KULTURA – MEDIA – TEOLOGIA
ISSN 2081-89-71
2021 nr 48, s. 177–209

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COVID 19 Online Learning Experience as Starting Point for Media Competence Development

Nauczanie online w trakcie COVID 19 jako zaczątek potrzeby kształtowania kompetencji medialnych

ABSTRACT

The article discusses the necessity to develop media competence among students and teachers alike. The necessity has been repeatedly reported in the general education curricula and core curriculum for teaching of religion in Catholic Church in Poland. The author researched teachers and catechists during the COVID-19 period and the results demonstrated that teaching the media competence has been overlooked or done on a negligible level only. To verify the results the author conducted qualitative studies, after defining what media education is, analysing actual general education curriculum and religion course curriculum, as well as the day-to-day digital lifestyle of students themselves.

KEYWORDS:

media education, online learning, media competence, COVID-19

ABSTRAKT

W artykule przedstawiono konieczność kształtowania kompetencji medialnych uczniów i nauczycieli. Potrzebę tę niejednokrotnie wskazywano w podstawie programowej kształcenia ogólnego i podstawie programowej katechezy Kościoła katolickiego w Polce. Podjęte przez autorkę badania nauczycieli oraz katechetów w trakcie trwania COVID-19 pokazały, iż treści z zakresu edukacji medialnej są pomijane lub realizowana w sposób marginalny. W celu ich weryfikacji autorka przeprowadziła badania jakościowe poprzedzone nakreśleniem istoty edukacji medialnej, analizą programów nauczania kształcenia ogólnego i katechezy oraz cyfrową codziennością uczniów.

SŁOWA KLUCZOWE:

edukacja medialna, nauczanie online, kompetencje medialne, COVID-19

INTRODUCTION

The outbreak of the coronavirus (SAR-CoV-2) led to, among others, closure of many schools both worldwide and in Poland. Starting on 2 March 2020, after the initial suspension of pre-school childcare facilities as well as primary and secondary schools, students and teachers faced a rather new challenge – distance

learning. The closed schools presented teachers, parents and students with a series of obstacles: the need for appropriate technical equipment and broadband Internet for every student, rapid improvement of digital skills of teachers themselves who needed to conduct online courses, and more care and help for younger children in distance learning.

Regardless of the social group it has been and continues to be a difficult time in physical, mental and community terms. Furthermore, it was also a test for the Polish educational system how capable it was to switch to distance schooling and how effectively. Certain deficiencies became obvious in technical, organisational, methodological and didactic competence of teachers, and likewise apparent became the need to develop media competence among both students and teachers. The switch to distance learning, naturally leading to e.g. more hours spent by students online, has highlighted the need to make students aware and, above all, critically vigilant when selecting media and using them as tools for work and interactions between students and teachers.[1] This is what media education is – educating people to raise understanding of the ways media communicate through newspapers, television, radio, electronic media, including the social media so dynamically developing over the recent years. The key aspect is development of one's ability to distinguish what is useful information among the completely useless. This ability becomes all the more important in the context of the paced commercialisation and convergence of the media.

The origins of the media education concept go back to the 1930s. Then, media teaching focused mainly on protection against certain threats. The 1960s were preoccupied with the cultural adaptation concept, and in the 1980s media communication was believed to be an ideology-inclined interpretation of reality rather than its reflection. Certainly, media education has been developing along the development of the respective media themselves, and initially had concentrated around audiovisual forms, today followed up by the modern media technology.[2]

An important step in the development of media education in Europe was the establishment of an expert team called Media Literacy Expert Group by the

[1] M. Kaniewska, W. Strykowski, *Rola edukacji medialnej w społeczeństwie demokratycznym*, „Edukacja Medialna" 2000 nr 4, p. 26

[2] P. Drzewiecki, *Media Aktywni. Dlaczego i jak uczyć edukacji medialnej?* Otwock – Warszawa 2010, p. 27.

European Commission. Thanks to its work certain publications were released, including in 2007: Communication from the Commission European Approach to Media Literacy in the Digital Environment, and the new Audiovisual Directive which highlights the need to develop media education in Europe.[3] The next year, the European Parliament adopted Resolution on media literacy in the digital world. According to the document, among other things, media education should be part of the official education of all children while media literacy should be one of the key competences developed in the lifelong learning[4]. It also noted the need to create a dedicated course – media education. In later years, in the conclusions of the 30 May 2016 meeting of the Council of the European Union, it followed up on the idea of the necessary development of media competence and understood it as "all the technical, cognitive, social, civic and creative skills that allow us to access, critically evaluate and interact with traditional and new media"[5]

As regards the development of the media education in Poland, more dynamic changes have been observed only since the 1990s' transformation of the political system. Then people began discussing the need for media education and teaching. After 1998, an interdisciplinary topic was introduced in schools and focused on publications and mass media. It was originally a part of the Polish language or social studies curriculum. However, already then teachers began to draw attention that a standalone course was needed with a separate curriculum because such interdisciplinary approach was not enough for them.

Then, after 2000 the National Broadcasting Council (KRRiT) engaged in the promotion of media education.[6] It published *Media Education Report* which was prepared under the leadership of Mr Wiesław Godzic. In following years, the role and interest of the National Broadcasting Council in promoting media education decreased, however only until 2007 when the Audiovisual Directive was published. Then, the European Union once again called for a more proactive approach

[3] Komisja Wspólnot Europejskich, *Europejskie podejście do umiejętności korzysta z mediów w środowisku cyfrowym*, Bruksela 2007, https://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2007:0833:FIN:PL:PDF, (accessed 20.04.2021 r.).

[4] Parlament Europejski, *Dyrektywa Parlamentu Europejskiego i Rady o audiowizualnych usługach medialnych*, Bruksela 2008, https://eur-lex.europa.eu/legal-content/PL/TXT/?uri=CELEX%3A52008IP0598, (accessed 20.04.2021 r.).

[5] A. Pacewicz, G. Ptaszek (red.), *Model Edukacji Medialnej, Informacyjnej i Cyfrowej (MEMIC)*, Kraków-Warszawa 2019, p. 18.

[6] P. Drzewiecki, dz. cyt. p. 37.

to media education and the Board re-intensified its efforts to promote it through the Media Education Forum (Forum Edukacji Medialnej).[7] In 2014, the Modern Poland Foundation (Fundacja Nowoczesna Polska) in cooperation with the National Audiovisual Institute (Narodowy Instytut Audiowizualny) developed the Catalogue of Media, Information and Digital Competences which has been a landmark document matching different media competences to the respective learning stages and types of schools. In 2016, the catalogue was expanded by adding digital competences of more functional and relational character, in the Framework Catalogue of Digital Competences published by the Ministry of Digital Affairs.[8] In 2019, Media, Information and Digital Education Model (MEMIC) was published that today supports teachers in the development of media competence, with primary emphasis on critical understanding of media, technological processes, not just media literacy.[9]

During the process of developing the media education concept in Poland, there have been a number of ideas to include it in certain other courses, for example in Polish language, social studies, computer science, fine arts and, by correlation with the new core curriculum, in the teaching of religion. Online schooling brought certain deficiencies to daylight in how media competent the students actually have been.

[7] Krajowa Rada Radiofonii i Telewizji, Forum Edukacji Medialnej, http://www.krrit.gov.pl/dla-mediow-i-analitykow/edukacja-medialna/ (accessed 20.04.2021r.).

[8] Zob. Ministerstwo Cyfryzacji, *Ramowy katalog kompetencji cyfrowych* z 5.02.2016 r., https://mc.bip.gov.pl/rok-2015/ramowy-katalog-kompetencji-cyfrowych.html, (accessed 20.04.2021r.).

[9] Zob. A. Pacewicz, G. Ptaszek (red.), dz. cyt.

Today, media education still is not a standalone course administered in Polish schools. During the process of developing the media education concept in Poland, there have been a number of ideas to include it in certain other courses, for example in Polish language, social studies, computer science, fine arts and, by correlation with the new core curriculum, in the teaching of religion. Online schooling brought certain deficiencies to daylight in how media competent the students actually have been. Therefore, after discussing the essence of media education and analysing the curricula of general and religious education, the author took the effort to verify this competence. The author checked whether it is has been truly implemented or remains only a promise in the educational objectives of the teaching curricula. Then, the author analysed the day-to-day digital lifestyle of Polish children and conducted a qualitative study to diagnose certain practices and needs related to media education implementation by teachers in schools during the Covid-19 online schooling times.

DEFINITION OF MEDIA EDUCATION

Media education is an interdisciplinary field dealing with the role of social communication in the media, in the process of socialisation, learning and upbringing of children.[10] The process is responsible for development and propagation of the ability to consciously and critically understand the media.[11] According to A. Ogonowska, media education is also "(…) a field of theoretical and applied knowledge, where the former (theory) inspires didactic and psycho-educational solutions, while the practice of everyday life and the challenges of the present day connected, among other things, with the dynamic development of the media motivate continuous research and the creation of ever more modern models and educational strategies". (Ogonowska)[12] During the teaching process in media education, a media user is made prepared how to properly use multimedia, new technologies and critically perceive the communication of visual and media culture. (PWN) In turn, in its final report "A comprehensive view of the concept of media

[10] *edukacja medialna*, PWN, https://encyklopedia.pwn.pl/haslo/edukacja-medialna;3896548.html (accessed 24.04.2021r.).

[11] Krajowa Rada Radiofonii i Telewizji, *Czym jest edukacja medialna*, https://www.gov.pl/web/krrit/o-edukacji-medialnej, (accessed 24.04.2021r.).

[12] A. Ogonowska, *Współczesna edukacja medialna: teoria i rzeczywistość*, Kraków 2013, p. 10.

literacy and an understanding of how media literacy levels in Europe should be assessed", the European Commission Directorate General Information Society and Media defines media education as "the ability to acquire, analyse and evaluate the meaning of the images, sounds and information that we now encounter in our daily lives and which form an essential part of contemporary culture, as well as the ability to communicate completely through the available media at the level of basic social relations." (PDF) As such, media education is a process enabling the acquisition of knowledge and skills by media consumers, and also an opportunity to develop social and linguistic competence influencing the level of social integration in certain dimensions: structural (a citizen's relation to the legal and institutional system), cultural (a citizen's participation in the culture), identification (one's sense of belonging to different social groups), social (one's friendships, social and intimate aspects).[13]

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Media education has two goals: to prepare consumers to properly use the media, and to prepare conscious and critical perception of media communication. Hence it is about preparing media users for efficient and competent distribution and reception of media communication and its critical evaluation.[14] Furthermore, B. Siemieniecki noted one more important area which aims at development of a comprehensive educational matrix using the latest technical achievements "(…)

[13] Tenże, *Kompetencje medialne* w: M. Federowicz. S. Ratajski (red.), *O potrzebie edukacji medialnej w Polsce*, Warszawa 2015, p. 102.

[14] W. Strykowski, *Media i edukacja medialna w tworzeniu współczesnego społeczeństwa* w: W. Strykowski, W. Skrzydlewski (red.), *Media i edukacja w dobie integracji*, Poznań 2002, p. 19.

in all forms of education, continued education and self-education, using media and IT education methodology and educational technology."[15]

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Such media education needs to cover the widest possible range of social groups and ages. The teaching system should educate the whole society on a lifelong basis with appropriate methods and tools so that individuals at different stages of life are provided with adequate competences and skills. Teaching should include three components: "teaching about media", "for media" and "with media", with tailored teaching content provided in these areas. The aim of this process is to develop media competence of media users to make them proactive and aware consumers of media communication. After all, the media competence is "the harmonious composition of knowledge, understanding, valuing and efficient use of media."[16] It enables media users to, among other things:

- skilfully select and review media communication,
- create and transmit media communication using the latest technology,
- evaluate social interactions created under the influence of new media,
- prevent negative impact of the media, and understand the context of its communication,
- cooperate in a team using modern communication technologies.

[15] B. Siemieniecki, *Pedagogika medialna – następca edukacji medialnej?* w: M. Sokołowski (red.), *Edukacja medialna. Nadzieje i rozczarowania*, Warszawa 2010, p. 69.

[16] A. Kaczmarek, *Edukacja medialna wobec zagrożeń cyberprzemocy i cyfrowego wykluczenia*, „Kultura -Media-Teologia" 2013, nr 13, p. 71.

Media education therefore includes "all activities which aim at teaching and raising an aware receiver and, in a way, a creator of media communication who knows the language and the rules governing the media, the technology of acquiring, processing and transmitting information, aesthetic norms and ethical rules."[17] Media education can be a form of education and educational prevention, but it can also contribute to the student's self-education process by supporting one's competence and skills. As such it can satisfy cognitive, emotional, cultural and social needs of the student.

Last but not least, the most accurate definition has been proposed by the authors of the Media, Education and Digital Education Model who defined "media, information and digital education as an interdisciplinary area of practical activities aimed at teaching competences that enable conscious, active, responsible, pro-social, critical and creative use of all kinds of media for various purposes. And, an inherent element of such use is understanding of how the media (both traditional and digital) function as well as and the influence the media have on various areas of human activity."[18]

MEDIA EDUCATION IN SCHOOL

The media education concept has been an area of research for many scholars in Poland – in the area of preparation of children as media receivers (for example, Piotr Drzewiecki, Agnieszka Ogonowska, Tomasz Huk, Grzegorz Ptaszek) as well as in the area of media competence teaching (for example, Bronisław Siemieniecki, Stanisław Juszczyk, Janusz Gajda, Maciej Tanaś). However, the reality of Polish schools in actual media education has been far from what the researchers tend to recommend. Media education is not a standalone course[19] and has not been called

[17] K. Biedrzyński, *Elementy edukacji medialnej w podstawie programowej kształcenia ogólnego obowiązującej w polskiej szkole od 2009 roku. Jak w świetle zapisów podstawy programowej mogą i powinny być kształtowane kompetencje medialne ucznia?* w: M. Federowicz. S. Ratajski red., dz. cyt., p. 241–242.

[18] A. Pacewicz, G. Ptaszek (red.), dz. cyt., p.19.

[19] In 1999–2009, the media education content was taught by focusing on publications and mass media. From 1 September 2009, the Minister of Education Regulation allowed school principals to devote teachers' flexibility time to media-related topics, however it has not been a frequent or successful practice. The educational system reform of 2017 incorporated the media education content in curriculum of other classes, such as technical workshops, Polish language, computer science, arts.

as such in the Minister of National Education Regulation that introduced the new core curriculum back in 2017.[20] However, it is still possible to teach certain related topics by introducing teaching process innovations in schools. Legal regulations bringing school innovations can be found in the Educational Law (Polish Official Journal: Dz.U. 2017.60)[21] which emphasises that innovation should be an integral part of activities undertaken by schools. Such innovation should serve, first of all, development of creativity in students and teachers. Areas of innovation may include, for example, specific courses or a larger themes within a different course, an innovative curriculum, teaching of integrated knowledge, thematic blocks of classes.[22] Innovation in media education is most often introduced in schools as separate courses or journalism-related workshops. Then, innovation of a given class predefines the type of activities and alter the existing curriculum, supplementing it with new educational objectives, content and required achievements for students at different levels of learning and competence.

In addition, media education content has been included in the core curriculum of certain main courses that are taught at every teaching stage of the primary school. The general teaching objectives include the development of student competences such as creativity, innovation, entrepreneurship and the skill of critical and logical thinking, reasoning, argumentation and inference. However, one of the fundamental skills that a primary school student needs to acquire is creative problem solving applicable across various fields, using conscious choice of methods and tools from computer science (including programming).[23]

[20] Minister of Education Regulation of 14 February 2017 on core curriculum for pre-school facilities, primary schools, including intellectually disabled students, level 1 vocational schools, special vocational schools and post-secondary schools (Polish Official Journal: Dz. U. 2017.356), http://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=wdu20170000356, (accessed 18.04.2021r.).

[21] Educational Law of 14 December 2016 (Polish Official Journal: Dz.U. 2017. 59), https://isap.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU20170000059, (accessed 18.04.2021r.). The Act cancelled the requirement to notify innovative teaching approaches to the regional schools controller and supervisory authorities. It also lifted more formal eligibility criteria. The type of documentation and method of its submission is decided by the school principal.

[22] Tamże.

[23] Rozporządzenie Ministra Edukacji Narodowej z 14.02.2017 r., dz. cyt. p. 11.

At the early education stages in years 1–3, the general objectives are set back against four main areas of child development: physical, emotional, social and cognitive. Media-related issues can be found in two them:

1) in the social area, a student gains:
   a) the ability to build relationships, interact, cooperate and organise one's work in small teams, including using technology;
   b) the ability to protect oneself and team members, including safety issues related to new technology communication;[24]
2) in the cognitive area, a student gains:
   a) the ability to participate in the culture and express ideas and experiences through visual, musical and technical means of expression, as well as through modern technology.[25]

At this stage of education the school needs to provide students with access to valuable yet modern sources of information and technology. Access to modern technology is indispensable for the implementation of specific educational objectives that have been included in the core curriculum and described as certain learning outcomes in the respective disciplines. Primary teaching is integrated in its nature and students acquire new skills and competences through the implementation of highly varied tasks and activities. Media education content has been included in, for example:

- Polish language classes where a student:
  – learns to distinguish between elements of fiction and reality, including media from reality; And uses computer applications to write a greetings, announcements, letters, etc.[26]
- mathematics where a student:
  – makes formulas and solves them, creates mathematical puzzles, uses own artistic, technical and structural skills as well as simple computer applications; and uses phone / tablet applications.[27]
- social education where a student:

[24] Tamże, p. 32.
[25] Tamże, p. 33.
[26] Tamże, p. 34.
[27] Tamże. p. 37.

  - learns to protect sensitive data of the student and his/her relatives in the virtual world, and communicate in a team using new technology[28]
- natural sciences where a student:
  - finds information about the natural environment in various online resources, looks up weather information on the Internet, learns how to use onscreen maps;
  - effectively uses emergency telephone numbers to call for help, recognises the fact that false information is available in the virtual world and verifies it by asking questions to the teacher, parents, police officials. and uses the netiquette
  - follows the rules of safety when using digital devices, including understanding and respect for the limitations of their use; and knows the positive role of digital devices in community life and how their excessive use can be harmful to one's health.[29]
- visual arts where a student:
  - creates posters, leaflets and other creative work using simple computer applications, uses multimedia tools, recognises and properly labels the respective fields of visual arts, including the computer graphics.[30]
- technical workshop classes where a student:
  - uses technical devices and technology, follows multimedia instructions, selects information'[31]
- computer science where a student:
  - visually programs simple situations or scenarios according to own and team ideas, executes single commands and their sequences to control an object on a computer screen or a digital device;
  - creates simple drawings and text documents by combining text and graphics, e.g. invitations, diplomas, leaflets, announcements; enlarges, reduces, copies, pastes and deletes graphical and text elements;
  - uses the potential of technology to communicate with others during the learning process and to collaborate with the team, and uses the

[28] Tamże, p. 39.
[29] Tamże, p. 40.
[30] Tamże, p. 42.
[31] Tamże, p. 43.

technology made available by following established rules, differentiates between desired and undesired behaviour online, applies rules of online safety.[32]

- ethics classes where a student:
  - imitates and adopts as own the principles of good behaviour, based on real-world experience and examples from literary texts, films and other sources.[33]

As the general education core programme changed it has become necessary to review the curriculum also for the teaching of religion which is carried out by the Catholic Church in Poland.[34] The document contains a synthesis of an analogous document of the public school law. The synthesis allows teachers of other courses to use correlations to propose integrated content also in the teaching of religion. As such, the teaching will have an integrating, complementary or polemical function.[35]

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[32] Tamże, p. 44.

[33] Tamże, p. 52.

[34] Document established at 379th Plenary Meeting of Polish Episcopal Conference on 8th June 2018.

[35] Konferencja Episkopatu Polski, *Podstawa programowa katechezy Kościoła katolickiego w Polsce*, Warszawa 2018, p. 10.

In the section dedicated to children in years 1–4, the document remarks that today's children are open to the media world. They willingly and quite often use new technology, such as mobile phones and tablets. For this reason it is necessary to correlate religious education with school teaching concerning media topic. At the first educational stage, the correlation can be found in:

- Polish language teaching
  - expansion of one's vocabulary through contact with literary works, promotion of books and interest in reading.
- visual arts
  - expression of one's thoughts and emotions through variety of artistic forms - preparation for the use of media by consumption of media communication;
- computer science
  - proper use of electronic tools and media, and compliance with laws and rules of online safety.[36]

The second educational stage of the primary school system covers years 4–8. In the child development process, as they grow children often expand their various talents and interests. They begin to consciously perceive their surroundings, develop critical skills, express judgements and opinions. Adolescents begin to consciously follow behaviours that are in line with current community norms.[37] At that time the school has a task of, for example, creating appropriate conditions for students to acquire knowledge and skills based on methods and techniques from computer science, programming and computer applications. Authors of the core curriculum noted that this stage necessitates use of computers and digital devices in classes, in various courses, including "work on text, calculations, processing of information, and its presentation in various forms."[38] During respective classes, students are supposed to acquire the ability to critically analyse information, observe the principles of safe use of online resources, and maintain proper relations with other network users. Media education content can be found in teaching objectives or specific requirements of the following courses:

[36] Tamże, p. 57–60.
[37] E. Skórzyńska, *Psychologia dla rodziców*, Warszawa 1975, p. 17.
[38] Rozporządzenie Ministra Edukacji Narodowej z 14. 02.2017 r., dz. cyt. p. 13.

- biology where a student:
  - uses a variety of sources and methods to obtain information, correctly interprets and analyses graphical and text information;

Classes should be conducted in a room featuring a multimedia projector and the overall course should be varied by incorporating applications and digital resources e.g. photos, films, foliograms, multimedia presentations, animations.[39]

- chemistry where a student:
  - is able to acquire and appropriately process and evaluate the reliability of information from various information and communication sources.[40]
- physics where a student:
  - is aware that physics is the scientific foundation of modern information and communication technology.[41]
- geography where a student:
  - uses plans, maps, photographs and information and communication technology to acquire, process and present geographical information;
  - identifies Polish and other landscapes in descriptions, films and illustrations;
  - presents (e.g. multimedia presentation, poster, film, photo exhibition) the natural and cultural values of a given region and place of residence;
  - is able to use digital maps and information / communication technology to retrieve, process information and develop geographical thinking skills.
  - uses a variety of information sources, including photographs, films, information/communication technology.[42]
- computer science where a student:
  - prepares and presents solutions to problems, using basic computer or cloud applications; complies with legal, ethical and health & safety rules; knows threats connected with free access to information and counteracts them;

[39] Tamże, p. 141–142.
[40] Tamże, p. 150.
[41] Tamże, p. 159.
[42] Tamże, p. 123–124.

  - uses a computer, digital devices and networks, and other equipment to record images, sounds and video;
  - uses a computer and other digital devices to collect, organise and select own resources and educational resources, searches and verifies information, uses open web resources, knows types of software licences;
  - with the help of modern technology (e-mail, forum, virtual learning environment) works and overcomes difficulties in a team setting; knows how to create graphical collages, photographs, short films, multimedia presentations, simple web pages.[43]
- Polish language where a student:
  - understands the specificity of cultural texts in the area of literature, theatre, film, music, visual and audiovisual arts; identifies a text as a communication, e.g. an advertisement. Prepares film scripts based on excerpts from a book and own ideas; writes a summary of a film or a play;
  - knows and identifies components of a film, television or theatre work (acting, director, props, script, music) as well as specific features of news and entertainment programming;
  - develops the ability to use information technology and online resources to demonstrate own interests; consciously and attentively watches films, concerts, plays, radio and television programmes; knows basic types of journalism: reportage, interview, press article, editorial, and identifies characteristic features of each; composes a speech and an interview;
  - finds references to traditional literary and cultural themes in films, participates in educational projects presenting short films, uses on-line library resources.[44]
- music where a student:
  - creates, performs and records music using available technology, and distinguishes between film and theatre music; finds information about music in digital and multimedia sources;

[43] Tamże, p. 176–179.
[44] Tamże, p. 61–69.

  - virtually participates in musical events and in creation of artistic educational projects using information technology.[45]
- visual arts where a student:
  - knows the fine art genres, such as graphical arts, creates various forms of expression, e.g. photographs of arranged scenes and motifs, edited pictures; designs formats for practical use (invitations, covers, posters) using editing software and digital photography; attempts to produce an animated film.[46]
- social studies where a student:
  - finds information in the local media about public activities of local government officials; finds and presents information about own sub-region, events and historical figures;
  - knows and presents the functions and types of media; knows what freedom of speech is; distinguishes information about facts from comments and opinions; explains what is reliable journalism;
  - knows functions of advertising and critically analyses it; knows objectives and features of social campaigns, finds and correctly interprets opinion polls found on the Internet.[47]
- family life classes where a student:
  - uses the media consciously, responsibly and selectively, respects limits of time spent with each media, knows its potential destructive effect.[48]
- ethical education where a student:
  - names emotions and feelings of characters in films, theatre plays, computer games; recognises cyberbullying, gives examples of appropriate and inappropriate use of information technology.[49]

Similarly to the case of the previous educational stage, the Catholic Church has likewise approached the change of the core curriculum also at the second primary school stage in terms of the core curriculum for teaching of religion. In the document devoted to years 5–8, the authors noted that children are rather easily influenced by the media. They also emphasised that modern catechists should

[45] Tamże, p. 85.
[46] Tamże, p. 87–88.
[47] Tamże, p. 108.
[48] Tamże, p. 201.
[49] Tamże, p. 203.

use modern educational methods in their work, including related to information / communication technology, and ensure that students use the media in responsible ways. In terms of media, the correlation between teaching of religion and the general school education at the second stage can be identified in:

- Polish language teaching where a student:
  - expands the skill of dialogue, storytelling, describing, writing a letter and summary of films and plays, creating a film script based on excerpts from a book and own ideas.
- music and art where a student:
  - improves the ability to create artistic educational projects using information / communication technology.
- social studies where a student:
  - is aware of benefits and threats of cyberspace, knows functions and types of media, is able to use them in a proper way and critically analyse advertising communication and information, and knows objectives of social campaigns.[50]

The analysis of the above documents has demonstrated that, like in previous years, the failure to include a standalone course on media education in the new core curriculum causes the new document to omit many issues related to media education or treats them in a rather negligible way. There still is a noticeable "insufficient emphasis on development of media, information and digital competences. It is particularly visible in the area of critical understanding of the media environment, (…) critical understanding of rules governing the new media world, (…) attention to the community and sharing character of digital media, (…) the urgent need to develop critical thinking skills – not only in relation to media communication or sources, but also the technology." [51] The educational assumptions of the core curriculum tend to overlook key content related to media. The fact that media education has been included in certain courses, such as Polish language, social studies, history and ethical education, does not make media, information and digital competences sufficiently exposed. Rather to the contrary, they tend to be secondary and supplementary only. Certain content has been added to other courses, hence making this topic scattered and lacking a more coherent curriculum. Still

[50] Konferencja Episkopatu Polski, dz. cyt. p. 119–135.
[51] A. Pacewicz, G. Ptaszek (red.), dz. cyt., p. 5.

prevalent remain the words of W. Kołodziejski, the Chairman of the National Broadcasting Council, expressed in his letter to Katarzyna Hal after the core curriculum change of 2008, according to whom not much has changed in teaching according to the Polish educational system. Media education has been "chaotically scattered among other courses, and sometimes on a margin only, as if though to merely fulfil a requirement."[52] The lack of defined educational objectives in the area of media education makes the method of its implementation, as proposed in the current core curriculum, a hidden programme. Most of the objectives which were added to other courses implemented at different educational stages "do not clearly indicate the need for media education, and thus the need to equip students with media competence: some specific provisions are only a signal of the requirement to incorporate information and communication technology in the educational process".[53] More often than not, the media education content implemented in other courses, whether by the core curriculum for general education or the core curriculum for catechises of the Catholic Church, has been reduced to the ability to operate a computer, some audiovisual equipment or smoothly surf the Internet.

The educational assumptions of the core curriculum tend to overlook key content related to media. The fact that media education has been included in certain courses, such as Polish language, social studies, history and ethical education, does not make media, information and digital competences sufficiently exposed. Rather to the contrary, they tend to be secondary and supplementary only.

[52] *List Witolda Kołodziejskiego Przewodniczącego KRRiT do Pani Katarzy Hall Minister Edukacji Narodowej* z 05.2008 r, https://webcache.googleusercontent.com/search?q=cache:PoSVQQMFODgJ:https://www.gov.pl/attachment/55de8e55-0e48-44a6-8a49-97de9026ac51+&cd=2&hl=pl&ct=clnk&gl=pl (accessed 24.04.2021 r.).

[53] I. Łuc, *Edukacja medialna w szkole podstawowej pomiędzy teorią a koniecznością edukacyjną*, „Studia z teorii wychowania", nr 3 (24) 2018, p. 183.

Likewise, clauses of both core curricula which relate to the importance of teaching students the proper use of modern information and communication technology, as well as the general clause demanding that teachers devote considerable attention to media education, make only select teachers obliged to implement the media education in their teaching. No tasks, assessment criteria or no responsibilities of teachers have been defined for any specific jobs. "Only the educational content is defined, however without defining it as media education that, if assimilated, would be at the same time the implementation of the media educational objectives." [54]The rather negligent treatment of media education and its supplemental inclusion in other courses calls for every teacher to be competent to transfer the media education knowledge. Teachers are not covered by any specialist training, deeper studies or didactic support on sufficient level. Hence, it is correct to assume that such content related to media education is being implemented in a more or less competent way and to a greater or lesser extent.

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However, the core curriculum allows treatment of media education in a more interdisciplinary way as implemented through various courses. The content

[54] A. Dąbrowska, P. Drzewiecki i inni., *Kształtowanie kompetencji medialnych i informacyjnych w podstawach programowych MEN*, https://nowoczesnapolska.org.pl/wp-content/uploads/2012/01/Cyfrowa-Przyszłość-rozdział-12.pdf, p. 198, (accessed 26.04.2021r.).

should be conveyed by teachers not only to make students acquire the digital competence, but also taking into account social and cultural contexts.[55] Such approach is needed considering the increasingly media-heavy lifestyle of young generations, especially during the Covid-19 pandemic when the media has become a tool for learning, communication and entertainment, in turn making students more susceptible to its influence.

DIGITAL LIFESTYLE OF SCHOOL CHILDREN DURING PANDEMIC

The lengthy Covid-19 pandemic has made virtually moved all aspects of life of the young generation and their social interactions to the online world. According to January 2021 data, 4.66 billion people worldwide use the Internet.[56] In Poland, with population of nearly 38 million, the vast majority (31.97 million) use the Internet.[57] Analyses show that, compared to pre-Covid-19 period, the time spent by children on activities involving a computer or smartphone has increased by a significant rate. According to 2019 Teens 3.0 (Nastolatki 3.0) report, young people used to spend between 3 and 4 hours a day in front of a screen. However, the interval has increased since then and in February 2020 was estimated at 5 hours,[58] and as much as 9 hours in May later the same year.[59] This dependency has been confirmed by a study called "Distance learning and adaptation to social conditions during the coronavirus epidemic". The preliminary report shows that while 12.4% of students used to spent online 1 or less hours daily during their school time, now it is only 5% of students. During the social distancing period when students switched to online schooling, nearly half of students (49.5%) spent online 6 or more hours a day on weekdays. Likewise on weekends, 28.4% of students

[55] A. Pacewicz, G. Ptaszek (red.), dz. cyt., s. 6.

[56] Digital 2021: *Global overview report*, https://datareportal.com/reports/digital-2021-global-overview-report, (accessed 26.04.2021 r.).

[57] Socialpress, *Cyfrowe dzieciństwo, jak chronić dziecko w sieci?*, https://socialpress.pl/cyfrowe-dziecinstwo, (accessed 26.04.2021 r.).

[58] M. Bochenek ,R. Lange (red.), *Nastolatki 3.0. Raport z ogólnopolskiego badania uczniów*, https://www.nask.pl/pl/raporty/raporty/2593,Raport-z-badan-quotNastolatki-30quot-2019.html, (accessed 26.04.2021 r.).

[59] Fundacja edukacji zdrowotnej i psychoterapii rodzice.co, *Etat w sieci 2.0 Zdrowie psychiczne polskich nastolatków w nauce zdalne*j. *Raport z badań*, https://drive.google.com/file/d/1utuuJbmit48qacwpgXWmI3jeH4VhvWFT/view, (accessed 26.04.2021 r.).

spent 6 hours or more doing online activities.[60] Young people are increasingly willing to use video portals and social media. The popularity of Netfix and YouTube increased rapidly – by as much as 500% in the first weeks after the lockdown announcement.[61] 28% of students say they use social media, play games or use instant messaging very often or often while studying at home.[62] Compared to 2019, the number of Skype app runs in April 2020 was four times higher. The case is similar with Viber – five times more, and WhatsApp – eight times more, and Messenger – nine times more.[63] In addition, the estimations are that over half of students aged 13–17 use Facebook and Snapchat, while a third already have an Instagram account.[64] Also, more than half (66.5%) of students use their phones or computers right before sleep. It causes the digital fatigue effect which has been declared by 50.7% of those surveyed.[65] More than half of students (62%) suffer sleeping disorders and 40% noticed symptoms of new media addiction.[66] Children feel frustrated and often suffer because of social isolation. Almost one third (28.9) of them often or always feel sad, lonely (27.4) and depressed (28.4). 42.6% of the surveyed teenagers (age 11–18) have suicidal thoughts when in isolation, while 75% worry about their future.[67] Parents of remotely schooled children also noted many negative consequences related to media addiction. The most frequent symptoms mentioned by parents include lack of contact or reduced contact with peer group (83%), too much time devoted to the Internet or computer (82%), reduced well-being which manifests as lowered mood, irritable behaviour, anger outbursts and aggressive conduct (42%). Parents (36%) also observed their children having difficulties learning online and 31% even noticed a regression and

[60] G. Ptaszek, M. Bigaj, M. Dębski, J. Pyżalski, G. Stunża, *Zdalna edukacja - gdzie byliśmy, dokąd idziemy? Wstępne wyniki badania naukowego „Zdalne nauczanie a adaptacja do warunków społecznych w czasie epidemii koronawirusa*, Warszawa 2020, https://zdalnenauczanie.org/wp-content/uploads/2020/06/Badanie-zdalnenauczanie_org_prezentacja.pdf, p.10.

[61] Selectvv, *Użytkownicy smartfonów i tabletów w Polsce 2020. Przemieszczanie się, zachowania konsumenckie i nastroje Polaków na podstawie danych z mobile*, https://selectivv.com/opracowania-i-raporty/uzytkownicy-smartfonow-i-tabletow-w-polsce-2020/, (accessed 26.04.2021 r.).

[62] G. Ptaszek, M. Bigaj, M. Dębski, J. Pyżalski, G. Stunża,, dz. cyt., p. 13.

[63] Selectvv, dz. cyt.

[64] Socialpress, dz. cyt.

[65] G. Ptaszek, M. Bigaj, M., Dębski, J. Pyżalski, G. Stunża,, dz. cyt. p. 12.

[66] Fundacja edukacji zdrowotnej i psychoterapii rodzice.co, dz. cyt.

[67] Tamże.

loss of previously acquired skills.[68] Neither the students themselves have been satisfied with distance learning, including 43.7% of the children surveyed expressing dislike of this form of learning, and only 28.8% satisfied.[69]

Online classes are all about individual student work and self-discipline. Many students have problems in this area. Quite often they struggle with the inability to properly take notes, analyse the provided material, and learn effectively. The issue is often the lack of competence media education in the area of media education. Today's young adolescents are proficient in the use of the social media, however they do have problems when downloading content, handling email or working in the Office software.

Online classes are all about individual student work and self-discipline. Many students have problems in this area. Quite often they struggle with the inability to properly take notes, analyse the provided material, and learn effectively. The issue is often the lack of competence media education in the area of media education. Today's young adolescents are proficient in the use of the social media, however they do have problems when downloading content, handling email or working in the Office software. Considering the above, the author has conducted a qualitative study, as well, in the form of in-depth interviews presented further below.

[68] M. Omyła-Rudzka, *Edukacja zdalna – doświadczenia i oceny*, Komunikat z badań CBOS nr 19/2021, https://www.cbos.pl/SPISKOM.POL/2021/K_019_21.PDF, p. 7.

[69] Fundacja edukacji zdrowotnej i psychoterapii rodzice.co, dz. cyt.

RESEARCH METHODOLOGY

The aim of the study has been to diagnose the actual practice and needs related to the implementation of media education by teachers in school environment during the distance learning times of the Covid-19 pandemic. Such qualitative research was chosen as a method that allows analysing processes beyond what is objective and measurable, namely to explore certain issues related to values, personal experience and assessments.[70] The research method was an in-depth interview format because it allows selecting respondents who are most competent in the context of the objective the inquiry.[71] The chosen method enabled more comprehensive output data as the interview format gives the respondent a full opportunity to express own emotions, feelings, opinions and experience.[72] During the interview involving an individual narration that aims at more in-depth feedback and information, the interviewed person tends to be more open and eager to share individual observations and experience.

In total, there were 18 people (13 women and 5 men, including 2 contract teachers, 8 appointed teachers, 8 certified teachers) interviewed in March 2021. The respondents were enrolled by sending invitations to primary school principals in Warsaw. Teachers fulfilling the following criteria were qualified to enrol: an active teacher working in a primary school and teaching classes which, according to their educational content or correlation to the core curriculum of general education, feature components involving media education.

Research questions:

1. How do teachers understand 'media education'?

2. How much time across the academic year do the teachers devote to media education issues? What specific topics were conveyed in the current academic year and was the media education content delivered as prescribed in the core curriculum?

3. How do the teachers create the media competence of their students and did it change when teaching online? What environment do they create for that purpose?

[70] U. Flick, *Projektowanie badania jakościowego*, Warszawa 2011, p. 138.
[71] E. Młyniec, *Opinia publiczna. Wstęp do teorii*, Poznań-Wrocław 2002, p. 148.
[72] U. Flick, dz.cyt., s. 140.

4. What information sources do the teachers believe to be particularly important and which they actually use and recommend to their students most often?

5. What methods of conveying and assessing knowledge do the teachers use when teaching online and do the methods differ from a classroom setting?

6. How do the teachers assess the digital competences of their students?

7. What effects of online teaching did teachers observe during the Covid-19 pandemic?

8. How do the teachers evaluate their online teaching competence? How do they evaluate their competence in the area of media education teaching?

RESEARCH DETAILS

1. Understanding and implementing media education

Only few of the teachers understand media education properly:

In my opinion, media education is, in the simplest form, development of the ability to be use the media in a conscious and self-reliant way. Media education also shows the role of the media in community life, the learning process and upbringing children (early years primary teacher);

(...) means to teach about media (as institutions, organisations), how the media functions and what is its influence on the viewer, as well as to develop proper reception of the media, including ways to defend oneself against manipulation (catechist);

or

(...) is a type of educational activity that uses modern information technology. It means educating students to be able to properly receive and consume media (Polish language teacher).

However, most teachers have a rather incomplete and fragmentary understanding of media education, for example *development of the skill how to use the media responsibly* (geography teacher); *critical use of information and entertainment provided by the media* (history teacher); and *conscious use of the media* (technical workshop teacher).

Teachers often limit media education only to a tool that can be used in the teaching process, or to the ability to properly use such tool: *(...) means the use of multimedia materials in the educational process* (art teacher); *(...) is the development of media literacy* (family life class teacher).

In the last academic year, majority of the teachers participating in the survey did not implement the core curriculum related to media education. As many as 12 of them declared to have failed to convey the related topics of the core curriculum. They explicitly said that *(…) I do not devote time to media education content* (biology teacher), *I do not have time during my classes to discuss this type of issues* (geography teacher); *I do not devote time to such topics, I do not have time for it and I do not feel competent in this field* (catechist). Teachers usually devoted from 2 to 4 hours to media topics across the academic year. Most time was allocated by teachers of Polish language – *(…) it is about six hours. I implement these topics through an assignment involving an essay that students need to write. In the recent year, the topics included: Online hate – a trend among modern teenagers, and the Internet as an eye to the world that demands caution;* technical workshop teacher – *(…) I devote between 4 and 5 hours depending on individual pace of students doing a technical project: Chinese technical inventions, the contribution of Asian inventors to the development of technical civilisation;* and in computer science classes – *we devote about 40 percent of classes to media-related issues, primarily media literacy. But often even less. Children have different pace and individual potential to assimilate technical innovation. Equipment is also quite a problem – during the pandemic, not everyone had access to a computer, not to mention the right software. Every year I do a special project: "Travelling with Google Earth", and the students have always enjoyed it. Online teaching has always been a challenge, especially technical obstacles.*

2. Development of media competence

When addressing ways of development of media competence, the teachers most often pointed to the ability of a student to critically evaluate information as well as analyse and discuss what the student sees or finds on the Internet. *I develop media competence of my students through discussions. I motivate them to challenge the content presented in the media. I want them to learn critical thinking* (Polish language teacher), and *in my classes I show how to find information that broadens the knowledge of my teaching area on the Internet;* and *I give feedback to students on what they say about their use of the media* (family life class teacher). There are teachers who pay attention to the safety of their students – *I make students aware of the negative influence of media of any kind* (religion teacher); *during my classes I put great emphasis on safety, respect for personal image on the Internet, and data protection* (IT teacher).

Some respondents also indicated that they fail to fully understand the essence of media education, e.g.*: I develop media competence in my students by showing them the scientific source they should use* (geography teacher), and *I teach students media competence by indicating and analysing sources that students use* (music teacher), and *I encourage frequent use of technological innovation* (technical workshop teacher). There were two teachers who, in response to this question, said *I do not deal with this issue during my classes* (catechist); and *during the pandemic I did not have time for it - I only deal with issues related to the topic of my class* (social studies teacher)*.*

Only two persons adapted the ways of developing media competence to the online teaching setting: *in my classes there is more discussion, more lecture formats, and less practical activities which have become rather difficult to perform because of the remote form of classes* (technical workshop teacher), and *during online teaching I enhanced the communication with my own recorded films* (art teacher). Other teachers did not see any need for change in this area.

Teachers identified books as a particularly important source of information. All of the respondents ranked it top. Books are a source that they themselves happily use and therefore recommend to their students. They usually recommended encyclopaedias, dictionaries, source material and thematic books. A considerable part of the teachers also recommended dedicated websites and portals on the Internet as well as Youtube videos: *I value youtube, Internet search engines, ebooks and specialist portals* (early years primary teacher) and *I recommend websites of authorities, companies and foundations to my students* (Polish language teacher). Three teachers indicated that every type of media can be a valuable source of information, but on such condition that it is used properly – *All media that students are able to use properly are valuable* (religion teacher). The teachers also pointed out that reliable information can be obtained also in interpersonal contact: *in conversation with a teacher* (catechist), and *family, colleagues and conversations with people from the immediate environment, peer groups are in my opinion an important source of information* (art teacher).

When asked about methods used to transfer knowledge when teaching online, the teachers indicated that they use multimedia presentations and recordings more often: *The difference between in-school conditions and online teaching is only in the more frequent use of films, presentations* (geography teacher); and *(...) we more often watch something together and then talk about it* (family life class

teacher); and *similarly to school, I use presentations, films, youtube recordings to convey knowledge* (catechist). Majority of the teachers indicated that work and assessment while online do not significantly different from those at school: *(…) just like at school: tests, discussions, questions, papers for points and more descriptive, the working ways are not very different when at school* (Polish language teacher); and *while online I use more software to create tests, just like at school I use descriptive lectures supplemented with presentations* (biology teacher); and *they do not differ. Lecture, independent work on assignments or team work, projects for credit points* (physics teacher); and *to evaluate of knowledge at school and during distance learning I usually use oral answers* (social science teacher).

Only two teachers observed a significant change in their working methods when teaching online: *Normally, I have the opportunity to talk, but online there is more unilateral communication – from me. After returning to school for a while a few people made references to the recordings I had uploaded* (early years primary teacher); and *when working online it is definitely more difficult to teach practical skills – both in teams and individually* (technical workshop teacher).

3. Assessment of media competence and impact of online teaching

When asked to assess media competence of their students, teachers usually narrowed down their statements to a student's ability to handle media devices and effectively use the social media. *They know how to use the tools, e.g. smartphone, computer, tablet* (Polish language teacher); *They deal with new technology very well, they find social media quickly* (religion teacher); *They know more than I do, they write to each other all the time on those messengers* (geography teacher); *I work to bring them to a high level. In IT classes I teach them how to make videos, edit simple music, process photos. Everything that is useful for making attractive posts on Instagram or Facebook will interest them very much* (computer science teacher). Few teachers point out the ability of critical analysis in relation to media: *I assess media competence well in terms of media literacy, but it seems to me that students nowadays - maybe due to the fact that they have unlimited access to media all the time - find it difficult to analyse media, media communication on their own and do not want to engage in such analysis* (family life class teacher); *They do very well on the technical side, but their awareness of risks is negligible* (art teacher). *Some students handle the media very well, but others are overwhelmed by the need to check mail regularly and add or open attachments* (catechist).

The pandemic has significantly weakened the mental condition of children attending primary schools. All teachers made references to negative effects of online teaching during the Covid-19 pandemic. Students are poorly motivated and bored during classes: *(...) my students are tired of the screen, unmotivated. They are sad, lack energy, and clearly miss real contact with each other* (religion teacher); *I notice a general "fatigue" and a tendency to get depressed and exaggerate even the smallest problems.... in other words: they have had enough* (Polish language teacher). Teachers also noticed a decreased will to learn: *Some students want to learn less, basically I have no control whether they are present throughout the whole class - in our school there is no requirement for students to have their cameras on during classes* (biology teacher); *lack of true participating in classes results in lack of learning. Online activities do not develop students or motivate them* (music teacher). The teachers also noticed that students tend to be less independent and often ask for help from their parents / guardians or are abandoned without any supervision from their parents / guardians: *For me, the effect of online work is definitely more time spent online and more distracted students when they are supposed to learn because there is no control over what a child is actually doing* (technical workshop teacher); *I often notice a rather negligent approach to school and teaching* (geography teacher); *During classes, I often hear parents giving hints to children or other guardians reprimanding them* (early years primary teacher).

The teachers had usually demonstrated an average level of assessment of their own competence with media education topics. Only two of the interviewed teachers assessed their individual readiness as very good: *I evaluate my preparation as very good. I take the effort to keep developing myself. I can do a lot of things and I still have a lot to learn* (computer science teacher); *Very good, I read a lot, I search on the Internet, I participate in training courses"* (Polish language teacher). However, majority of the teachers assessed their competences as on the average level e.g. *(...) sufficient. Quite often students know more than me. I had to learn a lot in order to be able to teach online* (geography teacher). *Nobody paid attention to this during studies, I get most of the information myself from the Internet.* (art teacher); *If I took a scale from 1–10 I would give myself a five. Before online teaching I had not paid much attention to these skills. Knowing how to fill in an online school journal, and basic use of computers and projectors was enough* (catechist). In contrast, three teachers said they had no such competencies or think they are very low.

CONCLUSIONS

1. Media education has not been implemented in schools as a standalone course. The fact that media education content has been part of the new core curriculum since 2017 as an integrated component of other areas of study has led to only superficial and fragmentary implementation of the media education content, or its omission altogether. It causes lack of a coherent teaching programme and introduces chaos – teachers do not feel responsible for conveying media competence to students. Likewise in religion classes, despite the Church noticing the importance of educating and propagating critical perception of media, the integration with other courses at school takes more a form of media literacy or a use of a modern teaching tool.

2. Students are experiencing symptoms of digital fatigue. Distance learning and the associated lengthy time spent in front of screens, whether computer or smartphone, as well as isolation from classmates result in deteriorating overall mood. Students are exhausted and bored. Their motivation to learn is reduced and they tend to become dependent on others or less conscientious. Both students and teachers should be educated in order to counteract the negative effects of the abuse of modern technology, and certain principles of digital safety need to be applied, especially when teaching online. This includes limiting online activity and ensuring time out for active rest from the virtual world.

3. Media education is very often reduced by teachers and catechists to the efficient use of media. It could be caused by misunderstanding of the essence of media education and treating it on a superficial level only. Teachers treat as "extra" the content related to media education, even though it has been included in the core curriculum. They often move away from it or tend to devote very little time to media education across the academic year. They justify it with lack of enough time or insufficient individual competence to handle such topics. During the online teaching period another issue was the unequal student access to media devices and the Internet.

4. Only a minor number of teachers develop media competence in their students and only to a limited extent. Usually they try to teach students how to critically analyse media communication, by using classroom discussions or jointly watching the media. Few pay attention to online safety and the negative impact of the media. A considerable number of teachers fail to fully grasp what development

of media competence actually means, with a group of teachers who do not pursue educational efforts in this direction at all. During the pandemic, only a few teachers noticed the need to change their ways of teaching media competence, used own recorded videos or devoted more time for discussions. A large part of educators does not see any need for change in this area – in this group there are also catechists who, despite the effective use of media in their catechist work, do not attempt to develop media competence in their students.

5. Changing the format to distance learning has revealed that teachers had not been prepared for non-standard working formats or to use modern methods of conveying knowledge. Very often teachers adapted to distance learning by simply raising the number of multimedia presentations and videos during classes. They do not implement modern methods such as the flipped classroom method, interactive exercises, digital platforms featuring dedicated remote teamwork tools. It remains key for the teachers to follow the core curriculum and assess student progress using conventional and established methods: oral answers and tests. Teachers do not create environment for experimentation, learning by experience and from mistakes. Knowledge conveyed through lectures or presentations is passive and does not give students the opportunity to face challenges and issues that would improve their individual competence.

6. Only few teachers perceived media as an important source of information. They recommend thematic websites and Yotube videos to their students. None of them referred to modern digital platforms as important and needed. It is disconcerting when teachers do not feel the need to engage in modern technology because, consequently, they will not implement modern educational solutions unless compelled to do so, for example when demanded to switch to online teaching during a pandemic.

7. In their assessment of media competence among students, teachers stress that students have a good command of devices. They handle well the virtual world of interpersonal relations in the social media, although they sometimes have problems with basic use of computers or email. Teachers also perceive students as not very eager to critically analyse media communication and lacking awareness of virtual threats. Teachers are not sure of their own competence to teach media education. Most are not prepared to convey knowledge in this area, and have not undergone any training in that regard. Most knowledge they have in this area has been obtained by own individual effort when searching the web or participating

in specialist training courses. Before the distance learning times, their own media competence had not been particularly important for the teachers.

8. Distance learning highlighted the need for both students and teachers to develop media competence. And it implies not only the new technical opportunities to host a class but also the negative impact of modern technology on humans. Students need to acquire competence in order to efficiently move around the online world and obtain knowledge there, but at the same time they need the competence how to properly and safely use the media. The teaching methodology should be adapted to the needs of the modern world and the digital infrastructure. The tendency to labour through learning materials should be replaced by nurturing student willingness to seek and find information and then to critically analyze it.

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