Impact of Media Literacy on Beauty Imagination: A Case Analysis on Iranian, Indian and Malaysian Students

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Abstract
In today's world media as communication tools, has become a buffer between the viewers and their image of reality and they effect on learning about the "image of reality" that namely could be called "reality manipulation by the media". In fact media by using editing tools, provide technological unrealistic images of reality to audience. On the other hand, institutions and organizations are working to spread the teachings of the media to the audience, and by making "media literacy" as a pandemic ability, they help the audience to not be neutral about the media image of their ideals in reality. In the other word, to make the audience informed about media picture in this way, the mass media often used instead for public education in the concept of media literacy. This research aims to study the impact of media literacy on a beautiful imagination, to explore the effect of a video for "Evaluation" as an example of the public education of "media literacy" in Iran, India and Malaysia. For this purpose audience were selected from Iran, Malaysia and India by "snowball" method to compare their image of beauty before and after watching the video.

Keywords: Media literacy, Public education, Image of the reality, Active audience

Introduction
In today’s world where we are faced with dynamism and diversity of the media, on the one hand we are exposed to a variety of messages, and on the other hand, the messages are sent in different ways which in between, there is a particular interpretation of media activities for each person based on their ability to understand the message, their needs, education and family background.

Media content, whether in the traditional type, such as newspapers and magazines or as mass media such as television and radio, and new media such as the Internet and mobile, are made to influence the audience; and by using the concept of persuasion and rhetoric discourse, make a new trend to instilling the individual, family and community in this new age. Media, depending on what is their origins theory, are using techniques for supremacy of ideas, propaganda, political and cultural domination, to establish a process for effect on the world and change the groups, business, economic and education interest.

The free flow of information, when will help to shape the global village and the democratization of society, that like any other event, we get ready to face it knowledgeable and equipped. Internet, satellite, mobile and social networks on their own are a medium that can create positive effects and developments, such as dialogue and interaction, cultural proximity, environmental compatibility and coalesced, or make the pernicious effects such as sexual, economic, and moral abuses.

At this time as we cannot escape from the media, the need of media literacy is understood. As the media content in photos, videos, text messages and conversations between the individuals and the group, offered to the audience with the ability of sharing and using voice and video calls, in the implications of sex, drugs, and induction varied life styles, it is essential that the techniques used by the media, introduce and teach to public, in all age and sex groups with different socioeconomic status, by the same available techniques that audience reach to a target and true understand of reality that is manipulated by the media.

Media can change our view of ourselves, environment, and community. As sufficient knowledge can create diagnosis for selection of different topics, it also can be cause of abnormalities, apathy and absurd views in case of lack of recognition.

One of the influence of the media, is the audience aesthetic point of view, which affects their confidence and self-esteem. According to the research Institute “TMBA”, about 41 million girls and women between 41 and 45 years who live in large cities, monthly spend 7/5 Euros to buy cosmetics. Cosmetics consumption figures show that every Iranian woman spent $ 150 and every woman in the Middle East spent $ 36 for cosmetics (SajjadBodaghi, Expert of Counseling Center,Shandiz University; quoting from Tehyan website).

A special kind of beauty is made in media, by using techniques such as light, color, and even the angle of shooting, editing and changes that done through computer software. If the audience is not aware, will faced with the large number of these ads and have inconsistent and contradictory feeling; Shocking Facts if cosmetics use, cosmetic surgery and taking slimming pills, expresses this claim and may eventually lead to depression, and the use of sedative drugs or even resort to drugs, that make people isolate they will become consumable and useless.
Between the years of 2004 to 2007, we are faced by increasing in cosmetics consumption among urban households. According to statistics, in 2006, there were 12,405,584 urban households that by multiplying this number to the financial value of cosmetics consumption, for this year, obtained about $2 millions, which is a huge figure. Cosmetic surgery is not available in the official statistics but according to unofficial statistics, every year more than 36 thousand Iranians go under the knife of cosmetic surgery that nose surgery is in the first place (Ismail Balali&JavadAfshar Kohan).

Research studies indicate the fact that in 65% of cases, the source of propagation patterns and body appearance, is come from satellite and Western propaganda, whether in the form of display or programs such as the qualifiers girl (Muhammad Babamiri). Experimental results show that 14 million women in Iran vs. the 140 million women in the Middle East, allocated to their self the rate of 2/1 billion dollars of 7/2 billion dollars of Middle East, and $ 160 billion of worldwide cosmetics (Agnier, 1991).

With free access to the media on one hand, and media literacy education on the other hand, a social, know of political and cultural maturity will create that can bring the solidarity, and a wave of hope, dynamism and growth in various contributions of society. This wave can be affected on the process of media content induced and stay against the misuse ads and current fashion as an Anti Wave. It will be achieved in better way when the audience, reach to knowledge and confidence about themselves and their community. Conferences and seminars, training centers, municipalities, sports and entertainment venues, and cultural and social and commercial campaigns can be helpful for this purpose.

In this research, that have taken place in Iran, India and Malaysia, the impact of a video of public education to change people's opinion about beauty is explored, for indicate that how extent the development of public education can effect on audience's knowledge about media content?

Research Problems

Media literacy has been defined as the ability to access, analyze, evaluate, and communicate messages in a wide variety of forms (Aufderheide, 1993). We are exposed to the media, and interpret the meaning of the messages that we are faced (Potter, 2004). On the other hand, with the pervasiveness of digital and non-digital tools to manipulate the images presented to the audience, audience’s perceptions of beauty has changed too much. Is the audience point of view becomes a significant change about concept of beauty, when they are exposed to public education of media literacy?

This research intends to put the audience at a sample of public education of media literacy, to evaluate the audience opinion about the media literacy before and after the beauty.

Research Objective
-Evaluate the effect of public education on the knowledge of the audience about media content

Research Question
-Dose media literacy effect on the perception of beauty?

Literature Review

Theoretical Foundations

Media literacy is a new concept in the world that on one hand, researchers from different disciplines such as communication, media experts, IT professionals, sociologists, politicians and psychologists have paid attention on it, and on the other hand, teachers, children and parents, -or in a more general sense- the public of all communities are concerned about. Media literacy has been defined as the ability to access, analyze, evaluate, and communicate messages in a wide variety of forms (Aufderheide, 1993). Potter (2004) presents media literacy as a “perspective from which we expose ourselves to the media and interpret the meaning of messages we encounter”. Media literacy which is arises with other topics such as digital literacy, is faced with criticisms that is not specified borders. Accordingly, Koltay (2012) argues that with the advent of new technologies, new concepts such as digital literacy, information literacy, particularly media literacy left foot to the existence and they have critical approach to media messages. Media literacy is an umbrella concept. It is characterized by a diversity of perspectives and a multitude of definitions. This can be seen as both a strength and weakness for it: the field is open to new possibilities and innovation, while there are various and sometimes dissimilar notions about its nature (Mendoza 2007).

Tayner (1992) believes that the knowledge and skills mainly related to four aspects phenomenon of the mass media: the media industry, media messages, media audiences, and media effects. At the 1993 based on models developed by British, Australian, and Canadian educators, that should be included in the analysis of media messages: media messages are constructed; media messages are produced within economic, social, political, historical and aesthetic contexts.

In between the international organizations like the UN, EU and UNESCO seeks to make definitions comprehensive and practical in this world. UNESCO's Information for All Programs (IFAP) based on Alexandria Declaration of 2005, defined media and information literacy as the capacity of people to recognize their information needs; locate and evaluate the quality of information; store and retrieve information; make effective and ethical use of
information and applies information to create and communicate knowledge.

UNESCO’s Declaration on Media Education of 1982 – the groundbreaking Gru¨nwald Declaration – highlighted the importance of developing a critical understanding of the media environment we inhabit and fostering greater citizenship and social participation through the use of the media (UNESCO, 1982 Ratified by 19 participating countries), it became a milestone in the justification for media education and urged political and educational systems across the world to promote in their citizens a critical understanding of the phenomena of communication.

Current study in Iran also proves the validity of this claim that at this time no choice but to inform the public about the media. Shokrkhah says media literacy is the ability to understand the meaning of the media. And Badie evaluate media literacy as a set of methods to enable the audience uses to selective exposure to critically evaluate media content, and interprets the meaning of messages to remain protected about the power of the media. Brian O’Neill (2010) describes media literacy as a right and believes that any consideration of the notion of communication rights, such as the right to accessible information, the right to communicate and the right to privacy. This is the alternative discourse of media literacy that regards it as fundamental a human right as other forms of literacy. Over the course of its history, media literacy education has made an important contribution to raising awareness of communication rights and promoting an understanding of media literacy as a social and not just individual competence.

Media literacy, with over 60 years of research which began at the benefits and drawbacks of print media, now, and after the focus on radio, television and movies, is focusing especially on the Internet, social networks, mobile and satellite that create an interactive relationship between media owners and their audience. Buckingham (2002) pointed out that it would develop the young peoples' creativity and it enables their voices to be heard and thereby providing the basis for more democratic and inclusive forms of media production in the future.

An article entitled on Introduction to media literacy, by the Media Literacy project database suggests that media construct our culture, Media messages affect our thoughts, attitudes and actions, Media use “the language of persuasion.”, Media construct fantasy worlds., No one tells the whole story, Media messages contain “texts” and “subtexts, Media messages reflect the values and viewpoints of media makers, Individuals construct their own meanings from media messages Based on previous experience, knowledge, beliefs, attitudes and values.

After the passage of various ages, now we are in the age of information, rather, the information explosion, and child arrives in the world with different types of communications tools. Advertising, animation, news, pornography, image manipulation, propaganda, and other issues in the today’s world, are not restricted to one region or an age group. And it is a risk for teens in mentally and physically conditions when they are engaged with a variety of issues, related or unrelated, conscious and unconscious, direct or indirect with positive effect or a negative on his/her character and future life. Mass media, new media and social networks are also cause of superficial knowledge as in a short time, they offer a huge amounts of information that lead them to use blindly instead of pushing them to think, research and analysis. And we know there is difference between knowledge and ephemeral or trended information.

In internet and network connections, we can see all kinds of communication between young boys and girls, and even men and women, that come together in different groups under the different definitions; and discuss about some which sometimes is not recommended for certain ages but there is not a way for escape nowadays. In the meantime, people with malicious purposes, enter the connections that harass the audience. All type of Internet harassment can divide in 3 groups: ordinary annoying, Internet intruder psychosis and annoying avenger (Abbas. Taghizadeh).AzamRavdrad has classified differently: Intrusion that takes place in cyberspace and continue there, harassment that start in virtual space and continue in actual live. Despite of all the capacities and capabilities of the Internet, cannot avoid of harms that came into existence along it. Internet connection and social damages, at least, can investigate in several aspects: A. Internet as a tool for damages (B) as a provider of Internet content traumatic (C) as traumatic act (MasoudKosari)

Kim Stewart and David Murphy in an article entitled “Media Literacy in the Risk Society” spoke about the commercialization children world in this age. In their study, participants included 178 elementary students, 91 boys and 87 girls. They have been selected from eight classes of four different schools in North Vancouver. They argue that in order to develop children's understanding of the business world that we cannot deny they enjoy watching cartoons or playing with toys and video games, we created a number of learning experiences to children that through on students can be introduced with marketing and advertising techniques, such as the famous brand and characters. Buckingham (1993) suggested that by focusing on the problematic features of the mass media, we neglect young people’s emotional engagement with the media, and we may ignore the genuine pleasures they receive, substituting cynicism and superiority instead of promoting real questioning and analysis. Dezuanni (2006) analyzes activities aimed to challenge aspects of the relationship between teenage boys and video games relating to
hegemonic gender relations and practices.” As early as the 1980s, 61 percent of college women reported some form of eating behavior problem (Mintz & Betz, 1988).

Recent mass communication research has demonstrated that messages depicting the thin ideal tend to erode women's body satisfaction and self-esteem and promote the incidence of eating disorders (e.g., Harrison & Cantor, 1997; Harter, 1993; Stice and Shaw, 1994). Reichert, LaTour, Lambiasi, and Adkins (2007) test the efficacy of media literacy education in the context of the objectification of women in advertising. According to these authors, there is evidence that sexually attractive images of women have unintentional effects, like triggering of gender stereotyping and gender role expectations, and sex-roles socialization. Zettl (1998) illustrates how light and shadows, color, two- and three-dimensional space, time and motion, and sound are structured in production, and how the manipulative power of aesthetic and associative contexts can influence viewer perception.

Recent evidence demonstrates that media literacy education can affect young children’s decision making behaviors about alcohol (Austin & Johnson, 1997).

Taghizadeh noted in one study that the results of research entitled on media literacy as has published on Stanford University website, Hobbs and Frost for two groups of adolescents studied published thirty-second ad about Pepsi. One group who already educated about media literacy and the other was a control group. After watching the movie, they asked young people to write down each step they take for buy a product. By comparing the responses found that people with media literacy can recognize the influence forms, verbal persuasion techniques used in advertising, target audience and innovative construction techniques used in advertising.

**Literature**

It was observed in India, Malaysia and Iran that only theoretical aspects of the subject are matter and they not spend time practicing and teaching in practical. The curriculum also are not correspond to what we are faced in the present era, and they are only one of a series of preliminary and old studies. We also found on research has been done very rare media literacy, that they are not worth mentioning.

In a study among young students in Penang, Malaysia, through the experience of the product a video result found that computer manufacturers help young people to declare their ideas and offer solutions to problems that they realized; Participants also learned the value of creativity.

KokEng Tan, Melissa NG, and Kim Guan Saw (2010) have looked into the online activities and writing practices of urban Malaysian youths. It is found that Malaysian youths do consider the Internet as an essential source of information, and the amount of information these adolescents are interested with is extensive; particularly information sourced from entertainment and social networking sites, like Facebook and blogs. Norizan Abdul Razak, Zaini Amir, Mahamod Ismail, and NorhayatiShuja (2009) had conducted a needs analysis study in 2008 on the information needs of communities in Malaysia, including youths between the ages of 13-24 years, and the results clearly showed that there is a dire need for information based on local content to empower and serve the education and lifelong learning needs of youths.

Recently, a mutation occurred in the use of social networks in India. According to one study, 56 percent of Indian Internet users are active in professional and social web (Mahajan 2009) These activities can help Indians to improve their digital literacy and capabilities of communications.

Aghili and RasekhMohammadi have research entitled “the effective factors on student’s media literacy”. The populations of research are experts of communication that they are engaged in public and Azad universities of Tehran. The findings showed that factors such as purpose of using internet, amount of using computer, and parental restriction have important effect on using internet. In addition, factors such as level of education and income of head of household are major factors in the use of internet. In the meantime, gender factor has no effect on amount of using factor and the most important barrier to the use of the Internet with the highest percent (35/5%) cited lack of English.

Taghizadeh explored level of media literacy among the young people and the relationship between media literacy and social cyberspace damages; and by a survey, questionnaire and documentary study found that youth access to the Internet was 69% (N440 as the sample) and the level of media literacy or critical thinking about the media messages is in average. He believes that media literacy can play an effective role in reducing the damage and using Internet in critical view.

Evaluation of media literacy rate among the students of the Faculty of Pharmaceutical Sciences in Isfahan, Iran showed there is not a significant difference between students' media literacy and gender. These results are similar with Aghili and RasekhMohammadi’s finding but is not similar with Taghizadeh findings as his research showed that the level of media literacy were more among boys than girls. In addition, the related results about student’s media literacy showed there is no remarkable difference from marital status, education, type of college point of view; therefore, these factors had no effect on the level of media literacy students. The other research showed that students in science and technology have higher media literacy level than students in humanities. (ZohrehShahrokhiOskouei)
In the end, it seems that the global village as Marshall McLuhan dreamed, has realized and we are observing proximity of countries, races and cultures. The globalization of the media, especially the Internet and social networks, can help to have more democratic societies; however the risks of politically abuse, racism promotes, violence, fraud and commercial or financial abuse is possible, but the education system can control the destructive effects such family influence. According to McLuhan, media is content and a proper use of media and content can be instrumental in the development of society and advancement of current affairs. This is the responsibility of government agencies and non-governmental and educational institutions to base their training and promoting media literacy in the first step. And be diligent in grammatical and language literacy education as well as international language beside media language. Because the main requirement of the media and the exploitation of media literacy, is knowledge of grammar and literature.

Methodology

This study aims to explore about Iran, India and Malaysia as a case study; therefore a video and an interview with a limited group that were selected by the snowball method, is chosen to determine that public education impact on the perception of beauty. The video of "deformation" from Dove is chosen as an example of the teaching of "media literacy" to study about the impact of "media literacy" on the concept of beauty in the eyes of the audience. The video is in one minute and 16 seconds that from 2006 is available in this media and over 17 million and 700 thousand times is shown on YouTube.

Locations of the study are Iran (Tehran), Malaysia (Kuala Lumpur) and India (Mysore city) and "snowball" method was selected to choose sample; they are 18 college men and women in the undergraduate, master's and doctoral degrees which are between the ages of 18 and 40.

As data collection, two series of three snaps in a three-step process was shown; Firstly, the before change image and a picture of post-change. At this stage, these questions asked: Is this person good looking? Does this photo show her true face? Secondly, the film of "deformation" displayed for target group, in the third stage, the image of the previous persons in symmetry (two photos post, and a picture of the before change) showed to the audience and questions repeated.

Finding

In this study two pictures shown to 18 men and women and some questions asked about the people in the pictures and if they were real. The image of the first person in the first step was before change, and in the third stage was after. The image of the second person in the first step was before change, and in the third stage was after. Third image of the first person in the first step was after change, and in the third stage was before. In analyzing, about the change of pictures and change of positive or negative of audience opinion, significant changes have been reported.

1. Iran

1-1 Woman, student of Ph.D

This audience, at first step in response to the first question about beauty: had positive view about the first person in the picture, positive view about the second picture, and had no idea about third person picture.

In the third stage, her opinion about a second photo of first person was positive, a second image of the second person was negative, and second image of third person was positive.

She told the image of the first, second and third person in the first step is not real. After watching the video she told the first picture of the first person is real. The first picture of the second person is real. And the second picture of the third person is real.

Analysis: This audience opinion about beautifully of persons in photos, has a significant positive change and her view about the real face of the pictures, has a significant positive change.

1-2 Woman, student of Master

This audience, at first step in response to the first question about beauty: had positive view about the first and second person in the picture, and negative about third person picture.

In the third stage, her opinion about a second photo of first person was positive, a second image of the second person was negative, and second image of third person was negative.

She told the image of the first and second in the first step is real and third person is not. After watching the video she told the first picture of the first, second and third person is real.

Analysis: This audience opinion about beautifully of persons in photos, has not significant change and her view about the real face of the pictures, has not significant change.

1-3 Woman, student of Bachelor

This audience, at first step in response to the first question about beauty: had negative view about the first, and positive about second person in the picture, and negative about third person picture.

In the third stage, her opinion about a second photo of first person was positive, a second image of the second person was positive, and second image of third person was negative.

She told the image of the first and second in the first step is real and third person is not. After watching the video she told the first and second pictures are real, and third person is not.

Analysis: This audience opinion about beautifully of persons in photos and her view about the real face of the pictures, have not significant change.

1-4 Man, student of Ph.D
This audience, at first step in response to the first question about beauty: had negative view about the first and second persons in the pictures, and positive about third person.

In the third stage, his opinion about a second photo of first person was positive, a second image of the second person was positive, and second image of third person was positive.

He told the image of the first and second in the first step is real and third person is not. After watching the video he told the first picture of first and second persons are real, as well as the second picture of third person.

Analysis: This audience opinion about beautifully of persons in photos and his view about the real face of the pictures, have not significant change.

1-5 Man, student of Master
This audience, at first step in response to the first question about beauty: had negative view about the first picture of first person is positive about first picture of second and third person is negative.

In the third stage, his opinion about a second photo of first person was negative, a second image of the second person was negative, and second image of third person was positive.

He told the image of the first and second in the first step is real and third person is not. After watching the video he told all first pictures of three persons are real.

Analysis: This audience opinion about beautifully of persons in photos has limited positive change and his view about the real face of the pictures, changed somewhat negative.

1-6 Man, Bachelor
This audience, at first step in response to the first question about beauty: had negative view about the first picture of first and second persons is negative and third person is positive.

In the third stage, his opinion about a second photo of first person was positive, a second image of the second person was positive, and second image of third person was positive.

He told the image of the first and second in the first step is real and third person is not. After watching the video he told all first pictures of three persons are real, and first picture of second person is real.

Analysis: This audience opinion about beautifully of persons in photos has no significant change and his view about the real face of the pictures, have negative significant change.

2-India

2-1 Woman, Bachelor
This audience, at first step in response to the first question about beauty: had positive view about all three persons in the picture.

In the third stage, her opinion about a second photo of first and second persons was negative, and second image of third person was positive.

She told the image of the first and third person in the first step is real while the second person is not. After watching the video she told the first picture of the first and second persons, and the second picture of the third person is real.

Analysis: This audience opinion about beautifully of persons in photos and her view about the real face of the pictures, have a significant positive change.

2-2 Man, Bachelor
This audience, at first step in response to the first question about beauty: had negative view about all pictures.

In the third stage, his opinion about a all second pictures is negative.

He told the image of the first and second in the first step is real and third person is not. After watching the video he told the second picture of first and second persons are real, and first picture of third person is real.

Analysis: This audience opinion about beautifully of persons in photos and his view about the real face of the pictures, have no significant change.

2-3 Woman, Master
This audience, at first step in response to the first question about beauty: had negative view about first picture of first person, and positive view about first picture of second and third persons.

In the third stage, her opinion about a second photo all persons, was positive.

She told the images of the all persons in the first step are real. After watching the video she told the first picture of all persons is real.

Analysis: This audience opinion about beautifully of persons in photos and her view about the real face of the pictures, have no specific change.

2-4 Man, Master
This audience, at first step in response to the first question about beauty: had positive view about all pictures.

In the third stage, his opinion about second pictures of first and second persons is negative and third person is positive.

He told all images in the first step is real. After watching the video he told the first picture of second and third persons are real, and first person is not.

Analysis: This audience opinion about beautifully of persons in photos has significant positive change and his view about the real face of the pictures, has significant negative change.

2-5 Woman, Ph.D
This audience, at first step in response to the first question about beauty: had positive view about first picture of first and third persons, and negative view about first picture of second persons.

In the third stage, her opinion about a second photo first and second persons was negative and about third person was positive.
She told the images of the first person in the first step is not real and pictures of second and third persons are real. After watching the video she told the first picture of any persons is not real.

Analysis: This audience opinion about beautifully of persons in photos has significant positive change and her view about the real face of the pictures, has significant negative change.

2-6 Man, Ph.D

This audience, at first step in response to the first question about beauty: had positive view about first picture of first and second persons and negative about third person.

In the third stage, his opinion about second pictures of all persons is positive.

He told the picture of first and second persons in the first step is real, and picture of third person in not. After watching the video he told the all picture persons are real.

Analysis: This audience opinion about beautifully of persons in photos has significant positive change and his view about the real face of the pictures, has significant negative change.

3-Malaysia

3-1 Man, Bachelor

This audience, at first step in response to the first question about beauty: had negative view about the first picture of first and second persons and positive view about first picture of third person.

In the third stage, his opinion about a second photo of first person was positive, second image of the second and third person was negative.

He told the image of the first person is real and second and third persons, is not. After watching the video he told the first picture of first and second person, and second picture of third person are real.

Analysis: This audience opinion about beautifully of persons in photos has no significant change and his view about the real face of the pictures, have limited positive change.

3-2 Woman, Bachelor

This audience, at first step in response to the first question about beauty: had negative view about the first picture of first and second persons, and positive about first picture of third person.

In the third stage, her opinion about a second photo of first person was positive, second image of the second person was positive, and second image of third person was negative.

She told the image of the first and second persons in the first step is real and third person is not. After watching the video she told the first picture of first and second persons are real, and any of third person pictures is not.

Analysis: This audience opinion about beautifully of persons in photos and her view about the real face of the pictures, have not significant change.

3-3 Man, Master

This audience, at first step in response to the first question about beauty: had positive view about the first picture of first person, any idea about second person, and positive about third person, but he mentioned this picture is not real.

In the third stage, his opinion about a second photo of first person was positive, any idea about second image of the second person, and negative about second image of third person.

He told the first image of the first and second person is real and third person is is not. After watching the video he told the first picture first and second persons, and second picture of third person, are real.

Analysis: This audience opinion about beautifully of persons in photos and his view about the real face of the pictures, have no significant change.

3-4 Woman, Master

This audience, at first step in response to the first question about beauty: had positive view about all three persons.

In the third stage, her opinion about second photo of first person was positive, second image of the second person was negative, and second image of third person was positive.

She told the image of the first and second person is real and third person is not. After watching the video she told the first picture of the first and second person, and second photo of third person is real.

Analysis: This audience opinion about beautifully of persons in photos, has significant positive change and her view about the real face of the pictures, has not significant change.

3-5 Man, Ph.D

This audience, at first step in response to the first question about beauty: had no idea about the first and second persons in the pictures, and positive about first picture of third person.

In the third stage, his opinion about a second photo of first person was positive, second image of the second and third person was negative.

He told the image of the first and second in the first step is real and third person is not. After watching the video he told the first picture of first and second persons are real, as well as the second picture of third person.

Analysis: This audience opinion about beautifully of persons in photos has limited significant negative change, and his view about the real face of the pictures, has not significant change.

3-6 Woman, Ph.D

This audience, at first step in response to the first question about beauty: had negative view about the first and second person in the pictures, positive about third person.

In the third stage, her opinion about a second photo of first and second person was positive, and second image of third person was negative.
She told the image of the first and second persons in the first step is real, and image of third person, is not. After watching the video she told the first picture of the first and second persons is real as well as the second picture of third person. The first picture of the second person is real. And the second picture of the third person is real.

Analysis: This audience opinion about beautifully of persons in photos, and her view about the real face of the pictures, has no significant change.

Discussion

This research was conducted in three different countries that have near culture but in terms of access to the media and the Internet they have major differences. Iran has limited access to the Internet rather than other countries and there is just free domestic access. The results of these are studies show that there is not much difference between the perceptions of beauty between these communities. The overall picture of the research communities of the actual figures in the picture had no significant effect on their perception of reality.

Results from this study showed that the impact of the video of "deformation" among these communities were not very significant. Given the ages of the people who participated in this study (18-40), it seems that the criteria for this age about beautifully has already formed and is unchangeable or only limited capacity for change. Even the majority of those in the study, despite the real face detection, before and after manipulation, are still at their previous beauty point of view.

Conclusion

Media literacy is a modern concept that has short life. In contrast media is one of the oldest human tools to communicate that has been developed with the human stage of development. The media's portrayal of categories such as beauty, beautifully, gracefulness to their audience, they do not have related with reality, But they will change the image of people for their rest of life.

The research shows that even the understanding of audience difference with reality and the image displayed on audience perceptions of beauty, will not change and even public education in this field cannot change significantly the image that already has been formed in the mind of the audience.

This study reminds us that as the audience gets older, their mind has more resistance for change the image that already formed, and it means it is necessary to prepare the image of people in long-term to deal with the media image.

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Body Size, Leg Length and Skin Color. *Race, Gender & Class*, 140-155.


**APPENDIX**

<table>
<thead>
<tr>
<th></th>
<th>First person</th>
<th>Second person</th>
<th>Third person</th>
<th>Forth person</th>
<th>Fifth person</th>
<th>Sixth person</th>
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</thead>
<tbody>
<tr>
<td>Beautifully in Iran</td>
<td>Positive</td>
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<td>No change</td>
<td>No change</td>
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<td>No change</td>
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<td>No change</td>
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Table 1: Total Analysis