

MEDIA LITERACY IN POLAND



WEDNESDAY WEBINARS ON MEDIA LITERACY IN EUROPE

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SOME GENERAL FACTS ABOUT POLAND



- Population: aprox. 38 mln
- The capital: Warsaw (Warszawa)
- Poland is the 9th largest country in Europe
- Education system:
 - a) pre-school (3-6/7 y-o),
 - b) 8 year primary school (6/7-15 y-o),
 - c) upper secondary school (15-19/20 y-o)
- Today more than 90% of people in Poland has completed upper secondary education
- Internet users: 30,64 mln (81% of the population)

WHAT SHOULD YOU KNOW ABOUT MIL IN POLAND? [1]



Three phases of the development of media education/literacy:

- (a) latency and superficial activities (1963–1995),
- (b) theoretical and practical revitalization (connected with a struggle for media literacy presence in school curricula) (1996–2010),
- (c) cross-sectoral activity and actions for lifelong learning media literacy (from 2011 to the present).

(a) latency and superficial activities (1963–1995)

- public television as a tool of remote learning;
- use of media in the process of education (educational technology);

(b) theoretical and practical revitalization (connected with a struggle for media literacy presence in school curricula) (1996–2010)

- discussion about the presence of media literacy in educational process;
- media literacy as a part of schools' curricula;
- empowerment of media literacy (after the accession to the UE);

(c) cross-sectoral activity and actions for lifelong learning media literacy (from 2011 to the present)

- increased activity of the third sector;
- cooperation between different stakeholders of media literacy (NGOs, government, local governments, media/technology industry, etc.)

WHAT SHOULD YOU KNOW ABOUT MIL IN POLAND? [2]



NO coherent strategy about media literacy on national level.



Some general documents regulating the issue of media education/digital literacy (the most important are: „**The Broadcasting Act of 29th December 1992**”; „**Digital Poland Program for years 2014-2020**”; „**Open Educational Network Program**”).



NO supervision and evaluation of financing programmes on media literacy/digital literacy.



Little amount of valuable research on MIL among different groups.

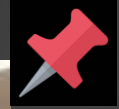
The state government concentrates more on digital literacy (digital education) and digital competences (still understood only in a technical manner) than on media and information literacy as a complex set of competences

(as a consequence of EU policy in this field)

HOW DOES MEDIA LITERACY EXSIST IN SCHOOL CURRICULA?



NO consistent vision of media literacy classroom.



The Ministry of Education and Science (former Ministry of National Education) used the phrase “media education” only in the preamble of upper secondary school curriculum), but on the previous stages describes it in a more specific way:

„The school is also to prepare them [students] to make aware and responsible choices when using the resources available on the Internet, to make critical analysis of information, and safely navigate in the digital space, including establishing and maintaining relationships based on mutual respect with other network users”



HOW DOES MEDIA LITERACY EXSIST IN SCHOOL CURRICULA?



- Different media/digital competences including in various school subject, mostly: Polish language and culture, Civics, IT, Education for family life.
- Core competences referred to media literacy are:
 - searching and assessing information, contents, including mass media;
 - creative, reflective, and critical thinking;
 - solving problems;
 - communicating with others, including ICT;
 - cybersecurity and safe online behaviors.

HOW DOES MEDIA LITERACY EXSIST IN SCHOOL CURRICULA?



- In curricula more stress on **digital literacy/competencies** (ICT as a tool of learning and teaching) than on media and information literacy.
- In practice media education has not been carrying out by teachers because of:
 - a lack of media/digital competencies (the median age of the teachers is 44 y-o) – for most of them, the pandemic period was like a quick course of digital literacy;
 - overworking;
 - concentrating on preparing students for exams not for real life.

Thank you for your attention!

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