational channels, where social interaction between creators and audiences supported sustained self-directed learning. The

findings confirm that mobility models in the USA were closely tied to the attention economy and the potential to convert knowledge into media products.

The study found that media education in the United Kingdom was grounded in principles of inclusion, equitable access, and cultural diversity. Findings indicated that BBC Bitesize functioned as a resource support system for broad student groups, ensuring consistent educational standards and contributing to the reduction of inequalities in access to learning materials. At the same time, the analysis revealed that the opportunities afforded by digital education were partially constrained by technical inequalities, which affected the uniformity of youth participation in online learning. A key qualitative insight was that the integration of multimedia content with offline initiatives facilitated the development of a more comprehensive educational experience. A synthesis of the three national cases demonstrated that media platforms reflected dominant societal orientations: in South Korea, the emphasis was on the value of collective activity; in the USA, on individualism and entrepreneurial drive; and in the United Kingdom, on inclusion and cultural diversity. Thus, digital education emerged as a mechanism closely intertwined with social structures, value systems, and the cultural logic of each society.

The study, however, had several limitations that should be considered when interpreting the results. Firstly, the persistence of digital inequality in the United Kingdom and, to some extent, in the USA affected the accessibility of outcomes for all social groups. Secondly, the absence of long-term data on the economic impact of participation in K-MOOC prevented an assessment of final outcomes in terms of social mobility. Future research could extend the comparative analysis to additional countries and examine the long-term effects of integrating online credits into formal education systems. It would also be valuable to investigate in greater depth the social engagement mechanisms that enhance course completion, as well as to explore innovative models for overcoming digital poverty, which remains a significant barrier.

ACKNOWLEDGEMENTS

None.

FUNDING

None.

CONFLICT OF INTEREST

None.

REFERENCES

- [1] 3Blue1Brown. (n.d.). Retrieved from <https://www.youtube.com/c/3blue1brown>.
- [2] Academic Credit Bank System. (n.d.). Retrieved from https://www.cb.or.kr/creditbank/info/nInfo7_1.do.
- [3] Afrilyasanti, R., Basthomi, Y., Laily Zen, E., & Fauziah, H. (2023). Addressing information overload in smart environment: Framework for critical media literacy integration in EFL context. *Educational Media International*, 60(1), 31-47. doi: 10.1080/09523987.2023.2183572.
- [4] Alenezi, M. (2023). Digital learning and digital institution in higher education. *Education Sciences*, 13(1), article number 88. doi: 10.3390/educsci13010088.

- [5] Allmann, K. (2022). *UK Digital Poverty Evidence Review 2022*. Ascot: Digital Poverty Alliance.
- [6] Alomari, M.A., Alqudah, R.A., Al Rub, M.A., Alqsaireen, E.M., & Khasawneh, M.A.S. (2023). The role of media in educational social construction of children with special needs. *Information Sciences Letters*, 12(7), 2933-2940. doi: 10.18576/isl/120720.
- [7] BBC Bitesize school tour. (n.d.). Retrieved from <https://www.dentsu.com/uk/en/bbc-bitesize-school-tour>.
- [8] BBC Bitesize. (n.d.). Retrieved from <https://www.bbc.co.uk/bitesize>.
- [9] Bello-Bravo, J., Payumo, J., & Pittendrigh, B. (2021). Measuring the impact and reach of informal educational videos on YouTube: The case of scientific animations without borders. *Heliyon*, 7(12). doi: 10.1016/j.heliyon.2021.e08508.
- [10] Brunetti, F., Matt, D.T., Bonfanti, A., De Longhi, A., Pedrini, G., & Orzes, G. (2020). Digital transformation challenges: Strategies emerging from a multi-stakeholder approach. *The TQM Journal*, 32(4), 697-724. doi: 10.1108/TQM-12-2019-0309.
- [11] Cagatin, C.S. (2024). The societal transformation: The role of social networking platforms in shaping the digital age. *Interdisciplinary Social Studies*, 3(3), 103-107. doi: 10.55324/iss.v3i3.648.
- [12] Children and Parents: Media Use and Attitudes Report. (2023). Retrieved from <https://surl.li/sjvbql>.
- [13] Children and Parents: Media Use and Attitudes Report. (2024). Retrieved from <https://surl.li/gyoajq>.
- [14] Coleman, V. (2021). *Digital divide in UK education during COVID-19 pandemic: Literature review*. Cambridge, UK: Cambridge Assessment. doi: 10.17863/CAM.110826.
- [15] Content Brief BBC. (2022). *Health and well-being (age 8-11)*. Retrieved from <https://www.bbc.co.uk/teach/class-clips-video/articles/zh86g2p>.
- [16] Coursera. (2021). *Coursera impact report 2021: Serving the world through learning*. Retrieved from <https://www.coursera.org/about/press/wp-content/uploads/2021/11/2021-Coursera-Impact-Report.pdf>.
- [17] Coursera. (2023). *Learner outcomes report 2023*. Retrieved from <https://surl.li/fsqecq>.
- [18] Coursera. (2024). *2024 impact report: Transforming lives through learning*. Retrieved from https://s27.q4cdn.com/928340662/files/doc_downloads/2025/03/2024-Impact-Report_Coursera.pdf.
- [19] Coursera. (n.d.). Retrieved from <https://www.coursera.org/>.
- [20] CrashCourse. (n.d.). Retrieved from <https://www.youtube.com/user/crashcourse>.
- [21] Davies, M.M. (2025). "Is it any good? Why does it matter?" Issues of quality and value in children's television. *Journal of British Cinema and Television*, 22(2), 212-233. doi: 10.3366/jbctv.2025.0764.
- [22] Davies, M.M. (2022). Bitesizes, battlegrounds and bedtimes: Children at the BBC. *Critical Studies in Television*, 17(2), 170-177. doi: 10.1177/17496020211067387.
- [23] Discord. (n.d.). Retrieved from <https://discord.com>.
- [24] Edutubers. (n.d.). Retrieved from <https://www.youtube.com/hashtag/edutubers>.
- [25] Exploring YouTube's impact in the U.S. in 2024. (2024). Retrieved from <https://www.youtube.com/howyoutubeworks/youtubes-impact/#30>.
- [26] Farooq, K., Bashir, S., Zafar, H., Zarar, R., & Sadiq, W. (2021). *The study on the role of social media in social change in society*. *International Journal of Innovation, Creativity and Change*, 15(2), 1298-1313.
- [27] Fidan, M., Debbağ, M., & Fidan, B. (2021). Adolescents like Instagram! From secret dangers to an educational model by its use motives and features: An analysis of their mind maps. *Journal of Educational Technology Systems*, 49(4), 501-531. doi: 10.1177/0047239520985176.
- [28] FutureLearn. (n.d.). Retrieved from <https://www.futurelearn.com/>.
- [29] Gkrimpizi, T., Peristeras, V., & Magnisalis, I. (2023). Classification of barriers to digital transformation in higher education institutions: Systematic literature review. *Education Sciences*, 13(7), article number 746. doi: 10.3390/educsci13070746.
- [30] Gomez, D.C. (2021). The third digital divide and Bourdieu: Bidirectional conversion of economic, cultural, and social capital to (and from) digital capital among young people in Madrid. *New Media & Society*, 23(9), 2534-2553. doi: 10.1177/1461444820933252.
- [31] Gosain, P., & Yadav, K. (2020). *A study on social media usage and fear of missing out (FOMO) among youngsters*. *Journal of Studies in Social Sciences and Humanities*, 6(2), 76-87.
- [32] Government Policies and Goals. (n.d.). Retrieved from <https://surl.li/lbhjmu>.
- [33] Haşiloğlu, M.A., Çalhan, H.S., & Ustaoglu, M.E. (2020). Determining the views of the secondary school science teachers about the use of social media in education. *Journal of Science Education and Technology*, 29(3), 346-354. doi: 10.1007/s10956-020-09820-0.
- [34] Hodgkinson, P. (2024). *Media, culture and society: An introduction (3rd ed.)*. London: SAGE Publications Ltd.
- [35] Kakao. (n.d.). Retrieved from <https://www.kakaocorp.com/page/>.
- [36] Kandpal, A.S., Tripathi, G., Gupta, V., Rawat, S., & Tripathi, S. (2023). *A study on perception of students towards use of social media in education*. *International Journal of Advanced Mass Communication and Journalism*, 4(1), 1-3.

- [37] K-MOOC. (n.d.). Retrieved from <https://www.kmooc.kr/>.
- [38] Kotilainen, S., Okkonen, J., Vuorio, J., & Leisti, K. (2020). Youth media education in the age of algorithm-driven social media. In D. Frau-Meigs, S. Kotilainen, M. Pathak-Shelat, M. Hoechsmann & S.R. Poyntz (Eds.), *The handbook of media education research* (pp. 131-139). Hoboken, NJ: Wiley-Blackwell. doi: 10.1002/9781119166900.ch10.
- [39] Lee, H., & Lee, R. (2024). Transformation of Korean higher education in the digital era: Achievements and challenges. *Journal of Comparative & International Higher Education*, 16(2), 47-55. doi: 10.32674/jcihe.v16i2.5847.
- [40] Lee, J., Song, H.-D., & Kim, Y. (2023). Quality factors that influence the continuance intention to use MOOCs. *European Journal of Psychology Open*, 82(3), 109-119. doi: 10.1024/2673-8627/a000047.
- [41] Lee, T.-H. (2024). *From lecture halls to online portals: The rise of K-MOOC in Korea*. Retrieved from <https://surl.li/wsrnmv>.
- [42] Lobo-Quintero, R., Hernández-Leo, D., Taibi, D., Theophilou, E., & Sánchez-Reina, R. (2025). Analysing factors influencing student engagement in an educative social media platform. *Behaviour & Information Technology*, 44(11), 2697-2712. doi: 10.1080/0144929X.2024.2406259.
- [43] Mazzucato, M., Conway, R., Mazzoli, E.M., Knoll, E., & Albala, S. (2020). *Creating and measuring dynamic public value at the BBC*. In *Policy report* (IIPP WP 2020-23). London: UCL Institute for Innovation and Public Purpose.
- [44] MOOC LIST. (n.d.). Retrieved from <https://www.mooc-list.com/tags/korean>.
- [45] Mooy, A.S., Marpaung, T., & Hambandima, E.S.N. (2025). The influence of Tiktok as a learning media to develop youngsters' English proficiency. *Journal of Language, Education, Literature, and Culture*, 3(1). doi: 10.33323/l.v3i1.61.
- [46] NILE. (n.d.). Retrieved from <https://www.nile.or.kr/index.do?lang=en>.
- [47] Nominet. (2023). *Digital youth index 2023*. Retrieved from <https://surl.li/vswldz>.
- [48] Novella, R., Rosas-Shady, D., & Freund, R. (2024). Is online job training for all? Experimental evidence on the effects of a Coursera program in Costa Rica. *Journal of Development Economics*, 169, article number 103285. doi: 10.1016/j.jdeveco.2024.103285.
- [49] Oak National Academy. (n.d.). Retrieved from <https://www.thenational.academy/>.
- [50] OECD. (2021). *OECD skills strategy implementation guidance for Korea: Strengthening the governance of adult learning*. Paris: OECD Publishing. doi: 10.1787/f19a4560-en.
- [51] OpenLearn. (n.d.). Retrieved from <https://www.open.edu/openlearn/>.
- [52] Park, T.J., Whang, J., Watts, S., & Han, D.-G. (2022). Key success factors in the continuous use of MOOC education in South Korea. *International Journal of Innovation and Learning*, 31(2), 137-165. doi: 10.1504/IJIL.2022.120665.
- [53] Pasquel-López, C., Rodríguez-Aceves, L., & Valerio-Ureña, G. (2022). Social network analysis of EduTubers. *Frontiers in Education*, 7, article number 845647. doi: 10.3389/educ.2022.845647.
- [54] Patreon. (n.d.). Retrieved from <https://www.patreon.com/>.
- [55] Pereira, S., & Moura, P. (2022). Assessing media literacy competences: Reflections and recommendations from a quantitative study. *Journal of Media Literacy Education*, 14(3), 79-93. doi: 10.23860/JMLE-2022-14-3-7.
- [56] Raheem, A., Khan, S.G., Ahmed, M., Alvi, F.J., Saleem, K., & Batool, S. (2023). Impact of excessive screen time on speech & language in children. *Journal of Liaquat University of Medical & Health Sciences*, 22(3), 155-159. doi: 10.22442/jlumhs.2023.01020.
- [57] Results of the selection of Korean open online courses announced. (2018). Retrieved from <https://surl.li/xmcdwm>.
- [58] Santa Maria, L., Aliagas, C., & Rutten, K. (2022). Youth's literary socialisation practices online: A systematic review of research. *Learning, Culture and Social Interaction*, 34, article number 100628. doi: 10.1016/j.lcsi.2022.100628.
- [59] Seneca. (n.d.). Retrieved from <https://senecalearning.com/en-GB/>.
- [60] TES. (n.d.). Retrieved from <https://www.tes.com/>.
- [61] Theophilou, E., Lobo-Quintero, R., Hernández-Leo, D., Sánchez-Reina, R., & Ognibene, D. (2024). Embedding educational narrative scripts in a social media environment. *IEEE Transactions on Learning Technologies*, 17, 1780-1793. doi: 10.1109/TLT.2024.3409063.
- [62] TikTok. (n.d.). Retrieved from <https://www.tiktok.com>.
- [63] Van Lieshout, K. (2020). *United Kingdom: BBC Bitesize*. Paris: OECD Publishing.
- [64] YouTube. (n.d.). Retrieved from <https://www.youtube.com/>.
- [65] Zembylas, M. (2019). Emotional capital and education: Theoretical insights from Bourdieu. In D. Reay (Ed.), *Bourdieu and education* (pp. 41-61). London: Routledge.
- [66] Zhang, G., Kim, D.-W., Qi, J., & Zhao, C. (2022). What factors influence MOOC course completion? An investigation of course completion and workplace benefits from interpersonal attraction theory perspective. *Frontiers in Psychology*, 13, article number 1055108. doi: 10.3389/fpsyg.2022.1055108.
- [67] Zhou, Y., & Deng, L. (2023). A systematic review of media multitasking in educational contexts: Trends, gaps, and antecedents. *Interactive Learning Environments*, 31(10), 6279-6294. doi: 10.1080/10494820.2022.2032760.
- [68] Zou, W., Hu, X., Pan, Z., Li, C., Cai, Y., & Liu, M. (2021). Exploring the relationship between social presence and learners' prestige in MOOC discussion forums using automated content analysis and social network analysis. *Computers in Human Behavior*, 115, article number 106582. doi: 10.1016/j.chb.2020.106582.