Pre-service training on media education for teachers at Czech universities

Karolína Mackenzie

Palacky University Olomouc, Czechia

ABSTRACT

The study shows the content of future teachers' education and their needs to teach media education in their future practice. The preparation of future teachers within the faculties of education varies considerably across Europe, as does the level of teaching in primary and secondary schools. In the Czech Republic, media education is a cross-cutting topic in primary and some types of secondary schools and is rather rarely found in the university training of future teachers. The research shows the areas in which future teachers were prepared in their teacher training, their sense of readiness to teach and their needs in their training.

Keywords: *media literacy, education, teacher preparation, pedagogical faculties.*

INTRODUCTION

Media education has received increased attention in recent years with, among other things, the development of the internet, the spread of false news and the challenges we faced during the COVID-19 pandemic (Kanižaj, Brites, & Pereira, 2022). The aim of education is to prepare individuals with the skills they need to be successful members of society. In the Czech education system, media education is one of the cross-cutting themes in the framework education program for primary schools and gymnasiums. It thus imposes on teachers the areas they must go through with their students during their education and the skills they must equip them with. However, a prerequisite for quality teaching is the knowledge and skill of the given teacher. For this reason, research was conducted among future teachers.

This study focuses on media education taught in pre-service teacher training at universities. Educated teachers are a prerequisite for the successful inclusion of media education in the educational system (Šebesta, 2005). For this reason, quantitative research is carried out, which examines the current situation at universities from the point of view of Czech students. The study focuses on the pre-service training of future teachers. The aim of the research is to find out the current state of training of future teachers at Czech universities in the field of media education. These data are then compared with research focusing on the training of teachers to teach media education.

Media education

Media education focuses on the cultivation of students and adults in the field of media literacy. Since the second half of the 20th century, we have encountered the involvement of media education in educational systems across the world. However, we can see that each country approached the form of media education in its curriculum in a different way. Fedorov (2011) distinguishes three models of media education according to their focus:

- *model A*: focused on aesthetic and cultural studies theories of media education which schould be taught as required and optional subjects (in educational institutions of different types), clubs, extracurricular forms of education,
- *model B*: focused on aesthetic and ethical theories of media education which should be integrated in schools, as an extracurricular or as a leisure activity,

- *model C*: media education is seen as a process of personality development with and through mass media.

In Europe we have different approaches in teaching media education that we see at the national country level as a result of a lack of comprehensive international guidelines for university lecturers (Kanižaj, Brites, & Pereira, 2022). We encounter countries where media education has been rooted in one way or another for a very long time (i.e., France and Germany) (Jirák & Šťastná, 2012). We also often encounter media education related more to information or digital literacy (for example, the Nordic countries) or media education focused on filmmaking (for example, France). Jirák and Wolák (2008) divide two approaches in order to understand the difference in the concept of media education in teaching:

a) media education, in which the media is understood as a didactic tool,
b) media education, in which they learn about the influence of the media and its role in society.

Approaches differ significantly around the world, but there is a consensus that some form of media education should appear in the education system.

Media literacy

Potter (2022) examined the definitions of media literacy used in scholarly articles and says they vary widely. One of the most widely used is the one mentioned below by Aufderheide. We are currently incorporating digital literacy into media literacy and Botturi (2019) works with two approaches. The first, the traditional one, is taken by Aufderheide. She sees media literacy as a set of competencies to understand and distinguish meanings in images, words and sounds in culture (Aufderheide, 1993). The definition of media literacy that she uses is: "Media literacy is the ability of a citizen to access, analyze, and produce information for specific outcomes (p. 6)." According to her, media literacy is a set of skills to understand the media and their role in society and in the life of an individual. The basic task of media education should be a critical and autonomous relationship to all media. To the above properties of media she adds the following (a) media are a construct of reality, which they construct at the same time, (b) media have a commercial impact (c) media have an ideological and political impact, (d) form and content are related in every medium, each with unique aesthetics, codes and conventions, (e) recipients of the

message are aware of different perceptions of the meaning given by personal experience and knowledge.

Another definition is provided by Potter (2011, p. 25): "Media literacy is the set of perspectives from which we actively expose ourselves to mass media in order to interpret the meaning of messages." Perspectives are then built based on our knowledge and experience. He also highlights the need to build multiple perspectives to achieve a more comprehensive understanding. Many other authors build on this approach, and Buckingham (2019), for example, points out the need to deal with the current digital world and adapt media education to it. The second approach mentions the impact of the advent of ICT and the internet and focuses more on technology (Botturi, 2019). The European Union is also working with this approach and has developed so-called digital competence frameworks for citizens (Carretero, Vuorikari & Punie, 2017) and educators (Redecker & Punie, 2017). A deeper definition is then drawn up by the European Parliament (Guidelines n. 2010/13/EU, 2010, p. 6):

Media literacy refers to skills, knowledge and understanding that allow consumers to use media effectively and safely. Media-literate people are able to exercise informed choices, understand the nature of content and services and take advantage of the full range of opportunities offered by new communications technologies.

Here, the pursuit of digital literacy works on users' understanding of digital technologies in order to use them effectively and safely in line with active citizenship. Whether the focus is on media literacy or digital from both perspectives, updates need to be worked on as they are constantly changing and facing the current challenges of the digital and media world.

Approaches to media education

There are two approaches to media education today. These are due to the different development of media studies in the second half of the last century. The first approach is the *protectionist* approach, which responds to the development of mass media and, above all, the influence on the audience, and tries to protect society from the influence of the media (Jirák, Šťastná & Zezulková, 2018). Media studies expert Potter (2011) subscribes to this approach and says that the media, in addition to all the positives it has, also has negative sides that significantly affect people's lives. According to him, this fact should be taken into account in teaching. The goal of media education in this approach is to

protect students from the negative effects of the media (Buckingham, 2003), manipulation and possible addiction (Share, 2009).

The second approach is the so-called empowerment approach, which according to Hobbs (2011) currently has more supporters among experts. Within this approach, the media education of society should lead to an understanding of the functioning of the media and a critical approach to them. This will also ensure that people think about the messages and thus gain a healthy distance. Hobbs criticizes the protectionist approach to media education because it focuses mainly on the negative effects of the media and neglects the positive ones, and also neglects the wider context of media education, which, among other things, promotes digital literacy and other skills that are considered important in the 21st century.

Potter (2022) draws attention to the role of the teacher in these approaches, which he sees as active in both cases. Whether he is trying to warn students against negative influences and teach them how to work with the all-powerful media or placing students in the role of active users more powerful than the media and teaching them to function in the world.

Involvement of media education in the European system

Interest in the involvement of media education in the educational system of European countries has been observed since the end of the Second World War. In France, for example, as film education since the 1960s, in Germany as part of the denazification programme (Jirák & Šťastná, 2012). The European Union began to express itself more significantly on media education with the onset of the millennium.

At the beginning of the 21st century, the European Commission became involved in the spread of media education across educational systems. In 2003, it drew attention for the first time to the need to include media education in the education system. The reason was the rapid development of new media and technologies, and above all the development of the internet and the assumption of its future influence. In December 2007, the Commission underlined the importance of media literacy in its Communication *on a European approach to media literacy in the digital environment*. In the resolution of EU (European Commission, 2008, p. 5) find that the "European Parliament stresses that media education should be part of formal education to which all children have access and an integral part of the

curriculum at all levels of school." With this message, according to Jirák and Šťastná (2012), they created pressure on member countries to infiltrate media education into educational systems.

The interest in media education within the European Union is considerable; a large number of educational programs, uniform educational approaches and messages regarding the direction of media education on the European continent are being created. One important document, for example, is the Fez Declaration on Media and Information Literacy, which separates media, information and digital literacy (FSV, 2021).

In 2017, a document, important for teachers in the member countries was created, namely the European Framework for the Digital Competence of Educators. It defines the competencies that a teacher should master in the 21st century. These are competences in the field of digital technologies and media. Competencies are divided as follows (European Commission, 2017b):

- *professional engagement*, i.e. the use of digital media for work,
- *digital resources*, i.e. information processing based on digital resources,
- *teaching and learning*, i.e. the involvement of digital technologies in teaching,
- *assessment*, i.e. the use of technology in the assessment of students,
- *empowering learners*, i.e. using technology to individualize teaching,
- *facilitating learners' digital competence*, i.e. guiding students to creative and responsible use of technology when processing information.

On the issue of preparing future teachers, Hobbs et al. (2011), suggest that effective preparation should be led by a collaboration between pre-service teachers and in-service teachers in media literacy programs. Tomé (2015) points out that we face several challenges in integrating media education into the school environment namely; to break the traditional school resistance to change, to integrate formal and informal learning, to educate for media engagement beyond the technical dimension, to fight the digital divides, to protect citizens' data, and to train teachers. This article considers the last of them.

The current state of media education in schools in the Czech Republic

The Czech Republic, as a post-communist country, has had a significant involvement of media education in the educational system only in the last twenty years. Before the onset of the communist regime in Czechoslovakia, there were some efforts at media education. These were evident, for example, in the periodical *Duch novin*, which, following the Comenius style of using newspapers in school, added a section called *Newspapers in School* (Jirák, 2006). The editorial office also tried to establish the field of "newspaper studies", a precursor to media studies (Jirák & Kopplová, 2011). During the communist period, there were only moderate efforts to involve it in the educational system, and if it was involved in any way, it was along the lines of the Soviet Union (Jirák & Šťastná, 2012). On the contrary, education itself contained many propagandistic elements that had to be removed after the fall of the Iron Curtain. After the Velvet Revolution in 1989, we could slowly notice the modern involvement of media education following the example of Germany, but these were rather individual cases of enthusiastic teachers as part of their volunteering time (Jirák & Wolák, 2008). However, a general framework for the involvement of media education in the education system was missing until 2004 when so-called Curriculum Frameworks (hereinafter referred to as CFS) were introduced. These are created for each level of education. These programs were approved by the Ministry of Education and Sports. According to the CFS, all Czech schools must teach and fulfil its outputs. Media education is a cross-cutting topic in the CFS for primary schools. There are a total of six cross-cutting topics in the CFS for primary schools and they are, in addition to media education, the following; education of a democratic citizen, multicultural education, environmental education, personality and social education, education to think in European and global contexts (MŠMT, 2017). In the first decade we can observe an increase in the production of textbook literature forms aimed at developing media literacy and supporting the implementation of media education (Wolák, 2011).

Media education was part of the first framework education program. Since then, it has undergone two modifications, in 2017 and 2021. The content of this topic was not significantly changed by the end of 2022, and it is expected that it will change significantly only with the revision of the CFS, which the current educational system awaits in the near future. The revision to date has only added new media topics, but otherwise remains the same as its first version. According to the planned revision, which is currently in the commenting stage, media education will probably be

deleted from the main plans and its content will be transformed into other areas (NPI, 2022). Media education is also a cross-cutting topic in gymnasiums (selective secondary schools) and to some extent also occurs in some types of other secondary schools.

The goal of media education is defined in the CFS for primary schools (MŠMT, 2023, p. 137) as follows

Media education should equip the student with a basic level of media literacy. This includes, on the one hand, the acquisition of some basic knowledge about the functioning and social role of contemporary media (about their history, structure of functioning), and, on the other hand, the acquisition of skills supporting informed, active and independent involvement of individuals in media communication. Above all, it is the ability to analyze the messages offered, assess their credibility and evaluate their communication intent, or associate them with other messages; then orientation in media content and the ability to choose the appropriate media as a means to fulfil various needs - from obtaining information to education to filling free time.

Within the primary school, the cross-cutting topic is divided into two types of activities, which are further subdivided according to topics as follows (MŠMT, 2023):

- *receptive activities* (critical reading and perception of media messages, interpretation of the relationship between media messages and reality, construction of media messages, perception of the author of media messages and the functioning and influence of the media in society),
- *productive activities* (creation of media communication and work in the implementation team).

Media education is a cross-cutting topic in the framework educational program for grammar schools, as well as in the CFS for primary schools. It is defined here as follows (MŠMT, 2017, p. 77):

Media literacy is a set of knowledge and skills that allows people to deal with the media production that is offered to them in a purposeful and educated way and to use the media to their advantage and gives them the tools to expose those areas of media production that are secretly trying to manipulate them.

The CFS for gymnasiums builds on the CFS for primary schools and develops acquired knowledge and skills. In the CFS, this cross-cutting topic is divided into the following areas; media and media production, media products and their meanings, users, the role of media in modern history and the effects of media production and media influence.

Research shows that not only experts from practice, but also teachers themselves agree on the inclusion of media education in the educational system. According

to research by the Median agency, prepared for the One World in Schools project in 2018, 77% of secondary school teachers considered media education important (Median, 2018). The study also found that the teachers are satisfied with the form in which media education is included in the framework educational programs. More than 50% of teachers across different types of schools answered that media education should be a mandatory cross-cutting topic. The second most represented opinion, which differed significantly according to the type of school, was the possibility of teaching media education as an optional subject (19% of teachers at gymnasiums, 31% at secondary vocational schools and vocational schools). It is also important to note that 27% of teachers would prefer media education as a voluntary subject, which would mean that they would remove the cross-cutting topic of media education from the mandatory part of the CFS. Another finding is that 45% of teachers think that teaching should be led by a teacher who focuses on media education within their field or even a practitioner (Median, 2018).

The state of media education at Czech universities

There is a big disproportion between the preparation of future teachers and the requirements for their knowledge in the field of media education. The CFS areas for primary schools and especially for gymnasiums expect a great knowledge of the theory of media studies, which students encounter as part of their university preparation only at some universities within the framework of individual subjects. Unlike foreign universities, the Czech Republic does not have a separate field of media pedagogy. An interesting finding is also a comparison of the level of media literacy in European countries and the possibility of studying this field. Countries with a higher level of media literacy devote more space to media pedagogy as a separate field (Mackenzie, 2021).

According to Šebesta (2005), four factors had an influence on the inclusion of media education in our educational system, namely; the media scene at the time, the public's preparedness, the school's preparedness and the state of the university field and research in the field. The absence of a university course in media pedagogy, which would prepare future teachers and develop research in this area, must be emphasized. Tomé et al. (Friesem et al., 2022) sees three main challenges we face in successfully training media educators (a) teacher training courses are not enough to change day-to-day practices (b) short-term is not efficient, and (c) media

literacy activities and projects must generate evidence of efficacy.

Foreign universities offer media education as a single or double major. An example can be Finland or Germany. The content of this field is, for example, the following areas; didactics of media education, the influence of media on individuals and society, *well-being*[1], *game-based learning*[2] and media informatics (Mackenzie, 2021).

Students and media education

Media education has a high potential to be attractive for pupils due to its content (media and social networks are an inherent part of everyday life), but measurements have shown that the level of media literacy of Czech pupils is low. The level of media literacy among Czechs has been improving in recent years, but still remains low. In the 2023 Media Literacy Index, which ranks European countries, the Czech Republic ranked 15th, compared to 18th in 2022 (Lessenski, 2023). According to the report of the Czech School Inspectorate from 2019 (ČŠI, 2019) the expected success rate in media literacy tests of primary and secondary school students was 60%. However, the results showed that students are significantly worse off; the success rate was 43% for primary school pupils, and 50% for secondary school pupils (Prokop, 2019).

Research by the agency Median showed a difference between teachers and pupils in the use of media. This can make pupils more media literate in some areas than teachers, making it difficult for teachers to teach pupils. The difference was mainly seen in the use of social networks. For example, 41% of teachers used Facebook often and very often, compared to 80% of pupils who used it often and very often. In the case of the second social network, Instagram, 7% of teachers and 49% of pupils used it. This is also reflected in the most frequent source of information mentioned by the respondents. For 69% of pupils, social networks are the most common source of information, on the other hand, for teachers, online news servers are the most common source of information for 85% of respondents (Median, 2018).

Teachers and media education

Palacky University last year examined teachers and their relationship to media education. The result was that 80% of Czech teachers did not take any course related to media education as part of their university pedagogical preparation, and 61% did not participate in any media education course in general (Kopecky et al., 20211). The majority of teachers therefore teach media education without any professional training.

The Median agency (2018) conducted research for the non-profit organization People in Need in 2018, which examined teaching in secondary schools and came up with the following findings; teachers most often spent 5 to 15 hours (40%) on courses related to media education, 32% of respondents devoted more than 16 hours to them. It was also found that the main reasons for the lack of attention given to media education were that 57% of teachers indicated that they feel insecure and insufficiently educated to teach media education, at the same time 55% of respondents definitely agreed with the statement that media education is not in perceived as an important topic by the Czech educational system (Median, 2018). In this regard, we encounter another problem with the Czech educational system, which is the high average age of teachers. In 2019, the Czech School Inspectorate found that the average age is approximately 46.5 years (Maršíková & Jelen, 2019). It can therefore be assumed that the majority of teachers completed their pedagogical training before 2004, when media education was introduced into the education system.

Palacky University also focused on how teachers are able to distinguish fake news, conspiracies, hoaxes and misinformation. The finding is rather alarming because it shows that 10.41% of Czech teachers believe misinformation (Kopecky et al., 2021). If we take into account that research by the STEM/MARK agency conducted in 2019 found that 10% of graduates of any university have low media literacy, the question arises to what extent teachers are more media literate than the university-educated public (Burianec, 2019).

Pedagogical preparation of Czech teachers

A professional qualification is a prerequisite for exercising the profession of a teacher. This means a master's degree in pedagogy or a master's degree in pedagogy combined with a minimum pedagogical qualification. They must also have a clean criminal record, be medically fit and have a good command of the Czech language. In the case of a media education teacher, it is assumed that the professional preparation is

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[1] An emotional state that is long-term and reflects a person's satisfaction with their life (Šolcová, 2004).

[2] A teaching method that uses computer games as a didactic aid.

completed by studying one of the faculties preparing teachers. By law, Czech teachers also have the opportunity and at the same time the obligation to further their education as part of the continuing education of teaching staff. Thus, they can acquire education in the field of media education in different ways. However, according to the findings of the Median agency, 63% of those interviewed did not participate in any course in the field of media education as part of their further education or university preparation, because, according to them, there is a lack of them (Median, 2018).

Further Education of Teaching Staff is

a systematic and coordinated process that follows on from undergraduate education and lasts throughout the professional career of a pedagogical worker. The teacher has the right and the obligation to participate in FETS (MŠMT, 2014).

Every teacher is therefore obliged to further their education and at the same time the school must allow them this education. According to the law, there are 12 working days per year designated for these purposes. It is within the further education of teaching staff that it is possible to prepare teachers in practice to teach media education and at the same time constantly work with the transformation of this cross-cutting topic. In the Czech Republic, we can find many projects and non-profit organizations accredited by the Ministry of Education and Culture, which teachers can visit as part of the further education of teaching staff.

RESEARCH METHOD

The research on the preparedness of students and future teachers in regard to media education in the Czech Republic was of a quantitative nature. The research method chosen was a questionnaire survey, which was implemented online. The questionnaire is divided into three parts as follows:
1. demographic data on respondents (inquiry about the faculty and university where they study, their approval...),
2. pedagogical preparation of the respondent in the field of media education (questions related to completion of the media education subject and topics from media education that they discussed during their university preparation),
3. the respondent's preparedness and intention to teach this topic (questions about the frequency with which they plan to teach media education in

their practice, asking whether they feel ready to teach media education and what would help them).

The questionnaire contained 15 questions, 13 of which were closed and 2 semi-closed.

Research sample

The target group was students of the 4th and 5th year of master's studies at the faculties of pedagogy and other faculties preparing teachers (faculty of mathematics and physics, faculty of natural sciences, faculty of philosophy and others) across various public universities in the Czech Republic, with the most represented being students of the faculties of pedagogy. They were approached through the management of their faculty in mass emails with a request to fill out a questionnaire. This was supported by targeting respondents via Facebook groups uniting students of the respective faculties and by the snow-ball method, where some respondents were approached and asked to forward to people around them. Students were represented across various approvals with a focus on primary and secondary school teaching.

RESEARCH RESULTS

In the following section, we will focus on the results of the quantitative research. 172 respondents participated in this research and data collection took place in the months of September to November 2022. We decided to use answers of 132 of them who are in their fourth and fifth year and are considered future teachers.
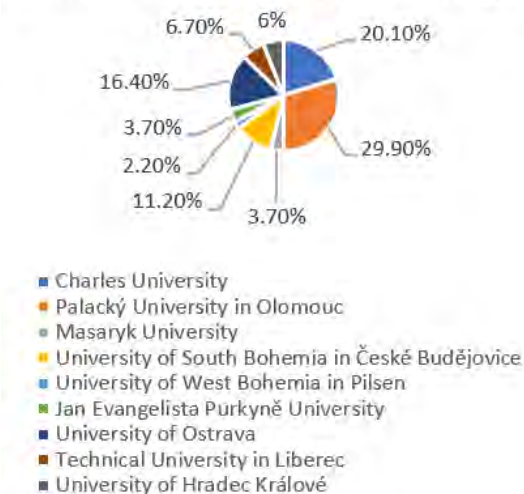

Figure 1. *Student representation at universities (n = 132)*

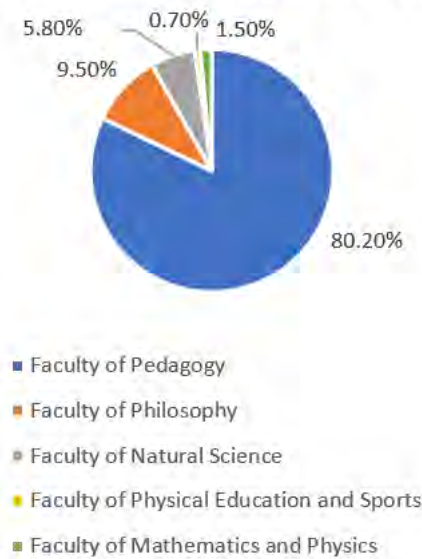Figure 2. *Student representation at faculties*

Figure 3. *The offer of the media education subject at the faculties*

Students studied across universities in the Czech Republic, with Palacky University in Olomouc and Charles University in Prague being the most represented (Figure 1). Students of the faculties of education, where the majority of future teachers study in the Czech Republic, were most often represented (Figure 2). Of the other faculties, the faculties of natural sciences, philosophy and mathematics and physics were represented the most.

Pedagogical preparation of the future teacher. The results showed that the media education subject is offered in some form (compulsory subject, compulsory-optional subject[3], optional subject) at more than 60% of faculties. Most often, the subject was taught as compulsory-optional (Figure 3). Less than a quarter of respondents did not know the answer to the question, which may indicate their lack of interest.

At faculties that do not offer this subject in any form, 62% of the respondents said that if the faculty offered the subject, they would certainly or more likely apply for it. In summary, students most often devoted 0 hours to media education (50% of respondents chose this answer), followed by 5 to 20 hours in the case of 26% of respondents and 1 to 5 hours by 20% of respondents, more than 20 hours were devoted to media education by only 5% of respondents (Figure 4).

Figure 4. *Hourly subsidy dedicated to media education*

In the next question, the students evaluated to what extent they encountered a certain topic during their pedagogical preparation (Figure 5). The topics were divided according to the contents of the framework educational programs. Among the most thoroughly discussed topics were the media's influence on individuals and society, critical thinking and misinformation. More than two-thirds of the respondents were at least marginally devoted to the topics of critical thinking and access to news and

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[3] A course that is in a group of courses from which the student must choose at least one.

advertising, disinformation and fact-checking, recognizing the author of the message and their subjectivity, the influence of the media on individuals and society, and teamwork. Less than half of the respondents then identified the topics of media financing and agenda-setting as topics that they did not address at all during their studies.
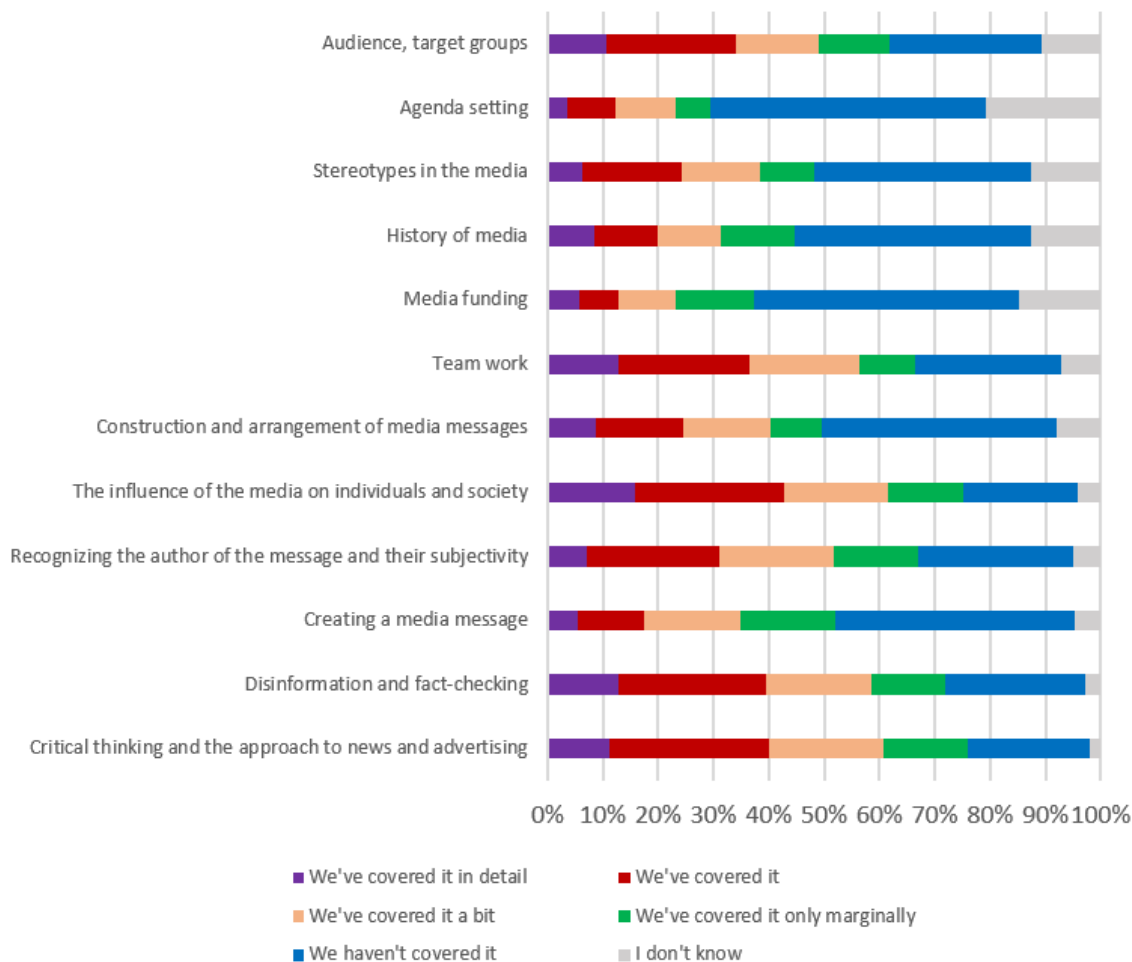

Figure 5. *Topics discussed in the framework of university preparation*

Experience of students with media education at faculties. Among those who were offered the subject of media education, only 38% of respondents decided to take it during their university preparation (Figure 6). The others either did not have the opportunity to participate in the course or did not show interest in it. Those who completed the course evaluated its contribution rather positively (71% of respondents stated that the course was beneficial for them) and at the same time they felt prepared to teach media education. For 20%, on the other hand, the subject was not beneficial.

The question regarding the students' idea of the involvement of media education in university preparation showed in Figure 7 that most often students would appreciate the didactic materials that the faculty or anyone else would provide them for teaching media education (64.7% agreed). They would also appreciate media education workshops (58.8%) and a separate subject of media education (38.2% of respondents agreed with this).
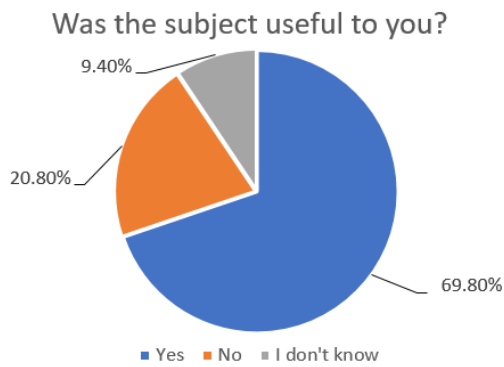
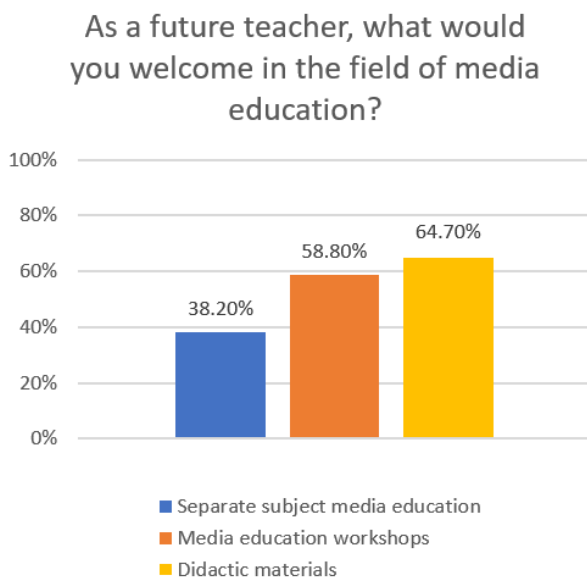Figure 6. *Evaluation of the contribution of the media education subject (n = 53)*

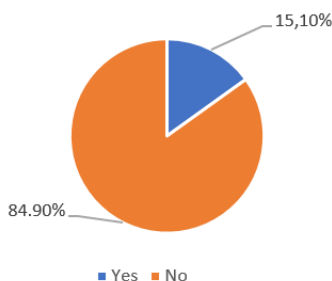Figure 7. *Possibilities of support in media education (n = 132)*

Figure 8. *Education outside the university in the field of media education (n = 86)*

Another question inquired whether the students had participated in any training in the field of media

education outside their faculty (Figure 8). Here it follows that the students were more likely not to participate in further education, as 84.9% of them did not participate in anything. This may be due to their lack of interest, the lack of course coverage by organizations or other factors not explored in this research.

The preparedness of future teachers to teach media education. The last part of the questionnaire survey examined students' motivation and obstacles to teaching media education in their future profession (Figures 9 and 10).
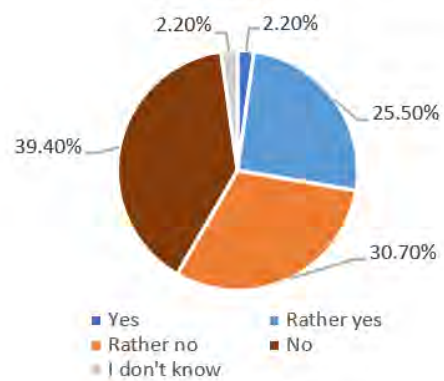
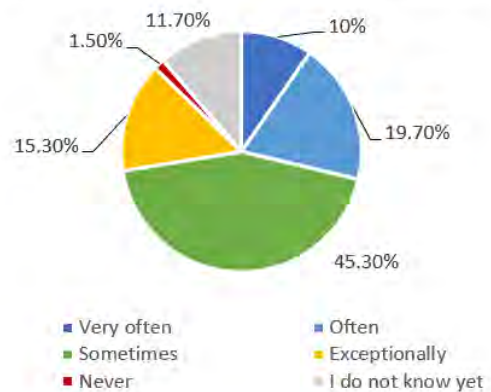Figure 9. *Students' preparedness to teach media education*

Figure 10. *Interest in including media education in future teaching*

Only 28% of students feel certain and rather prepared to teach media education in the future. On the contrary, 70% of students rather do not feel like teaching media education. It is therefore obvious that most

students will struggle to include media education in their teaching, or will not include it at all. It is also evident that students who have completed the subject are more likely to feel prepared to teach it as well. A positive finding is the students' motivation to include media education in their subjects. About 72% of respondents are going to do it to some extent, with the most frequent choice of engagement level being *sometimes*. Only 2% of respondents are *never* going to include media education in their teaching.

Synthesis of results

The research focused on the preparedness of future Czech teachers to teach media education brought many findings reflecting the current state of the faculties. Despite the fact that only 38% of students participated in a media education course, their interest in this topic is considerable. A positive finding was that current students of pedagogical faculties and other faculties preparing future teachers are relatively interested in including media education in their future teaching.

However, 70% of students of teacher education do not feel prepared to teach it. For teachers, this number is smaller, namely 57% of respondents. According to the respondents, it could help if they had didactic materials at their disposal, could attend open workshops and had the opportunity to enrol in a subject related to media education at university. There is still a relatively small number of students who have completed such a subject, while at the same time there is a large percentage of those who would like to, but for example do not have the opportunity. This is a positive finding and shows that there is an interest on the part of students for a similar subject to be taught at faculties. Nevertheless, the students encountered many topics, whether in the subject of media education or another, and most often understood the areas of critical thinking, misinformation, fact-checking, the importance of the media in society and for individuals. On the contrary, a topic that a significant percentage of students have not encountered is media financing and agenda setting.

If we compare the completion of such a subject as part of pedagogical preparation, we will find that the trend is improving. Among the teachers, there was a significant number of those who did not take any course related to this topic as part of their university preparation, 80% of the respondents. In contrast, only 62% of our respondents were those who did not complete a similar subject. It can therefore be assumed that more similar subjects are opening up or that they are

more attractive to students. At the same time, students in most cases did not complete any other course related to media education outside their university. However, the number of hours that the respondents devoted to media education during their studies, whether university or free time, is also different. In 75% of cases, students chose the answer that they spent less than 5 hours with media education during their studies. In contrast, only 15% of teachers chose this option. On the contrary, only 5% of students spent more than 20 hours with media education. In the case of teachers, there were even 16% of them who spent more than 30 hours with media education. This may also be due to the age of the respondents. So, it seems that media education does not reach the students, or it only reaches them to a small extent. It was also found that the majority of students did not participate in any non-faculty education in the field of media education. On the contrary, it is the most common method of education for teachers in practice.

In general, it can be said that there is an interest in media education among students. They themselves do not feel ready to teach this topic in their future practice and at the same time they are interested in teaching it. Didactic materials would help them the most. If they do encounter media education, they encounter the topics of critical thinking, misinformation and the influence of the media on society and individuals. On the contrary, what they encounter least is the area of media financing and agenda setting. Overall, they tend not to encounter media education, and if they do, it is at a very low number of hours.

CONCLUSION

The research on the preparedness of future Czech teachers to teach media education described the current situation at the faculties preparing future teachers from the point of view of the inclusion of media education in university preparation. The result was the finding that future teachers encounter the subject of media education more often in their pedagogical preparation than teachers who are currently in practice. However, compared to teachers, they devote less time to it, so it can be assumed that they have to be educated in this topic after graduating from university as well. As Tomé (2015) points out, short-term courses are not efficient.

Like teachers, they also feel very insecure about their knowledge and skills and do not feel prepared to teach media education. This may be due to the lack of compulsory media education in teacher training. For example, abroad we can encounter degree courses

focused on media education, where teachers are prepared to teach it. An example is Finland, which ranks high in media literacy index, where there are similar disciplines. Didactic materials, workshops and the subject of media education could help them. Here they agree with practising teachers who also welcome this support (Median, 2018). In the Czech Republic, we do not yet find a field focused on teacher education that would offer teachers the study of media education, and their options are thus limited. In this regard, Felini (2014) recommends for the successful integration of media education into education two conditions that need to be met; teachers themselves need to have a certain level of media literacy and competences that they expect from their students, the ability to use media and to follow new trends in this field, while the second condition is their pedagogical and didactic expertise; teachers should have the competence to provide quality teaching.

For a better understanding of the state of media education in Czech schools, it would be appropriate to measure the media literacy of teachers and future teachers. This would allow us to see whether and how pedagogical preparation should be conceived. Thus, in this regard, the possibility of further research arises. The presented research is followed by a qualitative part. As part of that, thanks to in-depth interviews, the areas in which future teachers feel uncertain about media education should be defined, what the obstacles for them to teach media education are and what their motivations to include media education in their subjects are. This will make it possible to improve support for future teachers.

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