

## **Media and Information Literacy Policies in Czech Republic (2013)**



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<b>1. Dimension</b>	<b>(short) Historical background</b>
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Media education policies prior to European recommendation has started almost as a grass root movement in the Czech Republic (CR). Media education was put on the public and ministerial agenda by academics, some attempts to start media criticism as an informal media education can be traced in 1990s.

The main actors were mostly teachers of secondary schools, academics and few journalists. The source of resistance was mainly: rigid educational system, archaic concept of the structure and content of “general education”, force of inertia of teachers’ training, and lack of understanding among main stream media journalists. The main controversies were: the fear of unbearable increase of amount of learning load for pupils and students and general underestimation of the need for media literacy. Media education was not presented as a tool to address the contemporary crisis in educational systems. It was associated with curricular reform.

### **Media education in the transformation process of the Czech society**

The Czech Republic has undergone quite a fundamental change of the general concept of education after the end of Cold War connected with the transformation of the whole political and social systems. The process included quite obviously many changes in the content of education.

The process of transformation of Czech society (within the framework of former Czechoslovakia till 1992 and in an independent state of the Czech Republic afterwards) from the Soviet-like political organization to the democratic one was a process which changed the core existence and structure of many social institutions starting with economic and legal structure down to political bodies to education and media.

Generally speaking, the media in former Czechoslovakia after 1989 (and Czech Republic since 1992) is an example of highly liberal communication system with developed media and advertising markets, highly liberal media law and profit orientated, commercialized production – which means that media production has a tendency towards tabloidization and sensationalism, oversimplification and entertainment (quality papers are almost missing, the position of public service media in dual broadcasting system was weak for most of the given period and has been changing its position just recently and not very remarkably). The system proved to be widely open to technological innovations which took place in 1990 (digitalization of print broadcasting, interactive media communication) and is highly internetized nowadays. The dynamics of the changes of educational system differed quite deeply comparing to transformation of media in speed and agenda (generally, educational system changed the “old” *content* and *methods* of teaching, but was not remarkably open to introducing “new” topics or themes.

### **Roots of media education in the CR**

The formal media education as a part of primary or secondary school education has been based on quite weak tradition (with some pre-war activities) and lack of interest during

totalitarian regime (however, elements of media education can be found for instance in Czech language courses and many elements were present in informal education and some in media themselves – especially in relation to television broadcasting and journalism).

The implementation of media education after 1989 can be divided into distinctive periods. The first attempts to incorporate media education into formal education (primary and secondary schools) can be traced in early 1990s, mostly as voluntary initiative of teachers. The institutional level of implementation has started in late 1990s and in the first decade of new century, as a part of general curricula reform, and is an ongoing process.

The **first systematic reflections on media education** can be traced down back to late 1920s and early 1930s. In the first journal on media called *Duch novin* (“The Spirit of Newspapers”), a section *Noviny ve škole* (“News at school”) can be found as a small but almost regular contribution to media education. However, the idea expressed in the *Duch novin* was not developing after the World War II. The pro-Soviet regime which was established in Czechoslovakia in 1948 under the rule of Communist Party expressed some interest in developing media literacy but only on the level of declarations and media education never became part of general education in the period 1948-1989 (which does not mean that pupils did not learn about media at all – some topics typical for media education could be found for instance in lessons on Czech language, in informal education like children clubs, and in the media).

The first practical steps for implementation of media education into existing curriculum took place in 1990s as a part of transformation of educational system.

### **Media education after 1989: enthusiasm, politics and institution**

The implementation of media education after 1989 can be divided into two periods – the spontaneous and the systematic ones. The first attempts to incorporate media education into formal education (primary and secondary schools) can be traced down back in early 1990s, mostly as voluntary initiatives of teachers. The institutional level of implementation has started in late 1990s and in the first decade of new century as a part of curricular reform, and is an ongoing process. The first voices demanding the need to educate children “how to live with the media” came from teachers, who noticed the need to respond to the changing media environment surrounding their pupils. The first period was mostly unintentionally closed by one – completely non-systematic – step done by Christian Democrats during the pre-election campaign in 1998. They put the demand for media education on their pre-election agenda. The step was not welcome very warmly (Czech society with its traditional protestant and agnostic approach did not like the close view of a political party associated with the Catholic Church on media education). Nevertheless, two years later media education appeared of the list of media and political agenda which helped a lot to start the second period – institutional development of media education as a part of *systematic* educational reform. And since Prague Declaration in 2003, media education has been widely accepted as an important part of “new” primary and secondary education.

### **Developing media education**

*Systematic* media education has entered the Czech educational system as one of the cross-curricular subject (with some others – for instance Environmental education). The “cross-curricular subject” means that the topic should be integrated into existing subjects across the curriculum developed by the school itself or exercised as pupils’ project supervised by a teacher (in case of media education school magazine, campus radio or school website can be examples of such projects). The Education Act, which came into effect in 2005, has determined that all primary and secondary schools have to gradually move to teach in accordance with the *Framework Educational Programmes*, and thus begin to apply and develop cross curricular subjects, including media education, too.

The process of developing media education, which has started in 2005 and should be completed by 2013, is weakened by some fundamental problems, which are related to a) the lack of professional training of teachers, b) definition of content and its changes (caused by changes of media themselves), and c) the fact that media education has a status of cross-curricular subject (with makes it in a sense “lower-status” educational field unofficially).

### **Transformation of Czech educational system and the curricular reform (and the position of media education)**

Educational system in pre-1989 Czechoslovakia was highly centralized with more or less unified curriculum (“content” of education and guidelines for its implementation) for both primary and secondary schools. The curriculum of general education has changed quite quickly in terms of excluding the aspects of pro-communist propaganda (the teaching of history, literature, etc., has changed quite quickly) after 1989. The system has changed from a state run one to a mixed one (co-existence of state, public, municipal and private schools) with primary schools enrooted as deeply as possible in the region where they operate and with partly decentralized curriculum. On the other hand, the educational system proved to be quite resistant to topic innovations and new topics succeed to appear in curriculum quite rarely.

The most profound change of the educational system – the curricular reform – took place at the beginning of new millennium and its most important feature was the decision to cancel the unified national curriculum for both primary and secondary schools (gymnasium) and to replace it by the *Framework Educational Programme for Elementary Education* ([http://rvp.cz/informace/wp-content/uploads/2009/09/RVP\\_ZV\\_EN\\_final.pdf](http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_ZV_EN_final.pdf)) and the *Framework Educational Programme for Secondary General Education* ([http://rvp.cz/informace/wp-content/uploads/2009/09/RVP\\_G-anj.pdf](http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_G-anj.pdf)). The “framework programmes” are based on „*a new education strategy, which emphasizes key competencies, their interconnectedness with the educational content and application of the acquired knowledge and skills in real life*“ (FEP EE, 2007:6) and serve as a common basis for teachers at schools who develop the curricula based on frameworks by themselves.

The debate on media education and its role was in fact quite substantially weakened by the top-down character of the process of implementation. However, comparison of the documents related to media education and discussions and theories which can be traced down in relevant literature reveals that some concepts has been present in Czech society. The design of media education is understood as “multi-subject” with “integrating assignment” supporting the

critical/analytical approach to the media content and balancing the analytical and learning-by-doing approach. To accept media literacy as a competence of contemporary people in late modern society was quite a remarkable step in development. **It was for the first time in the history of Czech education system, when media education has been acknowledged as a regular part of general education.**

Dimension 2	Legal policy framework
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### **The official designation and legal definition of media education**

The only official definition of media education in the CR we can find in the main curricular documents: *Framework Educational Programme for Elementary Education* and the *Framework Educational Programme for Secondary General Education* (see above).

The aim of media education is (according to this document definition) :

*“to equip the pupil with a basic level of media literacy. This includes familiarization with certain basic knowledge on the functioning and social role of contemporary media (its history, structure of function) on the one hand and acquisition of skills facilitating the individual’s informed, active and independent involvement in media communication on the other, primarily the ability to analyze the offered messages, consider their trustworthiness and evaluate their communication intent or associate them with other messages, but also orientation in media content and the ability to select the proper medium for the fulfilment of miscellaneous needs – from gaining information through education to leisure-time activities.” (FEP EE, 2007:103)*

The programme offers main goals of media education process. On the level of elementary education, media education comprises the basic knowledge and skills related to the media usage and media communication. It is divided into Thematic Areas of Receptive Activities and Productive Activities. The Framework Educational Programme for Secondary General Education says: *“Media literacy comprises a group of knowledge and skills which make it possible to handle the media offered effectively and in an informed way, to use media to one's benefit, and provides the means needed to uncover those areas of media production which are manipulative. /.../ Media Education is aimed at teaching the pupil – by means of analyzing real media production as well as by means of the pupil's own media production and acquisition of knowledge about how the media function in society – to develop systematically his/her ability to use the media and their production critically and creatively, to utilize the media offer and maintain a healthy distance from it. /.../ Media Education should lead not only to enriching life through education towards the rational and valuable utilization of media production but also to reducing the risks presented by media production. /.../ Media Education should guide the pupil towards such a development of his/her character and social skills that would instil in him/her the following prerequisites: reinforced awareness of his/her uniqueness maintained critical distance from the model lifestyles presented to him/her in the*

*mass media; incorporation of the mass media into the stock of information resources, education and entertainment utilized; checking the information from the media critically in other sources.”* (FEP SGE, 2007:78)

At the time of construction of the prolegomena to *Framework Educational Programme*, the strict division and barrier has been put between the subject areas of Media education and ICT (i. e. computer literacy). Media education has been related to the “traditional mass media”, everything related to new technologies has belonged to ICT (quite understandably, in the view of the year of the document construction). For more information on this problem see the dimension 3.1, part “Teachers’ problems: changes of the Media Education content”.

### **The legal documents framing media education policies**

The only one legal documents framing media education policies are the *Framework Educational Programmes* (see above) and the documents *Doporučené očekávané výstupy* (Recommended Expected Outcomes, REO) that defined the learning outcomes goals of cross-curricular media education in detail. Of course, both FEPs and REO fits within the framework of Education Act.

### **The authority to oversee media education**

There is no clear authority designated to supervise and control media education. The formal authority is Ministry of Education, Youth and Sports as a central supervisor of the educational system (which is an umbrella for both formal – school – education and all informal – extra-school – activities with children and young people). However, part of the responsibility is in hands of *The Council for Radio and Television Broadcasting* (Rada pro rozhlasové a televizní vysílání – [www.rrtv.cz](http://www.rrtv.cz)), the authority and regulator for the domain of radio and television broadcasting (in accordance with the Act no. 231/2001 – “Broadcasting Act”). According to the law, the Council is obliged to collect and provide the “*information of the level of media literacy in the Czech society and as well on measures to promote media literacy adopted by radio and television broadcasters, retransmission of audiovisual media services on demand and self-regulatory bodies*” and present the results to the public through the Chamber of Deputies (Parliament of the Czech Republic). The first result can be found in 2011 analysis called “The State of the Media Literacy in the Czech Republic” (available in the Czech language on <http://www.rrtv.cz/cz/static/prehledy/medialni-gramotnost/vysledky-studie-15-plus.pdf>). For more information on these authorities see the dimension 5.

The main problem with this arrangement is the fact that the legal basis for the existence of the Council is the law 132/2010 Sb. – “Broadcasting Act”) for which the Ministry of Culture is responsible. It means that media education and media literacy is – without a well- defined co-responsibility and cooperation split between two ministries of the government.

There are no mechanisms facilitating inter-ministerial relations on this specific issue.

There are no official connections with other actors, different sectors act separately. The rare attempts to start co-regulatory mechanism (system of labelling) ended with no results up to now.

<b>3.1 Dimension</b>	<b>Capacity-building: teacher training</b>
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There is no systematic policy for teacher training. An important role has been played at the beginnings by non-profit organisations (first teacher media education courses, financed from ESF funds).

In terms of certification, there is no possibility in the CR to obtain the diploma (degree) in media education (nor media pedagogy etc.). The topic of media education is just in the sporadic form the part of pedagogical education in the programs of several pedagogical faculties. There is lack of centralised policy – the educational contents are fully in competency of faculties and are based on voluntariness and the student interests.

There is no collection of standard-setting instruments offered to teachers of media education. The last formal document are *the Recommended Expected Outcomes* (see above) which finally define the outputs of the educational process in the field of media education and also tried to connect again the area of “traditional” media and “new” network media. This is a very important act, which unfortunately does not change the fact that teachers still lack the appropriate tools for teaching the topic.

### **Teacher training**

Introduction of media education into primary and secondary education was from the very beginning determined by the problem of the lack of properly trained teachers. At the beginning of the reform (2005), teachers have had no opportunity to obtain degree in the field of media education (in other words: no certified media education teachers were available literally within the whole country). Educators have found themselves in an unenviable situation. Many teachers have realized the importance of the new topic, because they could not ignore the increasing role of the media in the lives of children, but they did not know how to grasp the subject – often have been less experienced in media usage than their students. They were supposed to teach the topic without previous professional training, they have lacked a comprehensive methodological and didactic support.

The institutional supervisor of the reform, the *Výzkumný ústav pedagogický v Praze* (“Research Institute of Education in Prague”) has begun to offer teachers the best results of evaluation of the introduction of new subjects in some schools (“guidelines of good practice”), but it was rather a collection of small sub-themes and teaching ideas than a comprehensive and systematic guide to educational support.

As revealed from the survey undertaken during that period among teachers – those who were personally engaged in the topic of media education – they have begun to teach the media education and spontaneously created their own ways of teaching, including tools, texts, etc., but it was their individual initiative. Teachers with no interest in the subject, who were charged with teaching of the topic by school management, have stayed passive. The civic associations and non-profit educational organization has responded to the situation described

above and began to draft the first methodological materials, educational courses and support for teachers.

In the period from 2005 to 2009, several middle-term educational activities took place in the system of further education for teachers, targeting to help teachers to start up teaching media education and offering teachers the ready-to-use materials for teaching, for instance projects *Rozumět médiím* (“Understanding Media”), *Být v obraze* (“Keeping up to Date”), *Média tvořivě* (“Media Creatively”) and some others. In the preparation of many of these courses the experts from the field of media studies were also involved, but nevertheless the quality of courses was questionable in many cases (media education was often misunderstood as the use of modern technologies in teaching without critical approach, etc.). During the period, research and university departments understood the gravity of the situation and began to develop materials, projects and activities to support teachers (conferences, workshops, e-learning etc.).

Currently, the teachers can use many advisory materials, textbooks, methodological portals and multimedia materials. Recent survey research shows that many teachers, despite this offer, do not teach media education. The most frequently quoted reason is the lack of theoretical background in the field of media studies. Teachers are afraid to perform in front of their students with ready-to-use made activities without being able to explain the context and answer the deeper questions.

The absence of the possibility of professional specialization is still a major problem that prevents anchoring media education in the school practice. Seven years after the initiation of the reform process, the inconsistent and inadequate professional training of teachers leads to different and often inappropriate approaches to the topic and represents a major obstacle to its integration into teaching process.

The vast majority of graduates of Faculties of Education in CR had undergone their studies without a deeper contact with media issues (studies have shown that young teachers usually meet with media education after their coming into practice). The situation is slowly changing and some faculties are beginning to have a tendency to offer teachers the basics of media studies, this range is still not adequate or uniform.

### **Teachers’ problems: changes of the Media Education content**

Another problematic area is connected with the definition of the content of the topic. In *FEPs*, which determine the form of the topic, media education was defined with several key thematic areas (receptive and productive activities, for example critical reading and perception of media messages, interpretation of the relation between media messages and reality, perception of the author of media messages, etc.). The areas were described in very vague way (clearly relying upon the knowledge of the field of media studies as a background) and teachers considered it as one of the main barrier in understanding what were they supposed (without prior preparation) to teach (see above).

Even more serious content problem is the fact that at the time of construction of the prolegomena to *FEPs*, the strict division and barrier has been created between the subject areas of Media education and ICT (computer literacy). Media education has been related to the “traditional mass media”, anything related to new technologies has belonged to ICT (quite

understandably, in the view of the year of the document construction). The ICT element in education was widely supported by financial means (“*Internet to Schools*” was one of the biggest project of the Ministry of Education, Youth and Sports till 2007) as well as in terms of human resources. The institutionalization of ICT as a part of education institutionalized also a gap between “media education” and ICT (including “new media”). Due to the developments in the media in recent years (internatization, digitalization), this division appears very problematic. Many new didactic materials and courses for teachers were developed and offered in last decade, however, most of them, relates only to “traditional media”, press, radio, television and almost completely (in accordance with the *FEPs*) ignore the field of internet, new media and social networks and therefore quickly become obsolete. Teachers have obtained some very good tools on how to talk to their pupils about the influence of television, news values, the role of big media institutions, etc., but their students have moved meanwhile to the internet and into social networking environment and teachers have found themselves in the very similar situation as at the beginning of the reform. Of course, some of the materials teachers can be used – there is almost no difference between teaching about violence in TV and violence in PC games – but majority all of the methodical materials is based on the critical analysis of “old media” and there are the very few ones, which offer to teachers ways, how to increase the students critical approach to social networking. According to research results, students then tend to start to perceive the media education as the subject where teachers are talking on media contents which students usually do not consume, avoiding to conversation about media environments that are closer to them.

In 2011, however, Research Institute of Education in Prague issued a major document entitled *Recommended Expected Outcomes* (DOV ZV 2011; DOV G 2011), which finally define the outputs of the educational process in the field of media education and also tried to connect again the area of “traditional” media and “new” network media. This is a very important act, which unfortunately does not change the fact that teachers still lack the appropriate tools for teaching the topic.

<b>3.2 Dimension</b>	<b>Capacity-building: <i>Teaching/training Materials and other relevant content</i></b>
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The important role is played by research institutions and universities (especially in connection with media studies programme and pedagogical faculties). Very important role has been played at the beginning of implementation process by non-profit organisations (which held the first courses for teachers and activated the professionals and scientist to cooperative work to create first for-teacher sources). Nowadays, we can see the rise of profit organisations interested in the field, but financed from public funds (ESF). There is the lack of central authority coordinating the processes.

The production of resources is not centralized in any sense – NGOs involved in the field as well as research institutions, publishing houses, etc., operate quite independently. The only authority in the field is the Ministry of Education, Youth and Sport which is authorized to

certify textbooks which can be used at schools. Any institution, publishing house, university (or even an individual author) can apply for this certification. The resources available are predominantly based on FEPs a ROE.

As mentioned above the decentralized nature of the whole process also means that the resources are results of specific project activities (quite often run by organization which is not focused on media education specifically but operates in a broader field of education, civic activism, etc., and temporarily concentrates on media education because of funds allocated in some programme which is designed for support of media literacy). The only validation of resources is the certification mentioned above.

### **Teaching resources and materials**

In 2013, there is a wide palette of the Czech language teaching resources and methodological materials available to teachers. Most of them have been created during the process of media education implementation into Czech educational system as a support for teachers which were supposed to teach media education without previous preparation. Most of these materials are trying to process the main topics of media education defined by *FEPs* to the didactic level for using it at class.

The institutional supervisor of the curricular reform, the *Výzkumný ústav pedagogický* (Research Institute of Education in Prague) begun to offer teachers the best results of evaluation of the introduction of new subjects in some schools (guidelines of good practice), but it was rather a collection of small sub-themes and teaching ideas than a comprehensive and systematic guide to educational support. In the period from 2005 to 2009, several long-term educational activities took place in the ministerial programme of furthering education for teachers, targeting to help teachers to start up teaching media education and offering teachers the ready-to-use materials for teaching. However, in the preparation of many of these courses the experts from the field of media studies were also involved; the quality of courses was questionable in many cases (media education was often confused with the use of modern technologies in teaching without critical approach, etc.).

In that period, expert research and university workplaces started to take part in the preparation of methodological materials up to the current period so the whole set of educational functions, methodological materials and supporting aids arose, which can make the situation easier for teachers. The important moment was also the creation of the documents *Doporučené očekávané výstupy* (*Recommended Expected Outcomes*), (DOV ZV 2011; DOV G 2011, see above), that defined the educational outcomes more precisely and the goals of cross-curricular media education, which up to now had only been roughly defined.

In the description of the materials used, which are at the disposal of the pedagogues, the scholarly or popularized literature will not be looked at from the field of media studies (although its role concerning the needs of pedagogues of media education is undeniable) or even the titles focusing on the theory of media education and media literacy, but to the materials, which are directly specified as teaching or methodological aids for teachers at primary and secondary schools. It is possible to divide them into four groups:

a) didactic manual for teachers,

- b) textbook solely for work with students,
- c) Internet portals
- d) multimedia aids and other materials.

Regarding the extent of this text, it is not possible to include all sources; therefore the overview focuses only on those the teachers have named in the implemented research (see below)<sup>1</sup>.

### **Former methodologies**

Still as the discussion about the possibilities of the establishment of the media education as a new educational topic was still fresh, the book *Úvod do studia médií (An Introduction to Media Studies)* by Graeme Burton and Jan Jiráček came out (2001), becoming the first textbook on media studies written in Czech, which was based on the interpretation of the Czech media landscape and about the domestic tradition of media studies. Although it is not primarily specified to media education teachers, it has become a popular aid for its clarity and comprehensibility and also thanks to the subject matters for practical exercises, which can develop media literacy and are conveniently incorporated into the lessons.

The first title, which appeared on our book market promising insight to the field of media education was a book by Jiří Roth called *Mediální výchova v Čechách (Media Education in the Czech Republic, with the subtitle Printed media in confrontation with the Internet, radio and TV, 2005)*. The author of the book, then editor-in-chief of lifestyle monthly, in the introduction presents: “*Although the publication bears the title media education, it is not a textbook. The education is meant rather as handing over experiences to the Czech media scene*” (Roth, 2005: 5). Although it is not a textbook indeed, the text is supplemented by a number of practical examples, demonstrations and an illustrated visual material.

### **Methodological manuals for teachers**

The first comprehensive methodological material specified for media education teachers came about in 2006 and was called *Rozumět médiím – základy mediální výchovy pro učitele (Understanding Media – foundations of media education for teachers)*, (Mičienka et al., 2006). The methodological material of the project *Understanding Media*, which through the financial support of ESF was implemented by the non-profit organization Partners Czech in cooperation with CEMES FSV UK (the only media centre in the country), consists of methodological manuals and a multimedia CD-ROM. The methodological manual is divided into eight thematic units that respect the outlines of media education as it is defined in the FEP. Every unit is introduced with an introductory text, which serves the teachers as a theoretical summary offering a basic framing of the given problems and solutions to further studies, the focus of individual chapters presents the methodological materials, the lesson for media education teaching in the form of a proposal of scenarios of teaching lessons. All subject matter is supplemented with exercise pages. The multimedia CD-ROM contains an

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<sup>1</sup> The fully preview in English is available on this site:

[http://www.pdf.upol.cz/fileadmin/user\\_upload/PdF/e-pedagogium/2013/e-Pedagogium\\_2-2013web.pdf](http://www.pdf.upol.cz/fileadmin/user_upload/PdF/e-pedagogium/2013/e-Pedagogium_2-2013web.pdf). It is the text “Methodological Materials for Teaching Media Education in the Czech Republic: Prematurely Obsolete or Insufficient Support” (Wolák, 2013:96–108).

electronic version of the manual and, in particular, demonstrations and materials (primarily dealing with media contents), which are possible to use during work with the manual. Because the manual and CD-ROM came out when the project was launched (2006), in 2007 and 2008, the updated CD-ROM versions were published, where there were more new lessons, materials, and even a list of a hundred important terms from the field of media studies.

Project *Understanding Media* was very successful as an educational operation and the methodological manual is circulated among teachers till nowadays. The manual is currently sold out, the project was finished (2008) and the only way to get the material was to take part in the project and finish it. People interested in this methodology can purchase the book *Základy mediální výchovy (Basics of Media Education)*, (Mičienka et al., 2007), that was put out by the Portál Publishing House and that is connected to the material of *Understanding Media* (the lessons of the project have become a base for the texts of the publication, however, they have been supplemented and modified by the authors). The book is still on sale, yet a clear disadvantage is the absence of a CD-ROM, which hinders its use by teachers in lessons.

*Být v obraze (Keeping up to Date – media education with the use of audiovisual surroundings)* is the title of the methodological material published by the organization Člověk v tísní (People in Need) in 2007 (Strachota, Valůch, 2007). It deals with a set of audiovisual materials (mostly documentary films) accompanied by a methodological manual for teachers. The set contains fifteen lessons, whose text is placed in the manual and the audiovisual part on a DVD. More than ten hours of audiovisual materials create the films (both Czech and foreign), which are related to the problems of media. With films it is possible to work with the units, however, the manual offers well-processed advancements for work with demonstrations (the methodology doesn't lack in exercise pages, situations for reflection and evaluation). With every film there are several activities assigned that cover the basic topics of media education. The set, *Keeping up to Date*, thanks to its being founded on visual parts, presents an attractive – and quality – instrument for teaching media education. Its disadvantage is a relatively high purchase price.

The publication *Média Tvořivě (Media Creatively)* presents the next didactic-methodological support for media education teachers, which started as part of a project with the same name by the local organization, Aisis (Broklová, 2008). The authors of the manual are expert lecturers, who led courses of media education for teachers in 2007 and 2008. In the preface it presents that the manual “*should serve primarily as support for the integration of the cross-curricular theme of media education to many existing subjects and should dispel part of the image of pedagogues that ‘media ed.’ belongs mainly in Czech lessons and ‘computers’*”. (Rutová, 2008:6) More than half of the publication really creates the subject matter on the integration of elements of media themes to some subjects – and it doesn't stay only on the subjects of Czech language and civics, the teacher finds there interesting subject matter for the link to media education with art education, geography, chemistry or physics.

All the aforementioned methodology has several common features. They are aimed at the teachers of the last grades of primary schools and of secondary schools. They appeared in the time when there was a great demand from the schools for “instructions how to...” –

methodology in the form of prepared scenarios of teaching lessons that the teacher can immediately use without significant previous preparation. The experts from the field of media theory and practice participated in making the structure of the texts; the activities were verified and reviewed by experienced teachers. *Understanding Media* engages the adequate blending of theoretical background with the didactically well elaborated activities of high quality. *Keeping up to Date* is biased towards work with documentary films. *Media Creatively* offers ways of integration of media education into existing educational fields. Thanks to these three, the basic teaching manuals have been provided to teachers who participate in media education and offer them scenarios of teaching lessons covering a majority of thematic circles of defined cross-curricular topics in media education.

In conclusion, it is necessary to mention that although it deals with the most popular aids, it doesn't deal with only the materials, in the last five years it has even started several other inspirational texts that offer subject matter to teaching. The publication *Mediální pedagogika – Média a komunikace v učitelské praxi (Media Pedagogy – media and communication in teacher practice)*, (Pavličíková, Šebeš, Šimůnek, 2009) also deserves some attention, in that it contains “*subject and thematically various contributions whose mutual feature is the effort to overcome the space between the expert scientific discourse about media and the pedagogical practice of teachers*” (Pavličíková, Šebeš, Šimůnek, 2009:7). The text takes its definition from “the cookbook approach” to media education. Each of the chapters firstly theoretically anchors the following problem, and then will offer several subject matters to it as the given theme to integrate it into pedagogical practice. The publication *Mediální gramotnost a Mediální výchova (Media Literacy and Media Education)*, a publication with CD-ROM by Eva Niklesová and Daniel Bína (2010) has been very helpful. It deals with the file of study texts that are provided free of charge as study support for primary and secondary school teachers and is focused on explaining the basic terms from the media study field.

For basic orientation in the field of education to media literacy the publication by Pavel Verner *Mediální výchova (Media Education)*, (2007) can be of some help as well as the book by Tomáš Frank and Věra Jirásková *K mediální výchově (To Media Education)*, (2008) which is concerned with media education and communicational strategies in practice. It is even possible to search for methodological inspiration in the publications *Výchova k mediální gramotnosti (Educations to Media Literacy)*, (Bína, 2005) and *Mediální gramotnost: nový rozměr vzdělávání (Media Literacy: a new dimension of education)*, (Jiráček, Wolák, 2007).

Teachers who have decided to integrate media education in the form of production activities – the work of students editing a school magazine – can use several publications offering instructions how to set up and organize the editing of a school magazine, as the publication *Základy žurnalistiky pro redaktory studentských časopisů (The Basics of Journalism for Editors of Student Magazines)*, (Navrátilová, Jeřábková, 2004) published by the Open Society in cooperation with the Children and Youth Association in Horní Slavkov in 2004 (the publication is available freely on the Internet). Another valuable material for teachers can be the book by Zdeněk Sloboda *Mediální tvorba v kontextu vzdělávání: na příkladu česko-německého mediálně-pedagogického projektu o genetice (Media Structure in the Context of*

*Education: in the example of Czech-German medial-pedagogical project on genetics*, (Sloboda, 2011). For other materials see e. g. Bartošek, Daňková (2008) and Pokorný (2011). Teachers can also take interest in *Příručka příkladů dobré praxe* (*The Manual of Examples of Good Practic, Research Institute of Pedagogy in Prague, 2007*) which presents interesting methods of teaching and extra-curricular activities that were started in the piloting of new educational programs in sixteen piloted primary schools in the Czech Republic. They make the chapters attractive by describing the experiences of pedagogues with the implementation of the school television and radio broadcasting.

### **Textbooks**

In the offer of materials for teaching media education, one important ingredient had been missing for a long time: **a textbook** assigned to students. Recently, this gap has been attempted to be filled by *Mediální výchova (Media Education)* by Jan Pospíšil and Lucie Sára Závodná (2010). It is the first teaching text that is primarily focused on pupils. The textbook is equipped with visual appendices, graphs, diagrams, examples, and it quickly captures the reader’s attention. The text of the textbook is also supplemented by small subject detours for reflection (or homework) that interestingly liven up the interpretations and can lead to a deeper investigation of the discussed topic (for more, see Wolák 2010a). The textbook in principle copies the basic thematic fields of the cross-curricular topic of media education as is delimited in the FEPs a ROEs. The textbook is supplemented with the workbook *Media Education – Workbook* (two volumes – questions and answers) which was published in the form of two separate publications and offers teachers instruments for using exercises (exercises, quizzes, other supplemental activities) and evaluations (tests) of awareness, which students acquire through work with the textbook. Up to now teachers had lacked any aid which could serve for evaluation of measuring knowledge and the abilities of pupils in the field of media problems (before the ROE were published, it was difficult to definition the amount of knowledge, which the “media literate” student should have at a primary or secondary school precisely). The effort of the authors to create a system of evaluation is pleasing, nevertheless, even here the question of the scope of necessary knowledge remains (the text is all too often aimed at the knowledge of technical terminology, of models of communication, of names of media theorists, etc.). We are still waiting on the textbook, which would focus on the goals defined by *The Recommended Expected Outcomes*.

### **Internet sources – methodological materials on-line**

In the introduction of media education, several web portals have appeared on the Internet, which tried to support the introduction of elements of media education into the teaching practice and were primarily specified for teachers. Some of them were bound to the aforementioned educational projects (i.e. *Understanding Media* – [www.rozumetmediim.cz](http://www.rozumetmediim.cz) and *Media Creatively* – [www.mediatvorive.cz](http://www.mediatvorive.cz)) and their activity finished with the ending of the given projects (unfortunately, because both offered a number of materials for teachers, on the project pages of Media Creatively it was offered to download even several translations of British textbooks on media education). *The Methodological Portal of the Research Institute of Education* ([www.rvp.cz](http://www.rvp.cz)) has a fundamental role at this time, which offers many texts and

methodologies for media education teachers (created by media studies theorists and independent teachers). *The Portal FSV UK for Media Literacy and Media Education supporting* ([www.medialnigramotnost.cz](http://www.medialnigramotnost.cz)) tries to be a starting point and signpost for all those interested in the problems of media education; teachers especially appreciate the ever widening offer of freely accessible methodological subject matter for teaching, which are the results of students' work in the field of Media Studies FSV UK. The Pedagogical Faculty at the University of Ostrava works on a similar principle (<http://mediator.osu.cz/>).

The *Reading Literacy and Project Teaching Portal* ([www.ctenarska-gramotnost.cz](http://www.ctenarska-gramotnost.cz)) offers an interesting section of Reading Literacy and Media Education with subsections Inspiration from abroad (including translations of curricular documents from the Canadian province, Ontario), School Magazines, The Competition of School Magazines, Tips for Teaching, and Sources for the Topic. From the methodological point of view, some other sources are available: among others [www.skolamedii.cz](http://www.skolamedii.cz) and [www.mediasetbox.cz](http://www.mediasetbox.cz) (which offers you to download an elaborated methodology including the exercise pages, Krouželová, 2010). A number of web portals of Czech primary and secondary schools can serve as inspiration for teaching media education – teachers share their experience and results of work in media education lessons on them, as well as websites of educational centres (i.e. [www.centrum-detske-komunikace.cz/](http://www.centrum-detske-komunikace.cz/)) and of organizations operating children's media (i.e. [www.radiodomino.cz](http://www.radiodomino.cz)). Important activities are created by the *Centre for Media Education* ([www.medialni-vzdelavani.cz](http://www.medialni-vzdelavani.cz), [iskolka.info](http://iskolka.info)) and the *Association for Media Pedagogues* ([www.medialnipedagogika.cz](http://www.medialnipedagogika.cz)).

### **Other sources**

During preparations for media education lessons, teachers often take advantage of the Internet portals, which aren't specified directly for their need, however, they offer an interesting and practical use of material (dealing with media blogs, Internet pages of media institutes especially public service media), of regulatory and self-regulatory bodies, of research centres, portals intended for the safe use of the Internet, etc. (their overview would be published as a separate study, i.e. [www.rpr.cz](http://www.rpr.cz), [www.rrtcvcz.cz](http://www.rrtcvcz.cz), newly started popularized portals [www.detiamedia.cz](http://www.detiamedia.cz) and [www.peoplemetry.cz](http://www.peoplemetry.cz)).

In the conclusion of this part, it is necessary to mention the multimedia aids and other sources to the topic. Apart from those mentioned above, it is necessary to mention two aids that weren't tied to the educational action primarily. The first is the multimedia CD-ROM *Mediální studia na přelomu tisíciletí (Media studies at the turning point of the millennium)* created in 2000 by the Centre for Media Studies (CEMES, Faculty of Social Sciences, Charles University) and the National Museum of Prague, which apart from the technical articles from the field of media studies, offers a number of visual materials, which is a convenient supplement to media education lessons. The second essential tool of this type is presented in the DVD *Česká média v proměnách 20. století (Czech Media in the Changes of the 20<sup>th</sup> Century, 2008)*, a material, which contains all multimedia materials presented at the *Golden Times of Media Exhibit* organized in 2006 by the National Museum of Prague.

Even an educational television programmes can serve as a supplemental source in the lesson, the problems of the media have been looked into by the magazine ČT 24 *Věřte, nevěřte* (*Beyond Belief: fact or fiction*) and the educational cycle ČT about medias *Být v obraze* (*Keep up to Date*), which is specified directly for the use in teaching (Wolák, 2010b).

As the previous overview has indicated, the didactic-methodological gap, so characteristic for the time at the outset of the integration of media education into the education system, seems to be filling now. Teachers, who decide to participate on the development of the media education, have a relatively varied palette of instruments that can start with the lesson at their disposal. However, many teachers seem to take part in media education only formally (Jirák, Wolák, 2010; Duben, 2012). One of the reasons is the fact that the media themselves have changed and available resources do not reflect the change. Truly enough, the majority of the resources mentioned above hardly look into the problem of new, network media, the question of using the Internet etc. (but of course, many of them appeared when even the word Facebook didn't exist). The described tools are especially related to the traditional media and their contents, which today's youth widely ignore. Teachers paradoxically again have found themselves in a similar situation, wherein they were situated at the outset of the reform process. This time they have a number of materials at their disposal, but hardly any of them reflect the media reality of today's youth.

In that context the newly emerging projects appear to be big and important, which try to provide teachers with the tools how to talk to children about the problems of the network media (very important is the activity of the *Centre for the Prevention of risky virtual communication* - <http://www.prvok.upol.cz>). We can only hope that Czech media education teachers will soon get not only quality methodological materials (that the majority again are creating by themselves), but even a deeper appreciation of their interest in the topic of media in the form of the creation of qualified university studies in the field of media pedagogy (that will provide them with updated findings).

<b>3.3 Dimension</b>	<b>Capacity-building: funding</b>
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There is the lack of any systematic funding of media education activities. An important role has been played with non-profit organisations, which has prepared the courses for teachers and created the materials with important support of ESF co-financed projects. Generally speaking:

- the process of implementing media education into formal education system has been financed by national authorities (Ministry of Education, Youth and Sports; Pedagogical Research Institute) as well as the definition of educational standards and outcomes (FEP, REO),
- the materials for teachers, educational tools, educational activities for teachers etc. was financed primarily by support of ESF (and the commercial sector – text books).

The proportion of funding for media education activities in relation to the total education system revenues cannot be detected. There is no relevant financial report.

<b>4 Dimension</b>	<b>Role of actors (outside school system)</b>
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One of the fundamental results of description offered above is the fact that “media education policy” almost does not exist. Within the curricular reform, media education is quite a marginal field, the programmes for granting have not strategic goals which include media literacy and the ministry of education interfere into the field only via programmes of further education of teachers and certifying textbook (and indirectly by accreditation of new programmes of university education including media education potentially – in case any relevant university in the country apply for accrediting such programme).

In this situation, no partners out of school are defined properly, and no systematic development of partnership can be found – with some marginal exceptions of rare cooperation between school and some organization of youth (for instance Czech Boy/Girl Scout).

The only regulatory body (as mentioned above) which interferes in media education at least indirectly is *Rada pro rozhlasové a televizní vysílání* (see above RRTV).

Some NGOs were and still are involved in programmes aimed on support of the development of media education (see above). Private sector participates on this development quite rarely (Portál Publishing House has included media education as a topic into its publishing plan as a part of pedagogical literature but does not develop this trend systematically, activities of other private actors – broadcasters daily press publishers. etc. – were only occasional and do not appear any more).

Since the mechanism almost does not exist, the participation of youth is almost non-existing as well. Anyway, in the exceptional cases of informal media education as a part of activities of children organizations (like Boy/Girl Scout), young people can participate without restrictions.

In the same line, there are no professional organizations of media education teachers and no parent associations. There are no specific events that show the importance of media education.

There are no overlapping structures or events that try to bring together media literacy, information literacy and computer literacy.

<b>5 Dimension</b>	<b>Evaluation mechanisms (inside and outside school)</b>
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There is no Czech institution aimed directly at monitoring and controlling media education policy. There are several state authorities which concern to partial media educational topics,

but none of them has the status which is presumed in questions formulated within this dimension. More information on this topic see “Authorities of media education policies”.

There is no yearly report.

### **Authorities of media education policies**

As it was mentioned above, there is no Czech institution aimed directly at monitoring and controlling media education policy. There are several state authorities which concern to partial media educational topics, but none of them has the status which is presumed in questions formulated within this dimension. For example, the *Ministerstvo školství, mládeže a tělovýchovy* (Ministry of Education, Youth and Sports) takes care of school system basic issues and controls and evaluates projects emerging in the domain of structural funds of European Union. Part of these duties is administered by *Národní ústav pro vzdělávání* (National Institute for Education). It takes care of frame educational programmes, their implementing to the learning process on different levels of education, as well as pedagogical-psychological issues, educational and career consulting etc. with an emphasis on the lifelong learning process and cooperation with EU. The Institute was established in 2011 by fusion of three institutions, one of them (*Výzkumný ústav pedagogický*, Pedagogical Research Institute) created basic documents in the domain of media education for primary and secondary schools and for grammar schools, for example recommended outputs of educational process (2011).

Analogical organisation for the domain of non-formal and interest based education is *Národní institut dětí a mládeže* (National Institute of Children and Youth). There is a section dedicated to the project in the domain of media education (Media Education and Medialization – Mediální výchova a medializace), it should develop media literacy skills of educators in non-formal and interest based education.

*Ministerstvo kultury* (Ministry of Culture) takes care of cinematography, literature, libraries, audiovisual media, new media and print media. The Ministry has special section called Media and audiovision (Média a audiovize) which can financially support some media literacy projects (domain Media literacy education – Výchova k mediální gramotnosti). Media education is presented in this section in close relationship with film education (filmová výchova) but the sharing or division of competency between this ministry and ministry of education is not defined at all.

The *Rada pro rozhlasové a televizní vysílání* (Council for Radio and Television Broadcasting) is another institution which partly takes care of media literacy. The Council has to provide some information about the domain of media literacy to the Chamber of Deputies (Parliament of the Czech Republic, see above). The Working group for media literacy was established within the Council. Its members for example initiated the webpage which should help parents to talk to their children about media (Children and media – [www.detiamedia.cz](http://www.detiamedia.cz)). But their activities are not promoted to the public systematically, so it is not seen very well what else they actually do.

### **Measuring the efficiency**

There is no state body to ensure and measure the efficiency of media education policies. The only evaluating process is within the control of concrete supported projects. It consists in the

control whether their initiators fulfilled the conditions for providing a financial support or not. The criteria and indicators as well as target groups arise from the predefined conditions of the provider. Usually there are calls for project application where the conditions for providing the support are precisely set.

### **The target groups**

Concerning the target groups, there are mainly projects for young people and children or their educators (both formal and non-formal education). For example *Centrum mediálního vzdělávání* (Centre for Media Education) runs the projects which should help secondary schools or vocational schools to integrate media education into their school educational programmes.

Recently, educational project for adults have slowly appeared. It is media oriented courses within university of third age or a few projects aimed at general public. For example the Charles University organises regular discussions about actual or key media issues, they are aimed at students and engaged public (Discussions about Czech media – Rozpravy o českých médiích). Sometimes there are discussions about media issues in regional libraries, but they are irregular. Another example is Metropolitan university Prague project *Média pod lupou* (Close watch on media) that has been realized within years 2012-2013. It took place in four Czech regions and provided necessary media background and competences. A bit different was project of Centre for Media Education in Central Bohemia Region called *Mediální komunikace komplexně a efektivně* (Media communication fully and effectively). It was aimed at freelancers and employees of non-profit organisations and small companies.

Unfortunately, we can offer only some examples of activities in the domain of media education, but there is no quantitative data which would indicate the proportion of population groups targeted by these programmes.

<b>6</b>	<b>Dimension</b>	<b>Main concepts and legitimizing values</b>
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The educational paradigms put forward can be found below in “The educational paradigm and the system of curricular documents”. The most important competences are the key competences favoured by FEP. Key competencies are especially learning competency, problem-solving competency, communication competency, social and personal competency, civic competency and professional competency. Each of competencies is concretized in FEPs.

In terms of values, hardly any media education policy exist. We can find some rudimental implicit outline of such policy in documents like FEPs or REOs – and this outline is based on the protective tone included in EU documents.

### **The educational paradigm and the system of curricular documents**

The educational paradigm which is put forward arises from curricular documents of MŠMT, especially FEPs based on principles of general curricular policies are formulated in “Bílá

kniha” (so-called “White book” – the National Programme for the Development of Education in the Czech Republic) and embodied in law in 2004. FEPs are documents that define the binding scope of education for its individual stages, they are designed separately for each level of education (preschool, elementary and secondary education). The school has a bit different role than before: they have to concretize FEPs to School Education Programmes (SEPs). It means there is the binding scope of education defined by state, but the manner how it will be taught and the emphasis on certain topics are let on school unit (including media education).

FEPs define so-called “key competencies” that should be acquired by the pupils. It is “set of knowledge, skills, abilities, attitudes and values which are important for the personal development of an individual and for the individual’s participation in society“. (FEP SGE, 2007:11) It is presumed that the process of key competencies acquisition is long-term and complicated. They have an interdisciplinary nature and that is why they are expected as a result of the overall educational process. Key competencies are especially learning competency, problem-solving competency, communication competency, social and personal competency, civic competency and professional competency. Each of competencies is concretized in FEPs. (FEP EE, 2007; FEP SGE, 2007) They precisely express the values and attitudes that the pupils gains within the whole educational process.

The media education is one of the cross-curricular subjects as explained above. The cross-curricular subjects are especially actual topics in the contemporary society. “Their main objectives are to influence pupil’s attitudes, value systems and conduct. Cross-curricular subjects are an important formative feature throughout education, and in this sense grammar-school education thus builds on the cross-curricular subjects in elementary education, where the pupil encountered them for the first time.” (FEP SGE, 2007:34) These subjects are interdisciplinary and interconnected with other educational areas and the school is allowed to choose what way is the best for its pupils and teachers. There are five cross-curricular subjects: Moral, Character and Social Education; Education towards Thinking in European and Global Contexts; Multicultural Education; Environmental Education; Media Education. Media Education is taken as a systematic preparation for “life with the media” (with regard to complexity of media domain and accelerating development of new technologies it is presumed that one cannot fully understand and effectively use media without systematic preparation at school). Media Education has two components: analytic and productive. Pupils can learn about media function in society by analysing real media production as well as by own media production. Media Education thus consist of two areas: area of knowledge (knowledge social-science oriented which should equips pupils with information about the role of media in society and their history as well as knowledge media-science oriented which should enable them to understand “media logic” and media production) and area of skills (pupils learn how to create media and within this educational process they discover circumstances, conditions and limits of media creation). Media education should lead to rational and valuable utilisation of media production as well as to reducing the risks presented by media production. It should enable pupils to develop their character and social skills. It should empower them to maintain critical distance from the model lifestyles presented to them in the mass media, to incorporate the mass media into information, education and

entertainment resources, to acquire critical view on the information provided by media and to be able to check them in other sources. (FEP SGE, 2007)

### Values used to justify actions in media literacy development

Concerning the values used to justify actions in media literacy development, there are no quantitative data about it. We can offer several examples:

<i>The name of the project, its organiser and brief characteristics</i>	<i>The goals, values and target groups of the project</i>
Media Literacy and ICT on Secondary Schools in the South Bohemia Region – <b>Mediální gramotnost a ICT na SŠ v Jihočeském kraji</b> (project realized from 01/09/2012 to 31/08/2014 by Centre of Media Education with a financial support of ESF)	The main goals of the project are to increase the level of competencies of teachers and other pedagogical employees in media education domain as well as to raise availability and quality of further education of teachers in South Bohemia Region. The project helped teachers to require sufficient knowledge and skills to teach this topic to get necessary knowledge and skills in media education and ICT domain and assist them in application of these competencies in learning process.
Further Media Education in the Central Bohemian Region – <b>Podpora dalšího mediálního vzdělávání ve Středočeském kraji – Mediální komunikace komplexně a efektivně</b> (project realized from 01/09/2012 to 31/08/2013 by Centre of Media Education with a financial support of ESF)	The goal of the project is to support the competitiveness of specific target groups in the domain of media communication. The creation of further educational programme for target groups in the domain of media education and its certification was established as its partial goals. Target groups consist of employees of profit as well as NGOs, freelancers and next people involved in the topic of media.
Close watch on the media – <b>Média pod lupou</b> (project realized from 01/08/2012 to 31/10/2013 by Metropolitan University Prague with a financial support of ESF)	The goal described on the webpage of the project is to increase critical thinking in using media by public, especially enhance the knowledge about media.
Discussions about Czech media – <b>Rozpravy o českých médiích</b> (project realized and financed from 2012 by Charles University in Prague, Faculty of Social Sciences, Institute of Communication Studies and Journalism)	The goal of the project is to provide a platform to meet and discuss actual or dateless media issues. Target group consist of students and public involved in the media issues. The partial goals of the regular discussions is to enable students to regard the media topics from another point of view than it is presented within university courses and to enable anyone from public involved in the topic to join the discussion and

	broaden his/her knowledge and skills in the domain.
<b>Safeinternet.cz</b> (project realized by National Centre of Safer Internet – Národní centrum bezpečnějšího internetu – with a financial support of ESF)	The main goal of the project is to increase awareness of safer internet using. It includes education in the domain targeted especially to children as well as consulting service and help in the cases of emergency (for example the Hot line – Horká linka). The educational paradigm is prevention and protection oriented. Values and goals of the project arise from the danger potential that can internet represent.

Resources: archive of authors, web pages of chosen projects.

As it is evident from the examples, the goals and values vary according to the target group as well as concrete topic the project is focused. In some cases, it is difficult to identify goals and grounds for the existing projects. Some projects are not presented in detail (or at all) on internet, their organisers do not consider as important to publish the information (for example irregular seminars organised in libraries). On the contrary, projects co-financed by European Union are easily checkable because the visibility and publicity of the project is required. They are used to be rationally justified and refer to official ministerial documents. To summarize, from our point of view the values used to justify the actions outside the formal system seem to be similar to those favoured within the system.

<b>7. Dimension</b>	<b>General appreciation (and recommendations)</b>
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The main problem of media education model in the Czech Republic is based on defining the topic as a cross-curricular subject. Due to the situation described above (lack of preparedness of teachers and consequent lack of experts, ongoing redefinition of the subject content etc.) media education is often lost in the current educational areas, and often becomes the only formal part of reported school plans. Media education is widely underestimated field of education and has not become part of accepted “general education” yet.

Digital convergence weakened the concept of media education which was forming for most of 1990s. The crucial documents are slightly obsolete in this moment and the authorities seem not to pay a lot of attention to the fact that the whole concept should be redefined.

<b>8. Dimension</b>	<b>Good practices</b>
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*The name of the project, its organiser and brief characteristics*

1. Media Literacy and ICT on Secondary Schools in the South Bohemia Region – **Mediální gramotnost a ICT na SŠ v Jihočeském kraji** (project realized from

- 01/09/2012 to 31/08/2014 by Centre of Media Education with a financial support of ESF), <http://www.medialni-svet.cz/>
2. Further Media Education in the Central Bohemian Region – **Podpora dalšího mediálního vzdělávání ve Středočeském kraji – Mediální komunikace komplexně a efektivně** (project realized from 01/09/2012 to 31/08/2013 by Centre of Media Education with a financial support of ESF), <http://www.medialni-svet.cz/>
  3. Close watch on the media – **Média pod lupou** (project realized from 01/08/2012 to 31/10/2013 by Metropolitan University Prague with a financial support of ESF), <http://www.mediapodlupou.cz/>
  4. Discussions about Czech media – **Rozpravy o českých médiích** (project realized and financed from 2012 by Charles University in Prague, Faculty of Social Sciences, Institute of Communication Studies and Journalism), [www.fsv.cuni.cz](http://www.fsv.cuni.cz)
  5. **Safeinternet.cz** (project realized by National Centre of Safer Internet – Národní centrum bezpečnějšího internetu – with a financial support of ESF), [www.saferinternet.cz](http://www.saferinternet.cz)
  6. **Medialnigramotnost.cz** (project realized by Faculty of Social Sciences aimed on the support of media education in school practice), [www.medialnigramotnost.cz](http://www.medialnigramotnost.cz).

<b>9 Dimension</b>	<b>References</b>
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*Česká média v proměnách 20. století* [DVD] (2008) Centre for Media Studies (CEMES, Faculty of Social Sciences, Charles University), the National Museum of Prague

*Doporučené očekávané výstupy: Metodická podpora pro výuku průřezových témat v gymnáziích.* (Recommended Expected Outcomes for Secondary General Education, 2011) . Prague: National Institute for Education, division Pedagogical Research Institute. Available only in the Czech language on: [www.vuppraha.cz/wp-content/uploads/2011/10/Doporucene\\_ocekavane\\_vystupy\\_gymnazia.pdf](http://www.vuppraha.cz/wp-content/uploads/2011/10/Doporucene_ocekavane_vystupy_gymnazia.pdf)

*Doporučené očekávané výstupy: Metodická podpora pro výuku průřezových témat v základních školách.* (Recommended Expected Outcomes for Elementary Education, 2011).

Prague: National Institute for Education, division Pedagogical Research Institute. Available only in the Czech language on:

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