Original Scientific Paper
УДК: 316.776:004(497.11)"2021"
DOI: 10.5937/zrffp52-32250

PERCEPTION OF MEDIA LITERACY IN THE EDUCATION COMMUNITY

Jasmina M. ARSENIJEVIĆ[1]
Preschool Teachers' Training College, Kikinda

Milica J. ANDEVSKI[2]
University of Novi Sad
Faculty of Philosophy
Department of Pedagogy

[1] arsenijevicjasmina@gmail.com
[2] andevski@ff.uns.ac.rs

Received: May 15, 2021
Accepted: September 15, 2022

PERCEPTION OF MEDIA LITERACY IN THE EDUCATION COMMUNITY

Keywords:
media literacy;
media education policy;
qualitative research

Abstract. The aim of the study is to analyze the perception of media literacy of educational community (high school and college students, higher educational population and masters of science) using a combination of qualitative and quantitative research methods. The survey was conducted during 2021. Technique of interview was used on a sample of 120 participants about participants' perceptions of media literacy. Total 107 participants gave complete responses, and the results are evaluated based on established categories according to the level of accuracy of answers. Categories are formed according to content analysis and cross-referenced with socio-demographic characteristics. Having in mind a favourable educational structure of the research sample, the starting thesis is that respondents will have a clear understanding of media literacy. The results indicate that the majority of participants properly perceive media literacy in terms of critical reflection of media content, but not as the ability to produce media content as an essential characteristic of participatory culture, which leaves space for improvement and development of a productive cooperation of media users, as the inevitable trend of modern, media-driven society. The qualitative nature of this study enabled the recognition of diverse and deeper categories of phenomena of media literacy in current scientific knowledge. This qualitative approach of the comprehension of media literacy provided insights that are valuable as theoretical contribution, but are first and foremost a precious asset for the creators of media policy, especially for media education strategies.

Introduction

Revolution of the internet caused by the introduction of Web 2.0 is linked with the economic, social, and political expectations (the term Web 2.0 means a new internet generation that opens far higher levels of participation and interaction of Internet users, compared to the previous internet generation). Active users jointly use, revise, modify, organize, create, and spread information and knowledge on the internet. Their role is evolving from passive consumers of information to active participants and creators of media content. Technological optimists are suggesting that the immediate participation of a large number of competent media users achieve the effects of collective intelligence, as a consequence having emergence of the so-called participatory culture.

However, media also show ambiguity. Never before has mankind had the chance to collect, process, and transmit this much information; on the other hand, the wealth of information resources and technology are often used as an instrument of social power and manipulation. Media inform, entertain, and educate us, as well as persuade, indoctrinate, guide towards wrong judgments and actions, and even intellectually pollute us. Along with Chomsky (2002), many media critics warn of the danger of media manipulation and indoctrination (Castells, 2018; Marwick & Lewis, 2017; Winn, 2017; Derakhshan & Wardle, 2017; Ambrozy & Sokolovská, 2018; Mazarr et al., 2019; Bradshaw et al., 2021). Growing up in the mediatized society and in digital, interactive relationships, includes the dimension of alienation and dissociation. This technological change is perceived by technological pessimists as a kind of socio-psychological threat (Siegel, 2008; Helprin, 2009; Carr, 2010). In fact, the risk of negative effects of media which cyber pessimists warn about occur if the audience is not competent to use media for their own purposes (and not for someone else's), aware of the presence of prejudice, lobbying, and propaganda in media content, possibilities for abuse of personal data, invasion of privacy, etc.

One of the basic solutions to these dilemmas lies in strengthening the media literacy, as the users' ability to use media in order to fulfil one's own aims: informing, using, critically reflecting on, and communicating the information

in contemporary, mediatized world. Media education is becoming a strategic priority of many national and international public media policies. Namely, media literacy is considered as the ability to find and evaluate information, connect and cooperate with others, create and share media content, i.e., to use media strategically to solve problems and achieve personal, professional, and social goals (Hobbs, 2010; Grech, 2014, p. 79; Carretero et al., 2017; Bulger & Davison, 2018; Yanarates, 2020). While the creation and dissemination of media content become more decentralized and the role of users far more proactive, media literacy also evolves from the ability of competent usage of media content to competent creation of media content. All this reflects a strong need for a strategic approach to media literacy (ML) through the creation of national and international public media policies.

Authors such as Klein (2009), Arsenijević and Andevski (2015), Mihajlov Prokopović (2018), and Yanarates (2020) point out that ML is extremely important for the following reason: the priceless value of users' media participation can be projected on social engagement, expressing and polarizing of public views. It becomes too precious a resource to be left neglected. Therefore, ML is becoming an important social topic in recent decades and the focus of various national and international educational policies (Buckingham, 2003; Jenkins, 2006; Howard et al., 2021), and thus a wide interest and research area in a field of media education have been opened. However, comprehensive studies of this phenomenon in the world are scarce, as the research methodologies are still in the process of development and reshaping. In this sense, this paper presents an interesting contribution to the theory of media as qualitative research of a media users' comprehension of media literacy. It provides systematised media users' point of view on the phenomenon of media literacy. Therefore, this qualitative approach of the comprehension of media literacy provides results that can offer useful insight to practitioners and theoreticians, and a precious asset for the creators of media policies, especially for media education strategies.

Contemporary Media Literacy

Contemporary views of media literacy imply the inclusion of technical, research, and social competencies. Emphasis is placed on the possibility of critical 'reading' of critical understanding of contents that media convey and the development of personal communication skills for "active participation in society" (Matović, 2011, p. 54). This quality of active participation in the modern media driven world becomes as important as the quality of critical thinking (Bruns, 2007; Van Dijck, 2009; Chan et al., 2021). In this way the phenomenon of ML has become a question of public policy and democratization of society, and ultimately qualified by the National Leadership Conference on Media Literacy

in 1992 as "the ability to access, analyse, evaluate, and create media in a variety of forms" (Aufderheide & Firestone, 1993, p. 6).

Such a dynamic and holistic understanding of media literacy indicates that it is not a product but a process of continues learning and adaptation. Media literacy need to be aligned with changes in social, economic, and technological circumstances affecting the media. Therefore, instead of the final result, it forms a continuum of literacy that extends from mere informing, through understanding, using and evaluating media, to ability to communicate through creation of new media content for active participation in society.

When it comes to the research studies, Buckingham (2003) and Literat (2014) point to the lack of an appropriate methodology. Studies conducted so far were mainly oriented on specific areas: the measurement of ability to understand textual and audio-visual media content (Rosenbaum, 2007; Phang & Schaefer, 2009) or the assessment of effectiveness of ML enhancement programmes (Gonzales et al., 2004; Phang & Schaefer, 2009; Erdem & Erişti, 2022). Few quantitative studies developed a more comprehensive approach, by examination of users' understanding, critical reflection, and creation of media content (Literat, 2014; Hallaq, 2016). Hence, there is a need for deeper understanding of media literacy in practice that necessarily combines qualitative and quantitative research methods.

Research Methodology

The research focuses on perception of ML of the representatives of educational community (high school students, university students and individuals with bachelor, and master of science degrees). Research was conducted in Serbia on a sample of 120 respondents. During the interview, participants were asked to give their own definition of ML. The aim of this study is to analyse how the users perceive media literacy, primarily with the combination of qualitative and quantitative research method. In doing so, the above considerations are taken as a reference framework, which view media literacy as a continuum of literacy that extends from mere informing, through understanding, using and evaluating media, to ability to communicate through the creation of new media content for active participation in society.

The education population was selected with the intention of painting the future civic, democratic, and digitized society, the population that should provide leadership in the world of application of new media. Out of the 120 participants in the research, 107 of them have given complete responses that are analysed for the purposes of this study. The technique of an interview was selected for this research, which helps participants to express their views and allows the transformation and reflection of their opinions. Transcripts are

analysed by applying open coding, segmentation of the data into initial codes. Categories are formed to group these initial codes in a thematic, logical, and consistent way. After analysing the presence and nature of these categories, which provide rich, but also complex image of perceptions of ML, a number of groups have been discussed in which these categories can be categorized for easier understanding of the research results.

Research sample. As previously mentioned, 120 individuals have participated in this research, 107 of which provided a complete answer. Four possible groups of participants are defined by level of education, and after clarification of answers, a relatively uniform structure of all groups was accomplished.

Table 1. The structure of research participants by education levels

The area of education / Level of education	H&S	NS	E&T	**Total number of participants**
High school student	10	9	8	**27**
College degree	12	6	7	**25**
University student	13	8	9	**30**
Master of science degree	11	3	11	**25**
Total number of participants	**46**	**26**	**35**	**107**

H&S – Humanities and social sciences; NS – Natural sciences; E&T – Engineering and technology

Education area is a variable worthy of consideration as it represents and defines reasoning and thinking. Therefore, three fields of education are covered, humanities and social sciences (H&S), natural sciences (NS) and engineering and technology (E&T). A higher number of complete responses from the interviews came from participants of socio-humanistic orientation, while the smallest part was provided by participants with natural sciences backgrounds. This is a reflection of the structure of profiles in higher education as well as of the willingness of respondents to cooperate, how the H&S field part of sample showed greater motivation, as they were closer to the subject of the research problem. The sample also has an even structure by level of education, and four groups of research participants (from high school students to participants with master of science degree) have 25 to 30 participants. Participants who are in the process of education belong to a group of high school students (27) or university students (30), and those who completed the process of education belong to a group with a BA degree (25) or MSc degree (25).

Research Results

Criteria for classification of responses. The collected responses—the qualitative empirical material—are classified into appropriate categories for further analysis. The determinant of the classification of respondents' responses was the degree of comprehension of the phenomenon of media literacy. The diversity of the perceptions of this phenomenon by the research participants have resulted in a wide classification of responses, from the lowest to the highest level of understanding.

Categories:

1. being informed about public happenings;
2. the ability to find the relevant information for one's own purposes;
3. the ability to use new technologies;
4. the ability to communicate through media platforms;
5. understanding media content without the critic distance;
6. understanding and critical reflection on the media content;
7. understanding, critical thinking, creating and upgrading the media content.

Diagram 1. Frequency of the category of participants' responses

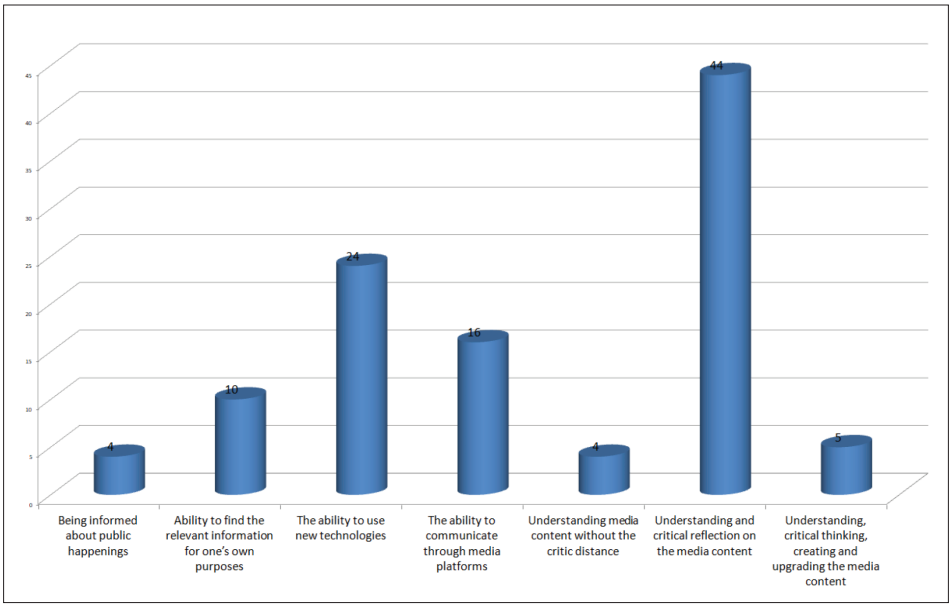


Diagram 1 shows the frequency of the response category in the overall distribution. The dominance of the 6th category (understanding and critical thinking of media content) is evident, 44 out of 107 respondents have given an answer that is classified in it, then category 4 (the ability to use new technologies) and

category 3 (the means of communication through media platforms), while the others are evenly distributed. The following text summarizes the transcripts from the interviews that are classified in given categories.

Category 1 – Being informed about public happenings (4 out of 107 responses):

- *being informed about public happenings;*
- *being informed, using internet;*
- *use of all means of information gathering;*
- *following the press, web sites, TV shows.*

Category 2 – The ability to find the relevant information for one's own purposes (10 out of 107 responses):

- *utilize different kind of media (TV, radio, newspapers, digital media) in order to get information of general and personal relevance;*
- *surfing internet and using obtained information;*
- *ability to inform oneself and obtain necessary information;*
- *knowledge of basic terminology related to new technologies for the exchange of information, primarily using the internet, ability to use those technologies to find out information necessary in everyday life;*
- *ability to search and use content from (multi)media and its application in everyday life.*

Category 3 – The ability to use the new technologies (24 out of 107 responses):

- *knowledge of IT and the proper use of the content that they offer;*
- *ability to use a computer and different software;*
- *familiarity with the advantages and the use of ICT;*
- *use of a computer, a Smartphone and other gadgets for personal needs;*
- *work on modern devices such as computers and some software programs.*

Category 4 – The ability to communicate through media platforms (16 out of 107 responses):

- *way of communication on social networks, by e-mail and on the internet in general (abbreviations, slang);*
- *being familiar and apply language used in media;*
- *to be familiar with and to respect moral conventions on internet and social networks;*
- *knowledge about a specific jargon (words, phrases, abbreviations) used on various media – social networks, internet, television, etc.;*
- *familiarity with terms of use and behaviour on social networks, as well as active usage of social networks.*

Category 5 – Understanding media content without the critic distance (4 out of 107 responses):

- *ability to access media content and to understanding it;*
- *ability to understand different media messages;*
- *explore and understand media content;*
- *understand the content of information in media.*

Category 6 – Understanding and critical reflection on the media (44 out 107 responses):

- *analysing and evaluating media messages, reading between the lines, not believing in any information presented;*
- *media are primarily meant for entertainment purposes, information provided are only partially authentic and truthful: don't believe everything and think for yourself;*
- *ability to critical and analytical think about media and its content;*
- *ability to find, use and approach information with criticism from all the media – from television, to internet and other digital and communication technologies;*
- *man is not subservient to media, filtering information that are presented, or, 'I do not need to hear my own opinion, I can create it by myself based on the information I receive';*
- *control and separate information as truthful from those that are not, relevant/irrelevant, true/false;*
- *awareness of the credibility and quality of various media contents that we independently discover, adequately analyse and interpret them;*
- *proper use of media, knowledge of media background, what lies behind final product we see/hear.*

Category 7 – Understanding, critical thinking, creating and upgrading the media content (5 of 107 responses):

- *when people critically think and are creative producers of media messages;*
- *critical use of media, how media works, use of media for purpose of emancipation and increased participation;*
- *individual's ability to read and create media texts for individual development and for the improvement of society;*
- *the ability of rational and meaningful interpretation of media messages, ability to access, analyse, evaluate and transmit messages through media;*
- *the ability of critical thinking through monitoring, analysing, assessing and selecting information, as well as creative application and uploading them through any given medium.*

Discussion

Analysis of categories of participants' responses. The respondents' notion of media literacy gravitates around seven separate units, which are presented in this paper as categories of responses. The analysis of the content of these categories of answers suggests that they correspond to the observation of the phenomenon of media literacy as the above continuum that extends from informing, through understanding, usage and evaluation of media, to the ability of communication by creating new media content. The first category (being informed on current affairs) indicates the lowest level of understanding, and a somewhat higher level of perception of media literacy is finding information for personal purposes, which requires more proactive attitude from mere, passive 'consumption' of media content. Higher categories of understanding ML are abilities of communication through media platforms or using new technologies, which are necessary, but not sufficient for media competence. Substantial difference appears in crystallizing the fifth category of understanding of media content, without critical distance, though. This category is on a higher level of the first one (being informed), because being informed about the current events itself does not necessarily means understanding their relevance or importance, but implies only following news, regardless if they are significant to the individual or not. The biggest turnaround comes with the 6th category, which combines this critical approach, often appointed by research participants. Finally, the last category includes media production, i.e., the creation and upgrading the media content, as a socially-responsible, competent media user who participates in creating media content and contributes to the network content which the individual uses.

Analysis of the frequency of categories with respondents indicates that by far the largest number of responses is the almost entirely correct perception of the ML phenomenon, *understanding and critical reflection on media*, which confirms the initial premise of the research. Only 5 of 107 participants included 7th criterion (*media production, or creative participation as an integral part of modern media literacy*) in their arguments. It is interesting that the attitude of participants that media literacy is the usage of new technologies (24 out of 107) dominates, which is too unilateral and mechanical an approach to this complex phenomenon. It should be pointed out that terms like 'new technologies', 'computer', and 'internet' are very often mentioned in responses distributed in other categories, but their essence was focused on the given application of new technologies, not just their usage. In the case of category 3, responses are precisely focused on the actual use of new technologies. The fourth category (16 out of 107) is also an interesting approach of participants that ML is the art of communication through media platforms (social networks, forums, e-mails, etc.), most often through digital media. Other categories (being informed about

public happenings; the ability to find the relevant information for one's own purposes; and understanding media content without the critic distance) are marginally present in perceptions of the participants. Only 5 of 107 participants included media production, or creative participation as an integral part of modern media literacy in their arguments. This confirms Carpentier's (2012) attitude that participation is not the same as interaction, as well as Nielsen's (2006) pessimistic attitude that 90% of users 'hide', are passive, and do not contribute, 9% are involved from time to time, and only 1% do significantly participate.

It is important to note that, observing all the categories, each is a prerequisite, but not a complete condition for ML (except for the last). In the theoretical part of the paper it has already been elaborated how contemporary media literacy encompasses critical as well as technical, social, and research skills (Jenkins et al., 2009).

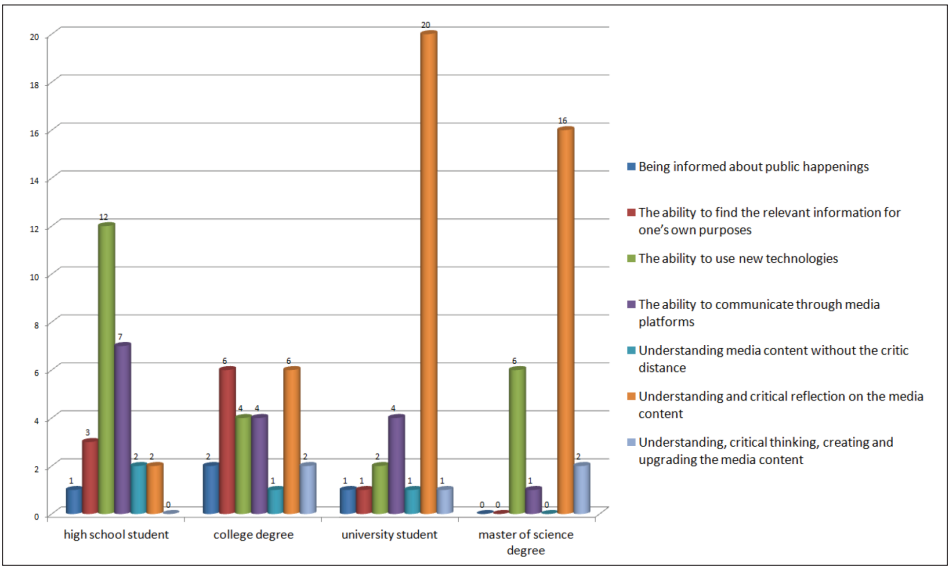
Groups of response categories. Due to the number of response categories and easier understanding of the general tendencies of participants' perceptions, certain categories are merged in three large thematic homogenous groups in relation to the level of understanding ML. The first group of responses, which accounts for almost a quarter of the responses (28 out of 107), encompasses categories that have an inadequate understanding of media literacy, including categories of *being informed about public happenings* and *the ability to use new technologies*. Thus, respondents have added technical and informative skills to media literacy, but not social, research, and critical skills.

The second group of the responses (defined by 30 out of 107 respondents) presents partial understanding of the media literacy phenomenon. This response group combines the categories *the ability to find the relevant information for one's own needs*; *understanding content without critical distance;* and *the ability to communicate through media platforms* precisely because all of these skills are a prerequisite for forming media literacy. Unlike the previous group of responses, participants perceive media literacy as an understanding of media content, but not as the critical thinking and the ability to build media content in cooperation with other users. Therefore, this group of responses includes other, somewhat partial forms of the understanding of media literacy: *the ability to find relevant information for one's own needs* and *the ability communication through media platforms*. The ability to find relevant information for one's own needs is the activity in which a user establishes control over their use of the media—in terms of overcoming the trap of passive media consumption—and takes a more proactive attitude of media usage meeting their own requirements. The ability to communicate through media platforms refers not only to the mere exchange of information, but also to communication oriented to a wider audience, following the principles of usage of media (communication) platforms, as well as the explication and articulation of personal views and opinions about media contents, commenting, estimating or analysing, which even lead to the creation

of an impact on the audience and profiling new views; it, therefore, represents a relatively higher form of perceiving media literacy, though partial.

The third group, which is the most prevalent (49 out of 107 responses) reflects the full, or almost full, understanding of ML and includes one or a combination of two following criteria: *understanding and critical reflection on media* as well as *the understanding, critical thinking, creating and upgrading the media content*. The prevailing term is 'critically' that is aligned with verbs describes, perceives, accesses, receives, analyses, and evaluates. Furthermore, another term is present 'creation' or 'creative participation' in media content through modification, improvement, and posting new content, in other words, socially responsible creative participation on the internet. Research participants perceive ML in the proper sense because they not only view it as critical thinking skill, but also as research and social skill, where the use of technology is assumed. The answers range from understanding and critical analysis of media content, through understanding of media and the ways they impact the society, through the use of media for personal purposes ('immunity' to the vulnerability to manipulation of the media and propaganda) and finally, building media content as a backbone of a participatory culture (Jenkins et al., 2009; Yanarates, 2020; Nielsen et al., 2021; Chan et al., 2021).

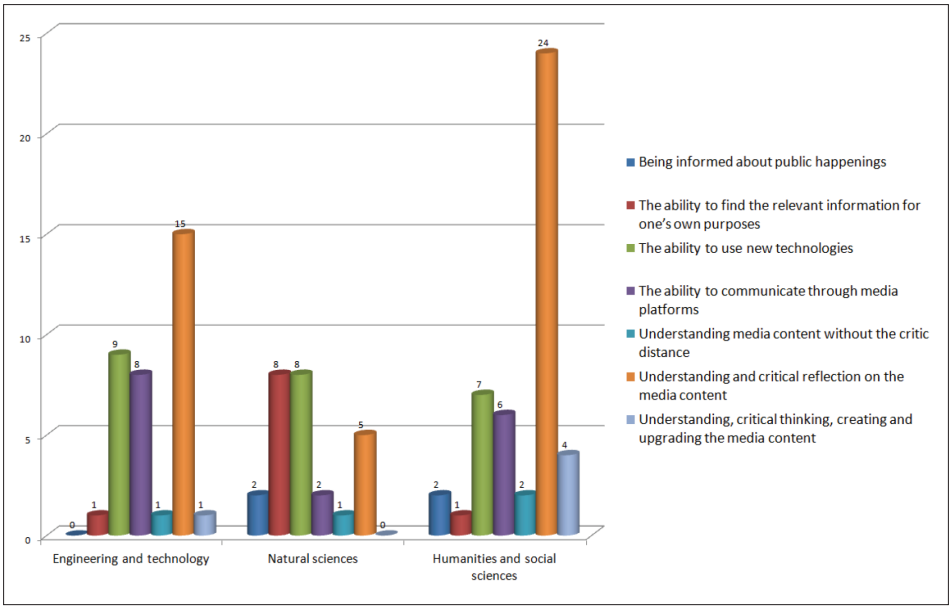
Diagram 2. Research participants' response in relation to the level of education



Content analysis of participants' responses. Diagram 2 indicates that the higher level of understanding ML was shown by participants of a higher level of education, university students and respondents with MSc. The lowest form of understanding ML was shown by high school students, as the youngest, least

educated, and the least skilled participants on the network, as evidenced by empirical and theoretical findings (Livingstone, 2002; UNESCO, 2013; Arsenijević & Andevski, 2016; Howard et al., 2021).

Diagram 3. Research participants' responses in relation to the field of education



From a viewpoint of educational field, *category understanding and critical reflection on the media content*, as almost the most correct perception of media literacy, is dominant in the field of humanities and social sciences, after which the perceptions of ML as *a skill of communication* and *the use of new technologies* are prominent. What is understandable and logical is an obvious preference of participants in the field H&S to understand and define ML, to give it communicative dimension, and to recognize its participatory and interactive character. A similar structure has the group of participants in field of engineering and technology. It is interesting, however, that the distribution of responses from participants from natural sciences field is different, that is, they have a more mechanical approach, perceiving media literacy through communicational and technological dimension far more than from the viewpoint of critical reflection, as well as the creation of media content.

Apart from the sixth category (*critical reflection and understanding of media content*), a dominant perception of media literacy is as a skill of using new technologies. New technologies and the internet have great influence in life of modern men, with a number of challenges in their dealing with media content. Users of new technologies can access websites, upload digital text, audio, photo,

and video material, produce and distribute media content. The fundamental question in this regard is imposed whether the ability to use modern technology includes media literacy. Reducing ML to simply using digital technology represents perhaps the most risky, inappropriate, and incorrect understanding of ML. All this draws attention again to the already established lack of ML education and is accelerating the need for its implementation.

Conclusion

While considering the encouraging results that more than 45% of the participants of the participants perceived ML in a relatively or completely correct way, we must take into account the favourable educational structure of the research sample. Selection of this specific sample structure was deliberate in order to indicate a 'standpoint' of the possible interpretation of probable results of the average population.

Returning to the sample of this research, the education community, and despite the positive findings, it remains that more than half of the respondents have either a wrong or partial understanding of the media literacy phenomenon. The analysis of the results of this study suggests that a large proportion of research participants believe that media literate individuals are those who have a developed skill of using new technologies or who are regularly informed about public events, reducing media literacy to a technological and informational dimension and giving it a mechanistic character.

For instance, only a few participants perceive ML in light of transmedia navigation – monitoring the same happening or content through different types of media – as seen from the part of the answers: *the ability to search and use content from (multi)media and its application in everyday life*; *use of all means of information gathering; using various types of media (TV, radio, newspapers, digital media) in order to get information of general and personal significance.* In the rest of the participants' answers there are those in which the ability to use a variety of media sources was mentioned, but not the ability to track content using a combination of the same. Herein lies the problem of insufficient media convergence (Jenkins, 2006; Jenkins et al., 2009), which is not a technology issue, but the ability to use converged media content. This study indicates that the education community separately and incoherently observes and collects information in online and offline space, even from media sources individually. Research participants view access to new and old media as separate actions, and do not realize the importance of media convergence and diversification, as the basic principle of ML.

Moreover, a small percentage of participants (5 of 107) is aware of the fact that the contemporary ML is a question of critical reflection, in equal measure as media participation. In today's participatory culture, user engagement becomes

increasingly important, so as to enrich and co-produce cultural, artistic, technical, and present social media content. In this way, those results indirectly confirm earlier findings (Matović & Milin Perković, 2014) about the lack of depoliticization and the polarization of media in Serbia. This study leads to the conclusion that the Serbian educational community lacks the awareness of creative, interactive, responsible participation in the multimedia space and of the need for users' contribution to the social, political, cultural, technological, and any other form of present knowledge on internet. Therefore, even though we can conclude that the basic premise of the research that most of the research participants would show understanding of ML is confirmed, this leaves space for improvement and development of a productive cooperation of media users, as the inevitable trend of modern, media-driven society.

New technologies allow everyone to participate in the creation and expansion of internet content. However, the quantity of information and various access methods do not guarantee the quality and creativity of their use. The tools of education, critical reflection, and creative online activities should be in the focus. Informational society will not contribute to the development of democratic capacity and development of knowledge in society as long as an individual as a consumer and passive recipient of information is not be able to select, organize, and use the information in a creative and socially responsible way.

References

Ambrozy, M. & Sokolovská, D. (2018). Media Manipulation in the Mass Society and the Role of Critical Thinking. *Humanities and Social Sciences Review*, 8(1), 281–284.

Aufderheide, P. & Firestone, C. M. (1993). *Media Literacy: A Report of the National Leadership Conference on Media Literacy.* Queenstown: The Aspen Institute Wye Center.

Arsenijević, J. & Andevski, M. (2015). *Networks of Media Reality*. Vršac – Novi Sad: Preschool Teacher Training College "Mihailo Palov" – Faculty of Philosophy.

Arsenijević, J. & Andevski, M. (2016). New Media Literacy within the Context of Socio-Demographic Characteristics. *Procedia Technology*, 22, 1142–1151.

Bradshaw, S., Bailey, H., Howard, P. N. (2021). *Industrialized Disinformation 2020. Global Inventory of Organized Social Media Manipulation.* Oxford, UK: Programme on Democracy & Technology.

Bruns, A. (2007). Produsage: Toward a Broader Framework of User-Led Content Creation. *Creativity & Cognition*. In: *Proceedings of the 6th ACM SIGCHI Conference on Creativity & Cognitio*n (99–106). Washington DC: ACM.

Buckingham, D. (2003). *Media Education. Literacy, Learning and Contemporary Culture.* Cambridge: Polity Press.

Bulger, M. & Davison, P. (2018). *The Promises, Challenges, and Futures of Media Literacy*. New York: Data & Society Research Institute.

Carpentier, N. (2012). The Concept of Participation. If They Have Access and Interact, Do They Really Participate?. *Revista Fronteiras – estudos midiáticos*, 14(2), 164–177.
Carr, N. (2010). *The Shallows: What the Internet Is Doing to Our Brains*. New York: Norton & Company.
Carretero, S., Vuorikari, R., & Punie, Y. (2017). *DigComp 2.1: The Digital Competence Framework for Citizens with Eight Proficiency Levels and Examples of Use*. Luxembourg: Publications Office of the European Union.
Castells, M. (2018). *Rupture: The Crisis of Liberal Democracy.* Cambridge, UK: Polity Press.
Chan, M., Chen, H. T., Lee, F. (2021). Cross-Cutting Discussion on Social Media and Online Political Participation: A Cross-National Examination of Information Seeking and Social Accountability Explanations. *Social Media + Society*, 7(3), 1–13.
Chomsky, N. (2002). *Media, Propaganda and System*. Zagreb: Biblioteka Što čitaš?.
Derakhshan, H. & Wardle, C. (2017). Information Disorder: Definitions. In: Annenberg School for Communication (Orgs.), *Understanding and Addressing the Disinformation Ecosystem* (5–12). University of Pennsylvania.
Erdem, C. & Erişti, B. (2022). Implementation and Evaluation of a Media Literacy Skills Curriculum: An Action Research Study. *International Journal of Modern Education Studies*, 6(1), 20–50.
Gonzales, R., Glik, D., Davoudi, M. (2004). Media Literacy and Public Health: Integrating Theory, Research and Practice for Tobacco Control. *American Behavioural Scientist*, 48(2), 189–200.
Grech, A. (2014). *Malta National Lifelong Learning Strategy 2020*. Retrieved on March 12, 2018 from: http://www.ncte.org/library/nctefiles/resources/journals/ej/1026-jul2013/ej1026longer.pdf
Hallaq, T. (2016). Evaluating Online Media Literacy in Higher Education: Validity and Reliability of the Digital Online Media Literacy Assessment (DOMLA). *Journal of Media Literacy Education*, 8(1), 62–84.
Helprin, M. (2009). *Digital Barbarism. A Writer's Manifesto*. New York: Harper Collins.
Hobbs, R. (2010). *Digital and Media Literacy: A Plan of Action. A White Paper on the Digital and Media Literacy Recommendations of the Knight Commission on the Information Needs of Communities in a Democracy*. Washington, DC: Aspen Institute.
Howard, P. N., Neudert, L. M., Prakash, N. (2021). *Digital Misinformation / Disinformation and Children*. UNICEF. Retrieved on February 20, 2021 from: https://www.unicef.org/globalinsight/media/2096/file/UNICEF-GlobalInsight-Digital-Mis-Disinformation-and-Children-2021.pdf
Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York: NYU Press.
Jenkins, H., Purushotma, R., Weigel, M., Clinton, K., Robinson, J. A. (2009). *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century.* Cambridge: The MIT Press.
Klein, N. (2000). *No Logo.* Zagreb: V.B.Z. studio.
Literat, I. (2014). Measuring New Media Literacies: Towards the Development of a Comprehensive Assessment Tool. *Journal of Media Literacy Education*, 6(1), 15–27.

Livingstone, M. (2002). *Media, Communication, Culture: A Global Approach*. Cambridge: Polity Press.
Marwick, A. & Lewis, R. (2017). *Media Manipulation and Disinformation Online*. New York: Data & Society Research Institute.
Matović, M. (2011). Media Literacy and Children in New Media Environment. *CM – časopis za upravljanje komuniciranjem*, 6 (19), 46–60.
Matović, M. & Milin Perković, S. (2014). *Policies of Media and Information Literacy in Serbia*. Belgrade: Faculty of Political Sciences.
Mazarr, M. J., Casey, A., Demus, A., Harold, S. W., Matthews, L. J., Beauchamp-Mustafaga, N., Sladden, J. (2019). *Hostile Social Manipulation – Present Realities and Emerging Trends*. California: RAND Corporation.
Mihajlov Prokopović, A. (2018). Internet Social Networks and Traditional Media. *Теме*, XLII (4), 1081–1105.
Nielsen, J. (2006). *The 90-9-1 Rule for Participation Inequality in Social Media and Online Communities*. Retrieved from: https://www.nngroup.com/articles/participation-inequality/
Nielsen, R. K., Schulz, A., Fletcher, R. (2021). *An Ongoing Infodemic: How People in Eight Countries Access and Rate News and Information about Coronavirus a Year into the Pandemic* [report]. Reuters Institute for the Study of Journalism.
Phang, A. & Schaefer, D. (2009). Is Ignorance Bliss? Assessing Singaporean Media Literacy Awareness in the Era of Globalization. *Journalism & Mass Communication Educator*, 64(2), 156–172.
Rosenbaum, J. E. (2007). *Measuring Media Literacy: Youngsters, Television and Democracy* [doctoral thesis]. Nijmegen: Radbound University.
Siegel, L. (2008). *Against the Machine. Being Human in The Age of The Electronic Mob.* New York: Spiegel and Grau.
UNESCO (2013). *Media and Information Literacy. Policy and Strategy Guidelines*. Paris: United Nations Educational, Scientific, and Cultural Organization. Communication and Information Sector.
Van Dijck, J. (2009). Users Like You? Theorizing Agency in User-Generated Content. *Media, Culture & Society*, 31(1), 41–58.
Winn, D. (2017). *The Manipulated Mind: Brainwashing, Conditioning and Indoctrination*. Cambridge: Malor Books.
Yanarates, E. (2020). A Conceptual Analysis on Media Literacy. *Social Scientific Centered Issues*, 2(2), 89–102.

Јасмина М. АРСЕНИЈЕВИЋ
Висока школа струковних студија
за образовање васпитача, Кикинда
Милица Ј. АНДЕВСКИ
Универзитет у Новом Саду
Филозофски факултет
Одсек за педагогију

Медијска писменост из објектива образовне заједнице

Резиме

Савремена виђења медијске писмености подразумевају да она укључује медијске, али и техничке, истраживачке и друштвене компетенције. Акценат се ставља колико на могућност критичког тумачења медијских садржаја толико и на развијање личних и комуникационих способности за активно учествовање у друштву. Медијска писменост последњих деценија из тог разлога постаје важна друштвена тема и фокус различитих националних и међународних образовних политика. Отворени су многи правци и поља истраживања у оквиру медијског образовања, али је и даље мало свеобухватних и дубинских студија овог феномена.

Циљ рада је да се комбинацијом квалитативних и квантитативних метода анализира перцепција медијске писмености образовне заједнице (средњошколци, студенти, високообразовна популација и мастери/магистри наука), те рад пружа систематизовано гледиште корисника медија на феномен медијске писмености. Притом се, као референтни оквир, узима то да медијска писменост чини континуум који се протеже од пуке информисаности, преко разумевања, коришћења и процене медија, све до способности комуницирања у друштву путем креирања новог медијског садржаја.

Истраживање је спроведено на узорку од 120 учесника током 2021. године у Републици Србији, уз употребљену технику интервјуа. Потпун одговор дало је 107 учесника, а резултати су анализирани по утврђеним категоријама за процењивање тачности одговора на постављено истраживачко питање. Категорије су формиране на основу анализе садржаја, а касније су квалитативним методама укрштане са социодемографским карактеристикама учесника истраживања.

Полазна теза истраживања је, узимајући у обзир повољну образовну структуру узорка, да ће испитаници имати релативно јасно поимање значења медијске писмености. Резултати указују на то да већина испитаника правилно

доживљава медијску писменост као критичку рефлексију медијског садржаја, али не и као способност креирања новог медијског садржаја, те да има парцијално разумевање овог појма. Готово четвртина испитаника сматра да медијски писмени појединци имају развијену вештину коришћења нових технологија или да се редовно обавештавају о јавним дешавањима, сводећи медијску писменост на технолошку и информациону димензију. Веома мали број учесника (мање од 5%) у својим образложењима обухватило је и медијску продукцију, односно креативно партиципирање као саставни део савремене медијске писмености.

Анализа резултата у односу на ниво образовања показала је да више нивое разумевања медијске писмености показују испитаници вишег нивоа образовања. Посматрано по области образовања, испитаници друштвено-хуманистичког поља имају највише разумевање медијске писмености, односно, у највећој мери препознају њен критичко-партиципативно-интерактивни карактер, након којег следе испитаници техничко-технолошког образовања, док испитаници природно-математичког опредељења имају став према медијској писмености који је више механицистички, посматрајући медијску писменост кроз технолошку призму, далеко више него кроз призму критичког промишљања и креирања медијског садржаја.

Образовна популација изабрана је са намером осликавања будућег грађанског, демократског и дигитализованог друштва, популације која треба да буде предводник у свету примене нових медија. Стога, иако можемо закључити да је делимично потврђена основна претпоставка истраживања да ће, с обзиром на повољну образовну структуру, већина учесника истраживања показати разумевање медијске писмености, ово истраживање оставља простор за унапређивање и развој продуктивног садејства корисника медија, као неминовног тренда савременог, медијатизованог друштва.

Резултати овог истраживања омогућили су спознају разноврснијих и дубљих категорија феномена медијске писмености у досадашњем научном сазнању. У том смислу, овај рад приказује допринос теорији медија, као квалитативно истраживање разумевања медијске писмености од стране корисника медија. Резултати, стога, могу бити корисни увиди за практичаре и теоретичаре, али и драгоцен ресурс за креаторе медијских политика, посебно стратегија медијског образовања.

Кључне речи: медијска писменост; политика медијског образовања; квалитативно истраживање.