

MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	Country profile SLOVAKIA		Resources; other usable datas																	
Context – educational system	Overview	<p>The Central body of state administration in education is the Ministry of Education, Science, Research and Sport of the Slovak Republic, which develops educational aims, content and methods for education. Local administration is the responsibility of municipalities, which provide most of pre-primary, primary and lower secondary education in Slovakia. Public schools provide education free of charge.</p> <p>Primary and lower secondary education is organised as a single structure system, beginning at the age of six and consisting of nine years. Education is carried out by primary school, where child starts fulfil compulsory school attendance.</p> <p>The compulsory schooling lasts ten years and pupils complete it by finishing the first year of upper secondary education.</p>	https://webgate.ec.europa.eu/fpfis/mwikis/urydice/index.php?title=Countries																	
	Primary and lower secondary education	<p>The primary school provides for the pupil the basic knowledge, skills and competences in language, natural science, social science, art, sports, health, traffic and other areas of knowledge and skills which are necessary for orientation in life and society. Primary schools provide basic education for school-age children upon reaching the age of 6 years, ensuring their preparation for the further study and the practice.</p> <p>The primary schools include, as a rule, nine grades with a possibility to establish a zero grade. It consists of the first and second stages, in which the education is provided by means of individual educational programmes mutually interlinked:</p> <ul style="list-style-type: none">the first stage of primary school is composed of Grades 1- 4.the second stage of primary school is composed of Grades 5 - 9. <p>The Education Act defines the State educational programme and School educational programme. The harmony between the State and school educational programme is controlled by the State School Inspection. These school programmes are worked out in curricula, syllabi and educational standards. The State educational programmes contain, for example, the name of educational programme, the concrete aims of education and training, the achievement of the level of education at completing the educational programme, the graduate’s profile, educational standards, framework teaching plans, etc. The school educational programme contain the name of the educational programme, definition of their aims, level of education to be achieved upon its completing, the very orientation of the school, length of the study, language of instruction, teaching plans and curricula, and the like.</p> <p>Since September 1st, 2011, amended framework curricula for primary education (ISCED 1) and lower secondary education (ISCED 2) became valid. They are a part of the state educational programmes; they contain area of education and a list of compulsory and optional subjects defining minimum number of teaching hours within the whole educational programme or of its coherent part. Framework curricula determine:</p> <ul style="list-style-type: none">minimum number of lessons for the whole educational period,number of optional lessons for the whole educational period,maximum number of lessons in a week for one grade <p>The framework plans and pattern syllabi development is a responsibility of the National Institute for Education (ŠPÚ). In co-operation with different curricular review groups, teachers and methodologists it submits proposals of framework curricula and pattern syllabi to the Ministry of Education, Science, Research and Sport of Slovak Republic for approval. The approved framework teaching plans and curricula are binding. The pattern syllabi represent a guide for curriculum development by schools to suit their own conditions. The schools which are not capable to work out their own syllabi, may use pattern syllabi.</p> <table><tr><th colspan="2">The basic subjects in educational areas for primary school – ISCED 1</th></tr><tr><th>Educational area</th><th>Subjects</th></tr><tr><td rowspan="2">Language and communication</td><td>Slovak language and literature</td></tr><tr><td>First foreign language</td></tr><tr><td rowspan="2">Mathematics and work with information</td><td>Mathematics</td></tr><tr><td>Informatics</td></tr><tr><td rowspan="2">Nature and society</td><td>Natural science</td></tr><tr><td>History and geography</td></tr><tr><td>Man and values</td><td>Ethic education/Religious education</td></tr><tr><td>Man and the world of work</td><td>Work education</td></tr><tr><td>Art and culture</td><td>Music education</td></tr></table>		The basic subjects in educational areas for primary school – ISCED 1		Educational area	Subjects	Language and communication	Slovak language and literature	First foreign language	Mathematics and work with information	Mathematics	Informatics	Nature and society	Natural science	History and geography	Man and values	Ethic education/Religious education	Man and the world of work	Work education
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		<div>Health and movement</div> <div>Physical education</div> <p>The educational areas are intertwined by cross-sectional themes to extend the basic subject matter. The stress on the application nature should contribute to the extending the pupils' view, adoption of certain attitudes, values and decision-making. They may be instructed within the framework of individual subjects or in the form of courses, eventual, independent optional subject.</p> <p>Transversal topics</p> <ul style="list-style-type: none"> • Personal and social development • Environmental education • Media education • Multicultural education • Traffic education – education on safety of the road traffic • Protection of life and health • Project-making skills, presentational skills • Regional education, traditional folk culture <p>In the Slovak Republic primary school use the methods dynamizing the content of learning and teaching, accelerating the pupil's and teacher's activities, and influencing the processual aspect of pupil - teacher relationships. Both traditional and non-traditional techniques are used in the teaching process.</p> <p>Teachers use various combinations of teaching methods. Each of the teaching method is applied depending on the aim of the lesson, the content of subject matter, and age peculiarities, etc. The teachers should encourage their pupils for contests, exhibitions, subject Olympiads, sports competitions, especially those which are aimed at development of their talent, gifts, independent creative skills and abilities. From among common, traditional methods a mention should be made of oral, object-demonstrative, practical, productive, motivational, exposition, fixation, diagnostic and application methods. Recently, the following techniques have been much used in schools: co-operative learning, group work, work at the round table, brainstorming, face-to-face work and jigsaw groups. The headteachers are advised to promote teaching strategies, methods and procedures (interactive experience classes, project classes, and the like), which interlink the teaching and life, and develop the pupils' competences. For example, primary schools are recommended to use project of experimental verification of optional and facultative subject of Media in Grades 5-9. Within its framework the subject efficiency is identified concerning the</p>	
	Upper secondary education	<p>The secondary education (designed for pupils aged 15/16 - 18/19 years) is carried out in three types of secondary schools:</p> <ul style="list-style-type: none"> • in gymnasium there is general secondary education, which prepares most of all for the study at higher education institutions, • at vocational secondary school there is vocational education and training, that means, preparation for execution of professional activities, mainly technical, economic, pedagogical, health, socio-legal, administrative, artistic and cultural, but also for the study at the higher education institution, • in conservatory there is a complex artistic and artistic-pedagogical education. <p>The task of secondary schools is to provide for the youth after completing the primary education the general secondary education with school-leaving certificate in gymnázium, and vocational secondary education, vocational secondary education with school-leaving certificate, and higher professional education.</p> <p>The area of training and education in secondary schools is regulated by the Act No. 245/2008 on education and training (Education Act) and on the change and supplement to some acts as amended by subsequent provisions (the latest amendment Nr. 390/2011).</p> <p><i>Gymnasium</i></p> <p>The subject core in gymnázium is made up of subjects of general education. The education at four-year gymnasium and on higher level of perennial gymnasia is focused on the achievement of general educational basis and key competences of pupil. It prepares pupils first of all for further education but at the same time also for the use in practice, for personal and social life. The sense of gymnasium is to equip pupils with systematic structure of cognition, ability to work with information and to incorporate them into meaningful context of life situation so that to develop them professionally and personally during the whole life. The presumption is to assert progressive educational procedures, new organisational forms, strategies and methods which fully support cognitive curiosity, creative thinking and self-reliance of pupils. The educational content in gymnasia is enriched by schools according to their own educational intentions, designs, regional needs and conditions as well as needs and interests of pupils.</p> <p>Due to the fact that all secondary schools are equipped with computer technique, the latter became an integral part of applying the teaching methods. To follow-up the achieved level of reading and information literacy. To make all information sources available to students. To gradually develop the students' skills to search for, evaluate and use various sources of information, to adopt the methods of individual study and</p>	

		independent work with information, to incorporate them in their knowledge fund and subsequently, to make use of it. In the content and methods of teaching of all subjects to support those which develop the abilities and skills of pupils to independently search the knowledge from available sources. To proclaim the concept of individual freedom and approach to information as a basis for efficient and reliable citizenship and participation in democracy.	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/euridice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	The main political document is The concept of media education in the Slovak Republic in the context of lifelong learning adopted in 2009 and based on the Government Manifesto. The steering document in the Slovak educational system is the National Education Programme (for all levels of the educational system up to university education – ISCED 1-3).	MEDIA EDUCATION IN SLOVAKIA by Andrej Školkay, Ľubica Gállová, Kristína Morávková, Klaudia Lászlóová and Mária Hong (SKAMBA) manuscript
	resources	http://www.minedu.sk/index.php?lang=sk&rootId=2319	
	Media literacy in education from a historical view	<p>Modern media literacy education does not have a long tradition in Slovakia. Literacy education in Slovakia can be traced back to the era of former Czechoslovakia when certain student periodicals were being published at primary and secondary schools. However, the crucial document on media education in Slovakia - <i>The Conception of Media Education in the Slovak Republic in the Context of Lifelong Learning (herein Conception of Media Education)</i> - was adopted by the Slovak government only in 2009.</p> <p>A definitional framework of media literacy (ML) is provided by a complex of skills and competencies related to the access to the media. These skills and competencies can be summarised in four basic areas: access, evaluation/critical approach, analysis and creativity (Concept of Media Education, p. 25).</p> <p>The Ministry of Culture and Ministry of Education, Science, Research and Sport is responsible for the agenda of the media education. Therefore it has been in charge of the overall implementation of the Concept of Media Education. Along with its institutions, the Ministry of Education manages media education in formal and non-formal education - at schools (National Institute for Education, Methodological and Pedagogical Centre), in media education of youth (IUVENTA) and among adult learners (National Lifelong Learning Institute).</p> <p>The National Institute for Education (NIE) was among the bodies drafting the Concept of Media Education. Since 2005 it has carried out a number of national projects focused on media education and research on their outcomes. In 2008 it coordinated the inter-ministerial expert Commission for media education aiming at the inclusion of media education into formal education.</p> <p>The Drafting of the Concept of Media Education in 2005 was preceded by the project of the National Institute of Education (NIE) with the aim of experimental verification of media education in schools in terms of its impact on pupils and the suitability of teaching materials. The results of the experiment (Kačínová, Šťava, Zelmanová, 2005)</p>	

		<p>were supportive to the introduction of media education into curriculum. The project allegedly demonstrated the effectiveness of media education in schools and resulted to the multiplication of the teaching materials available on the website of the Institute. The materials were tested and reviewed by teachers and subsequently revised in accordance with their comments and recommendations. The authors also claimed that the pupils in experimental groups achieved in general better test results than those in controlled groups, and thus acquiring new knowledge and skills was confirmed.</p> <p>Based on these results, the National Institute of Education proposed to include media education as an optional and elective subject at the second level of primary schools and the first level of eight-year secondary grammar schools from the school year 2008/2009.</p> <p>In 2007, IUVENTA, INFOLAND (NGO) and University of Constantine Philosopher in Nitra carried a representative research Youth and Media (Vrabec, 2008) on media literacy of young people as one of the key competences and the ability to search, analyze, produce and critically approach information. They used one of the definitions of media literacy which belongs among the most quoted and mostly spread, the one spelled out at the international scientific conference at the Aspen Institute Wye Center can be provided: "Media literacy is the ability to access, analyze, evaluate and produce information for specific outcomes in specific forms"</p> <p>In 2005, the National Institute of Education prepared experimental texts on media education available on their website. The official list of textbooks published by the Ministry of Education does not include either approved or recommended book to be used by schools . The only exception is the book Phenomenon tabloid in Slovakia (Fenoméń bulvár na Slovensku) by M. Lincényi and M. Kohuťár, which focuses on this part of the media market in Slovakia and received controversial reviews . There are textbooks available in the Czech language and also some teaching materials on CD and print.</p> <p>Official resources has been often replaced by initiatives of NGOs, academic institutions and projects. Since 2009, the Slovak state press agency TASR has been offering its service for schools to facilitate pupils' and students' access to non-commercial news and information. Several NGOs offer non-formal media education programmes (Children of Slovakia Foundation, Laura, Žabky, etc.) The most extensive initiatives in media literacy are the projects of eSlovensko - non-governmental organization that operates the Slovak Awareness Centre. The Centre initiates various activities and social events for children, as well as it produces a plenty of promotional materials which serve as a source of knowledge and guidance for the wide public in the field of safer use of new online technologies. Since 2008, the Slovak Awareness Centre (www.zodpovedne.sk) established National Free Helpline Pomoc.sk(www.pomoc.sk) where children and other people can raise concerns about illegal and harmful content, harmful conduct and distressing experiences related to their use of online technologies.</p>	
	Media literacy in the curriculum – recent wiew	<p>Media education is one of the cross-curriculum topics - which are the compulsory elements of educational programs/curricula, and that usually evolve through the content of most of the educational areas. Schools can decide whether they include media education (as well as other cross-curriculum topics) as an integral part of the educational areas and appropriate subjects; as a separate subject taught within extra lessons (an elective subject depending on the profile of the school), as a project or as a course; and in what extend. They include the form and extent of teaching media education in School Educational Programmes. Media education is compulsory on the level of primary schools (ISCED 1 + 2) and secondary grammar schools (ISCED 3), i.e. 6 – 18 year-old.</p> <p>Media education is targeted at acquisition of skills, competencies, critical attitude, ability to analyze, evaluate and</p>	

form; it is a continuous process of obtaining or increasing the level of media literacy in relation to the development of media and communication technologies." (Concept of Media Education in the Slovak Republic in the Context of Lifelong Learning, p. 24)

Based on the knowledge of media obtained (their functions and operation), pupils should gain critical distance from the media, be able to re-examine their relationship to the media, reflect on their own habits of media use, use the positive benefits of media products to the development of their personalities and eliminate their negative effects. (ISCED 1+2)

Time allotment for media education is not regulated, a school decides on the extent of including media education topics in its School Educational Plan.

Media are among crucial socializing factors affecting values, attitudes, and behavior of an individual. Media education as a cross-section topic pursues to provide the pupils with skills enabling them to deal properly with the media.

Educational area attempts to provide the students with the ability:

- to understand better the rules of functioning of the media world and to orientate within it according to age
- to be able to evaluate information spread by the media and to extract from it what is valuable, positively forming their personality and professional growth
- to be able to realize negative influence of the media on their personality and try to eliminate it through their responsible attitude
- to be able to create media products

Cross-section topic pursues to develop:

- the ability to apply strategies of competent dealing with various kinds of media and their products
- the ability to meaningfully and selectively use media and its products (i.e. to encourage pupils to get to know better the rules of "media world" functioning, meaningfully orientate within it and selectively use the media and its products according to how it fulfills its functions, especially educational and moral ones)
- the ability to create their own opinions on media based on the received information
- the ability to evaluate information spread by the media and to extract from it what is valuable, positively forming their personality and professional growth
- the ability to realize negative influence of the media on their personality and try to eliminate it through their responsible attitude

Content	Performance
Content can be grouped into five thematic areas: <ul style="list-style-type: none">- Media in today's world (basic types and features of media and mass media)- types of media products- Media reality and its effects on human personality - the influence of television (movies, reality shows, news, advertising etc.), radio, newspapers, magazines, internet etc.- Ethics in the media (tabloid media)- Media production (creating media products)	

		<p>type of media products:</p> <p>Reality shows, soap-operas, telenovelas. Film. Movie genres: fiction and documentary, action movies, science fiction, western, comedy.</p>	<p>students can:</p> <ul style="list-style-type: none">- Identify and characterize the typical elements of journalism, radio and film genres,...- Know the professional component, which is involved in the production and distribution media products (film, periodicals ...)	
		<p>Media reality and its effects on human personality:</p> <p>Media audience by newspapers and magazines, radio etc. Survey readership, radio listening, audience. Statistic of consumption. Primetime on television. Film reality and fact: differences. Film language. Image. Cut. Scene. Camera angle. Effects. The effects of media, media displayed fictional and real violence. Physical and psychological forms of violence. Media - Film hero. real hero. Film critic. Valuable film. Uniform labeling system programs on television (JSO).</p>	<p>students can:</p> <ul style="list-style-type: none">- Assess the cinematographic work according to set of criteria of their form and content,- Formulate a critical response to moving images	
		<p>Making media products Film and television profession</p>	<p>students can: create a simple media product: Poster, short film story</p>	
	Comments, annexes	<p>http://www.edicny-portal.sk/_img/Documents/Zoznam%20MDP%20-%20NRU/NRU%20SD%2012%2004%202012.pdf http://www.edicny-portal.sk/_img/Documents/Zoznam%20MDP%20-%20NRU/NRU%20OD%2016%20%2005%20%202012.pdf</p>		
Ad Teacher profession development	<p>In 2005, the National Institute for Education started the first pilot project for teacher training in media education as an experimental programme, followed by a project of continuous education for teachers implemented in cooperation with the Department of Media Communication and advertising, Constantine the Philosopher University in Nitra. The Faculty of Massmedia Communication, University of SS. Cyril and Methodius in Trnava (UCM) has become the first faculty accredited for teacher training in media education in 2011. The only programme in Slovakia enables secondary school teachers to receive full qualification for teaching media education as an individual subject. The faculty also established the International Media Education Centre, focused on education, research, information and other activities related to media education. In 2011, the IMEC published the book Mediálna výchova pre učiteľov stredných škôl (Media education for secondary school teachers) available online.</p>			
Specialized network for media educators	<p>Media Literacy Centre (Faculty of Mass Media Communication of the University of St. Cyril and Methodius in Trnava www.medialnavychova.sk; Ovce.sk (Sheep.sk) www.sheeplive.eu in many languages. The Sheeplive project (OVCE.sk in Slovak) was initiated by the civic association eSlovensko as an integral part of the Zodpovedne.sk, Pomoc.sk and Stopline.sk projects. The project partners include the Slovak Ministry of the Interior and the Slovak Committee for UNICEF. The main goal of the project is to create a series of cartoons for children and an international internet portal. The project focuses on the safety of children and youth, in particular the risks related to the internet, mobile phones and new technologies. The project serves as a prevention tool for children, wittily shows teenagers a mirror of their improper behaviour and gives adults an opportunity to learn. http://www.zodpovedne.sk/kapitola_ostatne.php?cl=english_language</p>			