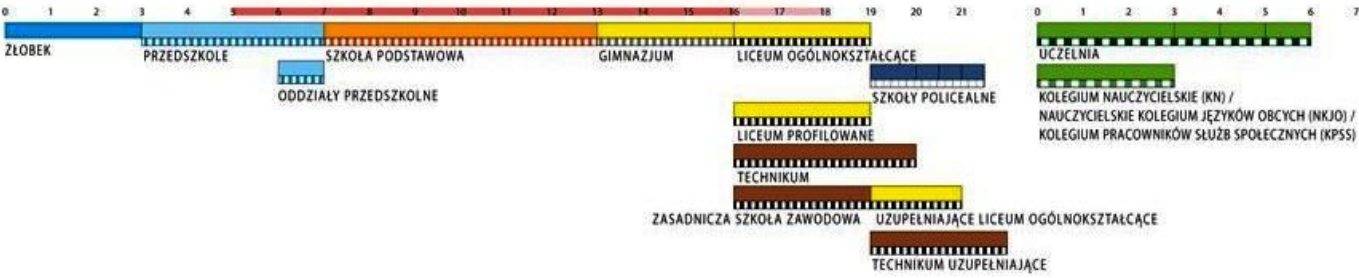


MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile POLAND		Resources; other usable datas
Context – educational system	Overview	The education system in Poland is centrally managed by the Ministry of National Education and the Ministry of Science and Higher Education . Full-time compulsory education (to be received in school) covers children and young people aged 6-16 years, whereas part-time compulsory education (to be received in school or non-school settings) concerns young people aged 16-18 years. Compulsory education includes the final year of pre-primary education, 6-year primary education and 3-year lower secondary education. Nursery schools (przedszkole), primary schools (szkoła podstawowa) and lower secondary schools (gimnazjum) are administered by commune (gmina) authorities.	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
	Primary and lower secondary education	The lower secondary school (<i>gimnazjum</i>), established in the school year 1999/2000, offers 3-year full-time general lower secondary education for pupils who have finished the reformed 6-year primary school. It is compulsory for all pupils. The Minister of National Education has the overall responsibility for setting national standards, while communes (<i>gmina</i>), which are local government units, are responsible for administering lower secondary schools (as so-called school managing bodies). Lower secondary schools can be public or non-public institutions. However, all non-public lower secondary schools are obliged to acquire the public school status. Most lower secondary schools provide education for mixed gender classes. Non-public lower secondary schools are administered by associations, foundations, religious organizations and natural persons. No tuition fees are charged in public institutions. Lower secondary schools can be administered as separate institutions or in clusters of schools (together with another school of a different level, e.g. with a primary school or general upper secondary school), and as part of special school and care centres (for disabled or socially maladjusted children and young people). Lower secondary schools include: mainstream lower secondary schools, bilingual lower secondary schools, sports lower secondary schools and special lower secondary schools, including those with classes preparing for employment.	
	Upper secondary education	Upper secondary schools , which are not compulsory, are attended by the vast majority of the population in the age group 16-19/20 years and are administered by district (powiat) authorities. Upper secondary schools , including: <ul style="list-style-type: none"> • a 3-year basic vocational school (zasadnicza szkoła zawodowa); graduates receive a diploma confirming vocational qualifications upon passing a vocational exam and may continue education in grade 2 of general upper secondary school for adults ; • a 3-year general upper secondary school (liceum ogólnokształcące) where students may obtain a maturity certificate (świadectwo maturalne) upon passing the maturity exam (egzamin maturalny); • a 4-year technical upper secondary school (technikum) where students may obtain a diploma confirming vocational qualifications upon passing of a vocational exam, and may also take the maturity exam (egzamin maturalny) and obtain a maturity certificate (świadectwo maturalne); • a 3-year special school preparing for employment which are intended for pupils with moderate and severe mental disabilities and pupils with multiple disabilities, and which award a diploma confirming preparation for employment 	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	There is no specific subject dedicated to media literacy in Polish schools, however in the curriculum at all educational stages there are lots of media education elements present, primarily in subjects such as mother tongue, arts, information technology and civic education. In the introduction to the curriculum both for primary school and secondary school there is a fragment directly related to media education, which says „due to the fact that media's role in society and individuals' lives, every teacher should pay attention to media literacy education, understood as preparing young people to proper use and reception of media”.	

		<p>Transversal Key Competences, Entrepreneurship Education, e-Literacy, Media Literacy, Innovative Learning Environments</p> <p>The reform of general education described above in the part on basic skills includes also changes aiming at strengthening of transversal competences including:</p> <ol style="list-style-type: none"> 1. ICT skills; 2. Skills related to searching, selection and critical analysis of information; 3. Defining own educational needs and scope of learning; 4. Skills related to the cooperation in a team. 	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php/Poland:Enhancing_Creativity_and_Innovation,_Including_Entrepreneurship_at_all_Levels_of_Education_and_Training
	resources	<p>http://www.men.gov.pl/index.php?option=com_content&view=article&id=2054%3Arozporzadzenie-o-podstawie-programowej-w-caoci-&catid=230%3AAksztacenie-i-kadra-ksztacenie-ogolne-podstawa-programowa&Itemid=290</p> <p>http://www.edunews.pl/images/pdf/umiejetnoscixxi_pl.pdf</p>	
	Media literacy in education from a historical view	<p>In the past there was a cross-curricular media literacy path, however it was removed from the curriculum in 2009 and replaced by the above, rather vague, statement.</p> <p>The formal space of conducting for media education in the early years under the old core curriculum (1999 - 2002) were included in inter-course path - „Education and reading media”.</p> <p>Within the framework of the educational system reform, the Ministry of National Education introduced a new “educational path” to schools in 1999 called <i>Media and reading education</i>,¹ and within the ‘minimum’ curriculum a subject called <i>Media in education</i> has been taught during studies in the faculty of “pedagogy” since 2000. The introduction of the subject path <i>Media and reading education</i> was brought about by three main rationales:</p> <ol style="list-style-type: none"> 1) A dynamic development of the mass media and hypermedia, and their dominant significance in cultural changes taking place. The media decides on the shape and character of popular culture, intensifies globalisation processes, and also favours a process to the contrary – customisation of the “production” of programmes and their reception. They [in the media] popularise culture to an incredible extent, meet and create needs, interests, likes, and they influence the stimulation and reevaluation of creative attitudes. 2) The media plays a dominant role in education– institutional, social and constant, education without age, social and cultural, or national limits. It is the only “window to the world” and omnipotent source of information for numerous illiterates. The media orientates onto the global problems of the world, broadens horizons and compensates for a lack of contact with schooling. In the case of highly educated people, the media can be negatively perceived, but it can also have positive functions including the generation of new information as well as influencing the way of thinking. 3) The incredible development of the media, its hard-to-grasp rich programme, diversified both in content and form, drives new educational steps – to teach the effective use of the media, beginning with the stage of the ability to choose programs selectively to enriching their reception. Contrary to popular belief, this task is not easy. Apart from discrimination in the wide-range offer, it aims at taking into account the psycho-social and cultural predispositions of recipients learning the peculiar language of the media, and in the case of multimedia the mastering of the principles of using the information and communication technologies or people’s capabilities of communicating with computers and interpreting a large set of incoherent and partial information. The expected result of such selective choice and reception is to obtain and assimilate information, develop interests, and shape 	<p>(http://bip.men.gov.pl/men_bip/akty_pr_19_97-2006/rozp_155.php)</p> <p>Wojciech Walat: MEDIA EDUCATION IN THE SCHOOL SYSTEM; Informatologia 41, 2008., 4, 304–307 from: http://hrcak.srce.hr/34412</p>

¹ The decree of Minister Edukacji Narodowej with day 23 February 1999 y., No. 129: *in matter of program basis the general education*; The decree of Minister Edukacji Narodowej i Sportu with day 26 February 2002 y.: *in matter of program basis of pre-school education as well as the general education in individual types of schools* (Polish edition).

		<p>desired social attitudes. The use of such didactic measures, which, by integrating various media, would introduce "cognitive order" in the information noise surrounding people, could prepare them for creative existence in the contemporary and ever-changing reality.</p> <p>In general, media education has three basic tasks to fulfil:</p> <ul style="list-style-type: none"> • preparation for the correct (critical) reception of the media as tools of transferring information and shaping a system of values and attitudes; • preparation for using the media as tools for intellectual development (self-development) and professional work (giving selected actions to the media); • preparation for rational use of media as instruments of play and entertainment. <p>The main curricular assumptions of media education in the era of globalisation and the information society include three directions of activity:</p> <ol style="list-style-type: none"> 1. media education includes the printed word, graphics and sound, as well as motion and motionless pictures provided by each type of technology; 2. in general, media education prepares people to understand the communication media operating in their countries and the ways they operate; it also teaches them to use the media for mutual communication; 3. in particular, media education prepares people to: <ul style="list-style-type: none"> • analyse, critically assess and create media texts, • identify sources of media texts and their political, social and cultural context, • interpret news and values offered by the media, • match suitable media to their own news and relations aimed at specific recipients, 4. providing society with access to the media both as far as their reception and creation is concerned. 	
	Media literacy in the curriculum – recent view	<p>The presence of a range of media and issues inherent in the area of media education is presented through the prism of Polish curriculum in the Polish system of formal education.</p> <p>Media education is, indeed, identifiable in formal education at different levels of education, but its presence does not always take the form of a dedicated course, more and more issues on the effective use of the media in the socio-educational activities are integrated with the content of individual courses.</p> <p>The new core curriculum introduced in Poland in September 2009, specifies the number of objectives and content of media education and information on the various stages of education - from primary school to the end of secondary school.</p> <p>In the new core curriculum (2009) issues related to media literacy are integrated with other subjects and their implementation is done by the media and the integration of ICT in teaching and educational activities. Most of the learning objectives covered in the core curriculum does not specify directly to the need of media competence of students and the use of ICT and new media in the benchmarks.</p> <p>In the preamble to the general education core curriculum for primary schools (I and Stage II) (http://bip.men.gov.pl/men_bip/akty_prawne/rozporzadzenie_20081223_zal_2.pdf) it is emphasized that "<i>the important task of school is to prepare students for life in the information society. Teachers should create conditions for students to acquire the skills search, organize and use information from various sources, using ICT, in classes of different subjects.</i>"</p> <p>In the general education curriculum for middle and high schools (III and IV stage) (http://bip.men.gov.pl/men_bip/akty_prawne/rozporzadzenie_20081223_zal_4.pdf) it's found that, "<i>teachers should create conditions for students to acquire skills search, organize and use information from various sources,</i></p>	<p>Dąbrowska A. J., Drzewiecki P., Jasiewicz J., Lipszyc J., Stunża G.D. (2012), Kształtowanie kompetencji medialnych i informacyjnych w podstawach programowych MEN, (in:) J. Lipszyc (ed.) <i>Cyfrowa Przyszłość. Edukacja medialna i informacyjna w Polsce- raport otwarcia.</i> http://nowoczesnapolska.org.pl/wp-content/uploads/2012/01/Raport-Cyfrowa-Przysz%C5%82o%C5%9B%C4%87-.pdf</p>

		<p><i>using ICT, the classes of different subjects."</i> These records highlight the role of media education in the modern school.</p> <p>Elements of media education starting from the first stage of education (I – III class) are introduced to the Polish language education classes, music, fine arts and computer classes. During the second stage of education (IV-VI class of primary school), the Polish language classes, music, art and computer classes. However, on the third (middle school) and the fourth level of education (secondary school), the content associated with media education are introduced to the Polish language, visual arts, music, social studies, cultural studies, and science.</p> <p>The classes that (according to a new Polish core curriculum) include elements of media education and assume the use of the media during their implementation are:</p> <ul style="list-style-type: none"> Polish language education and Polish language <p>Stage I (I - III class) - Polish Language Education</p> <p>At the stage of primary education drew attention to the development of students' skills in reading and writing, reading interests, understand the meaning of encoding and decoding, reading simple signage, pictograms. To conclude the third year of primary school pupils should be able to search for the information you need without excluding the media content and hypertext.</p> <p>Stage II (IV-VI class)- Polish language</p> <p>The core curriculum drew attention to the development of the ability to analyze and interpret cultural texts, selecting and verifying information, engineering communications, self-education.</p> <p>Stage III (gymnasium and the secondary school)- Polish language</p> <p>At this stage of education student learns to critically evaluate messages, receive various forms of communications including broadcast by „audiovisual media” to distinguish between s journalistic press, radio and television; independently acquire knowledge using various sources of information, using a word-processing computer, creating different messages such as "sMS, e-mail, chat, blog". The student also becomes familiar with the negative side effects associated with the use of electronic media, the Internet (cyber violence).</p> <ul style="list-style-type: none"> Musical education <p>Stage I (I - III class) - Musical education</p> <p>At this stage of learning, attention was drawn to read and write music, not excluding the possibility of using appropriate media, media tools and to identify functions of analog and digital media.</p> <p>Stage II (IV-VI class) - Music</p> <p>In the process of music education at this stage, the student uses the "media sources of music and information about music."</p> <p>Stage III (gymnasium and the secondary school) - Music</p> <p>At this stage of the education elements of media literacy are clearly marked. The student learns to create different forms of expression using the media, he also "uses a computer program for processing and recording."</p> <ul style="list-style-type: none"> Arts education <p>Stage I (I - III class) - Arts education</p> <p>During this phase of training the student uses media coverage; media are used in their creative work (according to elementary knowledge of the rights of the author). Media also appear in the expression and reception of art.</p> <p>Stage II (IV-VI class) - Arts</p> <p>At th Arts lessons studentlearns to include acceptance speech and to use of information obtained by the media, to use of the products of the media "in his creative activity", analyzing and interpreting cultural texts.</p> <p>Stage III (gymnasium) - Arts</p> <p>During this phase of training the student uses media coverage and uses "tools and products of the media in the digital environment."</p> <p>Art Classes - supplementary subject on III and IV stage of education</p> <p>During the course of art student "take creative activity" using various forms of media messages.</p> <ul style="list-style-type: none"> Computer and IT education <p>Stage I (I - III class) - computer classes</p> <p>During the implementation of computer classes there is especially a lot of content related to the evolution of media education and media literacy among students, such as: developing skills related to handling computer security issues while using the computer and the Internet.</p> <p>Stage II (IV-VI class) – computer classes</p> <p>At this stage of education attention was paid to prepare students for the safe use of computer software and the Internet, the social</p>	<p>(04.04.2013)</p> <p>Stunża G.D., (2012). <i>Edukacja medialna w podstawie programowej.</i> http://nowoczesnapolska.org.pl/wp-content/uploads/2012/01/Cfrowa-Przysz%C5%82o%C5%9B%C4%87-aneks-14.pdf (04.04.2013)</p> <p>WP 3: Comparative Research of Formal Media Education in Europe</p>
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		<p>aspect of media and awareness of the risks and limitations of new technologies.</p> <p>Stage III (gymnasium) - Informatics</p> <p>Students use the multimedia devices to communicate using ICT, learn Interaction of ICT into different areas of culture. During the computing lessons are also raised legal and ethical issues related to such intellectual property protection, personal data protection, cybercrime.</p> <p>Stage IV (secondary school) - Informatics</p> <p>The fourth step involves training students to develop skills in the creative use of technology, team collaboration using ICT tools are also enters elements of distance education.</p> <p>Stage IV (secondary school) – Informatics (extended range)</p> <p>During the course, the student shapes the social skills of ICT use, exchange resource implementation of the individual and group projects, learn to use some distance learning tools.</p> <ul style="list-style-type: none"> • Social studies <p>Stage III (gymnasium) – Social studies</p> <p>The program at this stage of education is the whole point "The media" assuming the student's skills including: explaining the importance of the media in the lives of citizens, defining the specificity of communication media and its audience, a critical analysis of media messages.</p> <p>Stage IV (secondary school) – Social studies</p> <p>The fourth stage of education highlights the theme of human rights recognized in the media, search, analyze, interpret information, reflect on the civil rights of people using the media.</p> <p>Stage IV (secondary school) – Social studies (extended range)</p> <p>During the social studies lessons at the advanced level further considerations are made about the mass media, freedom of expression, the role of schools and non-formal education in the modern information society.</p> <ul style="list-style-type: none"> • Knowledge of Culture <p>Stage IV (secondary school) – Knowledge of Culture</p> <p>At this stage of education the student will acquire skills in the construction of expression using a variety of media, characterizing the basic culture media (word, image, sound, spectacle), various forms of cultural media such as photography, TV programmes.</p> <p>Occasionally selected issues related to media literacy, according to Polish the new core curriculum, appear on I stage of education in: the physical education, environmental education, education in a foreign language, a technical and ethics classes. In the next, II stage of education, selected issues related to media education appear in: the lessons of nature, history and society, education for family life and a foreign language and regional level. The III and IV stage of educational content related to media appear in: foreign language lessons, art history, elements of entrepreneurship, geography, chemistry, biology, and education for family life. It is also included in extra-curricular activities for the III and/or IV stage (art classes, history and society and nature)</p> <p>Lower secondary school, programme content for civic education includes a special point concerning mass media; Expected learning outcomes: 1) student knows functions and role of mass media in society, 2) characterises press, television, radio, Internet as mass communication media and analysis selected broadcaster/title in terms of messages and audience, 3) searches media for information on selected topic, points out differences in communicates, differentiates between information and opinion, critically analyses advertisements, 4)critically analyses leaflets, slogans and campaign video clips.</p> <p>Upper secondary school, programme content for civic education includes a special point concerning mass media; Expected learning outcomes: 1) student describes media functions in a democratic and not democratic state, 2) explains importance of media independence and pluralism, assesses their consequences and limitations, 3) explains ethical rules that media should follow and discusses controversial examples, 4) explains importance of freedom of speech, presents examples where it was abused, 5) presents the main media in Poland and internationally (audience, coverage, type of medium, ownership, political views), 6) characterises mass press and its role in the public debate, 7) critically analysys media communicates, assesses their reliability and impartialness, differentiates between information and opinion.</p>	
	Comments, annexes	Polish model of media education is rather NGO's model. We hope that media education will be a school subject, but we think that not only schools are playing important role in modern media education in our country. (Piotr Drzewiecki)	
Ad Teacher profession development	<p>Regulation of the Minister of Science and Higher Education of 17 January 2012 on education standards in preparation for the teaching profession http://www.uwb.edu.pl/pliki/w% 20spr_% 20ksza% C5% 82cenia% 20nauczycieli.pdf sets the effects of teacher training. The general learning outcomes should be "<i>learning to learn and improve their educational workshop using modern means and methods to capture, organize and process information and materials.</i>" The effects of specific teacher training includes the ability to use modern technologies for teaching. Information technology teacher should have "<i>basic knowledge and skills in information technology, word processing, use of spreadsheets, using databases, presentation graphics handling, the use of services in computer networks, obtaining and processing information</i>" and "<i>ability to differential use of information technology in</i></p>		

	<p><i>educational work".</i></p> <p>According to the Polish new core curriculum all teachers are responsible for the implementation of media education, but do not specify the expected learning outcomes in this respect and responsibility for each task. There was just submitted specific content of the training course, without specifying some of them as content for media education. That is why it is impossible to monitor and evaluate in this area. The new core curriculum does not specify the person responsible for evaluating the progress of students in the field of media education and who controls the process of learning (Dabrowska, 2012).</p> <p>Currently in Poland there are numerous initiatives undertaken by public institutions and non-governmental organizations dedicated to media education implemented as part of formal education. These include, among others, project of the Ministry of National Education "Digital School" (04.04.2012 - 31.08.2013) aimed at developing the competence of students and teachers in the use of ICT in formal education. The project consists of the following components:</p> <ul style="list-style-type: none"> • supplies more than 400 schools in the necessary infrastructure for modern teaching aids, • providing students from the these schools access to modern teaching aids at home, • developing the skills of teachers on the use of ICT in the classroom, • create a public electronic educational resources <p>http://www.cyfrowaszkola.men.gov.pl/.</p>	
Specialized network for media educators	http://wolnelektury.pl/	