MEDIA EDUCATION OF CHILDREN AND YOUTH AS A PATH TO MEDIA LITERACY

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ABSTRACT:

This study focuses on the issue of media education of children as a part of media literacy, offering an overview of the current theoretical framework related to the given topic and an analysis of various research findings presented by renowned scholars in Slovakia and abroad. The author also offers results of her own research which aimed to obtain necessary information on the topic, to analyse and evaluate media, traditional as well as the new media, as a part of free time activities of primary school children in Slovakia. This research, supported by findings of other researches, shows that television and the Internet are dominant within media which are used by primary school children for gathering information. From the point of view of personal communication with friends and family, it can be said that the face to face communication is in many situations replaced by telephone calls or text messages. Further on, the study aims to find out about how pupils identify with different types of media and its contents. The last part of the text deals with different approaches to media education of the countries in the European Union, which served as a basis for developing the idea of media education in Slovakia. In the last part of the study, the author deals with media education as such and as an essential part of school curriculum, further on, analysing approaches of media education in other EU countries and describing the actual situation in Slovakia. The article thus shows how the media education contents in primary education could be updated so they fit recent trends and the current 'media' age.

KEY WORDS:

curriculum, European Union, media education, new literacy, Slovakia, social networks

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Introduction

The Internet is a new phenomenon of the global information infrastructure and an access to information. It was 'born' in the 1970s and later began to significantly affect the way we communicate, collect and share information. Currently, the Internet has even become an essential part of mobile media technologies, mobile communication, such as mobile phones, smart phones, tablets, where it serves as a device for using social networks, e.g. Facebook or Twitter. The Internet is currently used worldwide by one third of the global population, and we register an incredible five billion subscribers to mobile services; in economically developed coun-

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tries, each user has, in average, more than one prepaid mobile service.[1] This modern paradigm has obviously affected and influenced the younger generation.

Globalisation has brought a wide development of information and communication technologies (particularly the Internet in everyday life). It establishes a new paradigm for the media literacy and social skills of individuals. Already in the 1920s, mass communication became a global phenomenon helping to form the state of the current global environment. Images and sounds became the basic elements of the mass media reality, which were forming the social and political arena of modern society.[2]

More than fifty years ago, Marshall McLuhan, who was legitimately marked by historians as a herald and conjuror of the electronic age and the electronic revolution, argued that "every new technology is simply an evolutionary and biological mutation, which opens up new doors of perception and new fields of behaviour for mankind."[3]

Apparently, the time has come for the adoption of a new literacy – a media literacy – through acquiring and adopting a new set of social skills, including familiarising ourselves with cyber interactions and, most recently, achieving a sense of self-fulfilment within the multimedia online space. The media literacy takes this series of new communication skills, including the ability to search for, to select, to analyse, to evaluate, to create, and thus pass on information in a variety of formats – via word, image, sound, and, recently, through using the multimedia formats – by integration of all these elements.

Media literacy is defined by most policymakers and academics as the ability to "access, analyse, and evaluate media" in multiple forms and "communicate competently" within these forms.[4] Traditionally, education, training and lifelong learning policies have been perceived as critical for developing media literacy. Therefore, any future interventions in this area must take into account the fact that media messages are constructed, have a purpose, may be affected by potential biases, and are subject to regulatory issues that potentially affect access and use.[5]

At the theoretical level, media literacy can therefore be characterised as the ability to seek out, receive, analyse, evaluate and communicate (multi)media contents. According to M. Hoechsmann and S. Poyntz, "media literacy is a summary of competences that allow us to interpret the media content and processes of the media world to create our own media, to recognize and deal with the social and political impact of media in everyday life".[6]

Media content (e.g. news, music, and websites) is produced by broadcasters, film-makers, and web designers and is broadcast via media technologies (e.g. television, film, and digital technologies such as smart phones, mp3 players, tablets or digital cameras).

An interesting view on media literacy was expressed by the prominent expert and author of Media Literacy, W. J. Potter, who said that "to become more media literate means a boundary between one's real world and the world, produced by media. Being media literate also means getting the information and experience you want, without getting out of the media what you do not want. Then, you will be able to create your life as you want, and do not allow the media to create it as they want – on your behalf".[7]

Within the past decade, policymakers have recognised the importance of critical approaches to media messages, which prompted position statements, exploratory research, and policy recommendations.

Overview of Existing Researches on Media Education in Slovakia: Many Hours Spent in front of the TV Screen

We believe that it is necessary to offer an overview of existing research activities in Slovakia and their main findings related to media education of children and children's media literacy. At first we would like to mention our own research which is titled Media Education of Children and Youth as a Path to Media Literacy. The main goals of this research were as follows:

- To obtain, analyse and evaluate the spread of media and its contents, traditional as well as the new media, as a part of free time activities of children on primary education level in Slovakia.
- To find out about how pupils identify with different types of media and its contents.
- To introduce different approaches to media education of countries in the European Union, which could serve as a basis for developing media education in Slovakia.

To reach our goal, we used a mixture of research tools: our research was qualitative and quantitative. Inclusion of media into leisure activities was researched via electronic questionnaire survey (Google spreadsheets), which was aimed at the population of children Slovakia wide, in the main self-governing regions as Prešov, Košice, Banská Bystrica, Trenčín, Trnava, Nitra and Bratislava. 370 children were included in the focus groups, in the time period from April 2013 until May 2014. For the purposes of the research 'Penetration of Traditional and Digital Media into the Leisure Activities of Children' we created four basic questions:

1. What are the media you prefer for gathering information?
2. How, through what channels, do you communicate with your friends and family?
3. Without which media you cannot imagine your everyday life?
4. Do you know/use social media?

The collected data were processed in quantitative way, numerically, in percentage and graphically. The actual personal identification of a pupil with each of the media was employed via qualitative research, more specifically via face to face discussions with 56 pupils (8 pupils from each of 7 Slovak regions). The answers were recorded with dictaphone and interpreted employing qualitative method. As a supplementary method we used desktop research, so we could analyse data from other Slovak and foreign researches. These were used for comparative purposive for our collected data.

According to our research[8] conducted in Slovakia, television continues to be on a leading place when it comes to leisure activities. For pupils in the first grade of primary school, it has been a long-term standard to watch television for two or even more hours a day. Children are attracted by television mainly because of what it offers: entertainment and relaxation without requiring any activity and effort. Among children, there was a high preference for evening shows broadcast after 8 p.m.; so this implies that children are watching evening programmes that are not intended for them. Almost 20 % of the primary school pupils stated, in their responses, that they watched evening shows on a regular basis. This also indicated that some of the parents allowed their children to 'consume' these programmes and thus take inspiration from the negative patterns (aggression, broken relationships) that appear on TV. Our survey further showed that these children did not have just one favourite TV character with whom they would massively identify; instead, they had a range of favourite characters.

In our survey, a number of children stated that the best thing about the television is that:
"(...) You can only sit in front of the screen and do not have to do anything. It is funny and comfortable."

1   POTTER, W. J.: *Media Literacy*. Thousand Oaks, London, New Delhi, Singapore : SAGE Publications, 2012, p. 4.
2   HARDT, H.: *Myths for the Masses: An Essay on Mass Communication*. Oxford : Victoria Blackwell Publishing Ltd., 2004, p. 8-11.
3   McLUHAN, M.: *Člověk, média a elektronická kultura*. Brno : Jota, 2008, p. 262.
4   For more information, see: LIVINGSTONE, S., BOBER, M., HELSPER, E.: *Internet Literacy among Children and Young People: Findings from the UK Children Go Online Project*. London : LSE Research Online, 2005. [online]. [2015-05-15]. Available at: <http://eprints.lse.ac.uk/397/1/UKCGOonlineLiteracy.pdf>; O'NEILL, B., HAGEN, I.: Media literacy. In LIVINGSTONE, S., HADDON, L. (eds.): *Kids Online: Opportunities and Risks for Children*. Bristol, UK : The Policy Press, 2009.
5   For more information, see: MARTENS, H.: Evaluating Media Literacy Education: Concepts, Theories and Future Directions. In *Journal of Media Literacy Education*, 2010, Vol. 2, No. 1, p. 1-22; OFCOM: *Media Literacy Audit: Report on UK Adults' Media Literacy*. London : Ofcom, 2008. [online]. [2015-20-12]. Available at: <http://stakeholders.ofcom.org.uk/market-data-research/other/research-publications/adults/ml_adult08/>.
6   HOECHSMANN, M., POYNTZ, S.: *Media Literacies: A Critical Introduction*. Oxford : Blackwell Publishing Ltd., 2012, p. 1.
7   POTTER, W. J.: *Media Literacy*. Thousand Oaks, London, New Delhi, Singapore : SAGE Publications, 2012, p. 14.

8   ŠUPŠÁKOVA, B. et al.: *The Media Literacy of Young Children and Young People*. Bratislava : Iris, 2014, p. 31-55.

"(...) Home comfort, I do not have to dress nicely and can rest at home. I watch what I want."

"(...) There are funny programmes, and also such, where you can learn something, for example about animals and nature. I am terribly bothered by advertisements, mainly when they are on too often."

The semi-structured interviews showed that children watched mainly *Minimax* and *Disney Channel*, from a wide offer of TV programmes for children broadcast during the whole day. They preferred cartoons to films. Their favourite programmes were *The Simpsons*, *Tom and Jerry*, *The Ice Age*, *The Lion King*, *Martha Speaks* and *The Penguins of Madagascar*. Although *The Simpsons* is a cartoon intended more for adults, it also has features that are attractive for younger children; in their opinion, it is a story with fictional yellow characters and humorous dialogues:

"(...) They are funny, I like their stories, dialogues and also how they look like."

"(...) Bart. And I like the beginning, when he is skateboarding. I also have a skateboard. And there is also a bicycle and a car."

"(...) I like the characters and the background and the way it is drawn. And how they talk... I especially like Bart, and Marge. I like Marge because she has blue hair."

"(...) What they are saying, they are funny and entertaining. I find them very amusing. Bart is my favourite, he always gets into trouble."

"(...) They are droll. Bart is the most popular. The most unpopular is Mr. Burns, because he is bad."

"(...) They are amusing and play pranks. They are yellow, that is a cheerful colour. My favourite character is Bart, because he does not listen to his parents. He always sneaks off."

Our survey further showed that these children did not have just one favourite TV character with whom they would massively identify. Besides Bart and Marge Simpson they like a range of characters; and they even have their lists:

"(...) Tom and Jerry, because they are fun."

"(...) Tinker Bell, because she is brave and helps everyone."

"(...) Spiderman, because he fights against evil and saves people."

"(...) The action hero Steven Seagal, because he is a good fighter."

As we have already mentioned, almost one of five early school age children, in their responses, stated that they regularly watch evening shows. Besides the French film *Asterix and Obelix* they liked Slovak TV shows *Búrlivé víno* (in English *Wuthering Wine*) and *Panelák* (in English *Block of Flats*) and German series *Alarm für Cobra 11* (in English *Alert for Cobra 11*). It implies that children watch evening programmes that are not intended for them and often deal with 'adult' problems and life situations. This result indicates that some of the parents allowed their children to 'consume' such programmes; often kids take inspiration from the negative patterns (broken relationships, aggression) that are shown on TV. Reality shows were measured high viewing numbers. Our survey showed that only about 10 % of children did not watch this type of programme, while the others watched this type of programme occasionally or regularly. The most attractive reality shows were *SuperStar* (based on British *Pop Idol*), watched by approximately one-third of the pupils; one-fourth of them preferred another reality show *Farma* (in English *Farm*), and 12 % watched the Czech-and-Slovak version of *'... Got Talent'*.

When children were asked in which TV programme they would like to appear, the range of answers was very broad. Around 16 % of them would like to sing in *SuperStar*, 10 % of the children, mostly girls, would like to play in the series *Panelák*.

"(...) In SuperStar, because I like singing."

"(...) In Batman, because I want to fight against evil too."

"(...) In the TV News, because I would like to be famous."

"(...) In Tekken, because I am good at fighting."

Around 16 % of the primary school pupils would not like to appear in any programme, which could mean that they are shy and/or self-conscious. The pupils knew in which programme they would like to appear and their choices were diverse and based on personal preferences.

There is no doubt that the Internet has become the phenomenon of this decade. For the early school age children, the Internet is the second most common information medium, right after the television, and thus it is the most preferred information-communication channel. It offers something that other media are not able to provide: information and amusement and even more – communication via social networks.

It can be said that there were not any considerable differences between pupils. Almost all were already active on the Internet and had the basic skills which are necessary for orientation in the virtual space.

Evaluating the answers to the question – which medium they cannot imagine their lives without – did not lead to any surprising conclusions that would deviate from the generally known trends of the recent years. The results of other surveys showed that television, mobile phone and the Internet are the three most important media and communication tools for children. It is not surprising that 96 % of our respondents used the Internet mainly for fun and entertainment; similar numbers were measured among the pupils in their first grade of primary school.

The emergence and mass adoption of mobile phones, in the last decade, has rapidly changed forms of communication. Brand-new possibilities like chatting, calling via the Internet, and many more have been introduced. We have noted that the early school age children do not have any problems with mastering these new forms of virtual contact, not even children with various disabilities. The concern – that the new forms of communication would totally take over the actual personal contact – has not been proven yet. One-third of the children claimed that they are in contact and communicate with their friends and family in person; another third used mobile phone for the purpose of this communication. We did not note any significant differences in the preferences of the primary school pupils, including the pupils with learning disabilities and the pupils with communication impairment. This indicates that the new communication technologies are not causing any problems when talking about communication in general.

For us, a positive surprise was that the pupils could very well distinguish between the pros and cons of using the Internet. Since most of them go online to play games, their preferred advantages were: the possibility to play games, watch films and skype with classmates. The most frequently visited websites were definitely the websites with online games (*friv.com* and *superhry.sk*), *Facebook*, but also *YouTube* for songs and videos

The pupils could also speak about the disadvantages in a rather convincing way:

"(...) I spend much time there. My parents tell me not to."

"(...) When I sit for a long time in front of the monitor, my eyes hurt."

"(...) There are also things that are not suitable for children."

"(...) Some strangers can get information about us."

"(...) The Internet is sometimes lying."

In general, the new media and modern technologies are changing the ways children communicate in their early school age. The results, without any doubts, confirm that our respondents have expanded their communication options and use the modern forms, such as internet calls, chats, e-mails.

We live in the age of media; therefore we asked all of our respondents to explain what the term "media" means. Another result of the questioning that we consider as crucial is that among the pupils in the first grade of the primary school, only 46 % of them have heard the term "media". The main issue here is that even though children have heard the word "media" or it sounds familiar to them, it does not mean that they can understand its true meaning. There is quite a big space especially for the school education, to teach new terms and help students acquire new knowledge, to enable children to 'decode' media messages they face every day. To be media literate means that one is able to select information, evaluate its level and quality and understand its wider context. We consider this as one of the key competencies of the 21st century.
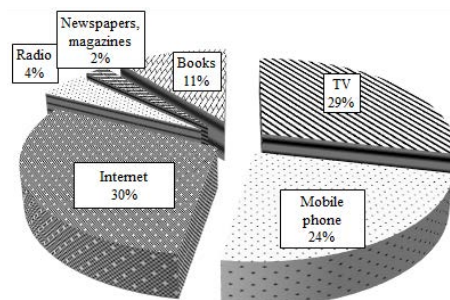
Figure 1: Preferred media and sources of information in everyday life (N=370)
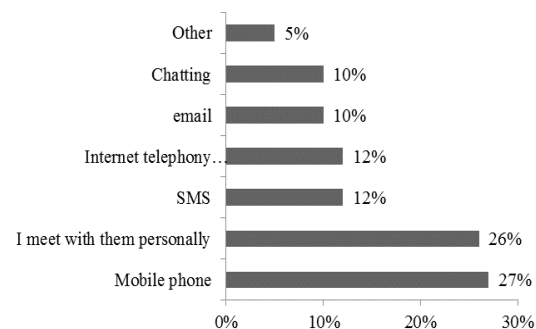*Source: own processing*

Figure 2: How children communicate with friends and people close to them
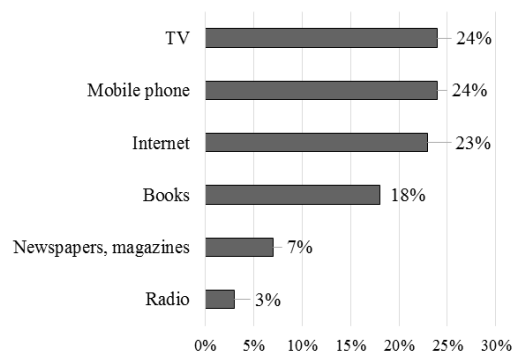*Source: own processing*

Figure 3: Preferences of children: Information sources necessary for their life
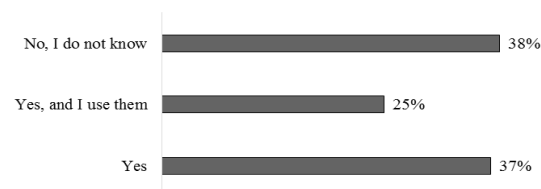*Source: own processing*

Figure 4: Knowledge of social networks among children
Source: own processing

For comparison, another project in Slovakia, in the form of an online survey panel of active Internet users, confirmed that the most frequently used activities on mobile phones – by children – were making telephone calls, sending short text messages or multimedia messages, taking photographs, listening to the music or radio and playing games. These survey results indicate that children of parents who actively use the Internet spend too much time online. Further on, it has shown that the most frequent use of the Internet is by the older children, (teenagers between 16-19 years of age), who access the Internet on daily basis (76 %) or at least several times a week (20 %). The most common activities by youth (16-19 years) on the Internet include searching for information (89 %), use chat platforms (88 %), sending e-mails (79 %), and downloading music, pictures and movies (76 %). The youngest children (6-9 years old) spend most of their time playing online games, seeking entertainment and information, and contacting their family and friends, as well as contacting/making new friends. The actual gathering of data via the Internet can be of a high risk, particularly for the age group of 10 to 19 year olds. The most common information provided through the Internet includes e-mail addresses, photos, phone numbers and home addresses.[9]

According to J. Tomková, regarding the threats and risks of the Internet, more than a quarter of interviewed children are aware of being in a risky situation sometimes. The younger children state they have been in situations facing threats on frequent basis. The fact that they can recognise the situation could be related to raising awareness of Internet risks. It is to be considered that many activities on the Internet are performed by younger children who are not able to handle difficult situations (this age shift has been a long-term trend). "Children aged 9-10 have fewer technical skills and experiences with social situations. They have not yet developed their abstract and critical thinking sufficiently and are not able to consider consequences of their actions properly, which are significant disadvantages in decision-making in ambiguous situations."[10]

To compare the situation in Slovakia with findings and remarks by foreign researchers and theorists, we would like to mention the the research by D. F. Roberts and U. G. Foehr which shows that, in average, children and young people (i.e. 8-18 years of age) spend up to 7 hours and 50 minutes per day in the new media ecosystem, and the new trend is to simultaneously use multiple functions and resources (i.e. so-called multitasking: the performance of several activities at once);[11] for example, a young man might be listening to the music on the Internet while at the same time chatting with friends over the phone and in another browser window he will be watching a video. It is not surprising that children and teenagers of this generation are called the "Millennial Generation" (i.e. a generation strongly linked with media).[12] We can definitely say that if, in the past, media literacy was linked mostly to written words, now this linkage or definition is no longer valid, as the new types of literacy have entered our everyday live, including visual literacy, computer literacy, and context (content) literacy.

Other recent studies, conducted in Slovakia, have also confirmed the findings of D. F. Roberts and U. G. Foehr that the millennial generation (the generation born in the years 1985 to 2000) could not live without information, technology and the broad media of communication in this day and time.[13] Some sociologists consider people of this generation to be very self-confident; they have high expectations of themselves. However, they are criticised by others for their narcissism, laziness and consumer lifestyle. Nevertheless, young people may not be as carefree as they may initially appear. On the daily basis they have to face a number of unanswered questions and the feeling for the need to solve their 'important' problems about which they would endlessly talk with their friends and peers. Millennials like to make decisions themselves and want to follow their own path to achieve the goals. However, it seems as if they do not realise how they are significantly influenced, in every aspect, by adults – primarily their parents – and how much they tend to mirror adult views, concerns and their outlook on the future.

9   eSLOVENSKO: *Bezpečnosť detí v oblasti využívania internetu a mobilného telefónu. Projekt Zodpovedne.sk.* [online]. [2016-01-13]. Available at: <http://www.zodpovedne.sk/download/Prieskum01.pdf>.
10   TOMKOVÁ, J.: *Mediation of Safer Internet Use.* Bratislava : Research Institute for Child Psychology and Pathopsychology, 2012, p. 3.
11   ROBERTS, D. F., FOEHR, U. G.: Trends in Media Use. In *The Future of Children*, 2008, Vol. 18, No. 1, p. 11-37.
12   POTTER, W. J.: *Media Literacy.* Thousand Oaks, London, New Delhi, Singapore : SAGE Publications, 2012, p. 5-6.
13   ROBERTS, D. F., FOEHR, U. G.: Trends in Media Use. In *The Future of Children*, 2008, Vol. 18, No. 1, p. 11-37.

The Millennials+ study, which considered a sample of 1,500 young people in the age group from 12 to 26, in Slovakia, confirmed that they are in tight connection with new communication technology. Young people take touch screens for granted. Currently, the majority (78 %) owns a smart phone; those who do not have a smart phone yet, will most likely buy one in the near future. Classic push-button mobile phones are gradually disappearing, and only a small number of users would consider purchasing one. Notebooks (i.e. compact laptops) are also popular and are prewerred to classic desktop PCs. Tablets are very popular as well, a fifth of young people (21 %) currently owns one and approximately the same number of young people (19 %), would like to own one. In terms of technological devices, a smart phone is the absolute leader and is owned by the majority of young people (85 %). Online shopping is preferred to a visit of a regular store by up to 80 % of young people. One widely believed sentiment is that social networks are declining in popularity; however, up to 81 % of young people confirm that social media are still popular and widely used for peer networking and communication. Mobile geolocation applications (GPS), home video game consoles and online single-player games are now declining in popularity among teenagers.[14]

Moreover, according to the Millennials+ study, young people spend, in average, up to 4 hours a day on the Internet and therefore, it can appear that young people live their lives in the 'online reality'. For example, many young people believe that chatting on social networks is a way to spend time with friends. However, if we realise how much time young people spend physically with their friends at school and during their after-school activities or part-time jobs while still chatting or 'Skyping' on the Internet with their friends from different parts of the world, we have to admit that today's youngsters actually have a greater social interaction in comparison to the youngsters of past generations. The younger ones, between the age 12 and 15, are online basically to play games. Children who do not play online games are to some point seen as outsiders and do not fit within their peer group. The group of children over 15 prefers communication via the Internet as well as searching for information online.[15]

Similar situation occurs with respect to younger age categories. According to M. Velšic, "the Internet in Slovakia is used daily by up to 90 % of young people between the ages of 14-17. The Internet is not used merely by 2 percent. Of the youth studied, 48 % reported spending 3 to 4 hours a day on the Internet, while 42 % of young people spend online approximately 1 to 2 hours each day. These children reported using most of their time online surfing around the Internet or 'Googling' topics they were interested in. Up to 48 % of the millennial generation state that they could not imagine life without modern information and communication technologies, this compared to only 33 % percent of youth who participated in a similar poll in 2005 is a marked increase".[16] Other findings presented by M. Velšic have shown that more than 50 % of young people could not even imagine a single day without their mobile phone, notebook or the Internet, 40 % said they could not do without social networks and 20 % without their e-mail.[17]

As new communication technology and media are present so strongly in the lives of children and young people, we have to deal with the question if this generation, which is strongly attached to the Internet and new digital media, is ready to receive the content and messages that these media platforms communicate. The latest analysis shows that children and young people lack the ability to critically analyse media contents, to differentiate between reality and virtual reality, and to discover real values and distinguish them from fallacious content and arguments. It is very important to be able to exactly comprehend the language of today's media to ensure a full understanding of the content. More than 50 years ago, M. McLuhan wrote that "We are starting to realize today that the new media do not only represent mechanical tricks for creating illusory worlds, but they represent new languages with new and original opportunities for expression",[18] and this is still perfectly applicable nowadays.

Media education, whether formal or informal, is becoming a new challenge for schools so that they can prepare children and young people for this new type of multimedia literacy. As was rightly pointed out by D. Petranová, "Subject Media Education in formal education provides space to ensure that the school can address the lack of information, form opinions, attitudes, develop critical thinking in the perception of the media and through them the world around us."[19]

In the following section, we are going to describe the approaches of carrying out media education, multimedia literacy education and other related forms of education as seen by the European Union, or rather by some of its member countries.

Media Literacy Levels in Europe

The Media Literacy Expert Group, convened by the European Commission, has defined media literacy as the ability to access, analyse and evaluate the power of images, sounds and messages (which we are now being confronted with on a daily basis and have become an important part of our contemporary culture, remark added by B. Š.), as well as the ability to competently communicate using the available forms of media on a personal basis. Media literacy relates to all media, including television and film, radio and recorded music, the press, the Internet, and other new digital communication technologies.[20]
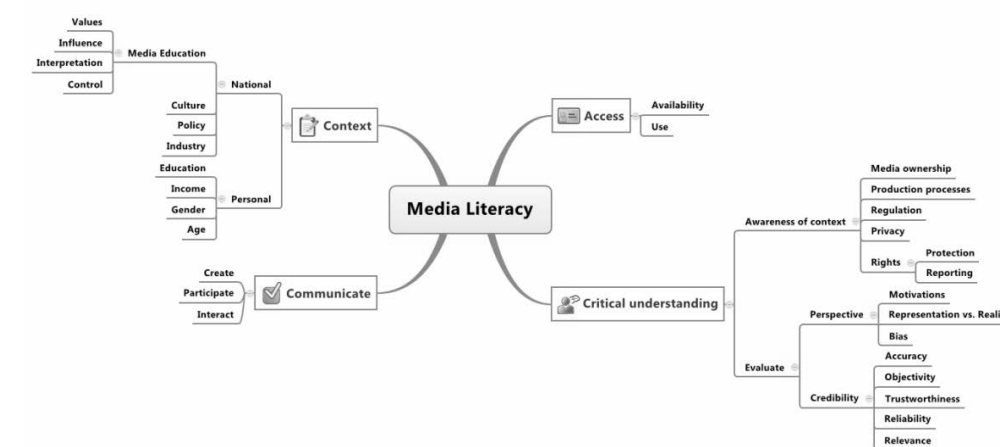

Figure 5: Commonly recognised aspects of media literacy (Testing and Refining Criteria to Assess Media Literacy Levels in Europe, 2011)
Source: European Association for Viewers' Interests & Danish Technological Institute. [online]. [2016-03-13]. Available at: <http://www.umic.pt/images/stories/publicacoes4/final-report-ML-study-2011_en.pdf>.

The aim of media literacy is to increase awareness of the many forms of media messages that are encountered in our everyday lives. It should help citizens to recognise how media outlets can filter their perceptions and beliefs, shape popular culture and influence personal choices. Becoming well-versed on this subject should empower citizens with critical thinking and creative problem-solving skills, as well as make them judicious consumers and producers of information. Media education is a part of the basic right of every citizen in every country throughout the world; from the freedom of expression to the availability of uncensored and unbiased information reporting, it is instrumental for building and sustaining democracy.

14   *Prieskum o slovenských tínedžeroch a mladých ľuďoch.* [online]. [2016-01-13]. Available at: <http://chcemevedietviac.sk/?p=1379>.
15   *Prieskum o slovenských tínedžeroch a mladých ľuďoch.* [online]. [2016-01-13]. Available at: <http://chcemevedietviac.sk/?p=1379>.
16   VELŠIC, M.: *Digitálna gramotnosť na Slovensku 2015. Výskumná správa.* Bratislava : Inštitút pre verejné otázky, 2015, p. 2-15. [online]. [2015-10-07]. Available at: <http://www.ivo.sk/buxus/docs//publikacie/subory/Digitalna_gramotnost_2015.pdf>.
17   VELŠIC, M.: *Digitálna gramotnosť na Slovensku 2015. Výskumná správa.* Bratislava : Inštitút pre verejné otázky, 2015, p. 10. [online]. [2015-10-07]. Available at: <http://www.ivo.sk/buxus/docs//publikacie/subory/Digitalna_gramotnost_2015.pdf>.
18   McLUHAN, M.: *Člověk, média a elektronická kultura.* Brno : Jota, 2008, p. 252.

19   PETRANOVÁ, D.: Rozvíja mediálna výchova v školách kritické kompetencie žiakov? In *Communication Today*, 2011, Vol. 2, No. 1, p. 80.
20   EUROPEAN COMMISSION: *Testing and Refining Criteria to Assess Media Literacy Levels in Europe: Final Report.* [online]. [2015-10-07]. Available at: <http://www.umic.pt/images/stories/publicacoes4/final-report-ML-study-2011_en.pdf>.

Media literacy may be defined as the ability to access, analyse and evaluate the power of the images, sounds and messages that we are now being confronted with on a daily basis and that are an important part of our contemporary culture, as well as the ability to competently communicate using the available forms of media on a personal basis. Media literacy relates to all media, including television and film, radio and recorded music, print media, the Internet and other new digital communication technologies.

Media literacy is often summarised as the capacity of individuals to interpret, analyse, contextualize and produce media messages. Any convergence of multiple platforms and technologies, in which various languages and media streams co-exist and merge into the concept of media literacy, affords an inclusive and practical point of reference. In this regard, media literacy implies a broadening and reinforcement of the elemental functions whereby traditional literacy is defined, (i.e. a critical and analytical reading of numerous and simultaneous sources of information; reasoning influenced by social injunctions and symbolic and cultural codes and conventions). With the development of the digital world, the methods for transferring knowledge have shifted away from traditional media outlets (e.g. TV, radio, books, newspapers, and cinema) and have become increasingly dependent on digital technologies (e.g., the Internet). Although not undermining the relevance of traditional media sources, possessing certain technical skills to easily access today's digital technologies enables citizens to engage with and participate in almost every level of public life, from social networking to eGovernment. Individuals who are not equipped to utilise digital technologies are inevitably isolated from this aspect of media flow, along with facing the additional negative effects of being solely reliant on traditional media to obtain information.[21]

Curriculum as a Way

Media education creates a space for young people to freely express themselves and exercise their right to obtain information. It is beneficial for their personal development, and it enhances their participation and interaction in society, thus preparing them for democratic citizenship and political consciousness. As noted also in the studies by Buckingham, education on media literacy is "potentially a very significant place to define future civic attitudes of individuals, especially in the ability to combine basic procedures in the field of gathering and analysing of media messages with civic participation and social action".[22] As he further notes, "the media education curriculum must socialize young people, to acquire experiences from social changes".[23] We can also agree with E. Thomans and S. Jolly, who claim that education can "begin in the classroom, but culminates in a meaningful, creative participation of individuals in a broader cultural and social environment, and leads to personal and political transformation from a passive observer of events to an actionable citizen who can take interested citizen attitudes".[24]

Media education is being developed to help children cultivate their curiosity, learn how to evaluate the highest variety of questions and situations in various contexts and at differing complexity levels, accept diverse perspectives, and optimistically consider the future. As reflected in the educational practice, media education at the primary level of education should include all personal levels of children/students as well as children's cognitive (basic orientation in the media environment, recognition of differences and diversity, decoding of the 'reality' represented by the media, understanding of the positive and negative impacts of the media, etc.), psychomotor (active communication in the media environment, creation of their own media content, ability to collaborate and communicate with the media environment), and attitudinal (ability to develop their own attitudes towards media products, ability to critically analyse, responsibility for content creation, etc.) functions. Moreover, in this case, it is valid that practice is the criterion of truth. The media environment should become a textbook as well as a type of laboratory for media education in schools.

21   EAVI: *Testing and Refining Criteria to Assess Media Literacy Levels in Europe. Final Report*. [online]. [2016-01-13]. Available at: <http://www.eavi.eu/joomla/images/stories/Publications/study_testing_and_refining_ml_levels_in_europe.pdf>.
22   BUCKINGHAM, D.: *The Making of Citizens: Young People, News and Politics*. London : Routledge, 2000, p. 221.
23   BUCKINGHAM, D.: *The Making of Citizens: Young People, News and Politics*. London : Routledge, 2000, p. 223.
24   THOMAS, E., JOLLY, S.: Media Literacy: A National Priority for a Changing World. In *American Behavioral Scientist*, 2004, Vol. 48, No. 1, p. 18-29.

Approach of European Countries

At present, media education is included into the content of education in most European countries, and it is mostly integrated into compulsory subjects, particularly in subjects encompassing their native language (e.g. Spanish, German, French, etc.), communication as an interdisciplinary subject, sociology, psychology, art history, etc. In some countries, it is also part of non-formal education. According to the latest European Media Literacy Education Study (in short, EMEDUS), in most European countries, media education is included explicitly as a subject or a topic within other subjects (with a specific name, similar to Media Education or Media Literacy). At the primary level, as a cross curricular topic, it is compulsory. At the secondary level, as a separate subject, it is optional, while as a cross-curricular topic, it is compulsory.[25]

FORMAL MEDIA EDUCATION IN EUROPE

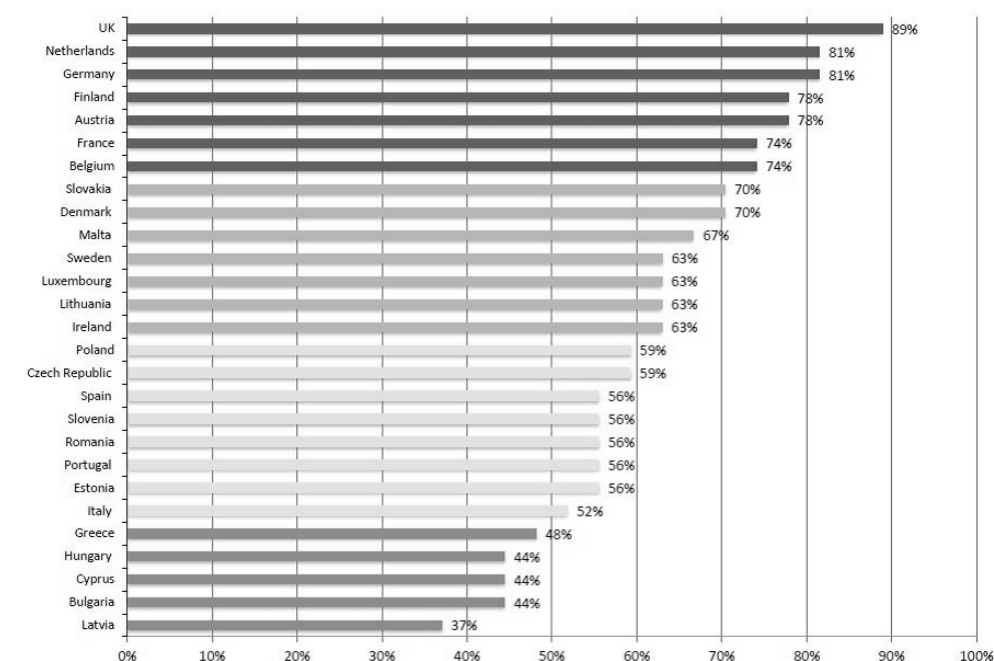| Country	Percentage
UK	89%
Netherlands	81%
Germany	81%
Finland	78%
Austria	78%
France	74%
Belgium	74%
Slovakia	70%
Denmark	70%
Malta	67%
Sweden	63%
Luxembourg	63%
Lithuania	63%
Ireland	63%
Poland	59%
Czech Republic	59%
Spain	56%
Slovenia	56%
Romania	56%
Portugal	56%
Estonia	56%
Italy	52%
Greece	48%
Hungary	44%
Cyprus	44%
Bulgaria	44%
Latvia	37%

Figure 6: Formal media education assessment. Evaluation criteria: curriculum, teachers training, resources, etc. See: Slovensko na 8. mieste v hodnotení mediálnej gramotnosti. [online]. [2016-01-13]. Available at: <http://fmk.sk/slovensko-na-8-mieste-v-hodnoteni-medialnej-gramotnosti/>.

According to EMEDUS, in the United Kingdom, Media Education is a part of English language instruction, and its main task is to teach children/students to develop critical opinions of media texts and institutions. Since the 1970s, the subject of Media Education has been optional in secondary education (encompassing students aged 14 to 18), and, as a result, schools have much experience in this field as well as access to high quality teaching materials. However, most students do not choose to take these courses. References to media education within the English curriculum are found within the subject of English. Some references to digital media

25   *European Media Literacy Education Study, EMEDUS*. Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: <https://mastercomunicacio.files.wordpress.com/2014/04/formal-education.pdf>.

also appear in the subjects of Arts and Design and Music. Apart from these courses in secondary schools, the Centre for the Study of Youth and Media investigates the relationship between youth and media, especially in relation to the Internet and games, and has launched an initiative called DARE that focuses on digital arts in education. The long tradition of media education has been extended to other types of literacy, such as Film Literacy, which appears in the curriculum within the subject of Literacy and English. The government has developed a national strategy for film education, which is being implemented by the British Film Institute (BFI). While instituting the new curriculum, education standards appear in the draft guide document for schools called 'The Importance of Teaching'. In this document, the Government's plans and visions for the future are reflected with respect to the changes that national education faces. Practice shows that media education remains a marginalised subject within the curriculum because of the lack of support and funding for specific programmes from the government.[26]

The EMEDUS study claims that the Dutch educational system has always been concerned with autonomous schools and autonomous subject content. This is reflected in its policies on media literacy and the use of info-communication technology (ICT). School and teacher training academies are very free in implementing policies. Therefore, there are no central laws or policies on these subjects. In 2008, the Dutch Ministry of Education, Culture and Science launched a Media Literacy Plan (within the Communication Act) from which the National Centre for Media Literacy was created (as it developed a legal framework to provide funding to its establishment and functioning). The government established the following educational goals for students of primary and secondary schools: being able to find information for themselves; organising, comparing and evaluating information and reviews; and using digital media as sources of information. Schools must develop and raise awareness on the use of media. Today, debates centre on the relationship between the concepts of media literacy and digital literacy, as a new form of ICT within education, and whether these subjects should be made compulsory in the school curriculum (there is no national curriculum, but contents and school programmes have been analysed to identify 'cross-curricular/transversal themes'). Media education is not a compulsory subject, and in most schools it is not considered a specific subject. Consequently, it is dealt with transversely through subjects such as National Language, Social Sciences, Civics, History, Geography, Visual Arts and Culture and Foreign Languages. However, the inclusion of media education – as there is no mandatory national curriculum – is discretional, and no obligation has been established regarding its implementation.[27]

According to EMEDUS, in France since 2006, media education has been included in the areas of education that mainly address social and civic issues. Although France has had a long tradition in Media Education since the 1980s, specific Media Literacy policies in the education system only began in 2005 with law making Media Education compulsory in the school curriculum. Media Education is explicitly mentioned in the French school curriculum. France's approach to media literacy is cross-curricular, but there are subjects that develop it more widely. Both in primary and secondary education, elements concerning media education can be found in French and Citizen/Civics Education. Classes covering ICT and general computing sciences develop concepts such as access and use, which complement abilities such as information seeking or content production. Secondary school pupils also have the opportunity to attend cinema courses and clubs. As a result of the new strategy, Faire entrer lécole dans l'ère du numérique (Make School Digital), the term employed to describe media literacy in France has recently added ICT to its definition, changing its overall comprehension to 'Media and ICT Education' (in French Éducation aux Médias et à l'Information). The event that best describes media education in France is La Semaine de la Presse et des Médias dans l'École, which has taken place every year since 1989 and which promotes the relationship between journalism and the world of education. The objective is to present the news to students and develop activities related to journalism throughout the entire week.[28]

On the other hand, Belgium has integrated media education into their music education or foreign languages. Germany experienced the biggest boom in the sixties and seventies of the last century, and media education is today a part of their compulsory subjects (German, aesthetic or artistic education, music and social science).[29]

In Finland, it is integrated into the (interdisciplinary) subject communication education; in recent years, however, more and more high schools offer media education through special courses. In Finland, the importance of media and information literacy is emphasised by several national policies. National-level objectives for media education were re-established in 2013. In fact since 2003, the Finnish government has launched numerous programmes aimed at promoting media literacy among children and educators and consolidating media education in society as a whole.

The latest strategic plan is the Education and Research 2011-2016 Development Plan, which promotes the creation of methods and materials for schools and educational institutions to advance in the field of media literacy. The Good Media Literacy (National Policy Guidelines) Plan 2013-2016 has contributed to the path drawn by the Education and Research Development Plan – which is also a continuation of the strategy designed for 2007-2012 – by giving a special place to this constantly evolving discipline, as it aims to prepare young people to face the media environment surrounding everyday activities. Media education in Finland has been present in their curricula since 1970, but it has never been considered an independent subject in schools.

It is rather seen as a cross-curricular theme incorporated into numerous subjects. In the actual curriculum, media education appears under the name of Media Skills and Communication (in Finnish Viestintä ja mediataito) in primary school, and Communication and Media Competence (in Finnish Viestintä ja mediaosaaminen) in upper secondary education.

The theme is included especially in Finnish and Literature (Äidinkieli ja kirjallisuus), Visual Arts (Kuvataide), History (Historia) and Social Studies (Yhteiskuntaoppi). Cross-curricular themes such as 'Viestintä ja mediataito' (Communication and media skills) receive a special emphasis in the educational and teaching works, as they define the topics being taught. Through them, the educational challenges of the time are also met. Cross-curricular themes are included in the core and optional subjects and in joint events such as assemblies, and they are to be manifested in the school's operational culture. The responsibility for this subject is shared among the teachers of almost all subjects and has already become a part of the Finnish school culture.[30]

In the Czech Republic, Media education was established through the Framework Education Programme for Elementary Education, which was validated in 2004 and subsequently redrafted in 2007, according to the analysis by EMEDUS.[31] This change was intended to develop both the critical understanding and active participation of students in class. Media education is a compulsory and cross-curricular subject that must be present at all levels of primary and secondary education (however, not in all years); it can also be integrated into the curricula of other subjects. Schools decide how to treat media education in classes and determine the hours spent on it. At secondary schools, media education is often studied as a non-compulsory separate subject, and it is mainly found at schools dedicated to grammar.

According to the Framework Education Programme for Basic Education (2007), media education provides the basic knowledge and skills for media communication and work related to media. It is associated with the areas of Humans and Society, Language and Communication, ICT, the Arts and Culture. The Framework of Secondary General Education states that media education should focus on developing students' skills in critically and creatively using and producing media.

26   *European Media Literacy Education Study, EMEDUS. Great Britain: Country Overview.* Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: <http://www.europeanmilobservatory.org/images/United%20Kingdom%20CO.pdf>.
27   *European Media Literacy Education Study, EMEDUS. Netherlands: Country Overview.* Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: <http://www.europeanmilobservatory.org/images/Netherlands%20CO.pdf>.
28   *European Media Literacy Education Study, EMEDUS. France: Country Overview.* Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: <http://www.europeanmilobservatory.org/images/France%20CO.pdf>.

29   *European Media Literacy Education Study, EMEDUS. Belgium: Country Overview.* Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: < http://www.europeanmilobservatory.org/images/Belgium%20CO.pdf>.
30   *European Media Literacy Education Study, EMEDUS. Finland: Country Overview.* Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: <http://www.europeanmilobservatory.org/images/Finland%20CO.pdf>.
31   *European Media Literacy Education Study, EMEDUS. Czech Republic: Country Overview.* Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: <http://www.europeanmilobservatory.org/images/Czech%20Republic%20CO.pdf>.

Approach of Slovakia

According to the latest European Media Literacy Education Study, the Concept of Media Education in the Context of Lifelong Learning is the basic document on Media education in Slovakia. Inside the National Strategic Reference Framework for the period 2007-2013, the Operational Programme Education (OPE) proposed adapting the education system to the needs of the knowledge society. In the Programme Declaration 2012, Slovakia aims to promote the computerisation and digitalisation of the country's schools with an emphasis on the continuous development of the education system oriented at lifelong learning. In regards to media literacy, it is in its initial stage. In 2009, the Government adopted the "The Concept of Media Education in the Context of Lifelong Learning". This concept relies on the basic documents of the European Union, the Council of Europe and UNESCO and illustrates the current state of education in the media and the world in the Slovak Republic. It defines the objectives, strategy and assumptions for the creation of an effective system of media education in the context of lifelong learning.

Media Education (in Slovak "Mediálna výchova") was incorporated in 2009 into the curriculum as an elective subject from preschool through to high school. The topic is also a cross-curricular theme within the curriculum, which is taught as part of other subjects in all schools. As an optional course, the specific subject is taught only in some schools. In fact, schools can decide whether they include media education, and the theme also can be taught through extra lessons or a project.

Normally, media education-related topics can be found in subjects such as the Mother Tongue, Visual or Plastic Arts, Citizen/Civics Education, Geography, Economics (in secondary school), Foreign Languages and Ethics Education. The National Institute for Education and the Media Literacy Centre offer media literacy teachers training. In 2009, media literacy was assessed for the first time in Slovakia. In 2011, some improvements were made to certain media literacy skills, but despite the action taken, Slovakia still lacks a system of evaluation and measurement for media literacy levels. However, it is worth noting that the Slovak Government has to present reports on the state of media education every three years, and this will eventually be used to measure how the situation is in the field. Moreover, according the Slovak National Institute for Education, media literacy levels are measured within school examinations. The evaluation of ICT skills and knowledge is also conducted through these types of tests.

The institutional and formal framework of media education in Slovakia is created by the Concept of Media Education in the Slovak Republic in the Context of Postgraduate Learning, which defines and describes formal and informal forms of education (the subjected concept was preceded by experimental verification of media education).

Table 1: Media Education in the School Curriculum in Slovakia

	Subject that include Media Education							
	Mother Tongue	Visual or Plastics Arts	Citizen Education/ Civics	Social Studies	History	Geography/ Economic	Foreign Languages	Other
Primary	✓	✓	✓				✓	Ethic education
Secondary	✓	✓	✓			✓	✓	Ethic education

Source: European Media Literacy Education Study, EMEDUS. Slovakia: Country Overview. Barcelona : Gabinete de Comunicación y Educación, UAB, 2014. [online]. [2016-01-13]. Available at: <http://europeanmilobservatory.org/images/Slovakia%20CO.pdf>.

Our analysis of School Education Programmes (SEP) shows that transversal themes are an integral part of the educational area content: Language and Communication; Mathematics and Handling Information; Nature and Society; Arts and Culture; People and Values; Health and Movement; Man and the World of Work, with an emphasis on the links and relationships between educational areas.[32]

The transversal theme media education is particularly integrated into the curriculum of Slovak language and literature (six thematic units) in the form of interactive exercises: phonetic aspects of the language and spelling (literary Slovak, correct pronunciation and writing); communication and composition (simple narrative, description in oral and writing (short messages, e-mail, advertisement); and reading and literature (film, radio, television, drama, and fairy tale).

Thus, it supports both acquiring the basic rules of communication, dialogue, and argumentation. However, it is incorporated in the folder reading and literature; surprisingly little or almost not at all is it represented in composition. In English language and literature, it appears not more than in one thematic unit representing, 6.25 %.[33]

Usually, the National Education Programme formulates the general objectives in the education area of mathematics and handling information as follows: "To understand the rules of functioning of the media world, and to orient in it depending on their age, to be able to assess messages disseminated by the media, to find positives in favour of their personal and professional growth, to realise the negative media influences on their personality, and to develop the media competences of pupils."[34]

We find out that mathematics is a subject consisting of four thematic units; the transversal theme does not appear in any thematic unit, though in this case one would expect that the teacher will use new media to learn mathematical operations. Informatics is an ideal subject for the implementation of media/multimedia. In the analysed SEPs, it is usually broken down into five thematic units, which is directly related to the media. We appreciate that the content standard includes the thematic unit Internet security. The educational field nature and society includes two subjects – natural science and regional studies.

The subject natural science is usually divided into 10 thematic units. The transversal theme is represented in only one thematic unit (usually human body), which in our opinion is insufficient, since just in this subject there is a wide scope to search, review, select knowledge and information from the Internet, encyclopaedias, as well as to create computer presentations and present subject contents through different media, multimedia, etc.

Creators of SEP more accentuate innovative approaches in regional studies; the transversal theme is incorporated into five thematic units of the total seven thematic units. They focus more on interactive maps, the Internet, television, and interactive boards, etc. The educational field 'man and values' deals with the compulsory optional courses of religion and ethics, which is conducted more educationally, and thus, creates appropriate scope to develop personal communication competences, as well as media competences. It is usually represented in four or five thematic units: attitudes and skills in interpersonal relations; ethics in the media; the functioning and impact of media in society; and the Internet as a source of information and entertainment, which is evaluated very positively.

Thematic units are designed in the way that through the transversal topic pupils learn to observe, sensitively perceive and assess various media types. At the same time, to be able to name and define the basic media types, differentiate and compare media (newspapers, magazines, radio, television, and the Internet), as well as their role in society (informative, educational, and entertaining) and to learn to distinguish between 'positive' and 'negative' forms of expression in print and digital media. The educational field 'arts and culture' are perceived primarily through fine arts and music.

The transversal theme media education is part of several thematic units, mainly aimed at the development of psychometric skills: compositional principles of two- and three- dimensional images, computer graphics, stimuli of photographs, film and video and virtual galleries. Working with video deserves greater attention – i.e. the ability to perceive, read, interpret, and critically evaluate artefacts of everyday art and media production. In music education, the presence of media education is significantly lower.

32   *Štátny vzdelávací program ISCED 1, príloha mediálna výchova (prierezová téma)*. Bratislava : ŠPÚ, 2011, p. 2.

33   ŠUPŠÁKOVA, B. et al.: *The Media Literacy of Young Children and Young People*. Bratislava : Iris, 2014, p. 81.
34   Formulation of the objectives of the School Education Programme in our survey (remark added by B. Š.).
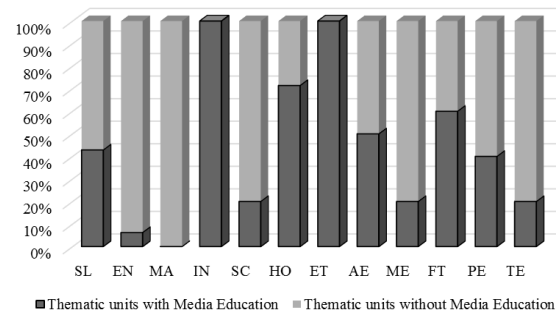
Figure 7: The share of media education in the thematic units by subjects

Note: Subjects: SL (Slovak Language and Literature); EN (English); MA (Mathematics); IN (Informatics); Natural SC (Science); National HO (History); ET (Ethics); Fine AE (Arts/Art Education); ME (Music Education); FT (Folk Traditions), PE (Physical Education), TE (Technical Education).

Source: own processing

Theoretically the School Education Programme reflects the present, the transversal theme amends the educational content of subjects, while creating scope for learning and developing attitudes on the substantive issues of the present, and obtaining new experience.[35] They are qualitatively developed quite well. It is a pity, however, that the school does not quantify its time allotment, and thus does not guarantee the quantity of integration of media education in learning areas and subjects. At the same time, there is an urgent requirement to develop common goals into each learning area, to specify them as precisely as possible in all subjects and grades, to name activities, and set outcomes of learning areas for individual subjects in a reasonable and clear way.

We note that the content of SEP further emphasises the development of media competencies at the cognitive and psychometric level. The analysis also shows that performance standards are related to media education only with some specified topics. It is necessary to develop appropriate evaluation tools of the transversal theme at the level of schools, classes and pupils.

Conclusion

Although media education is a part of the curriculum in many European countries, its practical application is still problematic, even in relation with traditional media. Qualified teachers and educational materials are an essential condition for media education, and therefore constant attention should be paid to teacher training in primary schools, as well as at other levels of education. Uncertainties remain in the question concerning what place media education should have in the curriculum and what goals and tasks should be fulfilled. Furthermore, uncertainties remain in education methodology and assessment. "Most schools have not adapted to the educational model, in which students and teachers are in a position of learning."[36]

This statement concerning the deficiencies in media education throughout Europe unfortunately persists today and includes the involvement of professionals and experts in media education who have identified the misunderstandings and lack of status of the subject and its content in the educational system, incompetent teaching, inadequate teacher education, lack of basic educational facilities, lack of funds, etc.

We share the same opinion with recommendations of experts in media education[37] that there are several necessary steps to improve the situation:
- Initiatives and founding sources should be provided for national governments of Member States to exchange experiences across countries.
- Measurements tools should be introduced as integral parts of media education. These would particularly allow long term observations of trends and would provide systematic measurements of skill levels and cognitive critical thinking elements, including:
    - Traditional media access/exposure,
    - Exposure to the Internet and social networks,
    - Use skills (computer and Internet skills and more sophisticated skills measurement for all media in educational systems),
    - Protection skills, such as the ability to change privacy settings or block other users online, from EU children's online content creation skills,
    - Content creation: making videos/taking photos via digital video recorders, digital cameras and mobile phones, sending SMS messages, and posting messages on the Internet.
- The manifestation of communicative abilities through media content is most characteristic among young populations. To extend the percentage of the population who are active in these fields, secondary and tertiary education, as well as lifelong learning initiatives targeting mature and elderly populations, should promote the uptake of these elements of media literacy as key competences and skills, should promote the development of didactic tools, and should extend teacher training programs for media teachers.
- The development of practical, 'easy-to-follow' educational tools or guidance sheets for media teachers.

These recommendations could be easily given as a model and be applied to the Slovak education – where media education is only in its early stage. It should be mentioned, at this point, that there is the legislative framework for media education and its anchoring in the system of formal and informal education in Slovakia. Talking about basic education, in addition to the results of the experimental verification there are no relevant outcomes, even though, there is not known extent (and whether the education exists at all), and in particular, in what quality the education is performed, how teachers teach the subject, how many professionally trained teachers we actually have. It is a challenge for our applied research to evaluate the quality of school education programs just in this field and uncover possible deficiencies. At the present, we cannot speak about a coordinated education system, where the activities of the state are linked with the activities of non-governmental and civil sectors. A minus is the lack of the Media Education Centre at the Ministry of Culture as the coordinator of activities in the field of media education; supposedly to develop the concept of media education in non-formal education, plans and projects for the development of media education system. The commitment to establish such an institution, as part of the existing institutions at the Ministry of Culture, failed due to austerity measures.

Today, we have no other option than to continue with what we have started. Media education, at primary and secondary levels of elementary schools, definitely deserves adequate attention, because as a cross-cutting theme, it can enrich each pupil, and it adds value to subjects such as mother languages, history, geography and art. It is a good investment in the future generations.

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35   With the support of international projects, for example the European Digital Library, Infovek, the national project Use of ICT in Subjects, Multimedia Reader, Internet Knowledge Olympic Games and other. These activities are usually a reflection of the quality and professional access of school teachers, their teamwork, and interest in education (remark added by B. Š.).
36   *Odporúčanie Komisie č. 1466. Mediálna výchova. Rada Európy.* [online]. [2015-08-30]. Available at: <http://www.culture.gov.sk/extdoc/2636/>.

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37   EAVI: *Testing and Refining Criteria to Assess Media Literacy Levels in Europe. Final Report.* [online]. [2016-01-13]. Available at: <http://www.eavi.eu/joomla/images/stories/Publications/study_testing_and_refining_ml_levels_in_europe.pdf>.

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