

Research Questions

Why is there a need to create methods of media education in the context of political participation, specifically for the vocational schools?

1

What are the specific needs of the students of the Czech vocational schools, regarding media education in the context of political participation?

2

What characteristics should have the suitable methods of citizenship model of media education at the Czech vocational schools, so that they enhance media literacy and political participation of their students?

3



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Societal Issues Addressed

- + low media literacy and political participation of vocational school graduates
- + growing mistrust towards media and democracy
- + vocational schools highly underrepresented in research, teaching materials and media literacy practice

Theoretical Framework

Media Education (Bindig, Castonguay, 2013)

- + education towards "the ability to analyze, evaluate and create messages across the media" (Bindig, Castonguay, 2013: 139)
- + media literacy is deeply connected to the digital literacy or literacy in general

Citizenship Model of Media Education (Hobbs 2010, Mc Dougall 2013)

- + "Active use of the media as a part of citizen activities, aiming at the participation at the societal decision-making process." (Mc Dougall, 2013: 5)
- + media literacy is necessary for active participation in society & democracy

Political Participation (van Deth, 2016)

- + citizens' activities affecting politics, both direct (voting) and other civic activities affecting the public space (social action campaigns, comments online)

Critical Pedagogy (Freire, 1970)

- + education should allow the oppressed to overcome their condition
- + oppressed individuals must play an active role in their liberation

Expected Results

- + information on media and political behaviour and attitudes of the underprivileged high school students (international relevance)
- + new teaching material, empowering the least media literate and politically active
- + the first documented application of the citizenship model of media education in the Czech Republic
- + relevant for media researchers and educators worldwide (charter and city schools, Berufsschulen)

MEDIA EDUCATION IN THE CONTEXT OF POLITICAL PARTICIPATION AT VOCATIONAL SCHOOLS

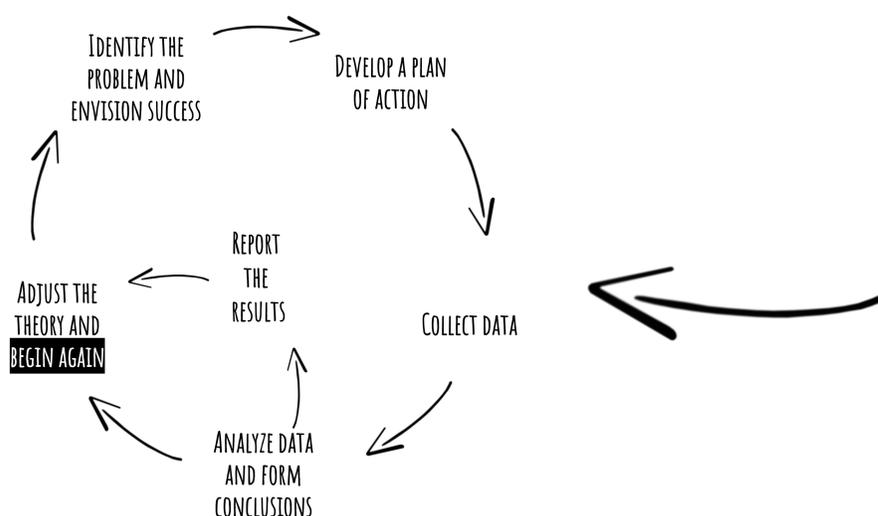
Method

Action Research (Lewin, 1946)

- + realized in close cooperation with all people involved
- + goal: finding together a solution to a problem
- + 5 phases; now: recherche, visits to schools, next: developing a teaching method, testing it, evaluation
- + a minimum of 3 cycles expected

Quantitative Data Analysis

- + media behaviour and attitudes and political behaviour of the students of Czech vocational schools



References

BINDIG, L., CASTONGUAY, J. (2014). Should I Really Kill My Television? Negotiating Common Ground among Media Literacy Scholars, Educators, and Activist. In B.S. De Abreu & P. Mihailidis (Eds.) *Media Literacy Education in Action*. New York: Routledge. FREIRE, P.(1970) *Pedagogy of the Oppressed*. New York: Herder and Herde. HOBBS, R. (2010) *Digital and Media Literacy: A Plan of Action*. Washington, DC:Aspen Institute (available at: https://assets.aspeninstitute.org/content/uploads/2010/11/Digital_and_Media_Literacy.pdf), [accessed 2. 3. 2018]. LEWIN, K. (1946) *Action Research, and Minority Problems*. *Journal of Social Issues*, 2, 34-46. (available at: <http://dx.doi.org>), [accessed 3. 7. 2018]. MCDUGAL, J. (2014). *Media Literacy*. In B.S. De Abreu & P. Mihailidis (Eds.) *Media Literacy Education in Action*. New York: Routledge. VAN DETH, J. W. (2008) *Political Participation*. In L. L. Kaid & C. Holtz-Bacha (Eds.), *Encyclopedia of Political Communication*. London: Sage.