



## MEDIA EDUCATION IN THE INSTRUCTION OF CZECH LANGUAGE AND LITERATURE TEACHERS



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### Introduction

This presentation is a summary of findings from a research of Media Education as realized by teachers of Czech language and literature at upper primary schools. Media Education is a new topic in the Czech Republic, which has been introduced by the Framework Education Programme for Elementary Education (2007, further referred as FEP EE) and can be implemented in School educational programme in different ways according to the needs and specifics of each school. FEP EE as a state curricular document has been issued by the Ministry of Education, Youth and Sports of the Czech Republic. The cross-curricular subject Media Education provides the pupil with elementary knowledge and skills related to media communication and work with the media. Cross-curricular subjects may be used as an integrative part of the educational content of a subject of instruction or in the form of independent subjects of instruction, projects, seminars, courses, etc.

### The aim of the study and methodology

This study aims to analyze the most important aspects of realization of this cross-curricular subject by teachers in upper primary schools in the Czech Republic. The partial aims are oriented to finding out the mode of realization and benefits of cross-curricular subject Media Education in the upper primary schools by teachers and survey the use of media in the instruction of Czech language and literature teachers at the realization of Media Education.

The sample consisted of Czech language and literature teachers at upper primary schools (n = 600). The research was carried out in the quantitative method, using a self-made questionnaire. Reliability of the tool has been tested with the use of Cronbach's  $\alpha$  coefficient ( $\alpha = 0.77$ ). In this part the statistics procedure was utilized. Inductive statistical methods such as Student's t-test and ANOVA were used.

### Results

The research brought findings concerning the form of realizations of cross-curricular subject Media Education by teachers of Czech language and literature at upper primary schools in the Czech Republic. It was found out that the prevailing form of implementation of cross-curricular subject Media Education is in education subject of Czech language and literature (416 respondents, 69.33 %). It is less often taught as an independent subjects of instruction or as a projects (chart n. 1).

Teachers, who integrate cross-curricular subject Media Education in their instruction, use thematic areas of Media Education to the same degree as those, who realize Media Education as an independent subject or as a project ( $F = 1.85$ ,  $p = 0.09$ ). See chart n. 2.

The research showed that teachers of Czech language and literature implement receptive thematic areas ( $x = 3.81$ ) to the same degree as productive thematic areas ( $x = 3.62$ ) of cross-curricular subject Media Education. No statistically significant difference has been found between the implementation of receptive and productive areas ( $t = 1.01$ ). See chart n. 4.

According to Czech language and literature teachers, Media Education contributes to the area of knowledge, skills and abilities as well as to the area of attitudes and values ( $t = 1.57$ ). Teachers who teach Media Education for 5 years and more see the most positive effect of cross-curricular subject Media Education. In the area of knowledge, skills and abilities, most respondents answered that the subject contributed to the development of pupil's ability to communicate ( $x = 4.37$ ) and to use the media's potential, e.g. as a source of information and quality entertainment as well as for leisure-time activities ( $x = 4.12$ ). In the area of attitudes and values, teachers see the biggest contribution in helping the pupil realise the possibility to freely express his/her personal attitudes and responsibility for their formulation and presentation ( $x = 4.13$ ). See chart n.5.

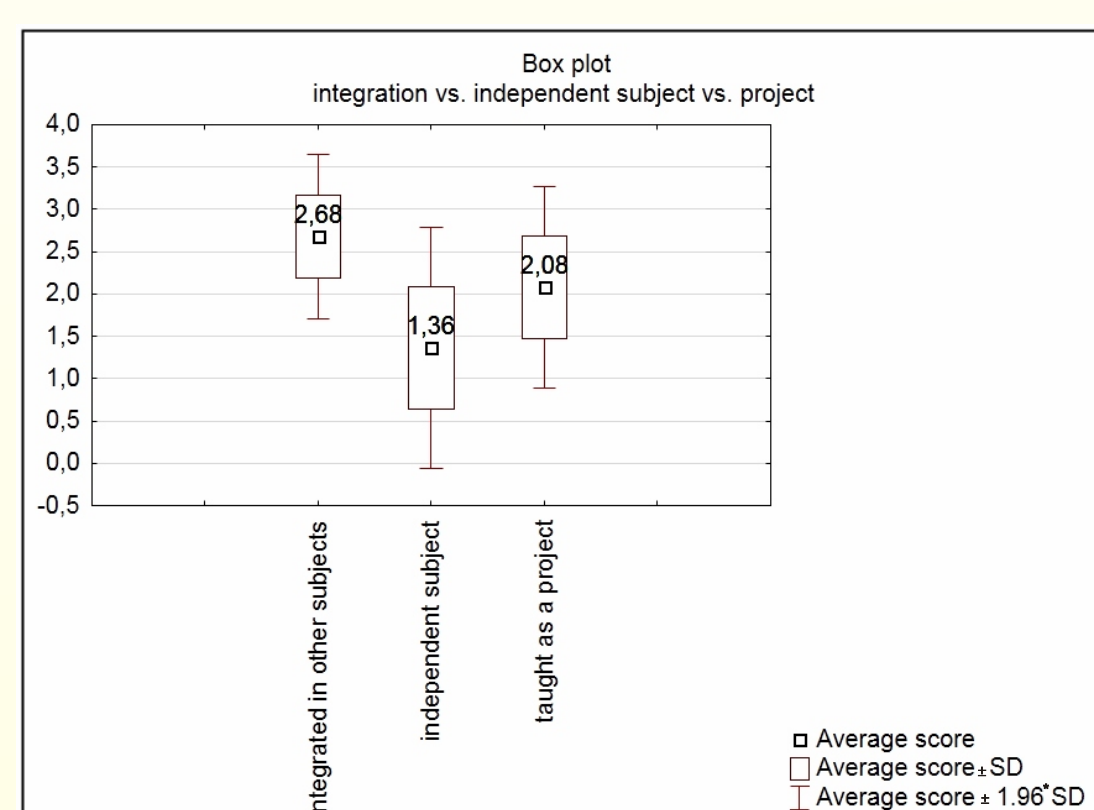


Chart n. 1: Form of realization

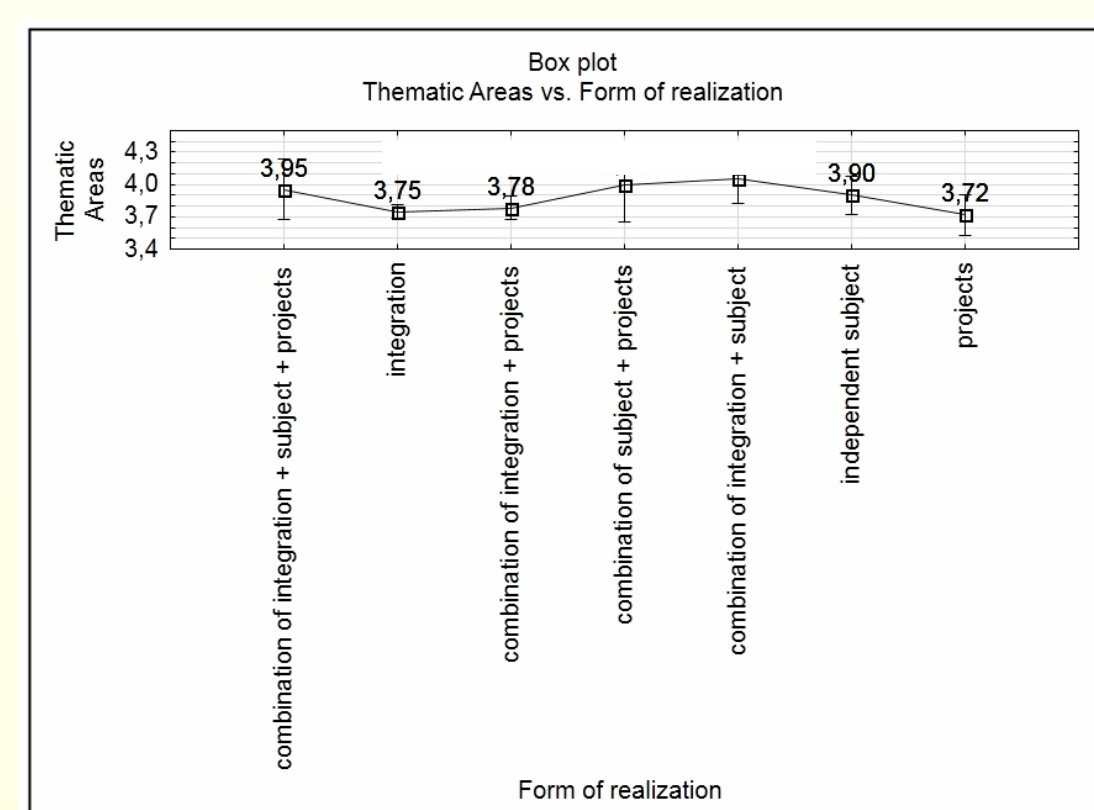


Chart n. 2: Thematic areas vs. Form of realization

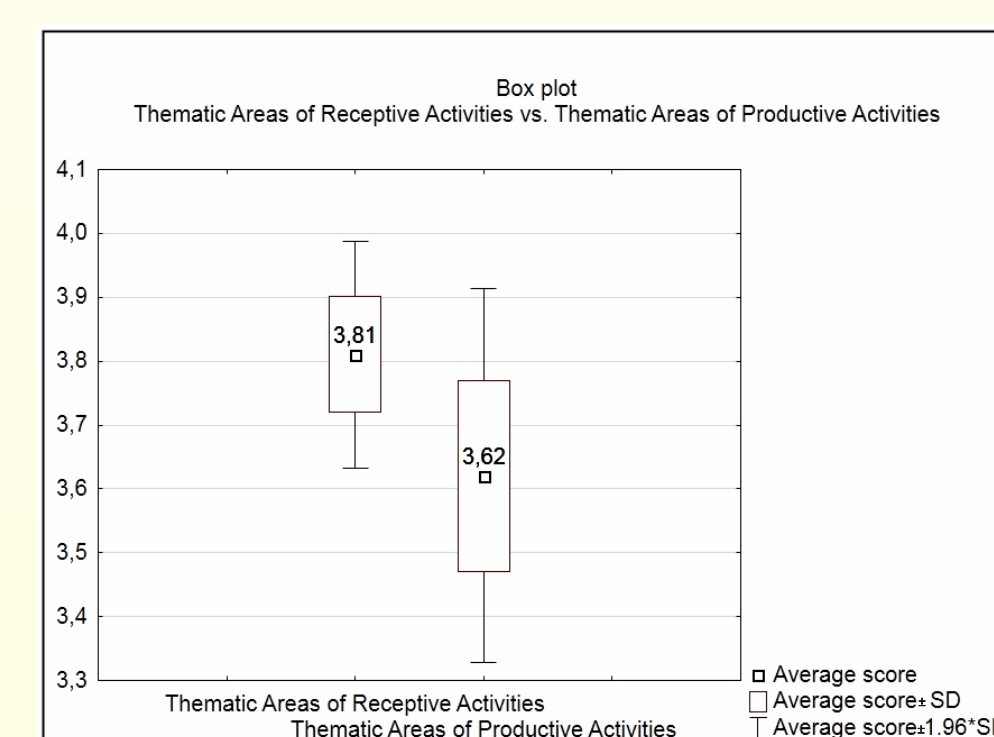


Chart n. 4: Thematic Areas of Receptive Activities vs. Productive Activities

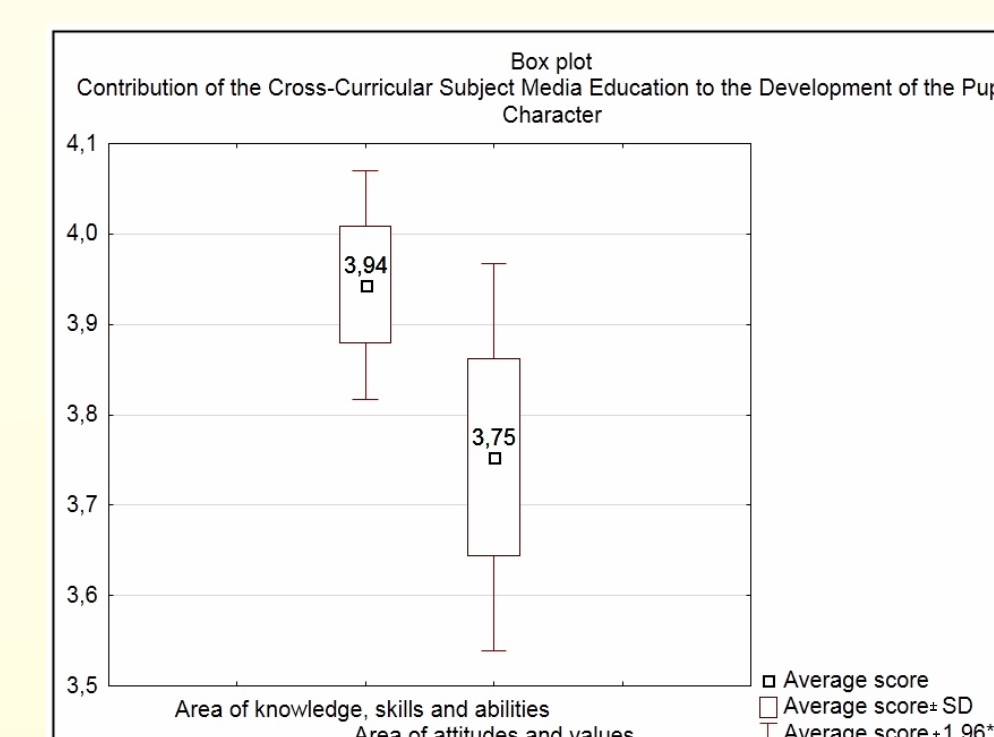


Chart n. 5: Contribution of the Media Education to the Development of the Pupils Character

Prevailing thematic areas used by the teachers were *critical reading and perception of media messages* ( $x = 4.15$ ) and *interpretation of the relation between media messages and reality* ( $x = 4.01$ ).

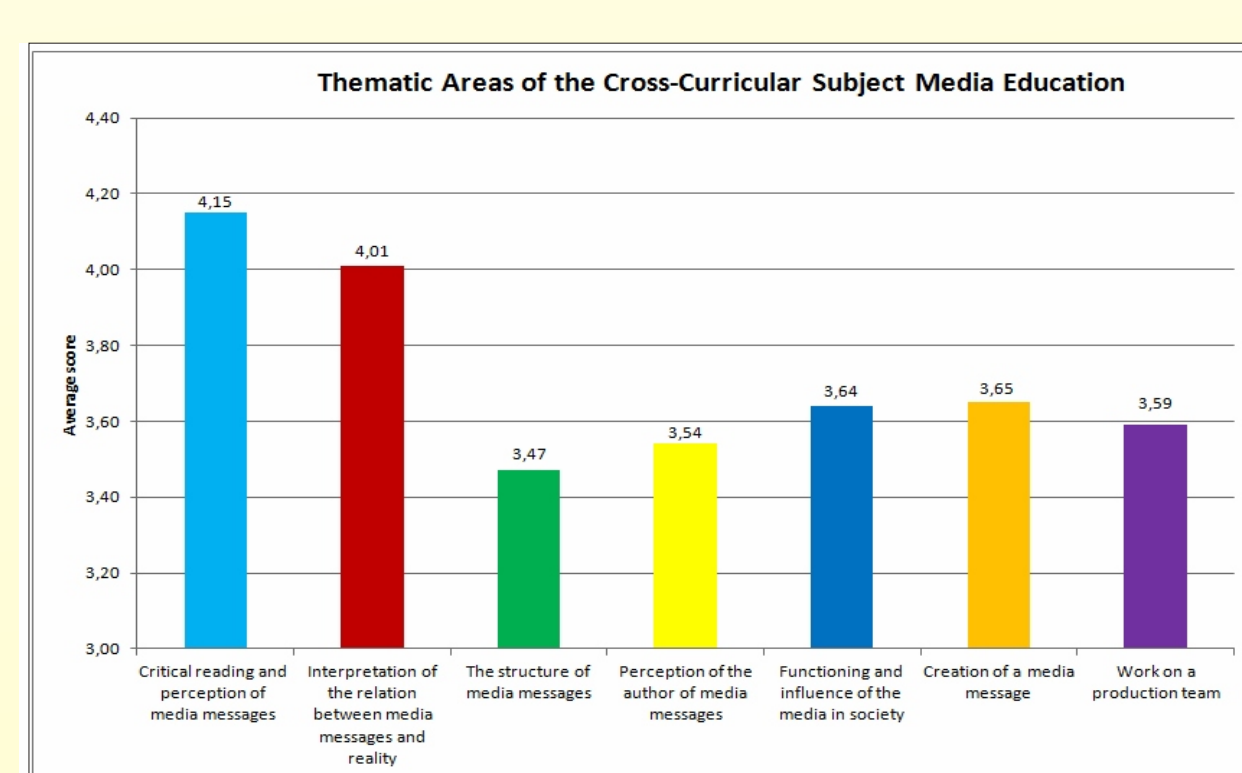


Chart n. 3: Thematic areas of the Media Education

Although we expected predominant integration of thematic areas, which are related to the structure of media messages and their creation in Czech language and literature education, these thematic areas were integrated in lesser extent (chart n. 3).

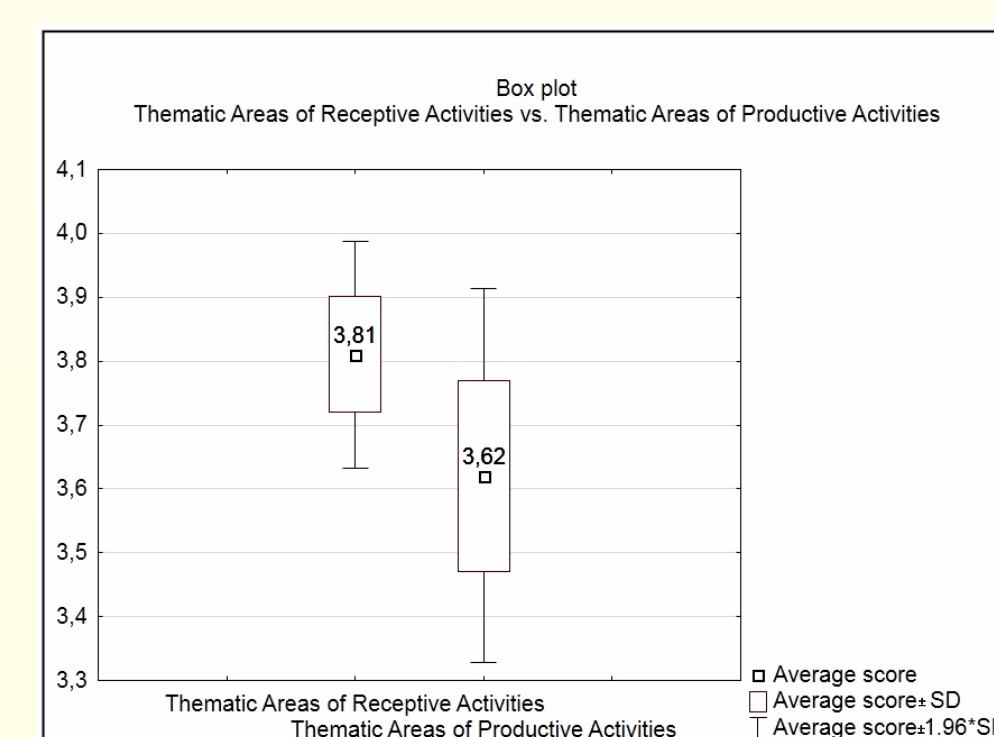


Chart n. 6: The Use of Media in the Instruction of Czech Language and Literature Teachers while Teaching Media Education

Teachers, who teach Media Education for 4 years and more, are most often integrating Media Education into their classes of Czech language and literature. It is interesting that teachers with a teaching experience of 30 years and more are the ones, who integrate Media Education most often to their teaching. Media products, which pupils make during their education, are used especially as educational materials for other pupils, for presentations, analysis, assessment and discussion.

It has also been surprising that most respondents gained information about Media Education from the school where they teach (60.03 %), and only 14.38 % of respondents gained information during their study at a university. Teacher use the Internet most often ( $x = 3.54$ ), newspapers ( $x = 3.29$ ) and magazines ( $x = 3.26$ ). See chart n. 6.

### Conclusion

Media Education contributes to practical use of media and forms critical reflection. According to the results of this research, teachers largely fulfil the requirements of cross-curricular subject Media Education of the Framework Education Programme for Primary Education. Research shows that teachers deal less with identifying the author's attitudes and opinions in a media message, which is in compliance with PISA 2009 results. According to this survey, Czech pupils achieve substantially worse outcomes in the Text Evaluation subscale. It is evident that pupils in the Czech Republic are less accustomed to critically consider and evaluate texts they read. For the future, it is possible to utilize the potential of Media Education in this area and focus our attention to realization of this thematic area in the instruction not only of Czech language and literature teachers on the upper primary school.

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