VRJEDNOVANJE PROGRAMA MEDIJSKE KULTURE U MEDIJSKOM OPISMENJIVANJU UČENIKA OSNOVNIH ŠKOLA

Engl. transl.: EVALUATION OF THE PROGRAM OF MEDIA CULTURE IN MEDIA EDUCATION OF STUDENTS OF PRIMARY SCHOOLS

# Keywords

* Media culture
* Media education
* Elementary school
* Children

# Details

## Issued

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## Language

Croatian

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## Type

PhD Thesis

## Topics

Literacy and skills

## Sample

The research involved 1000 eighth grade students of the 2014/2015 generation. in the City of Zagreb, which is 13% of the total number of children of that age in the City of Zagreb according to the census population from 2011. The study involved 522 boys and 478 girls.

## Implications For Parents About

Parenting guidance / support

## Implications For Educators About

Other

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Improving digital skills through national school curriculum

# Abstract

Media literacy is one of the most important forms of literacy in the 21st century. Namely, for quality coexistence with the media, media literacy skills are especially needed today. Media literacy implies access, analysis, evaluation and creation of media content (Aufderheide, 1992). Media education is crucial for children's media literacy. In the Croatian educational system, media literacy is teached through media culture, one of the subject components of the Croatian language. Although media culture has been present in the teaching of the Croatian language for many years, to date no research has been conducted that has analyzed its structure, content and effectiveness in detail. There is also no representative research on media literacy of primary school students. In this dissertation, a research was conducted whose main goal was to determine the level of media literacy of eighth grade students and analyze the effectiveness of the media culture program provided by the curriculum of the Croatian language in media literacy of students in Croatian primary schools. The research was conducted in three phases. In the first phase, textbooks and supplementary teaching materials from the Catalog of compulsory textbooks and related supplementary teaching aids for the Croatian language for the school year 2014/2015 were analyzed from the first to the eighth grade in order to determine the content of media culture in all grades in primary school. The results of the research showed that the contents are outdated, that they rarely encourage the analysis and critical evaluation of media contents and in them students are rarely taught how to create their own content. In the second phase of the research, media literacy testing was conducted among 1000 eighth grade students in the City of Zagreb. The research showed that students have a medium level of media literacy, with the weakest results recorded in the area of ​​analyzing and critically evaluating media content. In the last phase of the research, the attitudes of 17 teachers were examined
classroom teaching and 16 Croatian language teachers on the weaknesses and qualities of the existing media culture program. Teachers pointed out that they were dissatisfied with the media culture program in schools and that they considered it an inadequate model of media literacy for children in Croatian schools. Based on the conducted research, it can be concluded that changes in media education are necessary in the future. It is important to provide more hours for media culture and to start intensive media literacy from the first grade of primary school, and the program and contents of media culture should be more detailed, modern and adapted to rapid technological changes. It is also important to adapt existing and develop new textbooks that will be fully dedicated to media culture, technologically equip schools with media, provide financial support for school newspapers and provide teachers with accompanying teaching materials that can be used in teaching and working with students and encourage teacher cooperation. librarians on media literacy.

# Outcome

"The research showed that most eighth-graders in Zagreb have access to almost every media in their households." Ciboci, 2018, 137
"The results showed that of all the media, children in Zagreb most often watch television. Namely, even 77.9% of children pointed out that in the last month (since the survey) they watched television every day, and 15.7% of them watched it several times a week. Only 0.8% students pointed out that in those months they never once watched television." Ciboci, 2018, 139
"In addition to television, eighth graders spend a lot of time with cell phones. This research showed that 91.2% of eighth grade students in Zagreb used a mobile phone every day, while 5.4% used them several times a week. That they hadn't used it once in the last month is admitted by 1.5% of eighth graders. When are the results for girls and boys analyzed individually, it is showed that girls were significantly more likely to use a cell phone more often than boys (t = 2.95, ss = 998, p