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Media literacy of future experts in helping professions

Michaela Beran Sládkayová and Karina Zošáková

Abstract:

The aim of the present scientific study is to identify the perception of media literacy by future professionals in the support of professions. The research design was empirical in nature with qualitative data collection procedures. A focus group consisting of 18 students from departments preparing professionals in support professions. We identified three main ways to increase media literacy: verification of sources, stylization of information and responsible 64rostřed in the online space. The study highlights the need for a holistic approach to media literacy education, incorporating personal, social and institutional efforts.

Keywords:

media literacy, key competencies, helping professions, social media, young adults

Introduction

Today's era is characterized by a oversaturation of information and stimulation, which affects people not only on paper, but increasingly also from electronic media. Today's problem is not the lack of information, but the ability to look, identify and critically evaluate it. The environment in which a person lives is increasingly saturated with information, media and new technologies, which supports society's efforts to develop people's life skills that allow them to react very flexibly and manage rapidly and often in personal, social and professional life (Vrabec, 2008). These skills must also support "cultural diversity, pluralism, democratic dialogue, critical thinking, independent expression and presentation of individual positions, as well as other important skills of life in the 21st century" (Vrabec, p. 3, 2008).

Media literacy is also essential as part of the skills, or rather among the key skills for life in the 21st century (Vrabec, 2008; Glas et al., 2023). We acquire media literacy through formal and informal education.

Theoretical-empirical reflection of the solved issue

Based on content analysis of relevant Slovak and foreign sources, it can be said that there is no single definition of media literacy. It can be summarized as follows: Media literacy includes knowledge and skills necessary to process information resources, search and analysis of information, understanding of the collected information, its critical assessment, the ability to distinguish between real and distorted information (authors' note: real and false information, false/misinformation, etc.), comparison of news from different sources to develop an opinion or attitude towards a particular issue (Rožukalne, Skulte & Stakle, 2020). Media literacy refers to a set of abilities and abilities necessary for responsible use of the media. Media literacy integrates critical thinking and the attitudes of recipients to the media and their content in terms of moral principles and humanism, so that they can use the media for their own benefit to meet their own needs and interests" (Balážová, 2012, p. 7). Although media literacy is often confused with media competence or media education, it is not a new concept or a phenomenon specific exclusively for today's society.

References to media literacy can be found in a variety of international documents, e.g., Grunwald Declaration (1982), Convention on the Rights of the Child (1989), or European Charter for Media Literacy (2006) (according to Balážová, 2012). According to Glas et al (2023), Škripcová (2022), Belvončíková & Čiderová (2022), Cho et al. (2022), Rasi, Vuojärvi & Rivinen

(2021) Kendall & McDougall (2012), this area is becoming increasingly important and gains attention.

We consider it important to note that the current state of media literacy development is not very positive. Many studies point out that the development of media literacy is slower than should be and that individuals (of all ages) are increasingly susceptible to manipulation and sharing false (unspecified) information (Media Literacy Index, 2021), particularly in recent years affected by the pandemic, the war in Ukraine, or other social events affecting the functioning of society.

In general, people suffer from overload of information and information/misinformation, which creates mental pressure on the individual. Social media play an important role in this respect, as young people constantly use them, which affects their growth and perception of the risks associated with low media literacy. Young adults use social media to maintain relationships and tend to trust people in their personal networks. Students use the media to meet their entertainment needs and partly as information sources (Eger et al, 2020).

According to the European Charter on Media Literacy (2006), a media literate person should be able to:

- effectively use media technologies to access, collect, retrieve and share content to meet their individual and group needs and interests,
- access and make informed choices from a wide range of media forms and content from different cultural and institutional sources,
- understand how and why media content is produced, as well as the related technical, legal, economic and political contexts,
- critically analyze the techniques, language and conventions used in the media and the meaning of their messages,
- creatively use the media to express and communicate ideas, information and opinions,
- identify, prevent or reject media content and services that may be unwanted, offensive, scandalous and harmful,
- effectively use the media to strengthen democratic rights and civil liberties.

In this regard, we believe that it is necessary to draw attention to the concept of so-called basic life skills. “Tuesdays are one of the main factors that enable individuals and societies to keep pace with technological changes, adapt, innovate, in a single word, prosper” (OECD, 2016, p. 3). Life skills are therefore a cross-sectional and multi-dimensional atopic area. Life skills are a set of skills that help individuals cope successfully with different situations and live a full and satisfying life – whether personal, professional or social. The range of topics covered by life skills is wide, as are the providers who provide them. The European Commission has made 2023 the European Year of Skills: an initiative to ensure that adults have the necessary skills to navigate the changing labour market and engage fully in society. In this concept, we are mainly talking about digital skills, resilience, environmental skills, civil and social skills, financial, health and media literacy (ŠIOV, 2023).

In addition, due to a certain lack of uniformity (in terms of defining media literacy) among experts who deal with media literacy (e.g., Koltay, 2011; Grombly & Anderson, 2020; Glas et. Al., 2023 and others), as well as to the increasing attention paid to this subject or to other facts mentioned above, the aim of the present scientific study is to identify the perception of media literacy by future professionals in the support of professions. It is precisely professionals in the assistance professions (e.g., teachers, social teachers, school psychologists, educators, lecturers, educators, etc.) who have the opportunity to help various target groups acquire and develop basic life skills.

Methodological foundations of empirical research

The research design was empirical in nature with qualitative data collection procedures. The research method used to collect data is the focus group method. The collection of empirical data

through qualitative research took place in the form of a focus group between September 2024 and October 2024.

The research group consisted of a total of 18 students from departments preparing professionals in support professions. The average age of the respondents is 21.7 years.

In relation to the theoretical and empirical reflection of the problem under consideration, we have chosen the following research problem: *What competences do future professionals in the help professions consider important to increase media literacy?*

We have explained the research problem in greater detail in two research questions:

Research question 1: *What are the key competencies for media literacy for future professionals in helping professions?*

Research Question 2: *What methods of increasing media literacy prefer future professionals in help professions?*

Analysis of empirical findings

In our research objectives, we focused on analyzing various aspects of media literacy among students of helping professions. With regard to empirical analysis, the results of qualitative research are presented in the following tables.

Table 1: Key competences for media literacy

Category	Statements of participants
Source verification	I often read comments on articles - there are other sources on the issue there.
	I check the source links .
	If I learn something from multiple sources , I am more likely to believe it.
	It is important to me that an article has an author who can be traced.
	The information must be verifiable from multiple relevant sources .
Stylization of information	I don't consider news from popular magazines to be trustworthy.
	I judge the credibility of a report by its headline – if it's overly dramatic , I know it's about getting views .
	The articles I read should be written professionally and factually . If the articles are too long and I don't learn anything , it has no informative value for me and I don't trust it.
	It depends on the stylization of the text of what I'm reading. I also noticed grammatical errors .
	If the title of an article is a question , I usually don't even read such articles.
	I am interested in the stylization of the text, the title, the scientific language , and also the fact that the article contains references to specific sources .
	If an article is very short and contains little information , it is suspicious.
True articles do not offend , are written professionally and do not appear biased , they are objective .	
Responsible behavior in the online space	I don't look for new friends through social media.
	I don't text with strangers on the internet.
	I don't post my photos on social media.
	People should never post or send their intimate photos online.
	I do not share private and personal information on the internet.
	Don't share your location online.

Source: own processing

Based on the above-mentioned responses from respondents, we identified three basic categories that reflect key competences in media literacy for future professionals in the field of support: verification of sources, stylization of information and responsible behavior in the online space.

The respondents attributed the importance of the ability to critically assess the credibility of information based on various criteria. They emphasize the verification of sources through available references and the search for information from several relevant sources, which increases their confidence in the accuracy of the content. They also identified the need for articles to have a trackable author, which strengthens their credibility. The disinterest in popular magazines may indicate an increase in their sensitivity to the quality of information and an effort to distinguish serious sources from those that are considered popular.

Another important aspect is the perception of text stylization, which plays an important role in assessing the credibility of the content. The respondents show sensitivity to dramatic headlines and prefer a professional and factual processing of articles. They point to negative factors such as grammatical errors, question marks in headlines or too short content with low information value, which they perceive as indicators of low quality and credibility. On the contrary, they believe that articles that are objective, impartial and supported by scientific references are credible.

Responsibility for behavior in the digital environment is the third pillar of media literacy. Respondents emphasize the need to protect personal data and privacy in the online space, including the refusal to share personal photos, locations or private information. They refuse to communicate with strangers via social networks, thus showing increased caution towards possible risks. This approach reflects their awareness and ability to prevent negative consequences in the online world.

Table 2: Ways of increasing media literacy

Category	Statements of participants
Own experience	Over time, through my own experiences , I learned how to behave online and what to believe.
	I've been using common sense from the beginning.
	Intuition . I once believed something that wasn't true, and I've been careful ever since .
Conversations with other people	There are many frightening cases of people who believed everything and paid for it.
	When we meet with friends and talk about it, we also get feedback from parents .
	When I need to check something, I often ask my friends for advice.
	I have a habit of checking information from the news with my parents .
School environment	In high school , we had a lecture about social media and its risks.
	In high school , we had a lecture about critical thinking and verifying sources.
	It would be necessary to start addressing this in elementary school and continue it in high school.
	It would be appropriate to have a subject in elementary school to develop media literacy .
	We haven't had a course on this issue at university yet, it would be appropriate .
	At university , the emphasis is primarily on writing seminar and final theses - relevant sources and the like.

Source: own processing

Based on the analysis of the responses, we identified three main ways to increase media literacy. These categories include personal experiences that reflect an individual approach to acquiring media competences, conversations with others that emphasize the importance of social learning, and the school environment, which represents an institutional framework for the development of critical thinking and media skills.

The respondents emphasize the importance of personal experience as a key method in which they gradually acquire the skills needed to navigate the media environment. They emphasize the importance of intuition, common sense, and their own judgments, which they have developed over time. Experiences with situations where they have received incorrect or misleading information have led them to be cautious and critical. This path of self-reflection shows that media literacy can be developed outside formal educational settings.

The second way is through interaction with people, who play an important role in confirming information and sharing experiences. Discussions with friends, parents and a wider community offer valuable feedback and support for mutual learning. Respondents stated that sharing cases pointing to the negative consequences of faith serves as a warning and stimulates critical thinking. This aspect emphasizes the importance of social learning in the context of media literacy.

The school environment is a third important factor contributing to the development of media literacy. Respondents describe their experiences with school conferences and discussions focusing on social media, critical thinking and source verification. However, they also point to deficiencies such as the absence of similar subjects in lower education or universities. They propose to introduce topics specifically devoted to media literacy already in primary schools and emphasize the importance of higher education in the development of the ability to work with relevant sources in the context of academic writing. This aspect shows that formal education institutions can play an important role in the systematic development of media literacy.

Conclusion

The study provided valuable insights into the perceptions and approaches of future professionals to help career professionals become more media-savvy. The results highlight several critical aspects that coincide with the theoretical foundations and existing research in this field. Media literacy is a complex and multifaceted concept that encompasses essential competences for the navigation of the modern media landscape.

Research identified three main competencies for media literacy: source verification, text styling and responsible online behavior. These are consistent with the theoretical definitions of media literacy, as stated by Rožukalne, Skulte and Stakle (2020) and Balážová (2012). The ability to critically evaluate the credibility of information, distinguish between true and false content and to engage responsibly in the digital environment highlights the importance of promoting these skills between individuals. These findings also confirm the European Charter on Media Literacy (2006), which emphasizes critical analysis, the use of creative media and the effective assessment of information as integral elements of media literacy.

The focus of the respondents on source verification reflects broader social concerns about misinformation and the proliferation of unreliable content, as mentioned in the Media Literacy Index (2021). The preference for credible and traceable sources and the rejection of sensational or not styled content reflect a growing awareness of the need for accountability and quality in the media. Furthermore, the recognition of responsible online behavior highlights the importance of protecting personal data and ethical engagement in digital spaces, which are crucial in view of increasing cyber threats and privacy concerns.

The study also explored the preferred methods for increasing media literacy, revealing three main paths: personal experiences, conversations with others and formal education. These findings are consistent with the literature that emphasizes the importance of formal and informal learning environments (Eger et al., 2020; Rasi, Vuojärvi et Rivinen, 2021). Personal experiences promote intuition and critical thinking, while social interactions provide opportunities for shared learning and information validation. Formal educational environments, as suggested by the respondents, play an essential role in systematically developing media literacy through a targeted curriculum and activities. The call for media literacy education in early school and its inclusion in university programs reflects the need for a proactive approach, as Koltay (2011) and the European Commission (2023) have highlighted.

The conclusions also contribute to the ongoing discussion on the role of media literacy in the development of life skills essential for the 21st century, as OECD (2016) has stated. Future professionals in the field of support, such as teachers, social workers and educators, are uniquely positioned to promote media literacy in their respective fields. By equipping these individuals with the necessary skills and knowledge, they can effectively support the development of media literacy in various target groups, thereby strengthening social resilience to misinformation and encouraging informed citizenship.

Finally, the study highlights the need for a holistic approach to media literacy education, incorporating personal, social and institutional efforts. The findings emphasize the importance of developing comprehensive strategies that meet the diverse needs of learners and leverage formal and informal learning environments. Future research could expand these views by exploring the long-term impact of media literacy initiatives and identifying best practices for their implementation in different educational and professional environments. By doing so, we can contribute to a more informed and critically engaged society capable of navigating the complexity of the modern media landscape.

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