

# MEDIA COMPETENCE AS A CROSS-CURRICULAR COMPETENCE

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## ABSTRACT:

The aim of the study is to demonstrate the cross-curricular character of media competence developed in the process of media education that is integrated into the content of school education in accordance with the prevailing current international curriculum trends and with emphasis on the Slovak curriculum. In terms of comparing the conditions during the period of incorporation of media education as a compulsory part of the content of Slovak education system with the contemporary innovated form of the curriculum, the study mainly presents which school subjects are instrumental in developing the dimensions of media competence of students, especially within complete secondary general education, and how they participate in the development. The key aim is to investigate the problem on the basis of a qualitative content analysis of innovated learning standards of compulsory subjects, specifically for the level of upper secondary education (grammar schools), with the intention of identifying the required quality of media competence within the specified educational objectives. Minding the determined categories of the content analysis, a theoretical activity-based media-competency model is applied with the main dimensions as follows: getting to know media and their products; critical evaluation and taking a value stand on media products; media products creation and dissemination, and the derived main educational objectives. The model includes the current key framework activity categories stimulating the required development of media competence or literacy in the context of Slovak educational policy.

## KEY WORDS:

complete secondary general education, cross-curricular competence, integrated media education, learning standards, media competence, media education, National Educational Programme, school education, Slovakia

## Models and Dimensions of the Development of Media Competence

Media competence and media literacy<sup>1</sup> represent some of the key qualities of an individual in her/his preparation for effective self-realisation in today's dynamic information and mediatised society. With regard to the definition and conceptual determination of media competence as the target category of media education,

<sup>1</sup> The term "media competence" is particularly relevant for the context of German media pedagogy (i.e. media education) and "media literacy" as understood within Anglo-American and wider European framework. In professional approaches, however, they are mostly used as equivalents; this serves as a basis for our study. For the relationship between the terms or the differences in their understanding, see: KAČINOVÁ, V.: *Teória a prax mediálnej výchovy: Mediálna výchova ako súčasť všeobecného školského vzdelávania*. Trnava : FMK UCM in Trnava, 2015, p. 25-26; MOSER, H.: Pädagogische Leitbegriffe – Kontroversen und Anschlüsse. In MOSER, H., GRELL, P., NIESYTO, H. (eds.): *Medienbildung und Medienkompetenz*. München : Kopaed, 2011, p. 41-48.



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we are experiencing diversity in professional approaches, which also relate to changes in the nature of media and the society as a whole. At the level of expert opinions, as well as in terms of the development of international and national education policies, they deal with the question what types of media competence need to be developed in an individual to take into consideration media convergence practices, i.e. merging of electronic and digital media (multi-media), a phenomenon typical for the advanced stages of the development of information society.<sup>2</sup> It is crucial to define the basic qualities (or dimensions) of an individual's competence in the media sector, taking into account the development of the technical and technological conditions of communication tools and the specific individual and social needs associated with it.

In the last decade, in both European and American context of definition approaches, the definition of the following key categories or capabilities of the media-competence model of an individual prevails: *“to access the media; to understand and to critically approach different aspects of media contents and institutions; to create communication in a variety of contexts”*.<sup>3</sup>

In line with the definition of the 1992 National Leadership Conference on Media Literacy,<sup>4</sup> which was broadly accepted by the experts, *Access, Analysis, Evaluation and Creative Production*, as modern, activity-orientated pedagogical and methodological terms, have begun to function as a quasi-framework with their strong emphases and within specific areas of interest, which are especially important for European media policy.<sup>5</sup> The current framework of the National Association for Media Literacy Education is complemented by the *Act Using All Forms of Communication*,<sup>6</sup> which makes the ‘activity’ approach more prominent. The action-oriented concept<sup>7</sup> prevails in relation to German media pedagogy, for which the use of the term “media competence” as a target category of media education/pedagogy is essential. It is based on the approach of the German pedagogue D. Baacke. According to him, “media competence” is the ability of actively deploying all kinds of media for the communicative and conative repertoire of man and is a part of his communication competence (in German kommunikative Kompetenz).<sup>8</sup>

The said expert defines four basic areas (or target dimensions) of the desired characteristics of an individual in relation to media: media criticism (Medienkritik), media studies (Medienkunde), media use (Mediennutzung) and media production (Mediengestaltung).<sup>9</sup> Schorb,<sup>10</sup> summarising D. Baacke's work (1996) and other definition approaches by experts such as N. Groeben (2002), H.-D. Kübler (1999), H. Mandl, G. Reinman-Rothmeier (1997), I. Pöttinger (1997), B. Schorb (1995; 1997), H. Theunert (1999) or G. Tulodziecki (1997), divides the content of media competence into three main categories, taking into account the effective assertion of an individual in the context of information society.

2 Study on the Current Trends and Approaches to Media Literacy in Europe. Brussels : European Commission, 2009, p. 8. [online]. [2017-11-19]. Available at: <http://www.gabinetecomunicacionyeducacion.com/en/research /study-current-trends-and-approaches-media-literacy-europe>. In this sense, in the last decades, at the theoretical and conceptual level and in the context of international educational policies, there are efforts to define the relationship between different types of competence, or media, digital and information literacy. In addition to the above-mentioned study, see, for example: *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies*. Paris : UNESCO, 2013. [online]. [2017-11-19]. Available at: <http://unesdoc.unesco.org/images/0022/002246/224655e.pdf>; See also: PETRANOVÁ, D., HOSSOVÁ, M., VELICKÝ, P.: Current Development Trends of Media Literacy in European Union Countries. In *Communication Today*, 2017, Vol. 8, No. 1, p. 53-65.

3 HARTAI, L. et al.: *Report on Formal Media Education in Europe. (WP3)*. Brussels : European Union, 2014, p. 16. [online]. [2017-11-19]. Available at: <https://eavi.eu/wp-content/uploads/2017/02/Media-Education-in-European-Schools-2.pdf>.

4 AUFDERHEIDE, P.: *Media Literacy. A Report of the National Leadership Conference on Media Literacy*. Washington, D. C. : Aspen Inst., 1993, p. 6-7. [online]. [2017-11-19]. Available at: <https://files.eric.ed.gov/fulltext/ED365294.pdf>.

5 HARTAI, L. et al.: *Report on Formal Media Education in Europe. (WP3)*. Brussels : European Union, 2014, p. 18. [online]. [2017-11-19]. Available at: <https://eavi.eu/wp-content/uploads/2017/02/Media-Education-in-European-Schools-2.pdf>.

6 *Namle. Media Literacy Defined*. [online]. [2017-11-19]. Available at: <https://namle.net/publications /media-literacy-definitions/>.

7 TULODZIECKI, G.: Zur Entstehung und Entwicklung zentraler Begriffe bei der pädagogischen Auseinandersetzung mit Medien. In MOSER, H., GRELL, P., NIESYTO, H. (eds.): *Medienbildung und Medienkompetenz*. München : Kopaed, 2011, p. 22.

8 BAACKE, D.: Medienkompetenz – Begrifflichkeit und sozialer Wandel. In VON REIN, A. (ed.): *Medienkompetenz als Schlüsselbegriff*. Bad Heilbrunn : Klinkhardt, 1996, p. 119.

9 BAACKE, D.: Medienkompetenz – Begrifflichkeit und sozialer Wandel. In VON REIN, A. (ed.): *Medienkompetenz als Schlüsselbegriff*. Bad Heilbrunn : Klinkhardt, 1996, p. 120.

10 SCHORB, B.: Medienkompetenz. In HÜTHER, J., SCHORB, B. (eds.): *Grundbegriffe Medienpädagogik*. München : Kopaed, 2010, p. 257-262.

Table 1: Dimensions of media competence (according to B. Schorb)

Media competence		
<b>Media knowledge (Medienwissen)</b> as - functional knowledge - structural knowledge - orientative knowledge	<b>Media evaluation (Medienbewertung)</b> as - critical reflection - ethical and cognitive qualifications	<b>Media handling (Medienhandeln)</b> as - media acquisition - media use - media participation - media creation

Source: SCHORB, B.: *Medienkompetenz*. In HÜTHER, J., SCHORB, B. (eds.): *Grundbegriffe Medienpädagogik*. München : Kopaed, 2010, p. 259.

The media knowledge dimension means, in general, to understand and master media and social communication techniques.<sup>11</sup> According to this classification, B. Schorb understands **functional knowledge** primarily at the level of instrumental-qualificatory knowledge of an individual,<sup>12</sup> which creates a necessary prerequisite to deal with the technical and technological aspects of media (hardware and software). Furthermore, this type of knowledge reflects on the manners, in which media contents are organised and presented (aesthetic schemes, dramaturgy, genres), as well as on basic knowledge on various scientific disciplines and societal phenomena (e.g. media psychology, media sociology, media pedagogy), and in ways that clarify media technologies and the personal dimension of media use. There is implicated, for example, knowledge on the ‘logic’ of digital and algorithmic representation of reality as well as knowledge about the research on media effects.<sup>13</sup> **Structural knowledge** includes knowledge on media systems, media structures and their relationships, media networks and diverse media-disseminated contents. **Orientative knowledge** enables an individual to orient herself/himself in a broad variety of contents offered by media, providing the basis for finding her/his own position in the media world full of chances and risks.<sup>14</sup> In a wider sense, it implies knowledge on the historical, political, ethical, economic and other conditions of media functioning, which creates the foundation for the evaluation of various media phenomena. Orientative knowledge combines the knowledge dimension with the evaluation dimension.<sup>15</sup> The media evaluation dimension includes the ability of individuals to analyse, reflect on and critically evaluate media, as well as the problematic processes related to media system in the context of social and ethical responsibility for themselves and others,<sup>16</sup> in accordance with adopted internal and external criteria. An individual should be able to assess media-based value systems or models in relation to the accepted ethical criteria in order to detect possible manipulative techniques, to decide autonomously and deliberately what kinds of media products to choose by, for instance, accepting or rejecting a media product. The third dimension, conative, implies the reflexive-practical mastery of media,<sup>17</sup> i.e. the active use of media and media communications by specific audience members in accordance with their own interests and provided that an evaluative attitude of an individual is employed. It is an active communication of the individuals through media, which allows them to participate in media-co-created communication and information society.<sup>18</sup> The starting point is the creative production of media contents and their communication in the context of social reality, selected aspects of which are reflected by the media content at the same time.

11 THEUNERT, H.: Medienkompetenz. In SCHORB, B., ANFANG, G., DEMMLER, K. (eds.): *Grundbegriffe Medienpädagogik – Praxis*. München : Kopaed, 2009, p. 202.

12 BAACKE, D.: Medienkompetenz – Begrifflichkeit und sozialer Wandel. In VON REIN, A. (ed.): *Medienkompetenz als Schlüsselbegriff*. Bad Heilbrunn : Klinkhardt, 1996, p. 120.

13 SCHORB, B.: Medienkompetenz. In HÜTHER, J., SCHORB, B. (eds.): *Grundbegriffe Medienpädagogik*. München : Kopaed, 2010, p. 260.

14 SCHORB, B.: Medienkompetenz. In HÜTHER, J., SCHORB, B. (eds.): *Grundbegriffe Medienpädagogik*. München : Kopaed, 2010, p. 261.

15 SCHORB, B.: Medienkompetenz. In HÜTHER, J., SCHORB, B. (eds.): *Grundbegriffe Medienpädagogik*. München : Kopaed, 2010, p. 261.

16 For more information, see: BAACKE, D.: Medienkompetenz – Begrifflichkeit und sozialer Wandel. In VON REIN, A. (ed.): *Medienkompetenz als Schlüsselbegriff*. Bad Heilbrunn : Klinkhardt, 1996, p. 120; THEUNERT, H.: Medienkompetenz. In SCHORB, B., ANFANG, G., DEMMLER, K. (eds.): *Grundbegriffe Medienpädagogik – Praxis*. München : Kopaed, 2009, p. 202.

17 SCHORB, B.: Stichwort: Medienpädagogik. In *Pedocs: Zeitschrift für Erziehungswissenschaft*, 1998, Vol. 1, No. 1, p. 17. [online]. [2016-04-01]. Available at: <http://www.pedocs.de/volltexte/2011/4497 /pdf/ZfE\_1998\_01\_Schorb\_Medienpaedagogik\_D\_A.pdf>.

18 THEUNERT, H.: Medienkompetenz: Eine pädagogische und altersspezifisch zu fassende Handlungsdimension. In SCHELL, F., STOLZENBURG, E., THEUNERT, H. (eds.): *Medienkompetenz. Grundlagen und pädagogisches Handeln*. München : Kopaed, 1999, p. 54.

At the level of desirable qualities (or target requirements), to define one as a media-competent individual it is important to achieve that she/he is ready and capable to act in a self-contained, autonomous, creative and socially responsible way while using media.<sup>19</sup> Media competence is therefore a set of desirable qualities of an individual, which are a prerequisite for her/his active and effective realisation within all areas where media interaction occurs. It can be perceived as a qualification (a set of qualities) of an individual, which is manifested through conscious, critical and responsible reception and use of media in all her/his professional, social and life activities related to media-disseminated communication.<sup>20</sup> Such an individual should be, at the personal level, competent to lead a self-sustaining, reasonable and responsible life with 'media assistance' as well as act as an active, autonomous subject, maintaining media-supported communication processes, media culture or social conditions supported by media and transforming them into active citizenship.<sup>21</sup>

This is the role the educational processes, especially the curricular ones, which are activated and supported by media pedagogy, have to fulfil.<sup>22</sup> Therefore, the development of media competence should preferably be put into practice in the process of school education – media education, which is characteristic by its integrating nature. That is to say, the development of media competence takes place in the classroom, mainly within several selected educational areas or school subjects.

## Media Education as a Tool for the Development of Media Competence across the Curriculum

The term "media competence" is a cross-curricular concept, which is related to the definition of media education as a cross-curricular topic implemented into the content of school education in accordance with school policies in the wider European and extra-European context. According to the results of EMEDUS study, including the analysis of media education status within the education policies of 22 European countries, media education for most EU Member States does not constitute a separate educational area (a subject), but is integrated into other subjects. It is most often integrated into Mother Language and Literature, Arts Education (Visual Art), Social Sciences (Social Studies), Civic Education (Civic Studies or Citizenship Studies or Current Affairs), History, ICT or Information Studies, Foreign Languages and others.<sup>23</sup>

Considering the interconnectedness of the media education curriculum (the required media competence) across selected curricular areas, **Mother Language and Literature** seems to be favoured. Within this subject, in line with the objectives of media education, the pupils' ability to know about the different media (photography, newspapers, magazines, posters, comics, radio, television, digital media, etc.) and their function (to inform, educate, communicate, to mediate cultural continuity, values, behavioural patterns, to entertain) is developed. Traditionally, this subject develops the ability of pupils to understand and critically evaluate media as bearers and creators of communication meanings and to use them as tools of communication effectively and safely. This presupposes the development of their ability to understand the specific ways media present their contents (the specific 'language' of different types of media). At the same time, to mediate knowledge to pupils about how a media text is created, it is necessary to develop the pupils' ability to 'decode' and critically interpret symbolically depicted portrayals of media reality, to understand and recognise narrative conventions and visual clichés, to train the ability to create own media texts or meanings. The comparison of common and distinct features of

literary and media genres, as well as of the different ways of their artistic processing and presentation, is a topic that can be taught within lessons on literature.<sup>24</sup> In **Arts Education (Visual Art)**, pupils learn to perceive various media (photography, film, television, digital media) in the context of art, especially visual forms of art. Pupils learn to understand, analyse and evaluate specific means of expression, language tropes and character codes used by media and their combinations, not only through the natural language, but also through the audio-visual one; they get to know and critically evaluate various artistic forms of expression related to media (e.g. the aesthetics of film art), learning to use them as a means of expression and artistic creation.<sup>25</sup>

In **Social Sciences** as well as **History**, it is mainly about developing the ability of pupils to understand the breadth and importance of media impact on different aspects of the social and cultural reality of an individual they will have to face eventually. They should be able to recognise, interpret and critically evaluate the influence of media on the design, but also the construction of the 'realms' of reality or history, including those that lead to production dissemination of pseudo-facts, myths or stereotypes. The starting points are critical study, analysis and comparison of various sources of information (or rather news stories they offer) with social as well as historical events as their real counterparts. By applying critical analysis and reflection of information sources, media and their contents serve not only as didactic tools for teaching pupils about different aspects of social reality and historical events, but are becoming subject to learning. It is crucial to understand and critically evaluate both the role of media and the influence of media as co-creators of the everyday life and lifestyle of an individual. The topics forming the field of social sciences in relation to media and information and communication technologies are becoming the subject of analysis: "the consumer-based society, advertising, scientific and technological advances, the global economy, multiculturalism, virtual societies, etc."<sup>26</sup>

In **Civic Education**, pupils, through the development of media competence, learn to know and use media in the context of promoting democratic social structures and principles of active citizenship. This enables pupils to become aware of the functioning of media in a democratic society; they are able to critically evaluate them from this aspect, to understand why it is so important for citizens to be well-informed and to express their views through different media forms such as blogs, comment threads below articles, *Facebook* statuses, their own websites, i.e. through Internet-delivered communication tools. At the same time, they should be able to practice free and responsible self-expression, conflict resolution, building a consensus as a prerequisite for effective cooperation with others aimed at facing the challenges of cooperative problem-solving, which any participation in a democratic society demands. Moreover, the development of media competence will help motivate young people to become more interested in expanding their access to diverse sources of information.<sup>27</sup>

The **ICT (Information and Communication Technologies)** is currently a progressive area for the development of pupils' digital and media competence. In national education systems, media education is linked to the sphere of information technologies. ICT as a subject of study represents a complex of opportunities (but also some risks) that pupils learn to critically evaluate and use in the context of individual and social reality. This should not only be about the development of the necessary user skills to control and manipulate the technical and technological possibilities of digital media; it is more about the development of the productive and communicative skills of the pupil. The current and most desired aims of teaching – in connection with the essential goals of media education – are to achieve the pupils' critical-reflective approach to the phenomena of digital participative culture such as: the impact of culture on the development of human relationships, Internet security, protection of moral rights and copyright.

19 TULODZIECKI, G.: Zur Entstehung und Entwicklung zentraler Begriffe bei der pädagogischen Auseinandersetzung mit Medien. In MOSER, H., GRELL, P., NIESYTO, H. (eds.): *Medienbildung und Medienkompetenz*. München : Kopaed, 2011, p. 23.

20 KAČINOVÁ, V.: *Teória a prax mediálnej výchovy: Mediálna výchova ako súčasť všeobecného školského vzdelávania*. Trnava : FMK UCM in Trnava, 2015, p. 26.

21 In this context, Livingstone considers it necessary to achieve very high level skills: "participating on democratic debate online, critically evaluating open government, contributing to one's culture creatively". For more information, see: LIVINGSTONE, S.: What Is Media Literacy? In *Intermedia*, 2004, Vol. 32, No. 3, p. 19. [online]. [2017-11-20]. Available at: <<http://eprints.lse.ac.uk/1027/>>.

22 SPANHEL, D.: Medienkompetenz oder Medienbildung? Begriffliche Grundlagen für eine Theorie der Medienpädagogik. In MOSER, H., GRELL, P., NIESYTO, H. (eds.): *Medienbildung und Medienkompetenz*. München : Kopaed, 2011, p. 105.

23 HARTAI, L. et al.: *Report on Formal Media Education in Europe. (WP3)*. Brussels : European Union, 2014, p. 24, 66. [online]. [2017-11-19]. Available at: <<https://eavi.eu/wp-content/uploads/2017/02/Media-Education-in-European-Schools-2.pdf>>.

24 KAČINOVÁ, V.: Mediálna výchova ako súčasť učebného predmetu slovenský jazyk a literatúra na základných a stredných školách. In *Východiská, ciele a koncepcia kurikulárnej prestavby predmetu slovenský jazyk a literatúra na ZŠ*. Bratislava : Občianske združenie Sociálna práca, 2005, p. 131-132.

25 GUTIÉRREZ, A. M., HOTTMAN, A.: *Media Education across the Curriculum*. Berlin : Kulturring in Berlin, 2006, p. 14. [online]. [2017-11-19]. Available at: <[https://www.researchgate.net/publication/306290846\\_Media\\_Education\\_across\\_the\\_curriculum](https://www.researchgate.net/publication/306290846_Media_Education_across_the_curriculum)>.

26 GUTIÉRREZ, A. M., HOTTMAN, A.: *Media Education across the Curriculum*. Berlin : Kulturring in Berlin, 2006, p. 13. [online]. [2017-11-19]. Available at: <[https://www.researchgate.net/publication/306290846\\_Media\\_Education\\_across\\_the\\_curriculum](https://www.researchgate.net/publication/306290846_Media_Education_across_the_curriculum)>.

27 HOBBS, R.: Building Citizenship Skills through Media Literacy Education. In SALVADOR, M., SIAS, P. (eds.): *The Public Voice in a Democracy at Risk*. Westport, CT : Praeger Press, 1998, p. 57 -76. [online]. [2017-11-19]. Available at: <<http://www.medialit.org/reading-room/building-citizenship-skills-through-media-literacy-education>>.

In **Foreign Languages**, media or media contents are largely used as didactical means or sources of information, aiming to develop the communication skills of pupils in the relevant language, which also includes the study of linguistic realities of the respective nation. Media representations of national specificities in the form of depictions of life, culture, art, and everyday life in the appropriate countries are not only the subject of study, but also of the critical evaluation in the context of media education. Media representations of national specificities, as well as other modes of reality representation (e.g. images of women and men, various minorities, etc.), revealing the persuasive and ideologically determined intention of the communicator, are the subject of critical analysis, reflection and evaluation. As a part of the development of communication skills in the real-world conditions, pupils also communicate about topics related to the world of media, and they get to know them better this way.

In addition to these, other curricular subjects or areas constitute an instrument for the integration of media education and/or the development of media competence, always in accordance with the specific learning objectives of particular subjects. We will deal with them in the next section, taking into account the situation in Slovakia.

## Development of Media Competence within Media Education as an Integral Part of Selected Educational Areas of the Curriculum in Slovakia

A systematic approach to the development of media competence in the process of media education implemented by Slovak schools was made possible in particular by the 2008 reform of the educational content, when, for the first time, media education was incorporated in the curriculum and defined in the National Educational Programme (NEP, in Slovak Štátny vzdelávací program)<sup>28</sup> for ISCED levels 1 – 3 as a compulsory cross-subject topic, its implementation being within the competence of schools. Even after the 2015 innovation of the educational content and NEP, its position remained unchanged. Although schools can teach media education as a separate subject, or as a course, project, seminar or other relevant school activity, they largely integrate it into the content of selected subjects or areas. They may follow the recommendations of the so-called NEP Annexes for primary education: *Media Education. Cross-subject topic. Annex ISCED 1. National Education Programme*; lower secondary education: *Media Education. Cross-subject topic. Annex ISCED 2. National Education Programme*; or upper secondary education: *Media Education. Cross-subject topic. Annex ISCED 3*,<sup>29</sup> which define the general objectives of cross-curricular topics, contents and learning standards, topics of education in relation to selected areas of education/subjects (man and values, man and society, language and communication, art and culture, mathematics and information processing/informatics), design of learning activities with pupils, time subsidy, material-didactic means and teaching resources. The document is a methodical aid for teaching selected subjects or education areas.<sup>30</sup>

From the point of view of developing a timely, complex system of media education within formal education, there remains the current need to define a binding minimum of content and objectives for each level of

28 National educational programmes are national binding curricular documents defining the framework content and general education objectives for individual grades in Slovakia, and thus are the basis for creating a school education programme that takes into account the specific conditions and educational needs of the region. For more information, see: *Štátny vzdelávací program*. [online]. [2017-11-19]. Available at: <<http://www.statpedu.sk/clanky/statny-vzdelavaci-program/>>.

29 See: ADAMCOVÁ, I.: *Mediálna výchova. Prierezová téma. Príloha Štátneho vzdelávacieho programu ISCED 1*. Bratislava : ŠPÚ, 2011. [online]. [2016-11-19]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna\\_isced1.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna_isced1.pdf)>; ADAMCOVÁ, I.: *Mediálna výchova. Prierezová téma. Príloha Štátneho vzdelávacieho programu ISCED 2*. Bratislava : ŠPÚ, 2011. [online]. [2016-11-19]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna\\_isced2.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna_isced2.pdf)>; *Mediálna výchova. Prierezová téma. Príloha ISCED 3*. Bratislava : ŠPÚ, 2014, 2015. [online]. [2016-11-19]. Available at: <<http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna-vychova-isced-3.pdf>>.

30 The document for the upper secondary education is processed only in a framework without specifying the topics and linking the educational objectives to specific subjects. Remark by the author.

education. These objectives would determine the level of media competence of pupils to be achieved at certain stages of education, or appropriate age levels, which is the basis for future evaluation of the effectiveness of media education at schools via the system of evaluation and measurement of the level of media competence. A certain starting point is the proposal for recommendations on the outcomes of the cross-subject topic of media education in an innovative NEP for individual levels of education. It was prepared by the National Educational Institute, which is responsible for the creation of school education concepts in Slovakia. The recommendations define the level of knowledge, skills, values, attitudes that pupils should demonstrate at the end of the first and second level of primary and secondary education, which schools can provide according to their focus, possibilities, needs and pupils' interests. The document titled *Methodological Recommendations for Meeting the Objectives of the Cross-subject Topic of Media Education*<sup>31</sup> provides schools with the basic guiding principles in practice, but does not have a generally binding character. From the point of view of the defined educational objectives of media education according to the above-mentioned NEP documents, also in their innovated form, for the individual levels of education, it is the aim to develop the main target dimensions of media competence and media literacy, perceived as a set of capabilities "to critically receive, analyse, evaluate and communicate a wide range of media contents and make meaningful use of media".<sup>32</sup> Media education is intended to improve pupils' ability to find and use communication tools that would enable them to master orientation and existence within the media world.<sup>33</sup> Overall, the development of media competence of pupils needs to extend to three levels of human personality development; it corresponds with achieving specific cognitive, affective and psychomotor abilities based on fulfilling the given educational goals. These are precisely specified at the level of lower secondary education. At the **cognitive** level, there are objectives related to the basic orientation of pupils in the world of media and its influence on children; pupils should be led to understand the media-based and socially constructed reality. The focus of **psychomotor objectives** is to lead pupils to own media production and active use of media in the communication processes, which requires, among other things, the development of skills necessary to operate technical equipment and new media technologies and the ability to cooperate with other media producers. At the **affective** level, pupils should be encouraged to take a differentiating attitude towards media products and approach media production responsibly, to recognise the values of their own lives and take responsibility for their fulfilment, to be able to choose the appropriate medium as a means of fulfilling their needs – from information acquisition and education to meaningful ways of spending their free time.<sup>34</sup>

Since the beginning of incorporating media education into the content of school education, the Slovak educational system has been focused on the development of pupils' ability to express a differentiating (critically-reflective) attitude to media as a starting point for using the positive potential of media products to develop their own personality and to eliminate the negative effects media may bring into their personal lives. This means that at different levels of education a conscious, safe and responsible use of media by pupils is required.<sup>35</sup>

31 BIZIKOVÁ, L.: *Metodické odporúčania k naplneniu cieľov prierezovej témy mediálna výchova*. Bratislava : ŠPÚ, 2015. [online]. [2016-11-19]. Available at: <[http://www.statpedu.sk/files/articles/nove\\_dokumenty/ucebnice-metodiky-publikacie/medialna\\_vychova\\_odporucane\\_vystupy.pdf](http://www.statpedu.sk/files/articles/nove_dokumenty/ucebnice-metodiky-publikacie/medialna_vychova_odporucane_vystupy.pdf)>.

32 For more information, see: BIZIKOVÁ, L.: *Metodické odporúčania k naplneniu cieľov prierezovej témy mediálna výchova*. Bratislava : ŠPÚ, 2015, p. 1. [online]. [2016-11-19]. Available at: <[http://www.statpedu.sk/files/articles/nove\\_dokumenty/ucebnice-metodiky-publikacie/medialna\\_vychova\\_odporucane\\_vystupy.pdf](http://www.statpedu.sk/files/articles/nove_dokumenty/ucebnice-metodiky-publikacie/medialna_vychova_odporucane_vystupy.pdf)>; ADAMCOVÁ, I.: *Mediálna výchova. Prierezová téma. Príloha Štátneho vzdelávacieho programu ISCED 2*. Bratislava : ŠPÚ, 2011, p. 2. [online]. [2016-11-19]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna\\_isced2.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna_isced2.pdf)>; *Štátny vzdelávací program. Nižšie stredné vzdelávanie – 2. stupeň základnej školy*. Bratislava : ŠVP, 2015, p. 12. [online]. [2017-12-01]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_nsv\\_6\\_2\\_2015.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_nsv_6_2_2015.pdf)>; ZETTL, H.: *Mediálna gramotnosť*. In *Kontak*, 1999, No. 1-2, p. 51.

33 *Mediálna výchova. Prierezová téma. Príloha ISCED 3*. Bratislava : ŠPÚ, 2014-2015, p. 1. [online]. [2015-04-20]. Available at: <<http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna-vychova-isced-3.pdf>>.

34 ADAMCOVÁ, I.: *Mediálna výchova. Prierezová téma. Príloha Štátneho vzdelávacieho programu ISCED 2*. Bratislava : ŠPÚ, 2011, p. 3-4. [online]. [2015-04-20]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna\\_isced2.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/medialna_isced2.pdf)>.

35 See also: *Štátny vzdelávací program pre 1. stupeň základnej školy v Slovenskej republike ISCED 1- Primárne vzdelávanie*. Bratislava : ŠPÚ, 2008, p. 22 [online]. [2015-04-20]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced1\\_spu\\_uprava.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced1_spu_uprava.pdf)>; *Štátny vzdelávací program pre 2. stupeň ZŠ v Slovenskej republike. ISCED 2 – nižšie sekundárne vzdelávanie*. Bratislava : ŠPÚ, 2008, p. 21. [online]. [2015-04-20]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2\\_spu\\_uprava.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf)>; *Štátny vzdelávací program pre gymnáziá v Slovenskej republike. ISCED 3A – Vyššie sekundárne vzdelávanie*. Bratislava : ŠPÚ, 2008, p. 22-23. [online]. [2015-04-20]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3\\_spu\\_uprava.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf)>; *Štátny vzdelávací program. Primárne vzdelávanie – 1. stupeň základnej*

At the same time, the pupil should adopt a responsible approach towards using media to communicate, creating their own media products and deepening their technical skills needed for media use.<sup>36</sup>

At the level of upper secondary education (grammar schools), it is recommended to implement media education as a part of (almost) all subjects by focusing on a broad context – on the social, ethical, cultural and economic aspects of the contemporary media world. Greater emphasis is placed on promoting media perception and media production in relation to society, as well as on critical reflection on media content and the above-mentioned rational approach to media use.<sup>37</sup>

## Research Methodology

Media competence of pupils based on media education is developed in connection with selected obligatory educational areas, which at the same time integrate the given issue. What pupils are required to learn from media education, i.e. what abilities and other personality qualities are required to develop at each level of education can be ascertained preferably by analysing the learning standards for compulsory educational areas. As demonstrated by the results of a content analysis of these documents after the content reform in 2008 – 2009, the individual dimensions of media competence as well as the partial contents (topics) of media education were directly integrated into the content of selected compulsory subjects of basic education (primary and lower secondary education), such as Visual Art, Slovak Language and Literature, Ethical Education, Information Science, History, Foreign Languages, and marginally in Technical Education. At the level of upper secondary education, it was implemented into subjects such as Arts and Culture, Slovak Language and Literature, Information Science and Foreign Languages.<sup>38</sup> These subjects were a platform for developing pupils' media competence at the beginning of introducing media education into school education in Slovakia. The 2015 curricular transformation meant an adjustment of the existing content and learning objectives, which stimulated the need to examine the extent to which the status of the educational topic of media education has changed in the context of the compulsory contents of education within each relevant subject.

Examining the situation was relevant for all levels of education. We published the results of the analysis at the level of basic education, or especially in terms of lower secondary education, in our previous study.<sup>39</sup> The summary of the school subjects is shown in Table 3. No we present the situation of the complete secondary general education, or rather at the level of upper secondary education (grammar schools). The research problem is outlined in the following Research Questions:

*RQ1: Which obligatory subjects included in secondary general education integrate elements of media education and develop the individual dimensions of the activity-based media-competency model following the curriculum innovation in 2015 in comparison with the situation following the curricular reform in 2008?*

*školy*. Bratislava : ŠPÚ, 2015, p. 12. [online]. [2017-12-01]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_pv\\_2015.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_pv_2015.pdf)>; *Štátny vzdelávací program. Nižšie stredné vzdelávanie – 2. stupeň základnej školy*. Bratislava : ŠVP, 2015, p. 12. [online]. [2017-12-01]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp\\_nsv\\_6\\_2\\_2015.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/svp_nsv_6_2_2015.pdf)>; *Štátny vzdelávací program pre gymnáziá (úplné stredné všeobecné vzdelávanie)*. Bratislava : ŠPÚ, 2015, p. 11. [online]. [2017-12-01]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny\\_vzdel\\_program\\_pre\\_gymnazia.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf)>.

<sup>36</sup> *Štátny vzdelávací program pre gymnáziá (úplné stredné všeobecné vzdelávanie)*. Bratislava : ŠPÚ, 2015, p. 12. [online]. [2017-12-01]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny\\_vzdel\\_program\\_pre\\_gymnazia.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf)>.

<sup>37</sup> *Štátny vzdelávací program pre gymnáziá (úplné stredné všeobecné vzdelávanie)*. Bratislava : ŠPÚ, 2015, p. 12. [online]. [2017-12-01]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny\\_vzdel\\_program\\_pre\\_gymnazia.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf)>.

<sup>38</sup> The original documents, which were published shortly after the content transformation on the National Educational Institute's website in 2008 – 2009, were analysed. Some of these, with modifications, remained binding for schools until the next content reform in 2015 and others were replaced by innovated versions. For the results of the analysis, see: KAČINOVÁ, V.: *Teória a prax mediálnej výchovy*. Trnava : FMK UCM in Trnava, 2015, p. 149.

<sup>39</sup> KAČINOVÁ, V.: Mediálna výchova ako súčasť inovovaného obsahu vzdelávania na slovenských základných školách. In *Europské pedagogické fórum 2016: Reflexe pedagogiky a psychológie. Sborník príspevků vedecké konferencie. Conference Proceedings*. Hradec Králové : Magnanimitas, 2016, p. 56-67. [online]. [2017-11-19]. Available at: <[http://www.vedeckekonference.cz/library/proceedings/cpf\\_2016.pdf](http://www.vedeckekonference.cz/library/proceedings/cpf_2016.pdf)>. For further analysis results related to primary schools, also see: ŠUPŠÁKOVÁ, B.: Media Education of Children and Youth as a Path to Media Literacy. In *Communication Today*, 2016, Vol. 7, No. 1, p. 32-51.

*RQ2: In what form is it necessary to develop the individual dimensions of the activity-based media-competency model according to the current curricular documents – the innovated educational standards of compulsory subjects within complete secondary general education?*

The methodological tool was a qualitative content analysis of the education standards of all obligatory school subjects in educational areas included in the National Programmes of Education for complete secondary general education (grammar schools). It included the following educational areas and subjects: Man and Values (Ethics, Religious Education / Religion – Catholic Church, Evangelical Church and Orthodox Church, Reformed Christian Church), Man and Society (History, Geography, Civic Education), Language and Communication (Slovak Language and Literature, Foreign Languages – English B1, B2), Arts and Culture, Mathematics and Working with Information (Mathematics, Informatics), Health and Movement (Physical and Sport Education), Man and Nature (Biology, Physics, Chemistry). The texts of these educational standards were the basic sample of our research.

The analytical categories of the qualitative content analysis (as categorised in Table 2) were specified according to the main dimensions of media competence models as the output of media education, in line with their definition in the above-mentioned and other curricular documents valid for Slovak educational system.<sup>40</sup> The dimensions are also based on the basic categories of the most general educational objectives according to Š. Švec<sup>41</sup> and the revised Bloom's Taxonomy of Cognitive Educational Objectives<sup>42</sup> in a modified form and application appropriate to media studies.<sup>43</sup> The categories are defined from the point of view of the desired learning objectives in terms of activity, pupil performance.

Table 2: Analytical categories of content analysis – The learning objectives dimension

Getting to know media and their products*	Critical evaluation and taking a value stand on media products**	Media products creation and dissemination
- knowing the different types of media and types of media products, their functions, development (history), as well as organisational, professional, economic, technical and other conditions of their functioning	- critically evaluating the media-processed and portrayed reality based on given criteria	- demonstrating technical skills to use media, to deal with the technical and technological aspects of the media
- understanding the media and their products (their structure, expression forms)	- verifying media-disseminated information, detecting irregularities, manipulation techniques of media and advertising	- actively using media in the communication processes
- orientation in various media offers	- revealing the negative impacts of media and media contents (media violence, media manipulation, addiction, etc.) to protect themselves from them	- planning, creating and distributing own media products, utilising one's creative potential
- applying media knowledge and control (legislative, institutional) mechanisms of media protection of children and youth during their own media consumption	- evaluating media contents within their cultural and social contexts (cultural symbols, stereotypes, role models)	- collaborating with others on collective media production

<sup>40</sup> Another document that provided the basis for the content analysis was: KAČINOVÁ, V.: Učebné osnovy voliteľného predmetu mediálna výchova pre 5. – 9. ročník ZŠ a 1. – 4. ročník osemročných gymnázií. In *Vzorový školský vzdelávací program pre 2. stupeň ZŠ – ISCED 2*. Bratislava : ŠPÚ, 2008, p. 127-140; furthermore, the model of media education curriculum for lower secondary education is based on: KAČINOVÁ, V.: *Teória a prax mediálnej výchovy*. Trnava : FMK UCM in Trnava, 2015, p. 130-139; KAČINOVÁ, V.: *Návrh stupňových cieľov a kompetencií z mediálnej výchovy (SS)*. Bratislava : ŠPÚ, 2003.

<sup>41</sup> This approach corresponds to the philosophical belief in teaching and learning, reflecting the broadest sense of education: to learn to be – to live and to do consciously, i.e. get to know, act, evaluate, communicate and understand each other. For more information, see: ŠVEC, Š.: Učiť sa byť a uspieť. In *Pedagogická revue*, 2002, Vol. 54, No. 1, p. 9-31.

<sup>42</sup> These are the basic dimensions: the Knowledge dimension and the Cognitive Process dimension – remember, understand, apply, analyse, evaluate, create – of the revised Bloom's taxonomy and their selected subcategories. For more information, see: ANDERSON, L. W., KRATHWOHL, D. R. (eds.): *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York : Longman, 2001.

<sup>43</sup> KAČINOVÁ, V.: *Teória a prax mediálnej výchovy*. Trnava : FMK UCM in Trnava, 2015, p. 132-139.



- understanding, recognising, considering the effects of media on man's personality (preferably his own personality) and the social consequences of media****	- evaluating media contents, their production and dissemination according to ethical criteria	- competently using technical equipment and new media technologies in the media production process
- analysing and comparing media contents*****	- judging media messages, revealing their valuable and positive side, focusing on valuable media contents	
	- choosing from the products media offer according to one's own needs, meaningfully and responsibly	

Source: own processing

\* This objective includes the acquisition and creation of factual, conceptual and procedural knowledge about media and media reality and the development of pupils' cognitive abilities at the level of acquiring and retaining knowledge, understanding, applying and analysing phenomena related to media reality, in the context of the application of the revised taxonomy of educational objectives. It also implies specific thinking operations falling under relevant categories such as recognising, interpreting, exemplifying, classifying, summarising, inferring, comparing, explaining, executing, implementing, differentiating (selecting), organising, attributing of phenomena related to media reality. Cognitive skills related to evaluation and creation processes and their aspects such as checking, critiquing, generating, planning, producing are included in the other Learning Objectives dimension. See: ANDERSON, L. W., KRATHWOHL, D. R. (eds.): *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001.

\*\* This category contains a cognitive, but also an axiological dimension of the required learning activities. Furthermore, it requires the adoption and application of specific evaluation procedures and the gradual and long-term development of the individual's personality (attitudes, socio-affective qualities, motivations and interest preferences, value orientations, will, character). Remark by the author.

\*\*\* This category is at the interface of 'Getting to Know Media and Their Products' and 'Critical Evaluation and Taking a Value Stand on Media Products' categories. Remark by the author.

\*\*\*\* This category is at the interface of 'Getting to Know Media and Their Products' and 'Critical Evaluation and Taking a Value Stand on Media Products' categories. Remark by the author.

Within the content analysis, the primary intention was to identify analytical categories in the form of educational objectives with the specified focal dimensions of media competence: 'getting to know media and their products', 'critical evaluation and taking a value stand on media products' and 'media products creation and dissemination', including their subcategories in the educational standards of individual subjects. It was related to the following parts of the innovated educational standard: subject characteristics, subject objectives, performance standard, content standard (RQ1). The above-mentioned focal dimensions of media competence within the specified analytical categories together with the given administrative basis<sup>44</sup> are common foundations of the analysis of educational standards adopted in 2008/2009<sup>45</sup> as well as those from 2015.

The analysis of the curriculum documents associated with the original content reform applicable for grammar schools – complete secondary general education – was carried out with the intention to examine the integration of media education into selected subjects with a stronger focus on the presence of the relevant educational content (topics, knowledge). This means that the results included, to a greater extent, the analysis of content standards of subjects in combination with the analysis of performance standards as tools for identifying media education in individual educational areas.

In the next phase of the content analysis, the form of the educational objective of the relevant educational area was specified and its meaning was explained in relation to the examined dimensions of media competence as well (RQ2), as the typical understanding of media competence for the respective area (outlined in the chapter *Media Education as a Tool for the Development of Media Competence across the Curriculum*).

44 Another document that provided the basis for our content analysis was: KAČINOVÁ, V.: Učebné osnovy voliteľného predmetu mediálna výchova pre 5. – 9. ročník ZŠ a 1. – 4. ročník osemročných gymnázií. In *Vzorový školský vzdelávací program pre 2. stupeň ZŠ – ISCED 2*. Bratislava: ŠPÚ, 2008, p. 127-140; furthermore, the model of media education curriculum for lower secondary education is based on: KAČINOVÁ, V.: *Teória a prax mediálnej výchovy*. Trnava: FMK UCM in Trnava, 2015, p. 130-139; KAČINOVÁ, V.: *Návrh stupňových cieľov a kompetencií z mediálnej výchovy (SS)*. Bratislava: ŠPÚ, 2003.

45 The third focal dimension was expanded. Initially, it had been formulated as 'Media Product Creation'. Most of the mentioned model subdimensions were identical in both analyses; some were modified or supplemented in 2015. Remark by the author.

## Results

Reflecting on the above-mentioned research questions, the following part of the study presents the results of examining the problem at the complete secondary general education level. As of answering RQ1, the analysis of the educational standards of subjects of the initial content reform (2008 – 2009) shows that elements of media education had been integrated into Slovak language and Literature, Foreign languages, Arts and Culture and Informatics. Following the curriculum innovation from 2015, in addition to the above-mentioned subjects, Ethical Education, Religion, History, Civic Education and Geography were included (see Table 4 below).

Table 3: Comparison of school subjects integrating elements of media education, or developing media competence at the level of basic (primary and lower secondary) education after the curricular transformation in 2008 and innovation of the content of education in 2015

	Slovak Language and Literature	Fine Arts	Ethics	Religion	Information Science/ Informatics	History	Civic Education	Foreign languages	Geography*	Technical Education**
from 2008	✓	✓	✓		✓	✓		✓		✓
from 2015	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Source: own processing

\* Some elements of media literacy can be identified only at the level of a particular objective, which was not specified in the performance standard. It was the educational objective: "pupils search for, compare, assess truthfulness and evaluate available country information from different sources of information". For more information, see: *Geografia – nižšie stredné vzdelávanie. Vzdelávací štandard. Inovovaný štátny vzdelávací program*. Bratislava: ŠPÚ, 2014, p. 3. [online]. [2016-11-19]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/geografia\\_nsv\\_2014.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/geografia_nsv_2014.pdf)>. The issue was not included in the content standard, either.

\*\* Similarly to Geography, media education is included in the educational standard of Technical Education at the 2009 primary level of education only at the level of a general objective and required competence of pupils to "critically use information and communication means". See: *Pracovné vyučovanie – Vzdelávacia oblasť Človeka a svet práce. Príloha ISCED 1*. Bratislava: ŠPÚ, 2009, p. 3. [online]. [2016-11-19]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/pracovne\\_vyu\\_ovanie\\_isced1.pdf](http://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/pracovne_vyu_ovanie_isced1.pdf)>.

Table 4: Comparison of school subjects integrating elements of media education or developing media competence at the level of upper secondary (general) education after the curricular transformation in 2008 and innovation of the content of education in 2015

	Slovak Language and Literature	Arts and Culture	Ethics	Religion	Informatics	History	Civic Education	Foreign Languages	Geography
from 2008	✓	✓			✓			✓	
from 2015	✓	✓	✓	✓	✓	✓	✓	✓	✓

Source: own processing

Based on the results of the content analysis of the innovated learning standards for grammar schools – complete secondary general education, the below mentioned educational areas and subjects have been developing the dimensions of media competence within the process of media education since 2015. Answering RQ2, we also specify the form of media competence in the relevant subject as it was identified by the content analysis, taking into account the activity-based media-competency model with the individual dimensions as well as the typical understanding of media competence for the relevant educational area. Within the selected areas, we also draw attention to the results of examining the problem at the lower secondary education level.

## Educational Area: Language and Communication

In the subject of **Slovak Language and Literature**, at the upper (and lower) level of secondary education, the development of media competence is connected with the development of communication and reading competence. Special emphasis is placed on the development of pupils' ability to work with information obtained from different types of information sources, including mass media. Relevant in the context of media education is the development of the aforementioned ability in accordance with the defined competence of reading comprehension in relation to various types of texts, or with another defined ability of the beyond-subject key competence of critical thinking. Grammar school students are required to develop their evaluation approach and the 'critical reading of texts', i. e. the ability to "evaluate the credibility / reliability / relevance of the information sources on the basis of which the text was created", or "to perceive the problems raised by the text and to identify the errors and contradictions that are found in the text" as well as the ability to "derive a secondary, hidden meaning from the information that is not mentioned directly".<sup>46</sup> In the literary part of the subject, applying analytical and interpretative skills as well as critical thinking, pupils should be able to further interpret literary works available in media-based forms. At the same time, pupils get to know better journalistic writing as a specific form of linguistic style typical for media and their forms/genres (such as commentary, interview, reportage, advertisement or poster). A special field of interest is the area of communication services such as e-mails and SMS. In the literary part, the understanding of different media types is also deepened: pupils are deeper familiarised with books, magazines, comics, films, radio, television and their contents as well as typical media professions related to them.

In **Foreign Languages**,<sup>47</sup> media are used predominantly as didactical means, or rather as sources of information serving the development of communication skills and sociolinguistic competence of pupils in the relevant language. However, similarly to the mother tongue, the development of pupils' communication skills, including the ability to find, select and understand information disseminated by different types of media, is coupled with the support of their critical thinking.<sup>48</sup> At the same time, they get to know the specifics of communication via radio and television as well as other topics related to media reality in the context of their everyday reality. At the grammar school level, the objects of cognition as well as reflection and critical discourse in this context are, for example, media topics within the thematic areas: Leisure and hobbies; Literature, theatre and film; Radio, television and the Internet; Culture and art; Man and society, communication; Science and technology in the service of humanity; Role models and ideals.<sup>49</sup>

## Educational Area: Arts and Culture

The results of the content analysis of the Arts and Culture learning standards for the upper secondary education (grammar schools) show that, similarly to the situation after the 2008 content transformation, it is a school subject that largely develops pupils' media competence and integrates several elements of media education. The same is true of the lower secondary education. Several main goals of the subject and objectives

<sup>46</sup> Slovenský jazyk a literatúra – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program. Bratislava : ŠPÚ, 2015, p. 12-13. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-gymnazia-so-stvorrocny-m-patrocnym-vzdelavaci-m-programom/jazyk-komunikacia/slovensky-jazyk\\_a\\_literatura\\_g\\_4\\_5\\_r\\_novy.pdf](http://www.statpedu.sk/files/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-gymnazia-so-stvorrocny-m-patrocnym-vzdelavaci-m-programom/jazyk-komunikacia/slovensky-jazyk_a_literatura_g_4_5_r_novy.pdf)>.

<sup>47</sup> The educational requirements (at the level of topics and target requirements) for each language (English, German, Russian, French, Italian and Spanish) have a common basis as set out in the Common European Framework of Reference for Languages. Since these thematic areas are basically common for all foreign languages (specific to each language is only to the way of filling the thematic areas with a specific vocabulary), we present the results of the analysis of the English language 'learning standards' that are available at two different levels (B1 and B2). Remark by the author.

<sup>48</sup> Anglický jazyk, úroveň B1 – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program. Bratislava : ŠPÚ, 2015, p. 2. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/anglicky-jazyk-uroven\\_b1\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/anglicky-jazyk-uroven_b1_g_4_5_r.pdf)>.

<sup>49</sup> Anglický jazyk, úroveň B1 – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program. Bratislava : ŠPÚ, 2015, p. 41-57. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/anglicky-jazyk-uroven\\_b1\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/anglicky-jazyk-uroven_b1_g_4_5_r.pdf)>.

of media education overlap here. Pupils should critically reflect the current visual culture and media, extend their experience with active creation of various types of art and media through projects, and should be able to express their own ideas, experiences and emotions via various media.<sup>50</sup> By getting acquainted with media, they deal with the broad cultural context when, for example, they should be able to "discuss the influence of the Internet (social media) on the formation of cultural traditions and identity" (p. 4); day-to-day culture, where they also show practical skills and create a "video clip or a promotional shot focused on presenting a school, project, product, etc." through cooperation of a small film crew (p. 7); in the context of mass and popular culture, as they have to be able to "critically evaluate selected products of mass culture" as well as "present their own cultural/media product (blog, website, class/school newspaper, radio session) in the selected mass media" (p. 10). At the same time, they learn to know the typology of media as products of mass culture (the press, TV, radio, the Internet...) and their genres (telenovelas, TV shows, reality shows, thrillers, episodic dramas, etc.). "Through examples of media formats they should explain the functioning of criteria in order to distinguish between a work of art and kitsch" as well as "create their own script for the selected media format" (p. 10). The subjects of cognition or critical evaluation are idols, role models, celebrities of popular culture; pupils should be able to prepare presentations/portfolios related to their idols/role models. Of specific interest is the media presentation of the cult of body and the ideal of male or female beauty. Using selected examples, pupils are to "compare different conceptions of attitudes to the human body at present and in the past, displaying the body" in contemporary art, film, advertising, or other media (p. 6). They also learn to understand the expression possibilities of various arts and media. Advertising becomes a specific area of cognition. The pupil should be able to "interpret the selected ad or ad campaign in terms of content" as well as "using a specific example, to justify the use of art in the ad" (p. 9). She/he has to acquire knowledge about advertising goals (economic, educational, entertaining, informative, etc.) and the psychological effects of advertising (i.e. awakening of the desire to purchase). At the level of practical skills, the pupil should be able to "create an advertising concept for a selected cultural product" (p. 9). The development of practical skills is also required in the context of the presentation of pupils' own educational projects/activities based on the environment of digital media. They should also know how to distinguish various electronic or digital media in accordance with their typology and identify the functions of 'new' media in the contemporary art (visual art, music); they also get to know online social media and their culture or etiquette of the online community (p. 11). In the context of awareness about the value of art and the art market, the pupil is taught to become aware of and compare the ways of economic valuation and cultural significance of mass production and experimental art (p. 15).<sup>51</sup> Virtually each of the 15 thematic units integrates media education in some form.

## Educational area: Man and Values

Compared to the initial content reform of school education, after its innovations in 2015, subjects belonging to the educational area of Man and Values do integrate elements of media education, though not significantly. The primary focus of the development of media competence of pupils in the subjects of Ethical Education and Religious Education is to understand and critically judge media as representatives and disseminators of behaviour patterns, social and ethical standards, cultural traditions, creating a relationship primarily with one's own persona, and acquiring a certain defensive against and responsible attitude to media. There is a qualitative distinction between the negative and positive influences of media. These areas are critical in developing the moral dimension of media competence. Compared with the compulsory learning standards of **Ethical Education** for lower secondary level, upper secondary education (grammar schools), only to a lesser

<sup>50</sup> Umenie a kultúra - gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program. Bratislava : ŠPÚ, 2015, p. 3. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/umenie\\_a\\_kultura\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/umenie_a_kultura_g_4_5_r.pdf)>.

<sup>51</sup> Umenie a kultúra - gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program. Bratislava : ŠPÚ, 2015, p. 4-15. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/umenie\\_a\\_kultura\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/umenie_a_kultura_g_4_5_r.pdf)>.

extent, explicitly pays attention to the development of that dimension of media competence. In the context of the thematic unit of Ethics of Sexual Life, the pupil is required to “learn how media and culture influence the perception of one’s own sexuality” and attention is also drawn to the issue of media pornography.<sup>52</sup>

The subject of **Religious Education/Religion – the Catholic Church** contains a thematic unit *On the Path to Personality – The Chances and Risks*, in which the pupil should learn to “characterise the content of the 8<sup>th</sup> Commandment of God, the influence of media and commercials on the life of man”.<sup>53</sup> The same subject for **the Orthodox Church** defines the thematic unit *Moral and Spiritual Values of Man*, in which pupils learn to “talk about the negative impact of mass media, the Internet and ads on young man”.<sup>54</sup> In addition to the learning standards for Catholic and Orthodox religions, there are no other religions that directly address media education issues.

## Educational Area: Man and Society

Other socio-cultural subjects lead to the development of partial dimensions of media competence and include elements of media education. In Civic Education, most attention is again paid to the media influences in the individual and social contexts. The performance standard of the thematic unit *The Philosophical Way of Learning about the World* requires that pupils should be able to “distinguish the positive and negative influence of media on man (and society)”.<sup>55</sup> Media are perceived as a society-wide phenomenon. In line with the need for the individual formation of active citizenship, it is important for secondary school pupils to understand the basic legislative, as well as the ways of institutional regulation and self-regulation of media. At the same time, they should learn how to apply their rights and duties of active citizens to interfere with media production and assess its quality; for example, by establishing a contact with mass media or the relevant regulatory institutions.

Other social-science subjects focus on developing students’ ability to use information resources with emphasis on applying critical thinking. In History, the objectives of media education blend in with the main objectives of this subject, as students are asked to critically evaluate different sources of information (e.g. posters, caricatures, multiple websites) for one historical topic.<sup>56</sup> Similarly, in Geography, they learn to search for, compare, evaluate truth, and to assess available country information from different sources. They should be able to distinguish information sources according to their credibility (trustworthy, less trustworthy, untrustworthy).<sup>57</sup> In terms of History, students also learn to understand globalisation trends, many of which are closely related to media and phenomena such as information explosion and the global village, and should be able to document the pros and cons of globalisation trends via specific examples.<sup>58</sup>

52 *Etická výchova – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 5. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/eticka\\_vychova\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/eticka_vychova_g_4_5_r.pdf)>.

53 *Náboženská výchova/náboženstvo – Katolícka cirkev – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 6. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/nabozenska\\_vychova\\_nabozenstvo\\_katolicka\\_cirkev\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/nabozenska_vychova_nabozenstvo_katolicka_cirkev_g_4_5_r.pdf)>.

54 *Náboženská výchova/náboženstvo – Katolícka cirkev – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 10. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/nabozenska\\_vychova\\_nabozenstvo\\_katolicka\\_cirkev\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/nabozenska_vychova_nabozenstvo_katolicka_cirkev_g_4_5_r.pdf)>.

55 *Občianska náuka – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 13. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/obcianska\\_nauka\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/obcianska_nauka_g_4_5_r.pdf)>.

56 *Dejepis – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 6. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/dejepis\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/dejepis_g_4_5_r.pdf)>.

57 *Geografia – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 3-4. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/geografia\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/geografia_g_4_5_r.pdf)>.

58 *Dejepis – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny*

## Educational Area: Mathematics and Information Science

**Informatics** aims to lead the pupil to the effective use of information sources while respecting the legal and ethical principles of the use of information technologies and products, i.e. to build informational culture in an individual<sup>59</sup> – this subject thus integrates the objectives of media education. Together with the development of digital competence, it develops media competence of pupils through multiple thematic units. Pupils learn to use new media or digital technologies in the context of media education, preferentially as communication tools in connection with the prevention of risky behaviour or strengthening of safe, appropriate ways of communication. In particular through the thematic areas *Information Society – Safety and Risks*, *Information Society – Digital Technologies in Society* and *Information Society – Legal Use*, the pupil develops her/his abilities/skills to “assess the risks of malware, apply rules for safe access to e-mail, community, computer and against unauthorised use, secure data and communication against abuse, evaluate the credibility of information on the Web, recognise computer crime, distinguish illegal content; discuss about professions related to the development of digital technologies, discuss the use of digital technologies to simplify the lives of people with disabilities, assess the current trends in digital technologies and their impact on the society (limits and risks) and to assess their further development, evaluate the emergence of digital technologies and their impact on learning; distinguish open source software, distinguish software distributed free of charge and paid-for software, comply with copyright (also applicable to software), to discuss the legal consequences of unauthorised behaviour”.<sup>60</sup> The subject also aims at developing students’ abilities to use the Internet as a tool for gathering relevant information. The penetration of media education is mainly related to the desired application of reflective and evaluative approaches of pupils to acquired information sources in connection with the discoveries of potential manipulative or dangerous elements. At the same time, the development of pupils’ communication skills through proper use of new technologies is associated with the requirement of observing ethical rules in communication. For example, in the thematic area of *Communication and Collaboration – Searching the Web* they should learn to evaluate the correctness and quality of information and in *Communication and Collaboration – Working with Communication Tools*, to compare the pros and cons of interactive and non-interactive communication and adhere to the rules of netiquette and electronic communication.<sup>61</sup>

## Discussion and Conclusions

The results of the content analysis of the innovated learning standards of school subjects forming the compulsory content of general education at secondary schools in Slovakia have demonstrated the required development of media competence and the integration of elements of media education across the curriculum. Explicitly, within the following nine subjects: Slovak Language and Literature, Foreign Languages, Arts and Culture, Ethical Education, Religious Education, Informatics, History, Civic Education and Geography. Currently, more attention is paid to the issue at the conceptual level of the curriculum as it used to be after the previous content transformation in 2008, when it was, according to our findings, present in the subjects of Slovak Language and Literature, Foreign Languages, Arts and Culture and Informatics. At the same time, it should be noted that the identification of media education in the content of the compulsory areas of upper secondary education through the content analysis of the educational standards within the initial reform was

*vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 23. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/dejepis\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/dejepis_g_4_5_r.pdf)>.

59 *Informatika – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 2. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/informatika\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/informatika_g_4_5_r.pdf)>.

60 *Informatika – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 17-18. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/informatika\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/informatika_g_4_5_r.pdf)>.

61 *Informatika – gymnázium so štvorročným a päťročným vzdelávacím programom. Vzdelávací štandard. Inovovaný štátny vzdelávací program.* Bratislava : ŠPÚ, 2015, p. 7-8. [online]. [2017-11-30]. Available at: <[http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/informatika\\_g\\_4\\_5\\_r.pdf](http://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/informatika_g_4_5_r.pdf)>.



more dependent on, in addition to the presence of relevant educational objectives or dimensions of media competence, the presence of relevant educational topics. When comparing the initial and the present situation, it is also necessary to take into account that in 2008, educators worked with versions of educational standards that were available shortly after the content reform and some of them were later replaced by more recent versions of the reform (for example, Ethical Education, Civic Education, Arts and Culture).

Additionally, the results of the analysis demonstrate that the individual dimensions of the activity-based media-competency model within the specified basic criteria ('Getting to Know Media and Their Products', 'Critical Evaluation and Taking a Value Stand on Media Products' and 'Media Products Creation and Dissemination') are currently, although just partially, integrated into the learning standards of all the above-mentioned subjects. However, in a complex form the activity-based media-competency model is mainly present in the subjects of Arts and Culture and Informatics. At the same time, the dimension of critical evaluation of media reality, which is the essential component of media competence of man, is, according to the findings, an implied part of the educational objectives of several subjects. This concerns in particular the subjects of the educational area of Language and Communication and educational objectives requiring the development of pupils' ability to, for example, assess the credibility of media (media sources), identify the contradictions contained in media texts, etc. The required development of the capabilities thus goes beyond any simple use of media as sources of information or didactic means of searching for information, which was also greatly implied in the educational objectives and made it sometimes difficult to identify the relevant category of media competence. In any case, the definition of media education as a compulsory cross-curricular topic of school education brings schools the opportunity to modify and extend teaching strategies as well as to develop each dimension of pupils' media competence within school curricula.

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