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Key competences development in English language teaching: The role of media and information literacy in cross-curricular themes

Razvoj ključnih kompetencija u podučavanju engleskog jezika: Uloga medijske i informacijske pismenosti u kroskurikularnim temama

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ABSTRACT

As society evolves, there is a constant need for acquiring and developing new skills. Since modern world relies on media as the main source of information, it is crucial to learn how to process and filter out relevant as well as credible sources and information in the overwhelming amount of content we are exposed to. Media and information literacy (MIL) provides the essential skills for critical evaluation and interaction with media, information providers, and content. Although this research study was conducted prior to the covid-19 pandemic, the recent situation has simply confirmed the relevance of such skills.

The purpose of education is and should be to equip students with knowledge and skills that are indispensable for real life and their future careers. Therefore, educators today must see the development of MIL in their students as an integral part of formal education.

The goal of the research is to provide an insight into whether, to what extent, and in what manner formal education, especially English language education, in secondary schools in Sarajevo supports the development of MIL-related competences.

The research results obtained through a qualitative and quantitative analysis of the 2016 school programs for several chosen subjects, student and teacher questionnaires, and interviews with English teachers reveal several important conclusions.

Secondary students in Sarajevo are aware of the existence of media and information literacy as an individual competence, of what it implies and whether they encounter its elements throughout their formal education.

English language education encourages the development of MIL, however, the extent to which it does is very low when we take into consideration everything MIL encompasses. Also, formal education in secondary schools in Sarajevo does not follow the pace of the developments in today's world in the field of MIL. Additionally, there is a variety of hindering factors that prevent teachers from including MIL education into their teaching, such as insufficient financial support, a lack of the necessary tools and equipment, insufficient cooperation within schools, as well as the need for better teacher education in the field.

Finally, the development of media and information literacy through formal education, with the focus on English language education, in secondary schools in Sarajevo does not conform to the established principles of the key documents and literature in this field. In practice, modern media are used slightly more often than proposed in the programs, but the respondents' feedback demonstrates that students do not reach the full potential of their MIL skills, as well as that there is a significant gap between how much they manage to learn through their personal interests and research and through what formal education offers them. Thus, there are numerous discrepancies – among individual students, among schools, teachers, but also among skills that are developed.

List of abbreviations

MIL	Media and information literacy
ELT	English language teaching

Keywords: media and information literacy, English language teaching, cross-curricular approach

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INTRODUCTION

Every new period in the history of humanity brings about changes in different aspects of society. Such changes further generate the need for new skills that are supposed to help society members to survive and function in it. The twenty-first century is the age of media and information. Media are all around us and they have become a part of our reality to such an extent that most people cannot imagine their lives without them. Consequently, we have become overwhelmed with information from various sources and it is often difficult to process and filter the information that reaches us daily. On the other hand, it is important to emphasize that the history of media is a long one and the changes in the twenty-first century have given way to the development and popularization of technology and Internet media. While certain types of media, such as print media, are not as popular as they used to be, Internet media have become the main source of information all around the world.

A great number of people have access to the Internet and use it as the main source of information regardless of whether they are in search of a simple recipe or an academic article. The issue that is raised in this situation is how literate we are to use the available tools and how critically we access and assess Internet sources and other media. The fact is that media have a powerful impact on society today; hence they create a certain image of the reality and world events that can easily be manipulated. Therefore, fact verification and a critical approach to information have become indispensable skills in the world of today. That being said, the main focus of the thesis will be on the development of skills related to the Internet as the most modern and popular type of media in the EFL context, while other types of media and sources of information will be tackled as well.

The second issue to be discussed is how much formal education initiates and participates in the development of one of the key competences, media and information literacy. One of the most prominent figures in the world of education, Maria Montessori, once said: “The education of even a small child, therefore, does not aim at preparing him for school, but for life” (Sweetwater Montessori School, 2018). Education should prepare students for the real world and equip them with competences necessary for their future careers, but also with general key competences. That was recognized by the European Commission

and the Member States that developed the *European Reference Framework: Key Competences for Lifelong Learning* (European Communities, 2007) where they included digital competence among the eight key competences. Thereby, today, an education system is expected to include media and information literacy among its main goals and to equip students with the necessary knowledge and skills in that particular field.

This thesis will provide a theoretical background, including definitions of the essential terms, a discussion of the importance of media and information literacy today, as well as of the role of education in encouraging and developing it. It will also provide an insight into some of the most important documents in this field, such as *The European Qualifications Framework for Lifelong Learning* and UNESCO's *Information Literacy: Curriculum for Teachers*. Taking into consideration the context of the research (Sarajevo, Bosnia and Herzegovina), *Common Core Curricula for Foreign Languages Based on Learning Outcomes* (Agencija za predškolsko, osnovno i srednje obrazovanje, 2014) will be an important document to analyze. One of the key competences that should be developed through teaching foreign languages listed in it is IT literacy (encompassing information, media, and technology literacy). Therefore, this competence is officially included in the Common Core Curricula and among the key competences. This research will additionally focus on the extent to which media and information literacy is developed in practice and in what way because the general impression is that its development is not sufficiently appropriately encouraged through formal education.

A research study by Lea Tajić (2013) demonstrates that media literacy is not sufficiently incorporated into formal education in Bosnia and Herzegovina, especially secondary education. Her analysis of elementary and secondary school programs supported that point, which will be discussed in more detail in the thesis. Media literacy is officially a part of B/C/S programs where it mainly deals with television and film and it is a minor element of Art and IT. In secondary school programs, according to the analysis from 2013, only Citizenship Education deals with media (four classes). The information on the development of information literacy as such, however, is currently unknown, but this paper will attempt to examine that as well.

The first part of the research will provide the analysis of secondary school programs, with a particular focus on English and other subjects that have the greatest potential for

addressing media and information literacy. The second step will be the analysis of questionnaire responses by secondary school students and teachers from Sarajevo that are intended to provide an insight into the real situation, i.e. the true practices in secondary schools.

Although the focus of the thesis is the development of media and information literacy through English language teaching and the majority of conclusions will be related to teaching English, we will also address the cross-curricular approach to topics from the domain of media and information literacy. Therefore, as mentioned above, we will analyze the presence of such topics in programs for other subjects too.

The final part of the paper will offer suggestions for education reforms, activities, techniques, and strategies aimed at developing media and information literacy primarily through teaching English, but through the cross-curricular approach as well. Hence, it will be discussed how such activities, techniques, and strategies can be broadened to include other subjects as well, since the cross-curricular approach to topics helps to form the basis for lifelong learning. We will refer to UNESCO's curriculum for teachers related to the field of media and information literacy while providing suggestions.

Finally, it is important to underline that the presented research was completed prior to the changes in teaching context that have occurred in the last year and a half with the Covid-19 pandemic. The pandemic started in December 2019 in Wuhan, China and spread rapidly throughout the world within months. The lockdown of educational institutions caused an abrupt transition to online teaching and learning, a highly stressful situation for both teachers and students. Hence, they were suddenly required to acquire new knowledge and develop a new set of skills, especially in the area of media and information literacy. Accordingly, the research is related to a specific, pre-Covid timeframe and context, while the results refer to particular circumstances and goals, as they differ from the current situation.

1 THEORETICAL BACKGROUND, LITERATURE OVERVIEW, AND PRACTICE EXAMPLES

1.1 Definitions and General Information

Media and information literacy is a popular topic in modern society; therefore, there is a rich body of research studies and literature on it. However, we will focus on several major sources that encompass the necessary information, including those sources created in the local context.

In order to be able to delve deeper into the field of media and information literacy, several basic terms require explanation. One of those terms is most certainly *media*, and the definition provided by the National Association for Media Literacy Education – NAMLE (2010) is the following: “Media refers to all electronic or digital means and print or artistic visuals used to transmit messages” (NAMLE, 2010). There are two main types of media – traditional and new media. Traditional media are subdivided into print (newspapers, magazines etc.) and broadcast (television and radio). New media use digital technologies to share information and media content (Marbella International University Centre, 2017). Therefore, one can easily notice that media are all around us every single day, a point which further emphasizes the importance of media literacy.

UNESCO (2011) provides an even more detailed explanation of the term *media*:

Physical objects used to communicate, or mass communication through physical objects such as radio, television, computers, film, etc. (...) Media are a source of credible information in which contents are provided through an editorial process determined by journalistic values and therefore editorial accountability can be attributed to an organization or a legal person. In more recent years the term media is often used to include new online media. (p. 187)

The first part of the definition is quite basic and common, while we will emphasize several terms mentioned in its second part, such as *credible information*, *editorial process*, and *journalistic values*. What is credible information and how to determine its credibility? That is precisely one of the skills underlying media and information literacy. Who is in charge of an editorial process? How does such a process look? Again, answers to such questions are part of MIL. What are journalistic values? To be able to evaluate whether certain content follows the journalistic values, one has to be aware of their

existence and meaning. The definition also demonstrates the growing importance of online media, which is, as we will see later, mostly overseen in the local school programs.

If we take into consideration the level of our everyday exposure to media and its influence on individuals and broader communities, as well as everything previously discussed, we simply must underline the importance of media literacy once again and conclude it has become a necessity and one of the most crucial skills today.

Media literacy refers to “all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media” (Council of the European Union, 2016, p. 6). This definition demonstrates that media literacy encompasses an array of skills that range from basic technical skills to those that enable one to creatively express oneself, which is the highest level of Bloom’s revised taxonomy¹. UNESCO (2011) provides several more definitions: “Understanding and using mass media in either an assertive or non-assertive way, including an informed and critical understanding of media, the techniques they employ and their effects. Also the ability to read, analyze, evaluate and produce communication in a variety of media forms (e.g. television, print, radio, computers etc.) (p. 188)”. Another definition of the term is “the ability to decode, analyze, evaluate and produce communication in a variety of forms” (p. 186). Besides using media for staying informed, sharing content, and communication, this explanation emphasizes a critical understanding of media and the ways they function. Today, when we are overwhelmed with information and media of sometimes questionable quality and validity, this competence should be the priority.

According to the European Commission (2018), the most important elements to focus on in today’s society are the Internet, social media, and the development of critical thinking and judgment.

¹ Bloom's taxonomy was created by Benjamin Samuel Bloom, an American educational psychologist, in the 1950s. He categorized and ordered thinking skills and cognitive educational objectives therefore creating a taxonomy that moves from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS): knowledge, comprehension, application, analysis, synthesis, evaluation. In the 1990s a student of Bloom's revised the existing taxonomy in the following way: remembering, understanding, applying, analyzing, evaluating, creating.

Since media provide information, media and information literacy can fall under a single category that can be found in UNESCO's documents. In *Media and Information Literacy: Curriculum for Teachers* (2011), we find the following definition: "MIL stands for media and information literacy, and refers to the essential competencies (knowledge, skills and attitude) that allow citizens to engage with media and other information providers effectively and develop critical thinking and life-long learning skills for socializing and becoming active citizens" (p. 185).

1.2 The Common Core Curricula for Foreign Languages

In 2014, the Agency for Preschool, Primary and Secondary Education (Agencija za predškolsko, osnovno i srednje obrazovanje - APOSO) created and adopted *The Common Core Curriculum for Foreign Languages* defined on learning outcomes. It includes all relevant areas that are further comprised of components, learning outcomes, and descriptors with an emphasis on special features of learning foreign languages. *The Common Core Curricula for Foreign Languages* (2014) involves information literacy as one of the key competences in foreign language teaching and it is subdivided into information, media, and technology literacy. Several keypoints are encompassed in the area:

- Critical use of information and communications technology to acquire, evaluate, production, presentation, and exchange of information, as well as to participate in virtual social networks
- Awareness of differences between real and virtual worlds
- Use of technology with the purpose of developing creativity, innovation, and social engagement, as well as to support critical thinking
- Respect of social media privacy, respect of ethical principles, identification of reliable and valid information, the use of networks to broaden horizons (APOSO, 2014, p. 17).

This part points to the fact that MIL was starting to be recognized as an important area in foreign language education already in 2014. However, while these keypoints are quite all-

encompassing, they are not overly detailed, especially in comparison to other relevant documents in the field.

1.3 The Categorization of Media and Information Literacy Skills: Pérez Tornero and Pi's Categorization and UNESCO's Competency Matrix

According to Pérez Tornero and Pi (2013), media literacy can be considered a two-layered phenomenon consisting of individual competences and environmental factors. In other words, those two elements influence media literacy, since they can either help or hinder its development. The two elements are further subdivided; individual competences consist of the following major subgroups: use, critical understanding, and communicative abilities (p. 335); environmental factors are focused on: the economic wealth of a country, the affluence of its citizens, the legislative and regulatory structures, and the governmental support (p. 335). *Figure 1: Media Literacy Elements* below is a visual representation based on the categorization described by Pérez Tornero and Pi (2013),

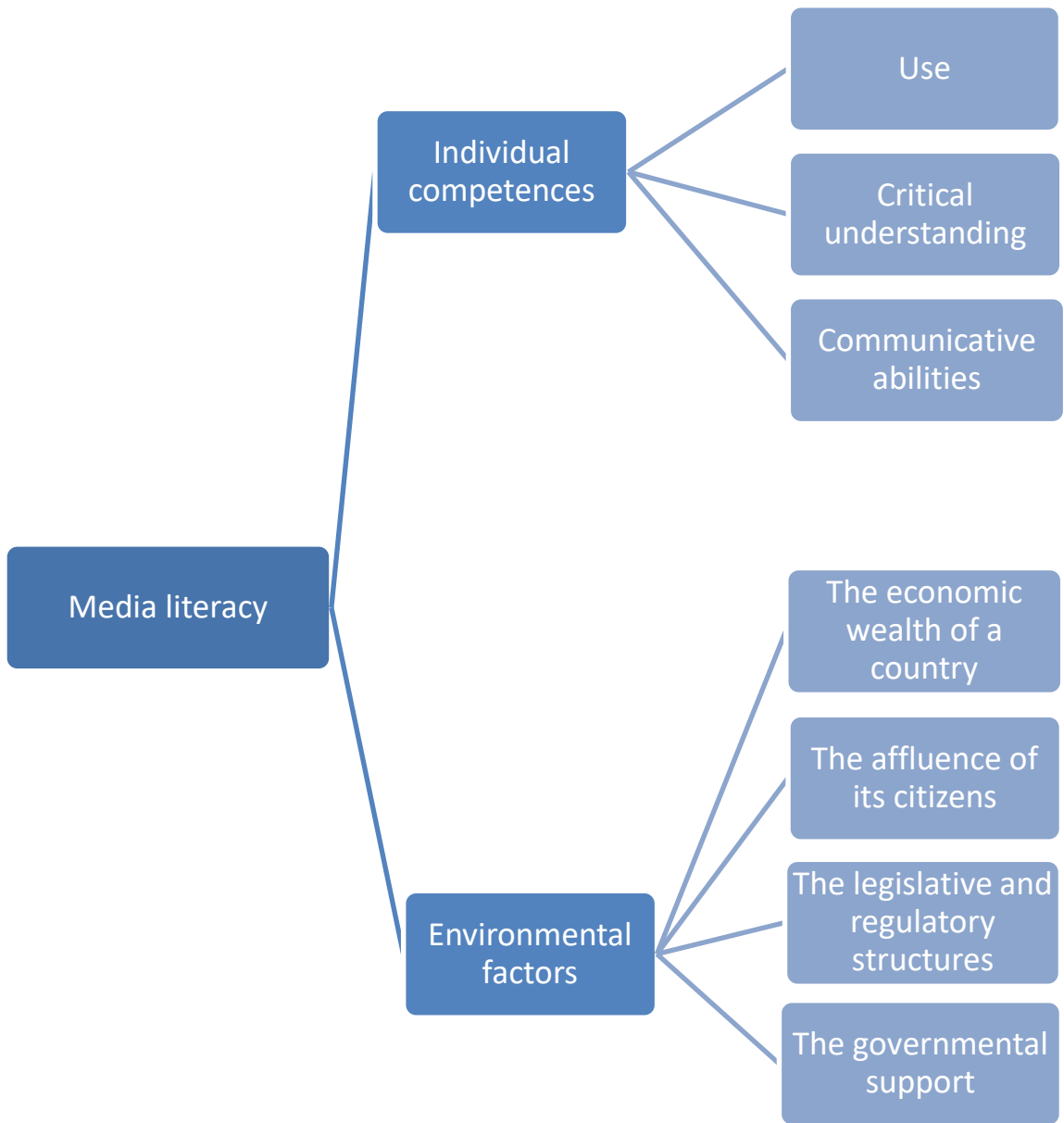


Figure 2: Media Literacy Elements

The following section will offer a more detailed description of the aforementioned subgroups.

Use refers to technical skills related to the way one accesses and uses media via available tools and devices (Pérez Tornero & Pi, 2013, p. 336). Here we will briefly refer to another important source, UNESCO's *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies* (2013) since it presented a very detailed instrument for the assessment of media and information literacy, which we will further discuss in more detail. It is important to notice that unlike in Pérez Tornero & Pi (2013), where we find only media literacy, UNESCO merged media and information literacy, as mentioned above. We will attempt to group UNESCO's descriptors into Pérez Tornero & Pi's major categories in order to demonstrate that several important documents support similar claims. UNESCO's MIL Competency Matrix also incorporates elements of technical skills in different competency elements of the matrix. Competency element 1 is based on the ability "to search for, access and retrieve information and media content" (UNESCO, 2013, p. 129), and it mentions the following competences: "knows importance and relevance of tools for locating information and media content", "locates those information sources, using appropriate tools", "uses diverse tools to access information and media content", "uses various systems and tools to retrieve most suitable information and media content in a variety of formats" (UNESCO, 2013, p. 130), as well as the ability to access and retrieve information in different ways. Competency element 2 refers to the ability to "understand, assess and evaluate information and media" (UNESCO, 2013, p. 131) and includes the following competences related to technical skills: "creates or uses basic assessment instrument(s) / tool(s) for evaluation of information and media content, as well as media and other information providers", "identifies and verifies additional information sources, methods and search strategies using diverse tools" (UNESCO, 2013, p. 132), "defines evaluation criteria and appropriate tools", "uses tools and format for organization of information and media content", "translates information and media content and from one format to another", and "synthesizes information and media content from several formats such as print, audio, video" (UNESCO, 2013, p. 133). Competency element 3 of UNESCO's MIL Competency Matrix examines creating, utilizing, and monitoring

information and media content (UNESCO, 2013), so it is most closely related to use as such. We will mention the following competences within this element: “creates, utilizes, and monitors information and media content”, “organizes the information gathered and media content in a manner that supports the purposes and format of new information, media content or knowledge as well as solves the problem”, “internalizes, integrates, formulates and presents information and media content gathered using tools and formats into a new context – prior knowledge”, “uses various tools for the creation and aesthetic presentation of new knowledge in various formats” (UNESCO, 2013, p. 134), “uses a range of information and communication technologies and applications for the purpose of communicating, distributing and sharing information, media content and knowledge”, “shares information, media content and knowledge through a range of media and tools”, “engages and participates in societal-public activities through various means and tools” (UNESCO, 2013, p. 135), and “knows and uses available information and media monitoring services and tools” (UNESCO, 2013, p. 136). Technical skills are the basis for the development of other MIL-related skills and, as demonstrated above, they permeate all other competences.

Critical understanding competences are focused on the relationship of a user with content, how a user actually approaches certain content, how they evaluate it, and to what extent is their understanding of content critical (Pérez Tornero & Pi, 2013, p. 336). While we could notice that use is not a notably problematic aspect, especially for younger generations, critical understanding is a competence that needs more improvement since we witness every day how easily people are influenced by media content. Besides, in order to be able to filter out unnecessary and irrelevant information, one needs to develop critical thinking. In UNESCO’s MIL Competency Matrix, competency element 2 is completely focused on this cognitive competence, i.e. on understanding, evaluating, and assessing media content and information (2013). The criteria range from understanding how media and information providers should function (in terms of their roles, ethical criteria etc.), how they impact society and individuals, understanding of authorship, censorship, and similar concepts, to the ability to define one’s own criteria for evaluating media and information providers and content and to apply all that to one’s own research (UNESCO, 2013, pp. 131-133). In *The Common Core of Lesson Plans for Foreign*

Languages (2014) the critical understanding competence is emphasized more than other competences, probably due to the context it was created in and that it is intended for. According to this document, some of the crucial skills to be developed are as follows: a critical use of IT for evaluating, accessing, producing and exchanging information, the awareness of differences between real and virtual worlds, the use of IT to support critical thinking, recognizing valid information, adherence to ethical principles, and a respect for privacy (Agencija za predškolsko, osnovno i srednje obrazovanje, 2014, p. 17).

The third element of individual competences is entitled *communicative abilities* (Pérez Tornero & Pi, 2013) and it is also quite significant since media are based on communication, be it one-way or two-way communication. Communicative abilities are intertwined with the previous two groups of skills since communication is a complex process. According to Pérez Tornero & Pi (2013), social relations, citizen participation, and content creation are major elements of this skill, i.e. the way one establishes and maintains contact and creates networks with other people, how engaged one is in public life, and how one creates content and uses it to convey certain messages (p. 336). In UNESCO's MIL Competency Matrix, communicative abilities also make an important part. Competency element 1 of the Matrix contains the following descriptors that could be categorized in communicative abilities: "assumes that different types of information needs/problems may not be solved without others' help, such as people, groups or organizations", "connects and consults with other individuals, groups, organizations, or levels to formulate a general statement/question" (UNESCO, 2013, p. 129), and "accesses media and other information providers, including those on the Internet, for self-expression, creativity, social and political participation" (UNESCO, 2013, p. 130). Competency element 2 is only broadly related to this skill; communicative abilities are mostly based on active engagement, while competency element 3 is a more cognitive skill, based on evaluation and assessment. Still, there are broadly overlapping points because a successful establishment of social relations and responsible citizen participation stem from the awareness and understanding of certain concepts, while ethical content creation requires at least a basic understanding of generally accepted rules and norms. Competency element 3 is in its core most closely related to communicative abilities as defined by Pérez Tornero & Pi (2013) because almost every descriptor reflects

one of its three subcategories. To support the argument, we will list only several descriptors: “uses various tools for the creation and aesthetic presentation of new knowledge in various formats” (UNESCO, 2013, p.134), “shares and interacts with other creators, producers, users, information providers, and targeted audience, physically or virtually, and via a range of tools”, and “engages and participates in societal-public activities through various means and tools” (UNESCO, 2013, p.135). *The Common Core of Lesson Plans for Foreign Languages* (2014) also provides certain elements related to communication abilities, e.g. a critical use of IT for production, presentation, and exchange of information, as well as for participation in virtual social media. Also, it emphasizes the use of technology for the development of creativity, innovation, and participation in societal activities.

In this “pyramid” of individual competences we can notice a pattern. The use of media is at the bottom of the pyramid since it is the very basis and it includes only practical/technical skills that usually do not require higher levels of cognitive understanding. The middle part of the pyramid is critical understanding as is one of the higher cognitive skills. The top of the pyramid stems from the two lower parts and incorporates all the skills below. Hence, we can draw a parallel with Bloom taxonomy where one of the highest levels is creation and innovation.

Having discussed the three layers of individual competences, it is to be concluded that they are quite complex and they require a lot of effort to be developed properly and to have all the important elements included. On the other hand, it should be underlined that environmental factors also play an important role in the development of MIL. Pérez Tornero & Pi (2013) suggest a division of such factors in two levels: media availability and media literacy context (p. 337). Media availability refers to whether media users have access to different types of media (such as mobile phones, the Internet, cinema, radio, TV, newspaper etc.) and to what extent, which obviously influences the level to which one can develop the MIL-related skills. Media literacy context encompasses everything that society does and can do to support the development of MIL, in terms of legal obligations, education system, initiatives by civic organizations etc. Therefore, society (i.e. governmental and non-governmental institutions and organizations) is responsible

for providing support on different levels in order to benefit members of society and help them develop crucial skills, in this case, MIL. UNESCO (2013) did not include environmental factors in the Matrix, but it is included in its Questionnaire for Teachers (pp. 122-128). For instance, questions C1 and C3 focus on the availability of certain facilities (movie theaters, Internet cafés and other Internet access points) and equipment (electricity, mobile phones, Internet access, radio, TV, PC/laptop, tablets) in teachers' local community (p. 124). Question C4 focuses on media types, their availability in the local context, and the frequency of their use by teachers (p.125). Similarly to question C3, question D7 refers to the availability of equipment at schools and the extent to which teachers use it in their teaching. Hence, UNESCO recognized the importance of environmental factors in the development of MIL as well.

If we refer back to the aforementioned pyramid of MIL competences, environmental factors would be positioned at its bottom since they are the prerequisite for people to develop individual competences.

1.4 History and Major Historical Documents

In order to underline the significance of this topic, we will first refer to one of the most important international documents, the Universal Declaration of Human Rights from 1948 and quote article 19:

*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and **to seek, receive and impart information and ideas through any media** and regardless of frontiers (p. 4).*

This article demonstrates that media and information literacy, although non-existent as such back in 1948, is deeply rooted in basic human rights. Hence, equipping students with MIL-related skills makes them aware of their rights and enables them to live and promote them.

The term *media literacy* was used already in 1964 by John Culkin who, together with Marshall McLuhan, researched the influence of media on society and underlined the necessity of media education (Moody in Tajić, 2013). Thus, we conclude that media literacy started receiving attention about fifty years ago. The 1970s in the USA saw the beginnings of the development in media literacy, while in the eighties the need for media literacy was generally accepted. In the nineties, there was a systematic approach to the issue: ML was institutionalized, teaching materials and lesson plans were being developed, and there was systematic training and education of teachers.

UNESCO has been very active in this field since the 1960s (Tajić, 2013). However, one of the first crucial documents that we will look at is the *Grünwald Declaration on Media Education* (1982) which was a product of The International Symposium on Education of the Public in the Use of Mass Media that was held in Grünwald, Germany. The conference was organized to examine the growing influence of mass media, their role in society, and the relationship between education and communication with possible implications for education (UNESCO, 1982). The participants addressed the role and training of educators in the field of media education, or, as they termed it, *educommunication*, the target audience for receiving the education, its incorporation into general education, as well as socio-cultural implications. Several countries reported on changes they had tried to incorporate into their education systems. Thus, there were some

attempts at introducing certain forms of media education already in the 1970s. After thorough discussions, the countries designed a plan aimed at developing media literacy. First, the creation of national bodies responsible for this field was highly encouraged, as well as the implementation of strategies for the introduction of media education into general education and the use of media for their promotion. Second, constant research was also suggested with the aim of understanding the impact of media and of defining the main concepts related to this field. Third, one of the crucial elements discussed and recommended was the development and dissemination of ideas in the field of media education, with the focus on the exchange of information. Finally, they proposed the Second International Symposium on Media Education. The reason why we analyzed the context and findings of this document is first that it supports the argument that media literacy and media education are important aspects of society and they require significant attention. Also, it serves as a solid model for future conferences/symposiums on the topic since many countries still struggle with the issues tackled on the Symposium.

Another significant document was created as the result of the National Leadership Conference on Media Literacy held in Aspen in 1992. Although focused on the USA, the conclusions and recommendations presented in *Media Literacy: A Report of The National Leadership Conference on Media Literacy* (Aufderheide, 1993) may serve as guidelines for actions that should be undertaken for improving media literacy. For instance, one of the conclusions was that more cooperation was necessary for progress. Also, there was an urge to create an institution in charge of the issue. As a result, three task forces were established and their tasks encompassed the following: curriculum and teacher training, communication and cooperation among different individuals and groups, and the formation of the Media Literacy Institute. Again, this report serves as yet another positive example that also demonstrates the nature of actions necessary for a systematic approach to the development of media literacy.

1.5 Media and Information Literacy in Education

UNESCO's document (2013) recognizes the importance of the role of education in developing MIL since their research targets students and teachers. Similarly, the European Commission and the Member States included digital competence among the eight key competences for 21st-century learners (European Communities, 2007, p. 7). Digital competence focuses on the use of the Information Society Technology (IST) - on accessing, assessing, using, producing, and communicating information via ICT. Therefore, it shares a number of common elements with what we previously defined as media and information literacy. The key competences, as elaborated by the European Commission, are supposed to be developed through all forms of education - initial and adult, formal and non-formal.

As stated in *Report on Formal Media Education in Europe (Wp3)* (Hartai, 2014), the countries of the European Union still encounter difficulties with including media and information literacy in formal education to a satisfactory level due to a series of reasons: insufficient financial support and number of qualified teachers, a negative attitude to changes and novelties, as well as the fact that the initiative mostly comes from individual teachers. In many countries of the EU national curricula incorporate media literacy, although there are significant differences among countries. One of the greatest issues regarding education systems in Europe is that other subject areas in formal education are given a priority over media education (Hartai, 2014, p. 136). Therefore, as it is the case in Bosnia and Herzegovina, the importance of MIL is still not sufficiently recognized to introduce necessary changes (e.g. more flexibility, space, and time in curricula). More than half the participants agreed that another issue is the amount of work, time, and energy that should be invested in the development of this competence. Teachers are usually overloaded with work and every new task is seen as even more workload that cannot be properly dealt with. This fact demonstrates once again that systemic changes are necessary in order to help teachers organize their time to be able to meet the requirements of education systems, which naturally requires substantial support by the governing bodies, as well as the cooperation of all those involved in education systems. Teacher education in the field of MIL is another problematic field that requires a serious

consideration (Hartai, 2014, p.136). In order to be equipped with skills necessary for teaching MIL, teachers first have to feel comfortable with their competences – both their individual MIL competences and the related teaching methods and strategies. For that reason, about 50% of the participating countries suggest that teachers lack skills to teach critical understanding, which is, as we have already concluded, one of the most important elements of MIL. Also, not many teachers are equipped with skills for creating media content and they mostly rely on print media (Hartai, 2014, p. 137). Some countries even suggest that cooperation among teachers is not sufficiently encouraged at schools (Hartai, 2014). That piece of information will be relevant in our discussion about the cross-curricular approach to topics since such an approach is based on cooperation. As expected, several countries mention the scarcity of resources since they usually lack sufficient financial support and their research opportunities are very limited (Hartai, 2014, p. 137). Therefore, both individual competences (especially those of teachers) and environmental factors created a weak basis for the development of MIL in many European countries. Although Bosnia and Herzegovina is not a member state of the EU, all the conclusions from the report can be applied to its context, as will be demonstrated further in the discussion part.

Report on Formal Media Education in Europe (Wp3) (Hartai, 2014) provides a series of recommendations for the improvement of MIL through formal education. The report emphasizes the importance of the national curriculum as a framework of reference for teaching, although further analysis of curricula, lesson plans, and individual practices is highly recommended (Hartai, 2014).

Regardless of the existing problems in the EU countries, there are numerous positive examples provided in *Mapping of Media Literacy Practices and Actions in EU-28: Eao Report* (European Audiovisual Observatory – EAO, 2016). One praiseworthy aspect in those countries is the fact that various administrative bodies deal with the issue of media literacy and their cooperation has resulted in projects aimed at its development. For example, the Austrian Ministry of Education started a youth contest, the Media Literacy Award, aimed at schools, teachers, and students around Europe. It encourages the target groups to use media in an innovative way, which is definitely a stimulus for the

development of this field. Another interesting and very positive example is the Evens Foundation (Evens Foundation, 2016) which regularly funds projects in Europe that focus on, among other topics, media literacy. Their goal is to encourage critical understanding and production of media content with the final aim of developing media and information literacy. In 2017, Croatia received the Award for a project started by the Association for Communication and Media Culture in Zagreb (Steinberg, 2017). Although it is not part of formal education, the project organizers managed to cooperate with schools a lot and target all the areas that required improvement. In 2011, two professors from Zagreb established the Association for Communication and Media Culture with a group of students. Their work resulted in the project Children of Media that aimed at developing media literacy in teachers, parents, and children in the local community. In the period of several years, the association organized more than 600 workshops, seminars, and conferences on different topics related to MIL, such as cyberbullying, Internet safety, stereotypes, media, etc., focusing on the most relevant topics in today's society. They also published several brochures and a workbook manual for teachers and parents. Importantly, they established a strong network with a number of organizations, but in 2016 they also received support from the local government. Therefore, through such efforts, the association managed to influence even decisions made at the national level and they will be able to conduct large-scale research that will give an insight into the situation in Croatia. Also, many teachers incorporated workshops into their lesson plans, which definitely contributed to disseminating positive ideas and developing MIL (Steinberg, 2017).

A major document that provides a useful set of detailed guidelines is UNESCO's *Media and Information Literacy: Curriculum for Teachers* (2011). It is intended and designed to empower teachers to become media and information literate individuals and teachers capable of conveying that knowledge to their students in that way contributing to their community. It is flexible so that it can be modified for different countries, institutions, and needs of a particular community. The document defines the following curriculum areas: policy and vision, curriculum and assessment, media and information literacy, organization and administration, pedagogy, teacher professional development (p. 29). Accordingly, there is a detailed description of teaching skills within each of the listed

areas. Another interesting part is descriptions of MIL competencies that range from understanding the role of media and information literacy in democracy (UNESCO, 2011, p. 30) to critical evaluation of information and application of various media formats (UNESCO, 2011, p. 32). The competencies mentioned here can serve as an inspiration to systematically define aims and objectives for secondary school students as well. Several other useful aspects of the *Curriculum for Teachers* (2011) will be discussed later in the section on recommendations.

1.6 Media and Information Literacy in a Foreign Language Curriculum: Situation in Bosnia and Herzegovina

Lea Tajić (2013) presented a thorough analysis of the situation in Bosnia and Herzegovina regarding media literacy and we will present several key points relevant to the thesis. As we have seen, the curriculum should provide a framework for the development of MIL through formal education. First, it is important to mention that Bosnia and Herzegovina does not have a national curriculum due to certain political issues. The only document of the sort is *Common Core Curricula for Foreign Languages Based on Learning Outcomes* (Agencija za predškolsko, osnovno i srednje obrazovanje, 2014). Since Tajić did her research prior to 2014 and she did not focus on foreign languages, we will first look at her findings and then provide the analysis of *Common Core Curricula for Foreign Languages Based on Learning Outcomes*.

Tajić (2013) analyzed the *Common Core Curricula for Gymnasiums* and reached the following conclusions: there is not an individual subject aimed at developing media literacy and media literacy does not appear within the content of B/C/S as it was the case with elementary schools. The only subject where media literacy was mentioned is Citizenship Education where four classes were planned for the topic: two classes for *Freedom of Expression* and two classes for *The Role of Media in Citizenship Education*. It is however baffling that not even IT classes deal with media literacy. We have to mention though that Tajić focused solely on media literacy, not media *and* information literacy.

Tajić (2013) conducted a survey among teachers and we will briefly discuss the findings that certainly demonstrate some weak points which need to be improved. Firstly, the teachers who participated in her research do not think that media literacy is included in lesson plans properly. Second, more than half the participants agreed that there was some form of teacher education in media literacy, although those were mostly B/C/S teachers who had an elective within their studies related to this topic; the same cannot be told of all fields of study, unfortunately. On the other hand, the majority of the participants evaluated teacher education in media literacy as bad or non-existent. Also, more than half the participants agreed that there is no teaching material for media literacy, while 22% were not even sure, which is also concerning since it may point to the conclusion that some teachers are not even familiar with the very concept.

Tajić also analyzed several strategic documents aimed at improving the education system in Bosnia and Herzegovina and all of them give vague or none account of media literacy; there is no proposition of any plan in this field. Furthermore, Tajić (2013) analyzed the legal situation in B&H and although there are laws related to media that could provide a good basis for the development and successful functioning of the media in B&H, media literacy and its promotion are not regulated at all. Tajić (2013) presents one positive example through Regulatorna agencija za komunikacije u BiH (The Regulatory Agency for Communication in B&H) that incorporates activities aimed at the improvement of media literacy. For instance, it shared documents on its web page that are related to the safety and protection of children and minors. Also, the agency organized a number of conferences that were mostly related to television content and child safety online. Unfortunately, Tajić does not mention any activities related to the incorporation of media education into formal education.

Another very recent document that provides useful information on media and information literacy in Bosnia and Herzegovina is *Pregledna studija o politikama i strategijama medijske i informacijske pismenosti u Bosni i Hercegovini – An Overview of Policies and Strategies of Media and Information Literacy in Bosnia and Herzegovina* (Fakultet političkih nauka u Sarajevu - FPN, 2018). We will mostly focus on the parts related to MIL in education since that is the focus of this thesis. The document demonstrates once

again that legal acts related to the youth do not regulate MIL and the development of those competences. Although more than 90% of young people has access to and uses the Internet, many of them do not consider themselves educated enough in the field of MIL (Turčilo, Osmić, i Žiga, 2017 in FPN, 2018).

The document provides some basic information on the insufficient presence of MIL-related topics in lesson plans for elementary schools, but there is no mention of secondary education whatsoever. Another important issue briefly discussed is the inexistence of a systemic teacher education in the field; such training and education are mostly conducted by different organizations that are not connected to the institutions of formal education.

One of the main goals presented in the overview is harmonization and improvement of the formal education sector with the goals of MIL, which is for now focused on Sarajevo Canton due to the fragmentation of the governing bodies (FPN, 2018, p. 21). Some of the recommendations are related to the revision of the existing lesson plans with the aim of including MIL in it, as well as to encourage the use of media, especially popular online media, in teaching. The recommendations also underline that MIL should be included in the content of various subjects through universal topics such as gender equality, discrimination, minority rights etc. (FPN, 2018, p. 21). In order to perform this revision successfully, a number of experts should be employed and additionally trained. They also propose to organize MIL training for B/C/S, IT, and Citizenship Education teachers, although they later mention seminars, workshops, and training for all those involved in the development and application of educational policies in Sarajevo Canton, as well as for future teachers of specific subjects such as biology, geography, history etc. Importantly, in terms of teacher education, the mentioned document recognized the importance of increasing the number of MIL-related classes on all levels of higher education. Another important issue listed is the development of new teaching material both in printed and online forms. Even though Bosnia and Herzegovina is lagging in terms of regulations and the level of media literacy, the recommendations in this document, if executed properly, could be a considerable step forward.

1.6.1 A Short Overview of the English Language Programs in Sarajevo Canton

Generally, school programs for the English language in Sarajevo Canton contain correlation with Computer science and encourage the use of IT. For example, the use of IT to communicate with people of other cultures is underlined multiple times in all the English language programs. However, it is important to say that there are differences among different types of programs and, therefore, those for gymnasiums² are more intense and advanced in terms of connections to MIL.

The major connections to the development of MIL relate to basic vocabulary and phrases, as well as the use of technology as a language learning tool (e.g. TV shows, newspaper articles, films etc.). Therefore, MIL is here only a tool in achieving other goals. On the other hand, doing research and projects/presentations based on the topics discussed during the year is highly recommended in the programs, especially in four-year programs and some of such topics are directly related to technology and the development of the modern world. Importantly, some of the programs include finding specialized sources and extracting information, ideas, and opinions from them. Students should be equipped with the necessary skills for understanding the main ideas in a text and finding relevant information. Such research is later to be used in forming arguments in discussions and debates, as well as in written assignments such as essays and reviews. Finally, English teachers themselves are strongly encouraged to enrich their teaching with the use of IT. To conclude, MIL is permeated through English language programs in Sarajevo Canton, although there are differences among them. However, teachers are not given full and clear instructions on how to incorporate that into their teaching.

² “a European secondary school that prepares students for the university” (Merriam-Webster, accessed 12 August 2021)

2 RESEARCH METHODOLOGY

The research topic in this MA thesis is the development of media and information literacy in secondary school students through a cross-curricular approach with the focus on English language education in Sarajevo (Bosnia and Herzegovina).

2.1 Research goal: The goal of the research is to provide an insight into whether, to what extent, and in what manner formal education, especially English language education, in secondary schools in Sarajevo supports the development of MIL-related competences. Also, the goal of the research is to demonstrate how harmonized practical experiences are with what is defined in school programs and *Common Core Curricula for Foreign Languages*. Another goal is to identify what aspects of the development of this competence through English language education and cross-curricular topics should be improved, as well as what techniques and activities would be most useful in those terms. Finally, the thesis will provide implications for future, large-scale research studies in this field.

2.2 Research questions:

1. Examining whether the development of media and information literacy is encouraged in secondary school students through formal education and to what extent they are even aware of the existence of such a competence.
2. Examining whether the development of media and information literacy is encouraged in secondary school students through English language education.
3. Examining to what extent English language teachers, as well as teachers of other subjects in secondary schools of Sarajevo are aware of the significance of media and information literacy.
4. Examining the ways in which secondary school teachers, particularly English language teachers, support the development of this competence in their students.
5. Comparing the obtained results with the key documents in this field in order to identify weak points in the local education system.

2.3 Research hypotheses

The thesis will confirm or refute the following hypotheses:

H1: Secondary school students in Sarajevo are aware of the existence of media and information literacy as an individual competence, of what it implies, and whether they encounter its elements throughout their formal education.

H2: English language education in Sarajevo does not encourage the development of media and information literacy in secondary school students.

H3: The development of media and information literacy through formal education, with the focus on English language education, in secondary schools in Sarajevo does not conform to the established principles of the key documents and literature in this field.

The research findings and the confirmation/refutation of the above-listed hypotheses will have a practical significance, regardless of the small number of participants, since it will demonstrate how important media and information literacy is within cross-curricular topics and English language education in secondary schools in Sarajevo. Besides, based on the obtained results and the insight into the weak points of the education system in this field, the thesis will offer methods and activities that could contribute to the improvement of the process of developing this competence through English language education in secondary schools in Sarajevo, with a brief reference to the cross-curricular approach to the given topic.

2.4 Significance of the study

The paper presents a collection of relevant data from the major documents in the field of media and information literacy, both international and local. Furthermore, it provides a humble but useful insight into the current educational policies and practices in secondary schools of Sarajevo, Bosnia and Herzegovina, regarding MIL. It offers an opportunity to identify areas in the local education system which could and should be further improved, with the ultimate goal of enhancing its quality in terms of equipping students with skills that are crucial in the 21st century.

2.5 Research design, data collection methods, and techniques

After the introductory qualitative analysis of theory and relevant literature, nonexperimental empirical and nonempirical methods will be applied through qualitative and quantitative analyses of the relevant school programs for Sarajevo Canton, questionnaires for students and teachers, and two interviews.

The following methods were used in this research study: descriptive method and the method of data collection. In the introductory part, the analysis of the existing body of literature was employed. Secondly, it was followed by the analysis of the relevant school programs, as well as anonymous questionnaires for secondary school students and teachers in Sarajevo. Finally, interviews were conducted with two secondary school English teachers.

Methods and techniques:

- Literature review
- A survey with secondary school students in Sarajevo (Srednja tehnička škola grafičkih tehnologija dizajna i multimedije – High School of Graphics Technology and Multimedia Technology and Srednja ekonomska škola – High School of Economics)
- A survey with secondary school English teachers in Sarajevo (Srednja tehnička škola grafičkih tehnologija dizajna i multimedije – High School of Graphics Technology and Multimedia Technology and Private International Gymnasium “Bloom”)
- A survey with secondary school teachers in Sarajevo (teaching subjects such as B/C/S, IT, Citizenship education, other foreign languages etc.)
- Interview protocol (Two secondary school teachers, both female, one from the Private International Gymnasium “Bloom” and the other from the High School of Graphics Technology and Multimedia Technology)

2.6 Research instruments:

- **Questionnaire for secondary school students** (appendices 1 and 2):

The questionnaire is mostly based on Media and Information Literacy Competency Matrix provided in UNESCO's *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies* (2013). Since the Matrix is intended for teachers to assess students, it is very detailed and the language is complex. Therefore, we selected only a certain number of descriptors that seemed best suited for confirming or rejecting the above-listed hypotheses. Also, the selected descriptors were translated, transformed into questions, and the language was simplified to make it adapted to secondary students' level of understanding. Besides, all the open-ended questions were added (1, 50, 52, 55-56), as well as several closed-ended questions (2-3, 44-49, 53-54). The questionnaire consists of 56 questions, 5 of which are open-ended and 51 are closed-ended (dichotomous, multiple-choice, and scaled questions). The scaled questions (4-45, 47-48) are in the form of the Likert scale. The questionnaires were distributed in printed form in the final week of June 2018.

- **Questionnaire for secondary school teachers** (appendix 3):

This questionnaire was designed specifically for the purposes of this research. It aims at examining teachers' attitudes about MIL, their perception of their personal competences in the field, external factors that might influence their involvement in the development of MIL in students, interdisciplinary approach to the topic, how they deal with certain issues and what they would like to change. Even though the questionnaire was not based on another already existing one, most questions are based on the findings presented in *Report on Formal Media Education in Europe (Wp3)* (Hartai, 2014). The questionnaire contains 20 questions, 14 of which are in the form of the Likert scale, 1 is a multiple-choice question, and 5 are open-ended. The questionnaires were distributed in the final week of June 2018 and the first week of July 2018.

- **Interview protocol** (appendix 4)

The main aim of the conducted interviews was to provide a more profound insight into English teachers' attitudes and experiences in terms of MIL and to further support the

arguments presented in the thesis. Additionally, one of the focal points was related to certain ideas the teachers already employed and they would like to employ, which is also indicative of the level of their motivation.

2.7 Research sample:

- 42 secondary school students (17 students of High School of Economics in Sarajevo: 8 male and 9 female students; 11 grade I students and 6 grade II students. 25 students of High School of Graphics Technology and Multimedia Technology Ilidža, grade III, 11 male students and 14 female students.)
- 8 secondary school teachers and 1 school counselor (5 teachers from the private international school “Bloom” in Sarajevo, 4 teachers and 1 school counselor from Srednja tehnička škola grafičkih tehnologija, dizajna i multimedije Ilidža - High School of Graphics Technology and Multimedia Technology Ilidža). There are 6 female and 3 male participants. The participants teach different subjects (English, French, Graphic Design, Media Technology, Photography and Film, Visual Communications, Design and Technology, Art, Biology). Their ages range from 27 to 53, while the time they have spent in service ranges from 1 year to 26 years.

2.8 Research site

The research was conducted in Sarajevo, Bosnia and Herzegovina. Printed copies of the questionnaires were distributed to secondary school teachers and students of Sarajevo. The student questionnaires were collected from two secondary schools – the High School of Graphics Technology and Multimedia Technology and the High School of Economics. The teacher questionnaires were also collected from two secondary schools - the High School of Graphics Technology and Multimedia Technology and the Private International Gymnasium “Bloom”.

2.9 Research limitations

Although the research provided some useful insights into the issue discussed, several limitations probably affected the reliability of the collected data. The greatest disadvantage of the research is most definitely a small sample size. Since the research

tackles the very basis of the education system in Bosnia and Herzegovina, a larger number of the participants would have contributed to the validity of its implications. Also, if there had been a broader variety of schools included, as well as the number of students and teachers, the results could have presented a more realistic image of the situation. Besides, if all the existing school programs had been thoroughly analyzed, that would have provided the possibility for identifying all MIL-related elements proposed to be dealt with within formal education. Additionally, such an analysis would facilitate the identification of fields, topics, and space where MIL could be included to permeate the entire secondary education and the majority of, if not all, school subjects. In that way, teachers would not be overloaded with yet another impossible task, but teachers of all the subjects would contribute to the achievement of a common goal. Another limitation is the fact that the respondents were asked to self-evaluate their MIL, so we cannot completely believe that their responses were always indicative of the situation. Finally, the respondents might have given socially desirable answers, although the questionnaires were anonymous.

3 RESULT ANALYSIS AND DISCUSSION

3.1 Analysis of School Programs

As previously mentioned, this part of the research is going to provide an insight into the presence of MIL elements in several chosen programs for secondary schools. The focus is primarily on English language programs, but the analysis covers the following subjects as well: B/C/S, Computer Science, and Citizenship Education. Although MIL should be part of every subject, these particular programs were chosen because they seem to offer more space and potential for the incorporation of MIL. While a detailed analysis of individual programs is to be found in the appendix (see: Appendix 5), the following table provides a brief review of the most prominent MIL elements found in them. It also presents common MIL elements in different programs. It is important to say that there are differences among programs (grammar and vocational schools, three-year and four-year programs) and accordingly there are differences in the presence of MIL elements.

MIL elements/cross-curricular approach	The number of programs in which the element is present (39 in total)	English language programs (19 in total)	B/C/S programs (13 in total)	Computer science programs (4 in total)	Citizenship education (3 in total)
Interdisciplinary approach is encouraged	19	13	2	4	
Computer Science listed as a correlating subject	13	13		N/A	
IT as a tool for communication with peers of different cultures	13	13			
IT as a (language) learning tool	17	13		4	
Technology as a teaching tool	17	13		4	
Projects and presentations (encouraging students to research, create their own content, and present it)	17	13	1	1	2
Debates and discussions (expressing opinions using appropriate arguments)	17	13	2		2
*The independent use of textbooks, dictionaries, and handbooks/manuals	14	13	1		
MIL-related topics (Technology and devices, Future and Technology, Media, Communication and Technology, Consumer Society and Marketing, Technology and Media, Communication and Media, Media Culture, the Role of Media in Democracy)	13	12			1
Writing an essay using relevant arguments and the appropriate structure	10+5	8+5	2		
Understanding and finding relevant information in media (newspapers, articles, news, TV shows, interviews...)	16	13	3		
Identifying main topics and conclusions in different types of texts	13	5	8		
Synthesizing and critically evaluating information from different sources to form and explain one's claims of value	13	3	8		2

Identifying sentences that contain arguments to be able to present them or provide an explanation/opinion	3	3			
Critically evaluating media contents and the influence of popular commercial culture on the audience and oneself	1		1		
Differentiating between primary and secondary sources of information	2		2		
The ability to independently express creative and original ideas in oral and written forms while supporting them with quotations and avoiding plagiarism	5		5		
Understanding a content and summarizing it	7		7		
Analyzing how the choice of words influences meaning and tone	2		2		
Interpreting an author's point of view and differentiating between attitudes and facts	4		4		
Using different types of ICT services, devices, and media (e.g. to create content)	1			1	
Estimating the importance of using ICT in everyday life	1			1	
Evaluating, selecting, and combining ICT for certain needs	1			1	
Researching and analyzing, and critically evaluating information collected online	1			1	
Using the Internet appropriately to represent oneself and others (by creating a website, a social media site, presentation, video...) and critically evaluating such content posted online	1			1	

Using cloud technologies in everyday life and evaluating advantages and dangers of using them	1			1	
Gathering information on public issues	2				2
Understanding the role of an individual in a society and becoming an actively involved citizen	2				2
Analyzing basic characteristics and functions of media, freedom of expression and choice in a democratic society	2				2

Figure 4: MIL elements/cross-curricular approach in secondary school programs

There are a number of relevant conclusions displayed in the table above. First and foremost, it is obvious that there are MIL elements from all the three domains (use, critical understanding, and communicative abilities) present in the analyzed school programs. However, only Projects and presentations permeates all the four subjects (although not all the analyzed programs). Besides, the interdisciplinary approach, as well as debates and discussions in classes, are encouraged in all the programs. The synthesis and critical evaluation of information from different sources with the purpose of forming one’s opinion is supported through both languages and Citizenship Education to a certain extent, which might provide a strong basis for the development of that skill. Also, all three subjects deal with certain MIL-related topics.

Other elements are found only in one or two analyzed subjects, which points to a low degree of interdisciplinary approach to the development of MIL in most areas. A number of crucial MIL skills from all the three domains are planned to be only superficially addressed. In the domain of use, only one Computer Science program deals with Using different types of ICT services, devices, and media (e.g. to create content) and Evaluating, selecting, and combining ICT for certain needs. The lack of practical use of ICT will be later additionally demonstrated through the participants’ responses.

Critically evaluating media contents and the influence of popular commercial culture on the audience and oneself, which belongs to the domains of critical understanding and communicative abilities, features in only one B/C/S program. Several other skills from the domain of critical understanding are also dealt with scarcely, for example: Interpreting an author's point of view and differentiating between attitudes and facts, Researching and analyzing, and critically evaluating information collected online, Analyzing basic characteristics and functions of media, freedom of expression and choice in a democratic society.

Finally, it seems that the domain of communicative abilities is the most neglected one and it is mostly mentioned in Citizenship Education programs and Computer Science. Some examples include: Gathering information on public issues, Understanding the role of an individual in a society and becoming an actively involved citizen, Analyzing basic characteristics and functions of media, freedom of expression and choice in a democratic society, and Using the Internet appropriately to represent oneself and others (by creating a website, a social media site, presentation, video...) and critically evaluating such content posted online. Considering the amount and quality of daily uploaded content in today's world, especially by the research participants' age group, it is rather alarming that such topics are not given more space in the programs.

It is important to note that the above discussed elements are those present in the analyzed programs to at least some extent. It is their relevance and adequacy that were discussed here. Another challenge lies in the inexistence of certain other MIL skills that should not be overlooked, let alone completely disregarded in the creation of school programs. These and other MIL skills are analyzed in detail within the student questionnaire analysis.

All in all, it is to be concluded that all three domains of MIL skills are insufficiently present in the analyzed school programs. Furthermore, the domain of communicative abilities, that encompasses sharing content and communicating with other users, is almost non-existent. A much more thorough approach is necessary in order to educate students to become active and responsible global citizens.

3.2 Analysis of Student Questionnaires

The student questionnaire aims to provide an insight into the respondents' MIL competences as defined by UNESCO's *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies* (2013). Using a number of selected descriptors from the matrix offered in the aforementioned document, we collected data on the respondents' weakest and strongest points on the three levels – use, critical understanding, and communicative abilities. Another issue raised in the questionnaire is the respondents' perception of their formal education and its role in the development of MIL, with a particular focus on the role of English language teaching. The results are offered in more detail below.

About 95% of the participants claim they understand the meaning of the term *media and information literacy* and that they are media and information literate. They can list a number of media, although in several cases they do not understand the difference between media and tools used to access media and information sources. The majority of the respondents also understand that media and information providers play an important role in society. Among the four functions of media and information providers offered in the questionnaire, the respondents emphasize informing as the most prominent, although they consider the other three (teaching, influencing, and entertaining) sufficiently important.

For the purpose of offering a clear overview of the results, we will attempt to present the questions related to MIL competences in groups based on whether they belong to the area of use, critical understanding, or communicative abilities. However, it should be noted that many questions contain elements of more than one group.

3.2.1 The Responses in the Domain of Use

About 70% of the respondents use diverse tools to find additional information sources, methods and search strategies. On the other hand, only about 25% translate media content and information from one format to another. The respondents might have been confused by the terminology and not lacking the skills referred to. Either way, this should be taken into account when addressing MIL in formal education, while a step-by-step process

including both terminology and opportunities for practical use should be planned and introduced. Similarly, only about 40% of the respondents claim they use different tools for creation and esthetic presentation of knowledge in various formats. Creation is in the domain of communicative abilities, but the focus of this descriptor is on the ability to use a number of tools for that purpose. Synthesizing information and media content is another skill in the domain of use that the respondents need more guidance with since about 50% claim they do it, while the other half is either undecided or claims they do not. The level of use of a variety of information and communication technologies and applications with the aim of sharing and communicating media content and information is higher. Nevertheless, additional clarification and guidance could be useful considering the fact that more than 35% of the respondents feel uncertain about this skill or they claim they do not use such technologies and applications. It should be noted that this descriptor overlaps significantly with the domain of communicative abilities. Almost 65% of the respondents state they know and use media monitoring tools and services, which is a high percentage, although a number of the respondents assign low values to the descriptor. More research should be encouraged for a number of reasons that we will discuss later, but one reason is the fact that only about 40% of the respondents say they do their research systematically by taking notes, organizing information etc.

We are familiar with the fact that most youngsters today use technology on a daily basis with quite a high proficiency – they use a number of tools to access, create and share information and media content. Nevertheless, the domain of use should also be addressed in formal education, as some of the aforementioned questions demonstrate.

Figure 5: The Responses in the Domain of Use demonstrates the above-discussed student responses and how confident they consider themselves with the given skills from the domain of use.

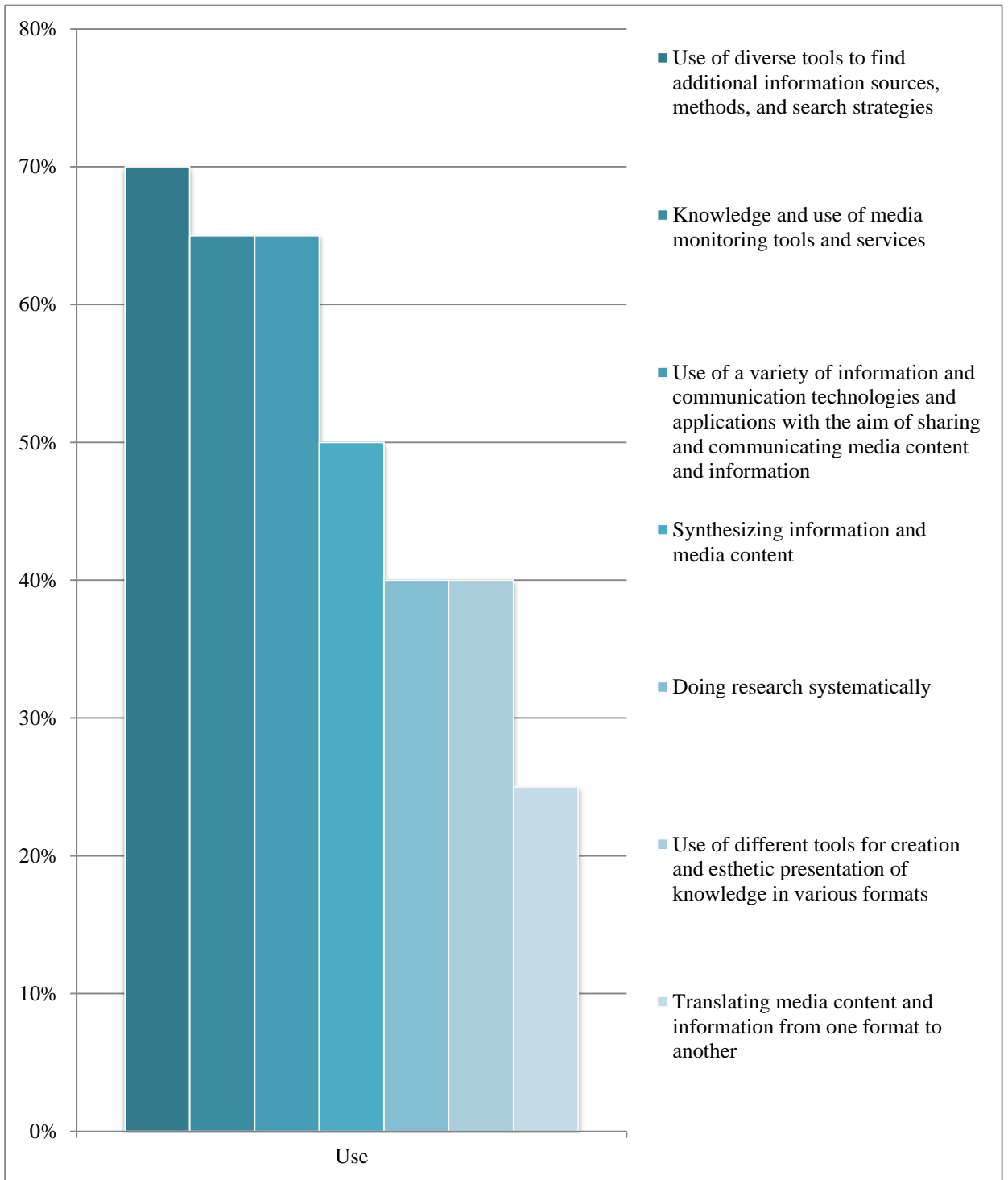


Figure 6: The Responses in the Domain of Use

3.2.2 The Responses in the Domain of Critical Understanding

One of the most important processes in the domain of critical understanding is assessing information and media content and sources; therefore, we will first look at the questions regarding such assessment. More than 70% of the respondents state they assess information and media content and providers. Since this process is at the core of critical understanding, it is still concerning that more than a quarter of them are uncertain or they do not engage in it. A smaller percentage of the respondents are confident about their ability to define assessment criteria on their own. Among the criteria proposed in the questionnaire, purpose, reliability and accuracy are selected by the respondents as the most frequently used, while relevance, currency, completeness, and credibility are also used quite often. The criteria that are least frequently used are author/source and intended audience. When assessing information, content, and sources, it is important to start from the very basics. Unfortunately, fewer than 50% claim they can select and summarize main elements such as ideas, keywords, concepts, messages and themes from retrieved information and media content. Comparing information and sources is another part of assessing information and allows for drawing conclusions and forming judgments based on relevant arguments. More than 80% of the research participants claim they go through that process and, although it is a high percentage, schools should encourage research in different fields that is firmly based on that process. Several other questions also aim to explore whether the respondents know how to identify information and media content sources and authors. For instance, more than 65% of them claim they can identify who owns and creates information and media content, which means there is still space for improvement through guided instruction and practice. More than 80% of the respondents state they understand authorship and rights of authors, although the level of their understanding and practical use is still questionable since those concepts are generally promoted only to a certain extent on TV and through some Internet content in the local community. However, media attention they have is insufficient and they are not mentioned in the analyzed school programs.

Only about 40% of the respondents engage in the process of revising and reflecting on the process of creation and are able to critically understand one's own product.

There are several questions on the borderline between the domain of critical understanding and that of communicative abilities in which students mostly showed a high level of confidence and knowledge. The majority of the respondents understand that audiences/users interpret information and media content in different ways and know that there are various viewpoints in any information and media content.

Another significant area that needs to be addressed is students' awareness of the influence media have on them, since only 50% of the respondents claim that media content and information have impact on them. Once students grasp the essence of that, it will make it easier for them to develop a critical perception of information and information providers.

Overall, the respondents demonstrated moderate critical understanding with several high and low points. Therefore, formal education should aim to build on what students already acquired on their own (such as understanding authorship and forming judgments on the basis of valid arguments) and create a solid basis for those skills that students have not formed to a satisfactory level (such as doing research systematically).

Figure 4 summarizes major findings related to the participants' critical understanding in the field of MIL, as discussed above.

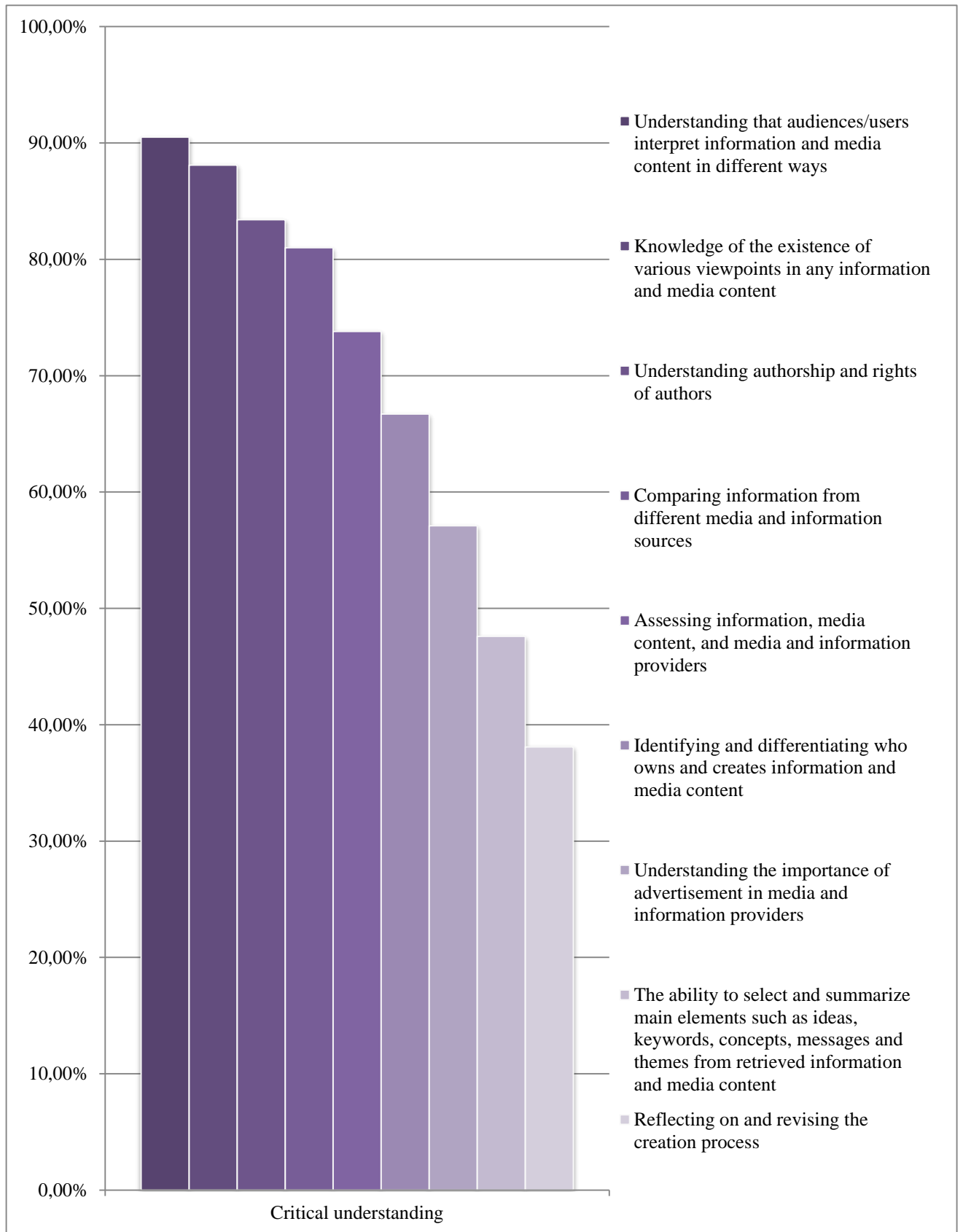


Figure 7: The Responses in the Domain of Critical Understanding

3.2.3 The Responses in the Domain of Communicative Abilities

Next, we will present the questions related to communicative abilities, i.e. communication with other people (users, content creators) via media and information sources and sharing and creating media content and information.

New knowledge and information can be produced by combining existing knowledge and media content with original thought, experimentation or analysis. About 55% of the respondents understand that to a certain extent, but about 40% of them are uncertain. Thus, there is still a significant percentage of the respondents who need more guidance. For example, we already underlined the importance of providing students with more opportunities to do research and such opportunities would contribute to the development of such understanding. Teachers should help raise students' awareness of the possibility of becoming information and knowledge creators and of the complexity of research and creation processes. If possible, they should investigate what each student is good at and interested in and assign research topics with regards to that. Besides learning how to conduct research, teaching their peers about certain topics would make students feel as researchers and content creators, which could be a strong motivational factor.

On the other hand, the respondents' awareness that new knowledge should be shared, distributed and communicated is much higher. Also, about 85% of them claim they are capable of choosing the best medium and format for that, with regards to the context and audience. When creating or analyzing certain content, one should take into consideration socio-cultural aspects of the target audience. However, only about 30% of the respondents claim they consider such factors, which points to the necessity to sensitize students to this issue. A higher percentage of the students, about 50%, are more or less familiar with and apply the international standards of ethics and rights related to MIL and almost 65% of them claim they communicate media content and information in an ethical and legal way. The results indicate a necessity for tackling the issues of ethics and rights from the point of view of media and information creators and/or audience. Another current issue included in the questionnaire is safety in the world of media and information providers. Internet safety is one of the most popular topics today and it is crucial for educators to include it into their teaching. The respondents scored high in several

questions regarding risks and safety. For instance, almost 90% of them are aware of the consequences and risks of sharing and communicating knowledge in virtual worlds. A slightly lower but still high percentage, almost 80% of the respondents, claim they know how to protect their work, personal data, civil liberties, privacy, and intellectual rights to a certain extent.

It is well known that media and information sources provide opportunities for participating in societal-public events and almost all the research participants are aware of the importance of being involved in such events as well as of potential risks and consequences of such involvement. Therefore, at the level of awareness, the respondents scored high, but we are not familiar with the extent to which students take part in societal-public activities. As we will later see, one of the research participants in the teacher group mentions that students could be more involved in the public and cultural life of their schools. Generally, there is more potential for schools to encourage students to become more active citizens.

Relationship dynamics in media, especially in virtual worlds are as complex as that in the real world. With regards to that, more than 90% of the research participants understand the relations among different roles of ICTs and media platforms (users, victims, perpetrators, bystanders, witnesses). On the other hand, only 50% of them establish interaction with other users, creators, and information providers, even though such interactions could lead to the creation of new knowledge and media content.

Sharing and communicating new content is highly recommended, but one should also be aware of potential risks and consequences, so there is a necessity to monitor it for a number of reasons. Over 80% of the respondents understand the significance of monitoring shared knowledge, content, and information, but, as mentioned above, a lower percentage actually knows how to engage in monitoring activities.

Figure 5 provides a detailed visual representation of the participants' responses in the domain of communicative abilities.

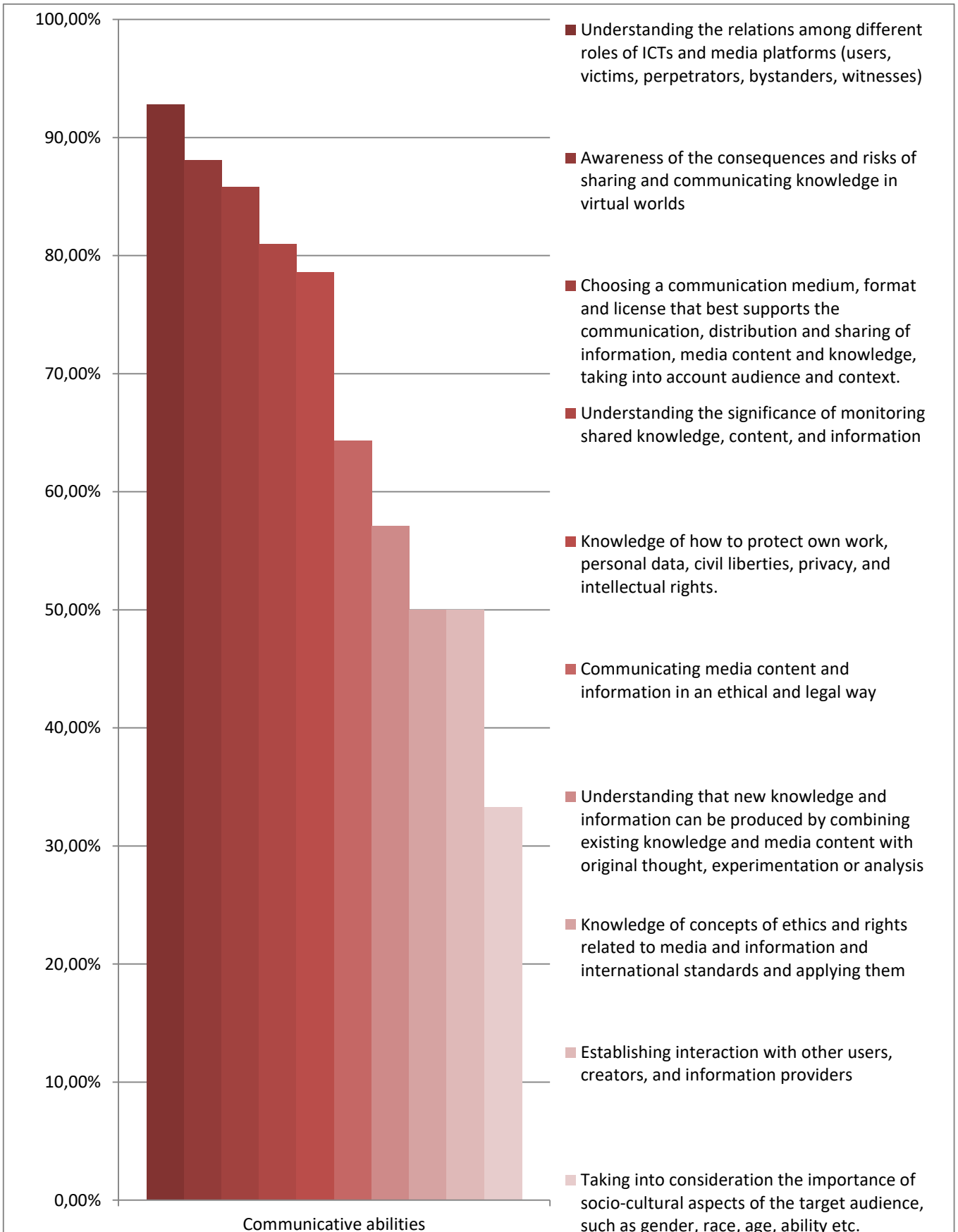


Figure 8: The Responses in the Domain of Communicative Abilities

3.2.4 MIL in Formal Education

The final part of the questionnaire examines the respondents' experiences with formal education in Bosnia and Herzegovina in terms of MIL development. They assigned the average value of 3.3 to the extent to which they believe they have enhanced their MIL through formal education. Therefore, the research participants feel as if the education system could offer more in that field. An even lower value is assigned to the development of MIL through ELT. Among the ways in which they have been developing their MIL-related skills, about 88% of the respondents share that they are self-taught, while only 40% believe schools contributed to their MIL education. There is a number of subjects through which they dealt with MIL in some way. For example, many students mention IT, B/C/S, and English, and some of them list Geography, History, Citizenship Education, and Chemistry where they did some additional research on certain topics. Specialized subjects are also on the list and through some of them the respondents even encountered more advanced software. However, the respondents claim that they mostly get simple tasks such as finding additional information, collecting information for discussions, and preparing for presentations and they feel as if they could progress more and perform more complex activities. Although many respondents mention English as one of the subjects that helps them enhance their MIL, not more than 60% of them claim that they get MIL-related assignments in English classes. However, we have to take into consideration that there are considerable differences among the three groups of the research participants. Hence, the incorporation of MIL into English classes completely depends on individual teachers and there are no rules or policies that regulate that. The situation is very similar with cross-curricular approach to MIL topics since the answers are evenly divided between those who believe their teachers cooperate with the purpose of enhancing MIL and those who believe they do not. When we focus on ELT, we again get varied responses and inconsistencies among the three groups. Another issue examined in the questionnaire is the use of different tools in ELT. The students' responses demonstrate that the range of tools their teachers use is narrow. Almost all the respondents agree that their teachers use books, but only about 33% say they use the Internet and about 30% opted for radio. 21% of them agreed that computers are used in

their English classes for basic activities, while all the other tools are used very rarely or never.

3.3 Analysis of Teacher Questionnaires

The goal of the questionnaire for teachers was to gain an insight into their perception of MIL in today's world, local education, and their respective subjects, as well as into their attitudes, experiences, and needs in the field. The analysis of their responses is provided in text below (see appendix 3 for more details).

The respondents assigned high values to the questions regarding their understanding of the term *media and information literacy* and their competencies in the field. Overall, the respondents seem to be confident of their knowledge and skills in the field of MIL. Although all the respondents agreed, not all of them opted for *strongly agree*, which might indicate a certain amount of uncertainty. Given a relatively small sample size, we should take even slight differences in the assigned values into account.

On the other hand, the respondents believe their studies have not equipped them with solid skills of developing MIL in students. They are more confident of how they developed personal MIL competencies, although they argue there is still much space for improvement.

All the respondents consider MIL an important competence in the 21st century and almost all the respondents claim they develop MIL through the subjects they teach to a certain extent. Only one respondent is undecided. While their feedback in this aspect is rather positive, the average value demonstrates that there is space for progress.

Although the previous questions demonstrated a high level of the respondents' confidence in their skills, almost 80% of them believe they still need additional training in the field. Only two respondents from "Bloom" disagree, which demonstrates a slight difference between the schools. However, as this field is constantly developing, it should be underlined that continuous education is necessary. The results were quite similar regarding teacher's additional education in developing MIL through subjects they teach.

Contrary to the students' responses, almost all the teachers claim that they do cooperate with teachers of other subjects to develop media and information literacy in students. Interestingly, the results demonstrate a slightly higher level of cooperation with their English-teaching colleagues than with teachers of other subjects.

The responses demonstrate a high level of dissatisfaction with the education system in Bosnia and Herzegovina in relation to MIL. These findings are in line with the absence of an established plan on the state and even entity level that has been previously identified and presented in this paper within the analysis of school programs. According to the respondents' feedback, the institutions they are employed at provide more support and opportunities for the development of MIL than the education system does. However, the average value is still quite low and there is a slight difference between the schools. Additionally, the respondents show an equal level of (dis)satisfaction with the available textbooks, which points to the necessity to revise them taking into consideration the changes in society and the context in which they are used.

The respondents were also asked to explain their role as well as the role of their respective subjects in developing MIL in students. They all identify a connection between their subjects and MIL. The two teachers from the High School of Graphics Technology and Multimedia Technology who teach specialized subjects (Web Design, Graphic Design, Photography and Film, Media Technology) need advanced computer software to develop skills in their students that they are supposed to acquire through such subjects. For instance, students should learn how to use video and photo editing programs, as well as animation programs. They also design graphic products. Similarly, a Design and Technology teacher from "Bloom" uses advanced drawing software with her students. Although skills developed through such subjects are mostly based on advanced use, creating and designing products requires a high level of critical understanding and communicative abilities since they are always intended for certain target groups. The school counselor from the High School of Graphics Technology and Multimedia Technology believes lessons and participation in cultural and public activities of the school can be utilized to develop MIL in students. Taking part in such activities could foster the development of communicative abilities. The English teacher from the same

school correlates language skills with MIL and lists several relevant activities such as reading articles and developing writing and oratory skills. The English teacher from the Private International Gymnasium (P.I.G) “Bloom” underlines the role of English as a global language useful in different fields of study, as well as research skills that should be developed through many subjects. Some crucial points she emphasized in her interview are that students should be taught how to choose reliable sources of information and to quote other authors while writing essays. Another foreign language teacher from “Bloom” explains that she encourages her students to further practice their language skills through online apps and platforms. Other teachers find a connection with MIL by encouraging their students to find additional information and material. Interestingly, an Art teacher says that his students use the Internet to equip themselves with art-related material, such as patterns, fonts, and designs. Such examples hold some potential to generate efficient MIL practices, but they lack more complex understanding of all MIL is and therefore address MIL competencies only on certain levels.

Since numerous factors influence the development of MIL skills, as explained in the theoretical part, the teachers were also asked to briefly describe the factors that prevent them from developing media and information literacy and/or that make it difficult for them (whether due to personal competencies or external factors) to do so. The respondents from the P.I.G. “Bloom” do not list many hindering factors. Only one of them lists factors that seem to be common difficulties for teachers throughout B&H: classrooms that are not technologically equipped and an insufficient number of educated teachers. On the other hand, the respondents from the High School of Graphics Technology and Multimedia Technology present a lack of necessary tools and equipment as the major issue. The teachers list a lack of legal software they need, the use of obsolete or an insufficient number of computers, as well as the inexistence of reliable technical support service. An English teacher from this school confirmed this fact in her interview, explaining that many of her ideas failed due to the lack of equipment and support. Therefore, the respondents mostly list external factors as major issues and only one of them mentions teacher education.

Regardless of the existence of many hindering factors, there are still positive examples from the teachers' practice related to the development of media and information literacy. The research participants provide valuable responses ranging from students' successes to individual activities. The respondents from the High School of Graphic Technology and Multimedia Technology say that, if they are provided with the necessary equipment and manage to execute lessons well, students even win awards in various contests. One of the respondents gives an example of an activity that includes role-play and filming short videos about historical figures that they later present to their classmates. In the interview with an English teacher from this school, we find out that her students would be given the task of creating websites in English and they would present them in English classes. However, this cooperation of Web Design teachers and English colleagues could not be continued due to poorly equipped classrooms. The respondents from "Bloom" mostly say that students should be informed about web pages with free resources and they list examples of applications and online platforms. The respondents also describe several positive experiences that resulted from cooperation with English teachers: seminar papers written in English and designed according to the rules of graphic design and CVs done creatively. The respondents from the P.I.G. "Bloom" cooperate a lot with English teachers to develop their vocabulary in various fields.

Finally, the respondents shared their suggestions for better support of media and information literacy in Bosnia and Herzegovina. Some of their proposals are as follows: educating teachers in the field of MIL, providing schools with the necessary equipment, educating children from an early age (first grade), adapting Computer science education to the current needs and changes in society, and using and analyzing online media content and information through all subjects, not only Computer science. We can recognize some similarities with the teachers' responses in *Report on Formal Media Education in Europe (Wp3)* (Hartai, 2014), mostly in terms of insufficient financial support (reflected in poorly equipped schools in B&H), teacher education, and cooperation among teachers of different subjects.

The major findings from teacher questionnaires are also presented below, in *Figure 6*.

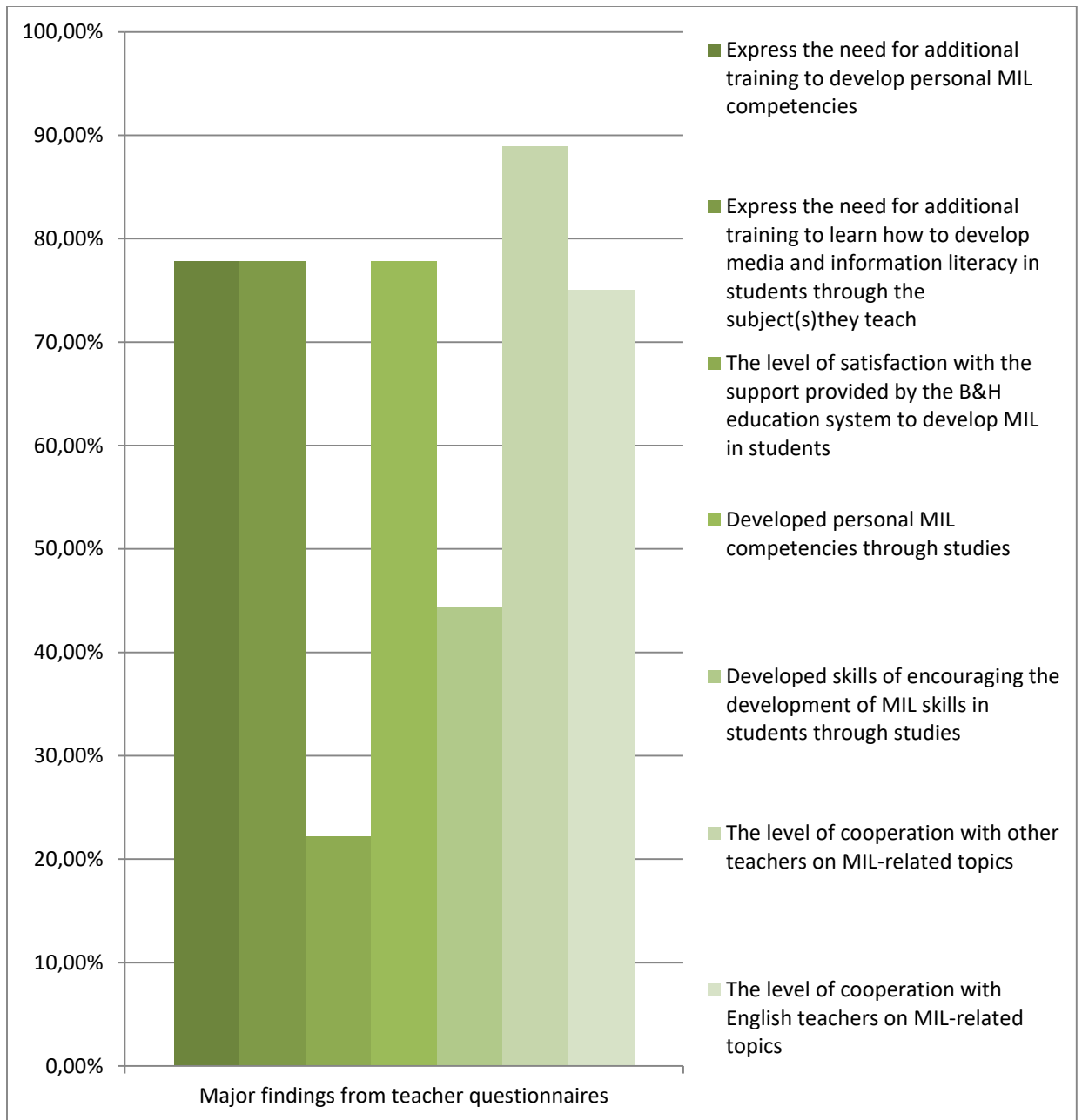


Figure 6: Major Findings from Teacher Questionnaires

3.4 Hypotheses Testing

Finally, we will test the previously defined hypotheses based on the analysis and the discussion of the results.

H1 is confirmed, i.e. secondary students in Sarajevo are aware of the existence of media and information literacy as an individual competence, of what it implies and whether they encounter its elements throughout their formal education. Almost all the respondents claim they understand what media and information literacy, as well as that they consider themselves media and information literate. Additionally, when asked to share their experiences with the development of MIL through formal education, they are mostly able to identify MIL-related elements they have encountered through their education and they can discuss the extent to which such topics are present in it.

H2 is rejected since we find some evidence in the respondents' questionnaires that their formal English language education does encourage the development of MIL to a certain extent. When asked about subjects through which they dealt with MIL, a number of the respondents list English. However, the extent to which English language education enhances MIL in students is very low when we take into consideration everything MIL encompasses. As discussed above, more than 60% of the respondents disagree or are unsure about the positive role of ELT in the enhancement of MIL in their schools. The examples provided by the students also show that formal education in secondary schools in Sarajevo does not follow the pace of the developments in today's world in the field of MIL. From the teachers responses we learn that there is a variety of hindering factors that prevent them from including MIL education into their teaching, such as insufficient financial support, a lack of the necessary tools and equipment, insufficient cooperation within schools, as well as the need for better teacher education in the field.

Taking all that into consideration, H3 is confirmed, i.e. the development of media and information literacy through formal education, with the focus on English language education, in secondary schools in Sarajevo does not conform to the established principles of the key documents and literature in this field. If we look at the efforts of both international and local organizations such as UNESCO and APOSO, formal

education in secondary schools in Sarajevo does not follow the progress in the field of MIL education. Modern media are not included in the official school programs, while information literacy is barely tackled through some subjects. In practice, modern media are used slightly more often than proposed in the programs, but the respondents' feedback demonstrates that students do not reach the full potential of their MIL skills, as well as that there is a significant gap between how much they manage to learn through their personal interests and research and through what formal education offers to them. Thus, there are numerous discrepancies – among individual students, among schools, teachers, but also among skills that are developed.

4 FINAL REMARKS AND RECOMMENDATIONS

This research study provided an insight into some of the weak points of the education system in Bosnia and Herzegovina in terms of media and information literacy. Taking into consideration the major findings of the research, we will attempt to offer a variety of suggestions that would contribute to the development of MIL in the local context.

4.1 General Recommendations

Firstly, larger scope research should be conducted in order to collect reliable data on the situation in Bosnia and Herzegovina regarding MIL in formal education. At the moment of conducting this research study, there was not a large body of research studies on this topic in the local context and the study by Tajić (2013) was one of the most recent and indicative ones. However, the school programs and certain policies have changed by now. Such research should also involve the aspect of cross-curricular approach to MIL in the education system of Bosnia and Herzegovina. Hartai (2014) claims that is still not certain whether such an approach functions better in comparison to separate subject teaching, but the assumption is that in current circumstances in B&H the cross-curricular approach would be more beneficial, which is also supported by some examples provided by the teacher respondents.

Although the aim of the thesis is not to focus on and change national policies, we should nevertheless underline several significant points. First of all, there is no national curriculum in Bosnia and Herzegovina. Hartai (2014) emphasizes the importance of having a national curriculum as guidelines and the closest document to a national curriculum that contains guidelines is *Common Core Curricula for Foreign Languages Based on Learning Outcomes* (Agencija za predškolsko, osnovno i srednje obrazovanje, 2014). However, it does not contain a sufficient number of elements that form MIL, as proposed by major documents in the field, and it does not provide guidelines on how to incorporate MIL (or digital competence) into the local education system.

The research demonstrated that teachers in the local context struggle with the incorporation of MIL into their teaching and respective subjects. Therefore, the teacher network should be strengthened in order to facilitate the exchange of ideas and possible

solutions. One suggestion provided by Hartai (2014) is the establishment of a website dedicated to education in this field where teachers could exchange ideas, positive practices, and recent findings in the field (p. 146). With the contribution of experts from various fields such efforts could result in the creation of brochures and booklets that would help the dissemination of ideas.

Finally, it is important to mention that certain steps towards improvement have been undertaken and we will discuss them briefly. However, since the research was conducted prior to those changes, they are not analyzed in the thesis in more detail.

For instance, the Faculty of Political Sciences in Sarajevo (n.d.) has recognized the importance of MIL as well as how poorly developed it is in B&H. Therefore, it has initiated its promotion and integration into the education system and society through thorough research, a series of publications, workshops etc.

Another important step forward is the process of creating subject curricula in Canton Sarajevo. It started already in 2016 and their implementation is planned for the 2022/2023 school year. The available drafts demonstrate that the new curricula are going to encourage interdisciplinary approach as a prerequisite for holistic and purposeful education and are going to be based on learning goals and outcomes (Ministarstvo za odgoj i obrazovanje Kantona Sarajevo, April 2021). Additionally, MIL has become an integral part of the new curricula and it would certainly be interesting to analyze the approach to it on paper and in practice.

4.2 Approaches

Media and Information Literacy: Curriculum for Teachers (2011) is a useful document that should be analyzed, modified, and incorporated into teacher education and student education in Bosnia and Herzegovina with the aim of enhancing the general situation in the field. Although intended for teacher education, the document contains all the necessary guidelines that can be modified so as to fit the needs of modern students as well.

Among other information, the *Curriculum for Teachers* (2011) provides a number of approaches that are suitable for the development of MIL and we will briefly look at them.

The issue-enquiry approach focuses on the process of enquiry through which students thoroughly analyze a current issue, such as cyberbullying. They follow a number of steps, e.g. identification of the issue, researching it, providing possible solutions etc. (Grizzle and Wilson, 2011, p. 35). As mentioned many times in the analysis of the results, students in the local context would benefit from more research-based tasks in order to practically develop their MIL.

Problem-based learning is very similar to the previously discussed approach, but it is slightly more product-oriented in the sense that students are supposed to find and create a solution to a real-life problem and possibly apply it themselves (Grizzle and Wilson, 2011, p. 35).

The two approaches offer a number of possibilities viable in the context of B&H, especially if seen through the prism of the cross-curricular approach. For instance, each student could select a topic of their interest in one of their subjects and do small-scale research on it guided by a teacher. In order to incorporate an interdisciplinary approach, the topic could be analyzed from different points of view – historical, artistic, linguistic, geographic etc. Additionally, students would be obliged to use a range of media and information sources the validity of which would have to be confirmed.

Case study refers to the exploration of a single instance of a certain phenomenon (Grizzle and Wilson, 2011, p. 36). It could be incorporated into the previously discussed approaches and students would be given the possibility of focusing on a single current event, e.g. an article published online, its implications, language, influence etc.

Cooperative learning is a convenient approach in contexts where there are many students, but not so much time. It refers to cooperative efforts with the purpose of achieving common goals (Grizzle and Wilson, 2011, p. 36). Interestingly, this approach applies to minor situations where students have to complete a smaller group task, as well as large-scale projects. For example, groups of students could be formed at the beginning of a school year and they would have an entire semester to research a certain issue and

prepare presentations using a number of different tools – videos, articles, websites etc. We can see once again how all the approaches discussed can be combined so as to fit the needs of different learners.

Textual analysis is an approach particularly convenient in language teaching since it focuses on language use in different media and information sources. Students analyze the given language, critically think about how it is created and what its implications are. The approach is also useful for analyzing certain elements that the student respondents were not quite confident about – identifying author, audience, purpose, context etc. (Grizzle and Wilson, 2011, p. 37). It would be beneficial for students to analyze language in different types of media for the sake of developing a general understanding of possible differences and a critical understanding of stereotypes used in media.

Translations refers to the process of converting media content into a different format (Grizzle and Wilson, 2011, p. 37). Since the student questionnaires demonstrated that students in B&H do not feel confident about this skill, it would be beneficial for them to gain more practical experience. This approach could be easily incorporated into regular teaching – students could be asked to translate a boring textbook piece into a format that appeals better to them. If teachers feel they do not have a sufficient amount of time for all their students to present, an online platform could be used for sharing their final products – both with the teacher and student colleagues.

Simulations is an approach that is beneficial for students' practical skills since they get to experience performing certain tasks related to media and information sources (Grizzle and Wilson, 2011, p. 37). They can assume the roles of film producers or journalists to research or present a certain issue. The approach could be combined with cooperative learning in order to facilitate the performance of the task both for teachers and students.

Production, as its name suggests, refers to the production of media content (Grizzle and Wilson, 2011, p. 38). If teachers feel inexperienced, active involvement of an IT teacher or any similar expert could facilitate the task. Students could get to explore a different format every one or two months while at the same time exploring a range of topics from different subjects.

4.3 Activities

Finally, the thesis will provide concrete activities that aim at promoting MIL in the classroom. Since there are plenty of ideas and activities to be found, it is important to adapt them to our students' needs and interests.

One of the ideas that Marcus Guido (2017) proposes is deconstructing the advertising language. There is a whole set of types of phrases used in advertising to make products more appealing, while they are semantically redundant, if not meaningless. Once students are introduced to such phrases, they will easily identify them in the content they are exposed to. The activity can be incorporated into language lessons and easily related to English grammar and how it is used for manipulation. On the other hand, it is possible to broaden the idea and approach it from different points of view. For example, if students are to analyze a commercial about food or drinks, the chosen product can be analyzed in Chemistry or Biology classes in terms of its ingredients and how it affects health. Additionally, visual elements and their effect on the audience can be analyzed in Art or Graphic Design classes.

Evaluating and assessing media content and sources are among crucial and most basic MIL skills. Therefore, it is important for students to be able to differentiate between fake and real news by learning to notice subtle and not-so-subtle differences and elements. The website *Canva.com* proposes that one of the main goals should be to teach students “to read past the headline, check the date and author credentials, gauge the tone and language, and identify biases” (10 creative ways to teach media literacy, 2018). Therefore, students should develop the habit of searching for at least one other source that covered the same news. That allows for checking whether the news is fake or real, as well as observing biases in different sources.

The project suggested on the website is that students create their newspaper featuring fake, real, or combined news. Then, other students should try and identify each. Of course, it is expected that they dedicate time and effort to the very design of the newspaper/newsletter, which automatically offers an opportunity for a cross-curricular collaboration with Art, Graphic Design, or IT teachers. Besides, there are numerous other

subjects that could be involved in the project, depending on the chosen topics in the students' newspapers.

Identifying biases in media content and information is particularly interesting in topics related to politics and conflicts. Hence, students could be encouraged to use their newly acquired knowledge and skills to analyze how different media present current world events, such as the ongoing Israeli-Palestinian conflict.

Another activity proposed by the website (10 creative ways to teach media literacy, 2018) aims at developing the awareness of netiquette, i.e. the rules of behavior online. Students in groups are supposed to create their own sets of rules and laws from scratch and present their ideas to each other. There is another part that could be added to this activity. The newly created rules and laws could be compared to the pre-existing ones in order to discuss, compare, and critically evaluate the new and the existing ideas.

In order to develop students' understanding of different types of media, as well as their creative skills, Guido (2017) proposes offering students an overarching idea or story that they need to process and present in various media formats – a newspaper article, a short video, a storyboard, an ad... They should get the necessary guidelines on each media format adapted to their age and level of MIL. Since the research participants demonstrated quite low competency level in translating media content and information from one format to another, this activity could help improve their knowledge and skills in the given area. In addition to that, it offers space for a cross-curricular approach (including IT, Art, Graphic Design, languages, and any other subject related to the very topic). A discussion should follow once all the groups complete their tasks since it provides an opportunity for reflecting on and revising the creative process, an element which should be improved in the research participants.

4.4 Personal Remarks

The research idea came from a personal dissatisfaction with my level of education in certain areas, such as proper research and the use of technology. I felt my secondary education simply had had to equip me with such skills and prepare me for the university

and real life, but it had not. The university education had first helped me identify certain skills I had been missing and needed to improve and then equipped me with some of them through different subjects and areas of research. Although there was great progress in that sense and MIL was subtly permeated through various topics, I still have the need to develop as a professional in order to be able to follow the pace of the modern education since MIL as a holistic concept is not sufficiently dealt with.

As I continued researching the topic, I realized how broad it is. It revealed a whole new and unknown world to me and made me realize that there is much more work to do. The research process helped me understand the importance and scope of the topic and it made me aware of a completely new set of skills I will have to incorporate in my teaching and develop in my students. Now I see it as a responsibility and I feel inspired to further learn and grow. Teacher education is never truly complete and it requires a great amount of personal effort, but also certain guidance. In addition to that, I came to the realization that a systemic change is necessary in order to bring about a proper reform in formal education and provide students with modern life skills.

After having researched and raised awareness of how multi-faceted MIL is, I have come to realize it is a rather broad area and encompasses both theoretical knowledge and practical skills that could easily comprise their own separate curriculum. School curricula are already struggling to replace out-dated content with modern skills and job market requirements, and teachers and curriculum designers are looking for innovative ways to make learning meaningful and authentic. MIL has a very important role to play on this journey of reform and modernization of teaching and learning in general, but it will have to find its way to classrooms by entering the programs of different subjects to a certain extent until it has its wider application and it becomes integral, if not essential, part of teaching and learning. It is, as always, a burden that teachers must carry and lead the change through role-modeling responsible and competent use of media and information alike. Additionally, we have witnessed tremendous changes in education since Covid-19 pandemic started. Teachers and students were required to change their modes of teaching and learning overnight, developing and demonstrating an array of skills in order to meet given expectations. The sudden shift to virtual worlds and classrooms further confirms

the significance of this research topic and it is certainly going to become even more relevant in the future as we try to adapt to all the changes.

It is important for students to understand that the world has undergone a transformation and MIL competence now comprises one of the essential factors in becoming competent professionals regardless of the career path they choose to follow.

APPENDICES

Appendix 1: Student questionnaire (B/C/S version)³

UPITNIK

(Razvoj ključnih kompetencija u podučavanju engleskog jezika: Uloga medijske i informacijske pismenosti u kroskurikularnim temama)

Ovaj upitnik je anonimnog karaktera i sudjelovanje je dobrovoljno. Rezultati će biti korišteni isključivo u svrhu izrade ovog master rada. Upitnik sadrži 56 pitanja od čega je 5 pitanja otvorenog tipa, a 51 pitanje je na zaokruživanje (DA/NE alternativa ili brojevi na skali od 1 do 5). Učesnici se mole da na pitanja odgovaraju iskreno kako bi rezultati bili što vjerodostojniji i reprezentativniji.

Hvala na učešću i doprinosu!

Informacije o učesniku

Škola:

Razred i odjeljenje:

Usmjerenje (ukoliko postoji):

Dob:

Spol:

³ The questionnaire is mostly based on Media and Information Literacy Competency Matrix provided in UNESCO's *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies* (2013). The selected descriptors were translated, transformed into questions, and the language was simplified to adapt it to secondary students' level of understanding. All the open-ended questions, as well as several closed-ended questions (2-3, 44-49, 53-54), were added to fit the context.

1. Nabrojite medije koje poznajete:

2. Da li znate šta znači biti medijski i informacijski pismen? DA
NE

3. Da li se smatrate medijski i informacijski pismenom osobom? DA
NE

U sljedećim pitanjima zaokružite jedan broj od 1 do 5 gdje 1 označava *Uopće se ne slažem*, 2 *Donekle se ne slažem*, 3 *Niti se slažem niti se ne slažem*, 4 *Donekle se slažem* i 5 *U potpunosti se slažem*.

Pitanje	1 Uopće se ne slažem	2 Donekle se ne slažem	3 Niti se slažem niti se ne slažem	4 Donekle se slažem	5 U potpunosti se slažem		
4. Mediji i drugi izvori informacija su neophodni u jednom društvu.			1	2	3	4	5
5. Uloga i funkcija medija i drugih izvora informacija u društvu je:							
A. informisanje			1	2	3	4	5
B. podučavanje/ pomoć pri učenju			1	2	3	4	5
C. uticaj na društvo			1	2	3	4	5
D. zabava			1	2	3	4	5
6. Rad medija i drugih izvora informacija se može i treba nadgledati/pratiti.			1	2	3	4	5
7. Medijski sadržaj i infomacije imaju uticaj na mene.			1	2	3	4	5
8. Mogu jasno razlikovati izvore iz kojih informacije i medijski sadržaj dolaze i u čijem su vlasništvu.			1	2	3	4	5
9. Razumijem da je svaki sadržaj u vlasništvu autora i razumijem šta su autorska prava.			1	2	3	4	5
10. Shvatam da publika/korisnici interpretiraju informacije i medijski sadržaj na različite načine.			1	2	3	4	5
11. Shvatam da u informacijskom i medijskom sadržaju i interpretaciji istog postoje razlike u stavovima, mišljenjima i tačkama gledišta.			1	2	3	4	5
12. Razumijem važnost reklamiranja u medijima i drugim izvorima informacija.			1	2	3	4	5
13. Procjenjujem informacije i medijski sadržaj koji nađem, kao i njihove izvore/autore i provajdere (TV kuće, web portale i sl.).			1	2	3	4	5

14. Mogu definisati kriterije za procjenu informacija i medijskog sadržaja i odabrati odgovarajuće alate za to.	1	2	3	4	5
15. Faktori koje uzimaš u obzir pri procjeni informacija i medijskog sadržaja su:					
A. svrha (npr. zabava, informisanje)	1	2	3	4	5
B. publika za koju je sadržaj namijenjen	1	2	3	4	5
C. autor/izvor	1	2	3	4	5
D. vjerodostojnost	1	2	3	4	5
E. značaj	1	2	3	4	5
F. aktuelnost	1	2	3	4	5
G. pouzdanost	1	2	3	4	5
H. potpunost	1	2	3	4	5
I. tačnost	1	2	3	4	5
J. drugo (molim navesti): _____	1	2	3	4	5
16. Mogu odabrati i sažeti glavne elemente (ideje, ključne riječi, koncepte, poruke i teme) iz informacija i medijskog sadržaja koji nađem.	1	2	3	4	5
17. Mogu prepoznati i provjeriti dodatne izvore informacija, kao i metode i strategije istraživanja koristeći različite alate.	1	2	3	4	5
18. Poredim informacije iz različitih medija i izvora informacija	1	2	3	4	5
19. Izvlačim zaključke iz informacija i medijskog sadržaja koristeći različite tehnike, te na osnovu toga formiram mišljenje za koje mogu dati argument.	1	2	3	4	5
20. Istraživanju pristupam sistematično: pravim bilješke, grupiram i organizujem informacije i medijske sadržaje, te ih pohranjujem za dalju upotrebu.	1	2	3	4	5
21. Pretvaram informacije i medijski sadržaj iz jednog formata u drugi.	1	2	3	4	5
22. Spajam informacije i medijski sadržaj iz različitih formata kao što su printani, audio i video formati.	1	2	3	4	5
23. Razumijem da mogu doći do novih informacija i saznanja ako postojeće informacije i medijski sadržaj kombinujem sa originalnim idejama, eksperimentima/istraživanjima i/ili analizama.	1	2	3	4	5
24. Prilikom kreiranja novih sadržaja uzimam u obzir sociokulturalne aspekte ciljane publike, kao što su spol, rasa, dob, moguće poteškoće itd.).	1	2	3	4	5
25. Nakon procesa kreiranja sadržaja, preispitujem i procjenjujem sam proces (korištene alate, strategije i sl.).	1	2	3	4	5
26. Upoznat/a sam sa internacionalnim standardima, zahtjevima i preporukama za kreiranje novog sadržaja na etičan način te ih primjenjujem.	1	2	3	4	5

27. Koristim različite alate da kreiram i na estetski privlačan način predstavim nova saznanja u različitim formatima.	1	2	3	4	5
28. Shvatam da nova saznanja i sadržaji mogu imati dalekosežnu svrhu i posljedice.	1	2	3	4	5
29. Shvatam da se informacije ne trebaju zadržavati, već dijeliti s drugima.	1	2	3	4	5
30. Mogu izabrati odgovarajući medij i format za širenje određenih informacija ili sadržaja ovisno o ciljanoj publici i kontekstu.	1	2	3	4	5
31. Koristim različite informacijsko-komunikacijske tehnologije i aplikacije za prikupljanje, obradu i dijeljenje informacija i sadržaja.	1	2	3	4	5
32. Dijelim informacije i medijski sadržaj u skladu sa etičkim principima i zakonskim propisima.	1	2	3	4	5
33. Znam kako da zaštitim vlastiti rad, lične podatke, lična prava i slobode, privatnost i intelektualna prava.	1	2	3	4	5
34. Svjestan/svjesna sam posljedica i rizika komuniciranja, dijeljenja i širenja sadržaja u virtuelnom svijetu.	1	2	3	4	5
35. Razumijem da korisnik informacijsko-komunikacijskih i medijskih platformi može biti u ulogama žrtve, počinioca, nijemog posmatrača ili svjedoka.	1	2	3	4	5
36. Razumijem važnost učestvovanja u javnim društvenim aktivnostima putem različitih medija i drugih izvora informacija.	1	2	3	4	5
37. Svjestan/svjesna sam posljedica i rizika učestvovanja u javnim društvenim aktivnostima, uključujući one koje se odvijaju u virtuelnom okruženju.	1	2	3	4	5
38. Komuniciram i saradujem sa drugim korisnicima, autorima sadržaja, provajderima i ciljanom publikom fizički i virtuelno i putem različitih alata.	1	2	3	4	5
39. Razumijem važnost nadgledanja informacija, medijskih sadržaja i znanja koja se dijele sa drugima.	1	2	3	4	5
40. Upoznat/a sam sa i koristim dostupne servise i alate za nadgledanje informacija i medija.	1	2	3	4	5
41. Znam da se rezultati praćenja mogu koristiti za poboljšavanje ili kreiranje novih informacija, medijskih sadržaja i znanja.	1	2	3	4	5
42. Razumijem ulogu institucija koje nude usluge odnosa sa javnošću (RTV kuće, web portali, novine i sl.) i kako one utiču na publiku i na donošenje odluka.	1	2	3	4	5

43. Znam kako i kome da se obratim kako bih uputio/la pohvalu ili žalbu na određeni sadržaj.	1	2	3	4	5
44. Znam šta je plagijarizam.	1	2	3	4	5
45. Znam citirati druge autore prilikom istraživanja i izrade rada.	1	2	3	4	5

46. Nakon što ste pročitali pitanja u prethodnom dijelu upitnika i odgovorili na njih, da li se smatrate medijski i informacijski pismenom osobom? DA NE

47. S obzirom na sve elemente koji spadaju u medijsku i informacijsku pismenost, u kojoj mjeri smatrate da ste je razvijali na nastavi u školi (zaokruži broj na skali od 1 do 5, gdje 1 predstavlja najnižu, a 5 najvišu vrijednost)? 1 2 3 4 5

48. S obzirom na sve elemente koji spadaju u medijsku i informacijsku pismenost, u kojoj mjeri smatrate da ste je razvijali kroz nastavu Engleskog jezika (zaokruži broj na skali od 1 do 5, gdje 1 predstavlja najnižu, a 5 najvišu vrijednost)?

1 2 3 4 5

49. Kako razvijate vlastitu medijsku i informacijsku pismenost, tj. vještine navedene u prethodnom dijelu ankete (moguće je zaokružiti više odgovora)?

A. samostalno (npr. eksperimentišući, istražujući, raspitujući se)

B. u školi

C. na kursu

D. sa prijateljem/članom porodice

E. drugo (molim navesti): _____

50. Molim navedite predmete na kojima ste se bavili medijskom i informacijskom pismenošću i kratko opišite na koji način.

51. Da li ponekad iz nekoliko predmeta u isto vrijeme obrađujete ili diskutujete iste teme vezane za medijsku i informacijsku pismenost? DA NE

52. Ako je odgovor na prethodno pitanje DA, molim navedite primjer.

53. Da li na časovima Engleskog jezika dobijate projekte/zadace za koje vam je informacijska i medijska pismenost korisna/ kroz koju je razvijate?
DA NE

54. Koje od navedenih alata profesori/ce Engleskog jezika koriste u vašoj nastavi (moguće je zaokružiti više odgovora):

A. knjige

B. novine

C. radio

D. TV

E. pametne telefone/tablete/pametne ploče

F. kompjutere (za osnovne aktivnosti kao što je puštanje muzike, videa, powerpoint prezentacije i sl.)

G. kompjutere (za korištenje naprednijih programa i aplikacija)

H. Internet

55. Koliko često vaši profesori/ce Engleskog jezika sarađuju sa profesorima/profesoricama drugih predmeta kako bi uključili elemente medijske i informacijske pismenosti?

56. Koje prijedloge biste dali vašim profesorima/profesoricama Engleskog jezika na koji način da uključe medije i druge izvore informacija u nastavu i zašto bi to bilo korisno?

Appendix 2: Student questionnaire (English version)⁴

QUESTIONNAIRE

This is an anonymous questionnaire and your participation is voluntary. The results will be used solely as part of the research for the MA thesis entitled *Key competences development in English language teaching: The role of media and information literacy in cross-curricular themes*. The questionnaire consists of 56 questions, 5 of which are open-ended and 51 are closed-ended (dichotomous, multiple choice, and scaled questions). This questionnaire should take approximately 20-30 minutes to complete. Please answer the questions honestly and in detail in order for the obtained results to be as authentic as possible.

Thank you for your participation and contribution!

Information about the participant:

School:

Grade:

Age:

Gender:

⁴ The questionnaire is mostly based on Media and Information Literacy Competency Matrix provided in UNESCO's *Global Media and Information Literacy Assessment Framework: Country Readiness and Competencies* (2013). The selected descriptors were translated, transformed into questions, and the language was simplified to adapt it to secondary students' level of understanding. All the open-ended questions, as well as several closed-ended questions (2-3, 44-49, 53-54), were added to fit the context.

1. List all the media you are familiar with:

2. Do you understand what it means to be media and information literate? YES
NO

3. Do you consider yourself a media and information literate individual? YES
NO

In the following statements circle the appropriate number from 1 to 5 to indicate your response. The answer scale is as follows: 1 - *Strongly disagree*, 2 - *Disagree*, 3 - *Undecided*,

4 - *Agree*, 5 - *Strongly agree*. Please take the time to read each statement carefully and respond with your honest feedback.

Statement	1 <i>Strongly disagree</i>	2 <i>Disagree</i>	3 <i>Undecided</i>	4 <i>Agree</i>	5 <i>Strongly agree</i>
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4. Media and information providers are necessary in a society.	1	2	3	4	5
5. The role and function of media and information providers in society is:					
A. to inform	1	2	3	4	5
B. to teach/help us learn	1	2	3	4	5
C. to influence	1	2	3	4	5
D. to entertain	1	2	3	4	5
6. The work of media and information providers can and should be monitored.	1	2	3	4	5
7. Media content and information have impact on me.	1	2	3	4	5
8. I can identify and differentiate who owns and creates information and media content.	1	2	3	4	5
9. I understand authorship and rights of authors.	1	2	3	4	5
10. I understand that audiences/users interpret information and media content in different ways.	1	2	3	4	5
11. I know that there are various viewpoints in any information and media content.	1	2	3	4	5
12. I understand the importance of advertisement in media and information providers.	1	2	3	4	5
13. I assess information and media content, and media and information providers (television, websites etc.)).	1	2	3	4	5
14. I can define assessment criteria for information and	1	2	3	4	5

media content retrieved and information sources.					
15. The criteria I take into consideration while assessing media content and information are:					
A. purpose (e.g. to entertain, to inform)	1	2	3	4	5
B. intended audience	1	2	3	4	5
C. author/source	1	2	3	4	5
D. credibility	1	2	3	4	5
E. relevance	1	2	3	4	5
F. currency	1	2	3	4	5
G. reliability	1	2	3	4	5
H. completeness	1	2	3	4	5
I. accuracy	1	2	3	4	5
J. other (please write): _____	1	2	3	4	5
16. I can select and summarize main elements such as ideas, keywords, concepts, messages and themes from retrieved information and media content.	1	2	3	4	5
17. I can identify and verify additional information sources, methods and search strategies using diverse tools.	1	2	3	4	5
18. I compare information from different media and information sources.	1	2	3	4	5
19. I draw conclusions from information and media content gathered using various techniques and I consequently make a judgment that I can give arguments for.	1	2	3	4	5
20. I do research systematically: I take notes, group and organize information and media content, and I store it for further use.	1	2	3	4	5
21. I translate information and media content from one format to another.	1	2	3	4	5
22. I synthesize information and media content from several formats such as print, audio, video.	1	2	3	4	5
23. I understand that existing information and media content could be combined with original thought, experimentation, and/or analysis to produce new information and knowledge.	1	2	3	4	5
24. I take into consideration the importance of socio-cultural aspects of the target audience, such as gender, race, age, ability etc.	1	2	3	4	5
25. If needed, I reflect and revise the creation process.	1	2	3	4	5
26. I know concepts of ethics and rights related to media and information and international standards and I apply them.	1	2	3	4	5
27. I use various tools for the creation and aesthetic presentation of new knowledge in various formats.	1	2	3	4	5

28. I know that new knowledge should be shared, distributed and communicated.	1	2	3	4	5
29 I know that new knowledge should be shared, distributed and communicated.	1	2	3	4	5
30. I choose a communication medium, format and license that best supports the communication, distribution and sharing of information, media content and knowledge, taking into account audience and context.	1	2	3	4	5
31. I use a range of information and communication technologies and applications for the purpose of communicating, distributing and sharing information, media content and knowledge.	1	2	3	4	5
32. I communicate information and media content in an ethical way and legal way.	1	2	3	4	5
33. I know how to protect own work, personal data, civil liberties, privacy and intellectual rights.	1	2	3	4	5
34. I am aware of the consequences and risks of communicating, distributing and sharing knowledge in virtual worlds.	1	2	3	4	5
35. I understand the interdependencies between users and victims/ perpetrator/ bystanders / witnesses of ICTs and media platforms.	1	2	3	4	5
36. I recognize the importance of being engaged and involved in societal-public activities, through various media and information providers.	1	2	3	4	5
37. I am aware of the consequences and risks of participating in societal-public activities, including in virtual worlds.	1	2	3	4	5
38. I share and interact with other creators, producers, users, information providers and targeted audience, physically or virtually, and via a range of tools.	1	2	3	4	5
39. I know about the need/importance of monitoring shared information, media content and knowledge.	1	2	3	4	5
40. I know and use available information and media monitoring services and tools.	1	2	3	4	5
41. I knows how results of monitoring could be used for improvement or creation of new information, media content and knowledge.	1	2	3	4	5
42. I understand the functions and role of institutions providing public relations services and how these influence the audience and decision making.	1	2	3	4	5
43. I know how and where to communicate appreciation or complaints.	1	2	3	4	5

44. I know what plagiarism is.	1	2	3	4	5
45. I can quote other authors while researching and writing a paper.	1	2	3	4	5

46. Having read the statements in the previous part of the questionnaire and chosen your replies, do you consider yourself a media and information literate individual? YES
NO

47. Considering all the elements media and information literacy consists of, to what extent do you think you have developed it at school (circle a number from 1 to 5, where 1 represents the lowest value and 5 the highest value)? 1 2 3 4 5

48. Considering all the elements media and information literacy consists of, to what extent do you think you have developed it through your English classes (circle a number from 1 to 5, where 1 represents the lowest value and 5 the highest value)?

1 2 3 4 5

49. In what ways have you developed your media and information literacy, i.e. the skills listed in the previous part of the questionnaire (multiple answers are possible)?

A. I am self-taught (experimenting, researching, asking around etc.)

B. at school

C. on a course

D. with a friend/family member

E. other (please write): _____

50. Please list the subjects that dealt with media and information literacy during your education and briefly describe in what way.

51. Do you sometimes deal with the same topics related to media and information literacy in different subjects at the same time? YES NO

52. If the answer to the previous question is YES, please provide an example.

53. Do you get assignments in your English classes for which media and information literacy is useful to you or through which you develop it? YES NO

54. Which of the tools listed below do your English teachers use in your classes (multiple choices are possible):

A. books

B. newspapers

C. radio

D. TV

E. smart phones/tablets/smart boards

F. computers (for basic activities such as listening to music, watching videos, PowerPoint presentations etc.

G. computers (for more advanced programs and activities)

H. Internet

55. How often do your English teachers cooperate with teachers of other subjects in order to include elements of media and information literacy?

56. What suggestions would you propose to your English teachers on how to incorporate the media and other information sources into their teaching? Why would that be useful?

Appendix 3: Teacher questionnaire⁵

UPITNIK

(Razvoj ključnih kompetencija u podučavanju engleskog jezika: Uloga medijske i informacijske pismenosti u kroskurikularnim temama)

Ovaj upitnik je anonimnog karaktera i sudjelovanje je dobrovoljno. Rezultati će biti korišteni isključivo u svrhu izrade ovog master rada. Upitnik sadrži 20 pitanja od čega je 14 pitanja u formi Likertove skale, 1 pitanje je pitanje višestrukog izbora, a 5 pitanja je otvorenog tipa. Učesnici se mole da na pitanja odgovaraju iskreno kako bi rezultati bili što vjerodostojniji i reprezentativniji.

Hvala na učešću i doprinosu!

Informacije o učesniku

Podaci o završenom visokom školovanju (stečeno zvanje, institucija na kojem je to zvanje stečeno):

Institucija u kojoj ste zaposleni:

Predmet koji predajete:

Dužina radnog staža:

Dob:

Spol:

⁵ This questionnaire was designed specifically for the purposes of this research. Even though the questionnaire was not based on another already existing one, most questions are based on the findings presented in *Report on Formal Media Education in Europe (Wp3)* (Hartai, 2014).

Pitanje	1 Uopće se ne slažem	2 Donekle se ne slažem	3 Niti se slažem niti se ne slažem	4 Donekle se slažem	5 U potpunosti se slažem
1. Razumijem značenje termina <i>medijska i informacijska pismenost</i> .	1	2	3	4	5
2. Smatram se medijski i informacijski pismenom osobom.	1	2	3	4	5
3. Smatram da je medijska i informacijska pismenost važna kompetencija u 21. stoljeću.	1	2	3	4	5
4. Kroz svoj predmet razvijam medijsku i informacijsku pismenost kod učenika.	1	2	3	4	5
5. Smatram se dovoljno sposobnim/sposobnom da razvijam medijsku i informacijsku pismenost kod svojih učenika.	1	2	3	4	5
6. Smatram da mi je potreban dodatni trening kako bih razvio/razvila svoju medijsku i informacijsku pismenost.	1	2	3	4	5
7. Smatram da mi je potreban dodatni trening kako bih znao/znala kako razvijati medijsku i informacijsku pismenost kod učenika kroz svoj predmet.	1	2	3	4	5
8. Sarađujem sa profesorima/profesoricama drugih predmeta u svrhu razvijanja medijske i informacijske pismenosti kod učenika.	1	2	3	4	5
9. Sarađujem sa profesorima/profesoricama Engleskog jezika u svrhu razvijanja medijske i informacijske pismenosti kod učenika (pitanje se ne odnosi na profesore/profesorice Engleskog jezika).	1	2	3	4	5
10. Smatram da mi obrazovni sistem Bosne i Hercegovine daje dovoljno prilika i podrške da razvijam medijsku i informacijsku pismenost kod svojih učenika.	1	2	3	4	5
11. Smatram da mi institucija u kojoj radim daje dovoljno prilika i podrške da razvijam medijsku i informacijsku pismenost kod svojih učenika.	1	2	3	4	5
12. Smatram da udžbenici koji su u ponudi i koje koristim sadrže dovoljno materijala koji potiče razvoj medijske i informacijske pismenosti.	1	2	3	4	5
13. Tokom obrazovanja sam razvio/razvila vlastitu medijsku i informacijsku pismenost.	1	2	3	4	5
14. Tokom studija sam se u sklopu formalnog	1	2	3	4	5

obrazovanja stekao/stekla vještine poticanja razvoja medijske i informacijske pismenosti kod učenika.					
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15. Naznačite koji alati/oprema Vam je dostupna u školi u kojoj radite i da li je koristite u nastavi. Zaokružite slovo pored onoga što Vam je dostupno, a stavite znak X pored ukoliko ga koristite u nastavi:

A. knjige

B. novine

C. radio

D. TV

E. pametne telefone/tablete/pametne ploče

F. kompjutere (za osnovne aktivnosti kao što je puštanje muzike, videa, powerpoint prezentacije i sl.)

G. kompjutere (za korištenje naprednijih programa i aplikacija)

H. Internet

16. Objasnite Vašu ulogu, kao i ulogu Vašeg predmeta u razvoju medijske i informacijske pismenosti kod učenika.

17. Molim ukratko navedite faktore koji Vas sprečavaju u razvijanju medijske i informacijske pismenosti i/ili koji Vam to otežavaju (bilo da su u pitanju vlastite kompetencije ili vanjski faktori):

18. Ukoliko imate neke pozitivne primjere iz prakse koji se tiču razvoja medijske i informacijske pismenosti, molim da ih kratko opišete.

19. Ukoliko imate pozitivne primjere saradnje sa profesorima/profesoricama engleskog jezika u svrhu razvoja medijske i informacijske pismenosti ili bilo kojih vještina povezanih sa ovom kompetencijom, molim da ih kratko opišete:

20. Koje prijedloge biste dali za poboljšanje procesa razvijanja medijske i informacijske pismenosti kod učenika u Bosni i Hercegovini?

Appendix 4: Interview Protocol⁶

Interview Consent Form

The title of the thesis: *Key competences development in English language teaching: The role of media and information literacy in cross-curricular themes*

Research investigator: Ena Kaćunović

Research Participants name:

The interview will take about 45 minutes to 1 hour. We don't anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above MA research.

Please read the following and then sign this form to certify that you approve the following:

- I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time.
- The interview will be recorded and a transcript will be produced.
- The transcript of the interview will be analysed by Ena Kaćunović as the research investigator.
- Access to the interview transcript will be limited to Ena Kaćunović.
- Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.
- The actual recording will be destroyed after a transcript is made.
- I am able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.
- This document has no legal validity.

Printed name:

Participant's signature:

Date:

Researcher's Signature:

Date:

⁶ The questions were not based on an already existing interview, but were created for the purposes of this research.

1. Please introduce yourself briefly.
2. What kind of skills do you think media and information literacy encompasses? How important is this competence in the 21st century?
3. What is your role in the development of media and information literacy in students? What is the role of English in it?
4. Please describe your experiences with the development of media and information literacy in students (if you had any opportunity to do that, in what way, how often, what made/makes it difficult/easy – time restrictions, the demands of the plans and programs, of the institution you work at, support, available materials, equipment, personal competence etc.).
5. Please describe experiences related to your cooperation with teachers of other subjects for the purpose of the development of media and information literacy in students or any skills that are related to this competence (give examples, describe what made it difficult or easy). You can also refer to any initiatives on the school level.
6. What suggestions would you like to propose for the improvement of the development of media and information literacy in students through teaching EFL and through the formal education in B&H (you may discuss your personal practices, as well as the broader picture)?
7. If you have any other comments that you consider important for this topic, please feel free to share them.

Appendix 5: Analysis of School Programs

VOCATIONAL SCHOOLS (three-year program)⁷

English language

Grade I (2 classes weekly, 70 classes yearly)

The program for the English language in 3-year vocational schools contains a description of various skills to be acquired through this subject as well as the aspects that teachers should pay attention to. Interdisciplinary approach in teaching EFL is highly recommended, even obligatory, since it is one of the aspects discussed in the guidelines. We will underline the fact that Computer science is one of the planned correlating subjects (Ministarstvo za obrazovanje, nauku i mlade Kantona Sarajevo – MONKS, 2016, p. 6), as well as a tool for communicating with peers from different cultures (MONKS, 2016, p. 6). In the section on learning to learn, information technology is seen as a tool for language learning (MONKS, 2016, p.7), while the use of modern technology is encouraged as a teaching tool (MONKS, 2016, p. 8). Students are supposed to do research and projects/presentations on topics discussed throughout the year (MONKS, 2016, p. 9), which also requires higher-level MIL competences, namely communicative abilities, if performed properly.

Grade II (2 classes weekly, 70 classes yearly) and **grade III** (2 classes weekly, 60 classes yearly)

In terms of MIL, the programs for grades II and III do not differ significantly from the one for grade I. The topics *technology and devices* (MONKS, 2016, p. 21) and *future and technology* (MONKS, 2016, p. 32) are added to the major topics to be discussed throughout the year, although they mostly encompass new vocabulary and basic phrases related to the topic.

⁷ MONKS (2016). *Nastavni plan i program: Srednja škola za stručno obrazovanje i obuku (trogodišnji program) – Engleski jezik*. Kanton Sarajevo.

Four-year program⁸

Grade I (2 classes weekly, 70 classes yearly)

In the reading comprehension section, one of the objectives is related to understanding relevant information in short news and simple newspaper articles (MONKS1, 2016, p. 5), where media are used simply as tools for learning the language. Otherwise, the program does not differ from those for grades II and III of the 3-year program in terms of MIL.

Grade II (2 classes weekly, 70 classes yearly)

Although very similar to the grade I program, this one incorporates discussions with a proper use of arguments in the speech section (MONKS1, 2016, p. 16). Also, one of the proposed topics is media (old and modern media, media and the youth) (MONKS1, 2016, p. 21).

Grade III (2 classes weekly, 70 classes yearly)

There are elements of MIL in the sections related to language skills. For example, in the listening comprehension section it is stated that students will be able to understand the majority of simple TV programs related to their interests, such as interviews, short news, and reports (MONKS1, 2016, p. 25). Also, the use of newspaper articles is mentioned since students will recognize main points of newspaper articles (MONKS1, 2016, p. 25). Students will have discussions using relevant arguments (MONKS1, 2016, p. 26). Although not straightforwardly connected to media, such discussions are useful for developing at least information literacy, because one needs to evaluate information in order to present them as arguments. The same refers to writing, where students will be able to write an essay in which they have to present clear arguments for and against (MONKS1, 2016, p. 26). One of the proposed topics to be analyzed in grade III is communication and technology (MONKS1, 2016, p. 31). All the other elements (e.g. learning to learn, correlation with other subjects, didactic and methodic recommendations) are the same as in the previously analyzed programs.

⁸ MONKS1 (2016). *Nastavni plan i program: Srednja škola za stručno obrazovanje i obuku (četverogodišnji program) – Engleski jezik*. Kanton Sarajevo.

Grade IV (2 classes weekly, 60 classes yearly)

There are no significant differences in terms of MIL in comparison to the grade III program. Instead of communication and technology, one of the proposed topics is consumerist society and advertisement (MONKS1, 2016, p. 42).

B/C/S⁹

Three-year program

Grade I (2 classes weekly, 70 classes yearly)

One of the segments planned to be included in B/C/S classes is a form of media literacy (*medijska kultura* – media culture), although it is not even a separate segment but it is related to linguistic expression (*jezičko izražavanje*). In addition to that, media literacy education in this program encompasses the old media (film, TV, theater, radio, and print media) and there is no mention of the new media (Ministarstvo za obrazovanje, nauku i mlade Kantona Sarajevo² – MONKS2, 2016, p. 4). It relates to the understanding of film/theater play/radio show/print media content and to the acquisition of the basic terminology of the old media. One of the main aims of B/C/S lessons is educating students so as to become creative and develop critical thinking, (MONKS2, 2016, p. 5). We should notice that a critical perception of the *new media* is not encompassed, although that is one of the crucial skills in today's society. The only encounter with the media mentioned in the plan is based on watching two films related to the obligatory reading (MONKS2, 2016, p. 12). The expected outcomes in this case are as follows: retelling the films, recognizing (un)acceptable behavior of the characters, and partial familiarization with expressive means used in films, theaters, and on TV shows (MONKS2, 2016, p. 12).

Grade II (2 classes weekly, 70 classes yearly)

There are only several activities vaguely related to MIL, for example watching films and retelling them, sharing their opinions through dialogues and monologues as well as relating them to the real world (MONKS2, 2016, p. 18). Such activities are broadly related to MIL, but we do not see more profound engagement with MIL-related topics.

⁹ MONKS2 (2016). *Nastavni plan i program: Srednja škola za stručno obrazovanje i obuku (trogodišnji program) – Predmet: Bosanski, hrvatski i srpski jezik i književnost*. Kanton Sarajevo.

Grade III (2 classes weekly, 60 classes yearly)

The focus is on film (understanding its complexity and expressive means, developing imagination and reflection skills etc.). Students are expected to at least be familiar with the main characteristics of different media, as well as to be able to list different types of magazines, films, theater shows, and radio and TV shows. They are expected to be able to distinguish between acceptable and unacceptable behavior in films. More complex expectations include the ability to compare various types of shows, to develop a critical approach to their analysis, and to develop a stronger interest in arts (MONKS2, 2016, p. 24). Although students are expected to be able to find and choose information, as well as to evaluate the quality and validity of information, there is no further explanation of the way in which it is or should be done.

In this document, teachers are advised to motivate students to do research and give presentations, to analyze TV and radio shows, as well as to take students to cinema and theater. Teachers are encouraged to play parts of films or theater shows related to obligatory reading (MONKS2, 2016, pp. 26-27)

Four-year program¹⁰

Media literacy (or culture, as named in this context) is one of the elements taught through B/C/S in this program as well. It focuses on the content of films, radio shows, theater plays, and of the print media, as well as on the terminology related to these media.

There are two objectives listed among the general objectives of the program that we will briefly comment on. The first objective is educating students so as to become free, creative, and cultural personalities of a critical mind and ennobled language and taste (Ministarstvo za obrazovanje, nauku i mlade Kantona Sarajevo³ – MONKS3, 2016) Since media and information literacy promotes all these values, it is important to incorporate it with the goal of developing them. The other objective is developing language, literary, and media culture that would help individuals affirm themselves as social beings able to live with others. This objective is quite significant in today's society

¹⁰ MONKS3 (2016). *Nastavni plan i program: Srednja škola za stručno obrazovanje i obuku (četverogodišnji program) – Predmet: Bosanski, hrvatski i srpski jezik i književnost*. Kanton Sarajevo.

in various aspects (e.g. in terms of basic communication, intercultural communication, peace education etc.). Although recognized as such, it is still questionable how well used its potential is.

Grade I (2 classes weekly, 70 classes yearly)

Section *Linguistic expression and media culture* in grade I is focused mainly on linguistic expression, while media are not mentioned (apart from obligatory reading). The program includes only one objective that is rather remotely related to media and information literacy: the ability to discuss and give arguments for one's opinions (MONKS3, 2016, p. 14). However, in order to be in line with MIL principles, the focus of the outcome should be on the process of finding and selecting valid arguments and of forming one's opinion.

Grade II (2 classes weekly, 70 classes yearly)

As in the case of the previously analyzed programs, there is no mention of media (except for print media, namely books and literary genres). Objectives that are at least remotely related to media and information literacy mostly focus on communication as such, as well as the ability to discuss certain topics and support one's opinions with valid arguments (MONKS3, 2016, p. 21).

Grade III (2 classes weekly, 70 classes yearly)

In grade III, there is only a vague mention of media. The program is focused mainly on conversation in different contexts, public speech, and reading specialized texts (MONKS3, 2016, p. 28). Manipulating different types of text is also mentioned (e.g. transforming a narrative into a drama).

Grade IV (2 classes weekly, 60 classes yearly)

In this four-year program, some form of media literacy is mentioned only in grade IV with the focus on films, radio, theater plays, and magazines. Therefore, only the old media is to be discussed. Aims and objectives encompass differentiating types of media, understanding films, recognizing important points of a film, understanding the complexity and potential of films, as well as providing one's own creative ideas

(MONKS3, 2016, p. 35). One of the objectives focuses on the ability of students to find, evaluate, and select information, but no further details regarding how that will be achieved are provided. Similarly to what was mentioned in the previously discussed programs, the ability to discuss and provide valid arguments, complaint, request, advertisement etc. is listed among the main goals and objectives (MONKS3, 2016, p. 35). We find some useful general guidelines within this program where research through collecting information is highly encouraged, as well as frequent opportunities for students to present. This is definitely a positive aspect of the plan, since individual student research guided by teachers provides numerous opportunities for learning. Another interesting aspect mentioned is the analysis of radio and TV shows through the processes of observation, taking notes, collecting information, finding information sources and other steps of such research. As in all of the lesson plans, visiting cinemas and theaters, as well as libraries is recommended (MONKS3, 2016, p. 36).

GYMNASIA

English language as the first foreign language – general program¹¹

Grade I, year 10 of studying (3 classes weekly, 105 classes yearly)

Among aims and objectives, elements of media and information literacy can be found in several groups, although in such cases MIL-related skills are mostly used as tools for achieving a language skill. For instance, in the listening comprehension section it is listed that students will be able to understand certain types of TV programs that are of interest to them (Ministarstvo za obrazovanje, nauku i mlade Kantona Sarajevo⁴ – MONKS4, 2016, p. 5). Further on, in the reading comprehension section it is stated that students will be able to identify relevant information in newspaper articles related to familiar topics (MONKS4, 2016, p. 5). In the speech section, one of the aims states that students will be able to retell the content of a book or a film, while another says that they will do presentations and projects (MONKS4, 2016, p. 6). Those aims are not directly related to MIL, but they do contain certain elements of it, therefore we mention it here. IT is briefly

¹¹ MONKS4 (2016). *Nastavni plan i program: Gimnazija (opći program) – Predmet: Engleski jezik (I strani jezik)*. Kanton Sarajevo.

mentioned among correlated subjects, but only as a tool for communicating with people from other cultures (MONKS4, 2016, p. 7). It is also listed in the learning to learn category, although quite vaguely (it is only stated that students will use IT to learn the language) (MONKS4, 2016, p. 7). The use of modern technology in English language classes is encouraged in general didactic and methodic recommendations, although again without further explanation. Also, visits to cinemas and theaters are recommended for all four grades (MONKS4, 2016, p. 7, p. 17, p. 28, p. 39).

Besides certain recommendations discussed above, media and information literacy is not mentioned in any other or more detailed manner in the program where other elements do contain more details. It is only listed among the main topics for all the grades (MONKS4, 2016, p. 11, p. 21, p. 32, p. 43).

Grade II, year 11 of studying (3 classes weekly, 105 classes yearly)

As it is the case in the grade I program, MIL-related elements vaguely permeate the language skills discussed in this one. In the listening comprehension section, it is stated that students will be able to understand simple TV programs and films with or without subtitles (MONKS4, 2016, p. 15). In the reading comprehension section, it is stated that students will be able to identify relevant information in texts, as well as conclusions and sentences containing arguments (MONKS4, 2016, p. 16). Again, IT is mentioned as a tool for communicating with people from other cultures in the section on correlation with other subjects (MONKS4, 2016, p. 17). The learning to learn section is not different than that for grade I.

Grade III, year 12 of studying (3 classes weekly, 105 classes yearly)

In the grade III program, there are elements of MIL competences, although still within the category of use. For instance, in the reading comprehension section, it is stated that students will be able to obtain information, ideas or opinions from specialized reference sources related to their interests (MONKS4, 2016, p. 26). This objective is on the borderline between use and critical understanding competences since finding specialized sources requires critical thinking. Also, the objectives in this section include understanding scientific articles, reports, TV shows and programs, documentaries,

interviews, and films in standard dialects (MONKS, 2016, pp. 15-16). Again, media are used as tools for learning the language, but the scope of media types is broader than in the previous grades. Besides, they now include scientific sources as well. There is an MIL-related element in the speech section that is within critical understanding competences and that is the ability to provide relevant arguments for and against in order to support or reject a certain idea/concept. Further on, in the writing section, we find an objective stating that students will be able to write clear and detailed texts while evaluating and synthesizing information from different sources, which is most certainly part of the critical understanding competences. Also, they will write a review of a film/book/theatre play and an essay with a very clear structure and relevant arguments. There is some progress in this case since the objectives are shifting towards creative processes that are based on critical thinking. In the correlation section, IT is mentioned again only as a tool for communicating with people from different cultures. It is also recommended that teachers of different subjects plan their lessons and interdisciplinary projects together, which could be a step towards progress in the field of MIL as well. The use of IT is again encouraged in the sections on learning to learn and didactic and methodical recommendations. Further on, media culture is one of the main recommended topics to be analyzed during the school year.

Grade IV, year 13 of studying (3 classes weekly, 90 classes yearly)

Media and information literacy is again not singled out as an important competence to be developed through English language education, although we can find elements of it in different sections of the program. In the listening comprehension section, it is stated that students will be able to understand the majority of certain TV programs such as interviews, short lectures and news. Therefore, media are only a tool for learning the language. The reading comprehension section contains objectives related to scientific articles and reports. In the reading comprehension section, there is a slight move towards the development of critical understanding competences, since scanning and searching for relevant information in various types of documents and newspaper articles is mentioned in the objectives. The speech and writing sections do not differ much from the sections in the previously analyzed programs. In the sections on correlation with other subjects and

on learning to learn, the use of IT is the same as in the programs for the previous grades. The use of modern technology is again encouraged in English classes. Media culture is one of the proposed topics, although details are not provided (MONKS4, 2016).

The English language programs¹² in secondary schools for grade III (4 classes weekly, 140 classes yearly) and grade IV (4 classes weekly, 120 classes yearly) do not differ significantly from the plans for the general program in terms of MIL. Therefore, the skills developed are mostly related to the use of technology and media as tools for the improvement of the linguistic skills and to the critical understanding competences (mostly referring to the evaluation of information and information sources) (MONKS5, 2016).

B/C/S¹³

According to the introductory part to the programs for gymnasiums, B/C/S teachers are obliged to complete 70-75% of the content, while they can use the rest of the time more flexibly (MONKS6, 2016, p. 2). Therefore, in theory, some time could be dedicated to the development of MIL, if that is recognized as an important topic.

Grade I (4 classes weekly, 140 classes yearly)

In the language sections, one of the outcomes states that students will be able to support their attitudes with arguments (MONKS6, 2016, p. 4). In the literature section, we find that students will develop the ability to infer on the basis of relevant arguments (MONKS6, 2016, p. 5). Unlike in the plans for vocational schools, media culture is not mentioned as one of the major segments.

¹² MONKS5 (2016). *Nastavni plan i program: Gimnazija (jezičko izborno područje) – Predmet: Engleski jezik (I strani jezik)*.

¹³ MONKS6 (2016). *Nastavni plan i program: Gimnazija – Predmet: Bosanski, hrvatski i srpski jezik i književnost*. Kanton Sarajevo.

Grade II (4 classes weekly, 140 classes yearly)

In terms of MIL, the grade II program does not differ significantly from the one for grade I. An outcome partly related to MIL competences refers to the analysis of texts – identifying important information (MONKS6, 2016, p. 10).

Grade III (3 classes weekly, 105 classes yearly)

The program for grade III also does not contain many elements of MIL-related competences. In the literature section, it is planned for students to get familiarized with the basics of film and theater, as well as with the process of film-making and theater play creation (MONKS6, 2016, p. 16). Among the outcomes, we find that students will create their own texts for films/theater plays (MONKS6, 2016, p. 16). Therefore, there is a mention of certain media, but since students will not create their own films, we cannot conclude that they will develop their MIL skills through these tasks. However, there is a shift towards the development of MIL, since students will be encouraged to do individual research and create multimedia presentations (MONKS6, 2016, p. 18). In the same section, it is recommended that teachers discuss media culture and the influence of media on the creation of reality (MONKS6, 2016, p. 18), although there are no further details provided. Hence, it all depends on the willingness of individual teachers to incorporate such topics into their classes.

Grade III (5 classes weekly, 175 classes yearly) – language program

In terms of MIL, the language program is very similar to the general one for grade III. In the section on literature, however, we find an outcome stating that students will be able to differentiate among the influences of public, commercial, and non-profitable media on one's personal attitudes and values (MONKS6, 2016, p. 21), which is in the category of the critical understanding competences. In the section on linguistic expression, one of the outcomes says that students will summarize gathered information and create a new text without plagiarizing (MONKS6, 2016, p. 22), which is already in the domain of communicative abilities, since students are supposed to create certain content. Another task planned for students is writing film/theater play/literary reviews (MONKS6, 2016, p. 22), which is on the borderline between critical understanding competences and

communicative abilities. Other MIL-related elements are the same as those for the general program.

Grade IV (3 classes weekly, 90 classes yearly) – general program

There are not many significant differences in terms of MIL in comparison to grade III of the general program. A new MIL-related element is in the literature section and it refers to the ability to differentiate between attitudes and facts in a text being interpreted (MONKS6, 2016, p. 25), which is part of the critical understanding competences. Plagiarism is mentioned in this program as well (MONKS6, 2016, p. 25), as it is in the one for grade III of the language program. Also, one of the recommendations is to enrich B/C/S classes with the analysis of media (MONKS6, 2016, p. 27). Media education here is, therefore, seen as an addition, not an obligatory element and no further instructions are provided.

Grade IV (5 classes weekly, 150 classes yearly) – language program

Providing arguments to support one's claims is mentioned throughout programs, but in this one we find a new element which states that students should use verified information gathered from a number of different sources (MONKS6, 2016, p. 30). Furthermore, students should be able to prepare and select key arguments in accordance with the purpose, topic, and audience (MONKS6, 2016, p. 30), which also belongs to both critical understanding competences and communicative abilities. Further in the language section, we find a number of MIL-related elements. For instance, several outcomes refer to the following: analyzing and explaining the language of media and how trends are created, critically evaluating the content of media messages, as well as the influence of different types of popular commercial culture, such as videogames, soap operas, magazines, newspapers, advertisement (MONKS6, 2016, p. 30). This is the most straightforward instance of the development of MIL skills through B/C/S language teaching mentioned in the gymnasium programs. Although we still do not find many examples of the development of communicative abilities, critical understanding skills are definitely present. It is still questionable how many classes are planned for such topics and whether

they permeate other topics as well. In the literature section, we also find a new example of MIL-related elements, namely students should differentiate between primary and secondary sources of information (MONKS6, 2016, p. 32). Other elements are quite similar to those mentioned in the general program for grade IV.

Computer science¹⁴

The general goals of the Computer science program for gymnasiums encompass a number of MIL competences that range from the basic use of technology to communicative abilities. For instance, the program should enable students to use technology for the purpose of solving problems, to communicate via media, to collect, organize, and analyze data and synthesize information (MONKS7, 2016, p. 4), which is in the domain of use, and to critically evaluate collected information and form conclusions on the basis of collected information (MONKS7, 2016, p. 4), which is in the domain of the critical understanding competences. Furthermore, one of the recommendation states that students will differentiate and integrate the real and virtual worlds and critically evaluate media content (MONKS7, 2016, p. 4). A very positive aspect of the program is that it first contains a table with key competences for IT to be developed in students (MONKS7, 2016, pp. 6-8), as proposed in the common core curricula (APOS0, 2014). The key competences encompass language and communication competence, mathematical literacy, IT literacy, social and citizenship competence, and creative and productive competence. We will underline the importance of the final three competences in this context. IT literacy section does not differ from the one in the *Common Core Curricula for Foreign Languages* (APOS0, 2014, p.17), which was already discussed.

Citizenship Education¹⁵

We find some elements of MIL among the general goals of the program, for example developing critical thinking and the ability to gather and evaluate information. Also, students should acquire skills necessary for becoming active citizens of their society

¹⁴ MONKS7 (2016). *Nastavni plan i program: Gimnazija – Predmet: Informatika*. Kanton Sarajevo.

¹⁵ MONKS8 (2016). *Nastavni plan i program: Gimnazija – Predmet: Građansko obrazovanje/ Demokratija i ljudska prava*. Kanton Sarajevo.

(MONKS8, 2016, p. 4). Other important aims listed are related to gathering information on current public issues, as well as the development of the ability to defend one's attitudes (MONKS8, 2016, p. 5). Among MIL-related topics, freedom of expression and the role of media in democracy are the most prominent (MONKS8, 2016, p. 7). Therefore, students are supposed to deal with the role, characteristics, and functions of media. Additionally, we have to underline the project that is planned to be the final result of the course. It involves thorough research, preparation of arguments, finding and presenting possible solutions for an issue students choose to address (MONKS8, 2016, pp. 11-12). Citizenship Education offers opportunities for the development of MIL on different levels – understanding the roles and functions of media, general critical thinking, active involvement in the local community, and finally the process of research and of finding solutions for current issues in the local context. However, it is questionable how well used such potential is, since, as we will see later, not many respondents list Citizenship Education as a subject that offered quality MIL education to them.

Appendix 6: Students' Responses

1. List all the media you are familiar with:

27 participants or 64,3% listed TV. 27 participants also listed radio. 25 participants or 59,5% listed the Internet. 18 participants or 42,8% listed newspapers while 3 participants or 7,1% listed print media, 3 listed books, and 2 or 4,8% listed magazines (therefore, more than 50% listed some form of print media). 6 participants or 14,3% listed nothing. 2 participants or 4,8% listed flyers and billboards and, interestingly, those are students of High School of Graphics Technology and Multimedia Technology. 4 participants or 9,5% listed smart phones/phones. 2 participants (4,8%) listed computers. 1 participant (2,4%) listed tablets. Therefore, some students do not even understand the difference between media and tools/equipment for accessing media. Several participants listed pages such as Klix, Radio Sarajevo, Bosnia Times, Avaz, Oslobođenje, Sportske novine etc., which means that the question might have been slightly confusing. Perhaps *types of media* would be a more precise term. As expected, a high number of the participants listed the Internet and TV, but surprisingly more participants listed radio than the Internet. Also, surprisingly, print media are high on the list. We can conclude, therefore, that some types of media are traditionally assigned the label of media even though participants might not use them as frequently as modern media.

Question 2: Do you understand what it means to be media and information literate?

Response	Grade I		Grade II		Grade III		Total male	Total female	Total
	Male	Female	Male	Female	Male	Female			
YES	5 (11,9%)	6 (14,3%)	3 (7,1%)	2 (4,8%)	10 (23,8%)	14 (33,3%)	18 (42,9%)	22 (52,4%)	40 (95,2%)
NO	/	/	/	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group Total:	YES: 11 (26,2%)		YES: 5 (11,9%)		YES: 24 (57,1%)				
	NO: /		NO: 1 (2,4%)		NO: 1 (2,4%)				

Question 3: Do you consider yourself a media and information literate individual?

Response	Grade I		Grade II		Grade III		Total male	Total female	Total
	Male	Female	Male	Female	Male	Female			
YES	5 (11,9%)	6 (14,3%)	3 (7,1%)	2 (4,8%)	10 (23,8%)	14 (33,3%)	18 (42,9%)	22 (52,4%)	40 (95,2%)
NO	/	/	/	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group Total:	YES: 11 (26,2%)		YES: 5 (11,9%)		YES: 24 (57,1%)				
			NO: 1 (2,4%)		NO: 1 (2,4%)				

Question 4: Media and information providers are necessary in a society.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	2 (4,8%)	3 (7,1%)	/	6 (14,3%)	3 (7,1%)	9 (21,4%)	5 (11,9%)	14 (33,3%)
4	4 (9,5%)	3 (7,1%)	/	3 (7,1%)	4 (9,5%)	8 (19%)	8 (19%)	14 (33,3%)	22 (52,4%)
3	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
2	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
1	1 (2,4%)	1 (2,4%)	/	/	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)
Group total:							Average value: 4		
5	2 (4,8%)		3 (7,1%)		9 (21,4%)				
4	7 (16,7%)		3 (7,1%)		12 (28,6%)				
3	/		/		2 (4,8%)				
2	/		/		1 (2,4%)				
1	2 (4,8%)		/		1 (2,4%)				

Question 5: The role and function of media and information providers in society is:

A. to inform

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	5 (11,9%)	4 (9,5%)	3 (7,1%)	2 (4,8%)	10 (23,8%)	11 (26,2%)	18 (42,9%)	17 (40,5%)	35 (83,3%)
4	/	2 (4,8%)	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	5 (11,9%)	6 (14,3%)
3	/	/	/	/	/	/	/	/	/
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
Group total:							Average value: 4.8		
5	9 (21,4%)		5 (11,9%)		21 (50%)				
4	2 (4,8%)		1 (2,4%)		3 (7,1%)				
3	/		/		/				
2	/		/		/				
1	/		/		1 (2,4%)				

B. to teach/help us learn

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	5 (11,9%)	2 (4,8%)	1 (2,4%)	3 (7,1%)	7 (16,7%)	7 (16,7%)	13 (30,9%)	20 (47,6%)
4	3(7,1%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	4 (9,5%)	4 (9,5%)	8 (19%)	6 (14,3%)	14 (33,3%)
3	/	/	/	1 (2,4%)	4 (9,5%)	/	4 (9,5%)	1 (2,4%)	5 (11,9%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
Group total:							Average value: 4.1		
5	7 (16,7%)		3 (7,1%)		10 (23,8%)				
4	4 (9,5%)		2 (4,8%)		8 (19%)				
3	/		1 (2,4%)		4 (9,5%)				
2	/		/		/				
1	/		/		1 (2,4%)				

C. to influence

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	3 (7,1%)	1 (2,4%)	1 (2,4%)	4 (9,5%)	6 (14,3%)	5 (11,9%)	10 (23,8%)	15 (35,7%)
4	4 (9,5%)	3 (7,1%)	2 (4,8%)		5 (11,9%)	5 (11,9%)	11 (26,2%)	8 (19%)	19 (45,2%)
3	1 (2,4%)	/	/	2 (4,8%)	2 (4,8%)	2 (4,8%)	3 (7,1%)	4 (9,5%)	7 (16,7%)
2	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.1		
5	3 (7,1%)		2 (4,8%)		10 (23,8%)				
4	7 (16,7%)		2 (4,8%)		10 (23,8%)				
3	1 (2,4%)		2 (4,8%)		4 (9,5%)				
2	/		/		1 (2,4%)				
1	/		/		/				

D. to entertain

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	4 (9,5%)	3 (7,1%)	1 (2,4%)	3(7,1%)	6 (14,3%)	8 (19%)	11 (26,2%)	19 (45,2%)
4	3 (7,1%)	2 (4,8%)		2 (4,8%)	3(7,1%)	5 (11,9%)	6 (14,3%)	9 (21,4%)	15(35,7%)
3	/	/	/	/	1 (2,4%)	2 (4,8%)	1 (2,4%)	2 (4,8%)	3(7,1%)
2	/	/	/	/	3(7,1%)	/	3 (7,1%)	/	3 (7,1%)
1	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group total:							Average value: 4.1		
5	6 (14,3%)		4 (9,5%)		9 (21,4%)				
4	5 (11,9%)		2 (4,8%)		8 (19%)				
3	/		/		3 (7,1%)				
2	/		/		3 (7,1%)				
1	/		/		2 (4,8%)				

Question 6: The work of media and information providers can and should be monitored.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	5 (11,9%)	2 (4,8%)	1 (2,4%)	8 (19%)	7 (16,7%)	14 (33,3%)	13 (31%)	27 (64,3%)
4	/	1 (2,4%)	/	2 (4,8%)	3 (7,1%)	4 (9,5%)	3 (7,1%)	7 (16,7%)	10 (23,8%)
3	1 (2,4%)	/	1 (2,4%)	/	/	1 (2,4%)	2 (4,8%)	1 (2,4%)	3(7,1%)
2	/	/	/	/	/	2 (4,8%)	/	2 (4,8%)	2 (4,8%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.4		
5	9 (21,4%)		3 (7,1%)		15 (35,7%)				
4	1 (2,4%)		2 (4,8%)		7 (16,7%)				
3	1 (2,4%)		1 (2,4%)		1 (2,4%)				
2	/		/		2 (4,8%)				
1	/		/		/				

Question 7: Media content and information have impact on me.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	2 (4,8%)	1 (2,4%)	/	1 (2,4%)	3 (7,1%)	3 (7,1%)	5 (11,9%)	8 (19%)
4	2 (4,8%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	5 (11,9%)	2 (4,8%)	9 (21,4%)	4 (9,5%)	13 (31%)
3	1 (2,4%)	3 (7,1%)	/	2 (4,8%)	/	5 (11,9%)	1 (2,4%)	10 (23,8%)	11 (26,2%)
2	1 (2,4%)	/	/	/	2 (4,8%)	/	3 (7,1%)	/	3(7,1%)
1	/	/	/	/	3(7,1%)	4 (9,5%)	3(7,1%)	4 (9,5%)	7 (16,7%)
Group total:							Average value: 3.3		
5	3 (7,1%)		1 (2,4%)		4 (9,5%)				
4	3 (7,1%)		3 (7,1%)		7 (16,7%)				
3	4 (9,5%)		2 (4,8%)		5 (11,9%)				
2	1 (2,4%)		/		2 (4,8%)				
1	/		/		7 (16,7%)				

Question 8: I can identify and differentiate who owns and creates information and media content.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3 (7,1%)	1 (2,4%)	2 (4,8%)	/	5 (11,9%)	1 (2,4%)	10 (23,8%)	2 (4,8%)	12 (28,6%)
4	1 (2,4%)	3 (7,1%)	/	2 (4,8%)	3 (7,1%)	7 (16,7%)	4 (9,5%)	12 (28,6%)	16 (38,1%)
3	1 (2,4%)	2 (4,8%)	1 (2,4%)	1 (2,4%)	3 (7,1%)	5 (11,9%)	5 (11,9%)	8 (19%)	13 (30,9%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
Group total:							Average value:		
5	4 (9,5%)		2 (4,8%)		6 (14,3%)		3.9		
4	4 (9,5%)		2 (4,8%)		10 (23,8%)				
3	3 (7,1%)		2 (4,8%)		8 (19%)				
2	/		/		/				
1	/		/		1 (2,4%)				

Question 9: I understand authorship and rights of authors.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	5 (11,9%)	4 (9,5%)	2 (4,8%)	2 (4,8%)	9 (21,4%)	11 (26,2%)	16 (38,1%)	17 (40,5%)	33 (78,6%)
4	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
3	/	2 (4,8%)	1 (2,4%)	1 (2,4%)	/	/	1 (2,4%)	3 (7,1%)	4 (9,5%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	1 (2,4%)	2 (4,8%)	1 (2,4%)	2 (4,8%)	3 (7,1%)
Group total:							Average value:		
5	9 (21,4%)		4 (9,5%)		20 (47,6%)		4.5		
4	/		/		2 (4,8%)				
3	2 (4,8%)		2 (4,8%)		/				
2	/		/		/				
1	/		/		3 (7,1%)				

Question 10: I understand that audiences/users interpret information and media content in different ways.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	3 (7,1%)	1 (2,4%)	3 (7,1%)	8 (19%)	13 (31%)	13 (31%)	19 (45,2%)	32 (76,2%)
4	1 (2,4%)	2 (4,8%)	1 (2,4%)	/	2 (4,8%)	/	4 (9,5%)	2 (4,8%)	6 (14,3%)
3	/	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	3 (7,1%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
Group total:							Average value: 4.6		
5	7 (16,7%)		4 (9,5%)		21 (50%)				
4	3 (7,1%)		1 (2,4%)		2 (4,8%)				
3	1 (2,4%)		1 (2,4%)		1 (2,4%)				
2	/		/		/				
1	/		/		1 (2,4%)				

Question 11: I know that there are various viewpoints in any information and media content.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	5 (11,9%)	3 (7,1%)	2 (4,8%)	2 (4,8%)	6 (14,3%)	10 (23,8%)	13 (31%)	15 (35,7%)	28 (66,7%)
4	/	3 (7,1%)	1 (2,4%)	1 (2,4%)	3 (7,1%)	1 (2,4%)	4 (9,5%)	5 (11,9%)	9 (21,4%)
3	/	/	/	/	2(4,8%)	2 (4,8%)	2 (4,8%)	2 (4,8%)	4 (9,5%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
Group total:							Average value: 4.5		
5	8 (19%)		4 (9,5%)		16 (38,1%)				
4	3 (7,1%)		2 (4,8%)		4 (9,5%)				
3	/		/		4 (9,5%)				
2	/		/		/				
1	/		/		1 (2,4%)				

Question 12: I understand the importance of advertisement in media and information providers.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	3 (7,1%)	1 (2,4%)	2 (4,8%)	6 (14,3%)	8 (19%)	11 (26,2%)	13 (31%)	24 (57,1%)
4	1 (2,4%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	4 (9,5%)	4 (9,5%)	7 (16,7%)	6 (14,3%)	13 (31%)
3	/	1 (2,4%)	/	/	/	1 (2,4%)	/	2 (4,8%)	2 (4,8%)
2	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.2		
5	7 (16,7%)		3 (7,1%)		14 (33,3%)				
4	2 (4,8%)		3 (7,1%)		8 (19%)				
3	1 (2,4%)		/		1 (2,4%)				
2	1 (2,4%)		/		2				
1	/		/		/				

Question 13: I assess information and media content, and media and information providers (television, websites etc.).

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	3 (7,1%)	/	2 (4,8%)	5 (11,9%)	3 (7,1%)	7 (16,7%)	8 (19%)	15 (35,7%)
4	1 (2,4%)	2 (4,8%)	2 (4,8%)	1 (2,4%)	3 (7,1%)	7 (16,7%)	6 (14,3%)	10 (23,8%)	16 (38,1%)
3	2 (4,8%)	/	/	/	2 (4,8%)	2 (4,8%)	4 (9,5%)	2 (4,8%)	6 (14,3%)
2	/	1 (2,4%)	/	/	/	1 (2,4%)	/	2 (4,8%)	2 (4,8%)
1	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	3 (7,1%)
Group total:							Average value: 3.8		
5	5 (11,9%)		2 (4,8%)		8 (19%)				
4	3(7,1%)		3 (7,1%)		10 (23,8%)				
3	2 (4,8%)		/		4 (9,5%)				
2	1 (2,4%)		/		1 (2,4%)				
1	/		1 (2,4%)		2 (4,8%)				

Question 14: I can define assessment criteria for information and media content retrieved and information sources.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	3 (7,1%)	4 (9,5%)	4 (9,5%)	6 (14,3%)	10 (23,8%)
4	2 (4,8%)	3 (7,1%)	1 (2,4%)	1 (2,4%)	5 (11,9%)	4 (9,5%)	8 (19%)	8 (19%)	16 (38,1%)
3	2(4,8%)	2 (4,8%)	1 (2,4%)	1 (2,4%)	3 (7,1%)	5 (11,9%)	6 (14,3%)	8 (19%)	14 (33,3%)
2	/	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 3.8		
5	2 (4,8%)		1 (2,4%)		7 (16,7%)				
4	5(11,9%)		2(4,8%)		9 (21,4%)				
3	4 (9,5%)		2 (4,8%)		8 (19%)				
2	/		1 (2,4%)		1 (2,4%)				
1	/		/		/				

Question 15: The criteria I take into consideration while assessing media content and information are:

A. purpose (e.g. to entertain, to inform)

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3(7,1%)	4 (9,5%)	2 (4,8%)	2 (4,8%)	7 (16,7%)	9 (21,4%)	12 (28,6%)	15 (35,7%)	27 (64,3%)
4	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	2 (4,8%)	4 (9,5%)	3 (7,1%)	7 (16,7%)
3	1 (2,4%)	2 (4,8%)	/	/	1 (2,4%)	2 (4,8%)	2 (4,8%)	4 (9,5%)	6 (14,3%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group total:							Average value: 4.4		
5	7 (16,7%)		4 (9,5%)		16 (38,1%)				
4	1 (2,4%)		2 (4,8%)		4 (9,5%)				
3	3 (7,1%)		/		3 (7,1%)				
2	/		/		/				
1	/		/		2 (4,8%)				

B. intended audience

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	3 (7,1%)	/	2 (4,8%)	2 (4,8%)	6 (14,3%)	4 (9,5%)	11 (26,2%)	15 (35,7%)
4	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	6 (14,3%)	3 (7,1%)	7 (16,7%)	5 (11,9%)	12 (28,6%)
3	2 (4,8%)	2 (4,8%)	1 (2,4%)	/	2 (4,8%)	3 (7,1%)	5 (11,9%)	5 (11,9%)	10 (23,8%)
2	1 (2,4%)	/	/	/	1 (2,4%)	2 (4,8%)	2 (4,8%)	2 (4,8%)	4 (9,5%)
1	/	/	1 (2,4%)	/	/	/	1 (2,4%)	/	1 (2,4%)
Group total:							Average value: 3.9		
5	5 (11,9%)		2 (4,8%)		8 (19%)				
4	1 (2,4%)		2 (4,8%)		9 (21,4%)				
3	4 (9,5%)		1 (2,4%)		5 (11,9%)				
2	1 (2,4%)		/		3(7,1%)				
1	/		1 (2,4%)		/				

C. author/source

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	4 (9,5%)	/	1 (2,4%)	3 (7,1%)	2 (4,8%)	5 (11,9%)	7 (16,7%)	12 (28,6%)
4	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	5 (11,9%)	4 (9,5%)	6 (14,3%)	6 (14,3%)	12 (28,6%)
3	2 (4,8%)	/	2 (4,8%)	/	1 (2,4%)	6 (14,3%)	5 (11,9%)	6 (14,3%)	11 (26,2%)
2	/	/	/	1 (2,4%)	/	/	/	1 (2,4%)	1 (2,4%)
1	/	1 (2,4%)	1 (2,4%)	/	/	2 (4,8%)	1 (2,4%)	3 (7,1%)	4 (9,5%)
Group total:							Average value: 3.6		
5	6 (14,3%)		1 (2,4%)		5 (11,9%)				
4	2 (4,8%)		1 (2,4%)		9 (21,4%)				
3	2 (4,8%)		2 (4,8%)		7 (16,7%)				
2	/		1 (2,4%)		/				
1	1 (2,4%)		1 (2,4%)		2 (4,8%)				

D. credibility

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	5 (11,9%)	2 (4,8%)	1 (2,4%)	4 (9,5%)	7 (16,7%)	8 (19%)	13 (31%)	21 (50%)
4	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	4 (9,5%)	3 (7,1%)	6 (14,3%)	4 (9,5%)	10 (23,8%)
3	2 (4,8%)	/	/	1 (2,4%)	2 (4,8%)	3 (7,1%)	4 (9,5%)	4 (9,5%)	8 (19%)
2	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
1	/	1 (2,4%)	/	/	/	/	1 (2,4%)	/	1 (2,4%)
Group total:							Average value: 4.1		
5	7 (16,7%)		3 (7,1%)		11 (26,2%)				
4	1 (2,4%)		2 (4,8%)		7 (16,7%)				
3	2 (4,8%)		1 (2,4%)		5 (11,9%)				
2	/		/		2 (4,8%)				
1	1 (2,4%)		/		/				

E. relevance

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3 (7,1%)	1 (2,4%)	3 (7,1%)	2 (4,8%)	5 (11,9%)	7 (16,7%)	11 (26,2%)	10 (23,8%)	21 (50%)
4	1 (2,4%)	4 (9,5%)	/	/	3 (7,1%)	5 (11,9%)	4 (9,5%)	9 (21,4%)	13 (31%)
3	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	3 (7,1%)	1 (2,4%)	4 (9,5%)	3 (7,1%)	7 (16,7%)
2	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.3		
5	4 (9,5%)		5 (11,9%)		12 (28,6%)				
4	5 (11,9%)		/		8 (19%)				
3	2 (4,8%)		1 (2,4%)		4 (9,5%)				
2	/		/		1 (2,4%)				
1	/		/		/				

F. currency

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	/	1 (2,4%)	2 (4,8%)	6 (14,3%)	8 (19%)	9 (21,4%)	10 (23,8%)	19 (45,2%)
4	2 (4,8%)	6 (14,3%)	2 (4,8%)	1 (2,4%)	3 (7,1%)	1 (2,4%)	7 (16,7%)	8 (19%)	15 (35,7%)
3	/	/	/	/	1 (2,4%)	5 (11,9%)	1 (2,4%)	5 (11,9%)	6 (14,3%)
2	1 (2,4%)	/	/	/	1 (2,4%)	/	2 (4,8%)	/	2 (4,8%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.2		
5	2 (4,8%)		3 (7,1%)		14 (33,3%)				
4	8 (19%)		3 (7,1%)		4 (9,5%)				
3	/		/		6 (14,3%)				
2	1 (2,4%)		/		1 (2,4%)				
1	/		/		/				

G. reliability

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	4 (9,5%)	2 (4,8%)	3 (7,1%)	8 (19%)	8 (19%)	14 (33,3%)	15 (35,7%)	29 (69%)
4	/	1 (2,4%)	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	3 (7,1%)	2(4,8%)	5(11,9%)
3	1 (2,4%)	/	/	/	/	4	1 (2,4%)	4 (9,5%)	5 (11,9%)
2	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.4		
5	8 (19%)		5 (11,9%)		16 (38,1%)				
4	1(2,4%)		1 (2,4%)		3 (7,1%)				
3	1 (2,4%)		/		4 (9,5%)				
2	1 (2,4%)		/		2 (4,8%)				
1	/		/		/				

H. completeness

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	1 (2,4%)	3 (7,1%)	2 (4,8%)	5 (11,9%)	5 (11,9%)	12 (28,6%)	8 (19%)	20 (47,6%)
4	/	3 (7,1%)	/	1 (2,4%)	4(9,5%)	4 (9,5%)	4 (9,5%)	8 (19%)	12 (28,6%)
3	1 (2,4%)	1 (2,4%)	/	/	1 (2,4%)	3 (7,1%)	2 (4,8%)	4 (9,5%)	6 (14,3%)
2	/	1 (2,4%)	/	/	/	2(4,8%)	/	3 (7,1%)	3 (7,1%)
1	/	/	/	/	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)
Group total:							Average value: 4.1		
5	5 (11,9%)		5 (11,9%)		10 (23,8%)				
4	3 (7,1%)		1 (2,4%)		8 (19%)				
3	2 (4,8%)		/		4 (9,5%)				
2	1 (2,4%)		/		2 (4,8%)				
1	/		/		1 (2,4%)				

I. accuracy

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	5 (11,9%)	3 (7,1%)	1 (2,4%)	3 (7,1%)	8 (19%)	10 (23,8%)	14 (33,3%)	16 (38,1%)	30 (71,4%)
4	/	1 (2,4%)	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	3 (7,1%)	2 (4,8%)	5 (11,9%)
3	/	2 (4,8%)	/	/	/	2 (4,8%)	/	4 (9,5%)	4 (9,5%)
2	/	/	/	/	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)
1	/	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group total:							Average value: 4.4		
5	8 (19%)		4 (9,5%)		18 (42,9%)				
4	1 (2,4%)		1 (2,4%)		3 (7,1%)				
3	2 (4,8%)		/		2 (4,8%)				
2	/		/		1 (2,4%)				
1	/		1 (2,4%)		1 (2,4%)				

Question 16: I can select and summarize main elements such as ideas, keywords, concepts, messages and themes from retrieved information and media content.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	3 (7,1%)	1(2,4%)	/	7 (16,7%)	5 (11,9%)	12 (28,6%)	8 (19%)	20 (47,6%)
4	1 (2,4%)	2 (4,8%)	1 (2,4%)	2 (4,8%)	2 (4,8%)	7 (16,7%)	4 (9,5%)	11 (26,2%)	15 (35,7%)
3	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	3 (7,1%)	3 (7,1%)	6 (14,3%)
2	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.3		
5	7 (16,7%)		1 (2,4%)		12 (28,6%)				
4	3 (7,1%)		3 (7,1%)		9 (21,4%)				
3	1 (2,4%)		2 (4,8%)		3 (7,1%)				
2	/		/		1(2,4%)				
1	/		/		/				

Question 17: I can identify and verify additional information sources, methods and search strategies using diverse tools.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3 (7,1%)	3 (7,1%)	1 (2,4%)	1 (2,4%)	5 (11,9%)	4 (9,5%)	9 (21,4%)	8 (19%)	17 (40,5%)
4	1 (2,4%)	3 (7,1%)	/	/	3 (7,1%)	6 (14,3%)	4 (9,5%)	9 (21,4%)	13 (31%)
3	1 (2,4%)	/	1 (2,4%)	2 (4,8%)	3 (7,1%)	3 (7,1%)	5 (11,9%)	5 (11,9%)	10 (23,8%)
2	/	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.1		
5	6 (14,3%)		2 (4,8%)		9 (21,4%)				
4	4 (9,5%)		/		9 (21,4%)				
3	1 (2,4%)		3 (7,1%)		6 (14,3%)				
2	/		1 (2,4%)		1 (2,4%)				
1	/		/		/				

Question 18: I compare information from different media and information sources.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	3 (7,1%)	/	1 (2,4%)	5 (11,9%)	11 (26,2%)	6 (14,3%)	15 (35,7%)	21 (50%)
4	3 (7,1%)	1 (2,4%)	/	2 (4,8%)	6 (14,3%)	1 (2,4%)	9	4 (9,5%)	13 (31%)
3	/	1 (2,4%)	1 (2,4%)	/	/		1 (2,4%)	1 (2,4%)	2 (4,8%)
2	/	/	2 (4,8%)	/	/	2 (4,8%)	2 (4,8%)	2 (4,8%)	4 (9,5%)
1	1 (2,4%)	1 (2,4%)	/	/	/	/	1(2,4%)	1 (2,4%)	2 (4,8%)
Group total:							Average value: 4.1		
5	4 (9,5%)		1 (2,4%)		16 (38,1%)				
4	4 (9,5%)		2 (4,8%)		7 (16,7%)				
3	1 (2,4%)		1 (2,4%)		/				
2	/		2 (4,8%)		2 (4,8%)				
1	2 (4,8%)		/		/				

Question 19: I draw conclusions from information and media content gathered using various techniques and I consequently make a judgment that I can give arguments for.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	3 (7,1%)	/	2 (4,8%)	7 (16,7%)	5 (11,9%)	9 (21,4%)	10 (23,8%)	19 (45,2%)
4	2 (4,8%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	6 (14,3%)	5 (11,9%)	8 (19%)	13 (31%)
3	/	1 (2,4%)	/	/	2 (4,8%)	1 (2,4%)	2 (4,8%)	2(4,8%)	4 (9,5%)
2	/	1 (2,4%)	2 (4,8%)	/	/	1 (2,4%)	2 (4,8%)	2 (4,8%)	4 (9,5%)
1	1 (2,4%)	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group total:							Average value: 4		
5	5 (11,9%)		2 (4,8%)		12 (28,6%)				
4	3 (7,1%)		2 (4,8%)		8 (19%)				
3	1 (2,4%)		/		3 (7,1%)				
2	1 (2,4%)		2 (4,8%)		1 (2,4%)				
1	1 (2,4%)		/		1 (2,4%)				

Question 20: I do research systematically: I take notes, group and organize information and media content, and I store it for further use.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	1 (2,4%)	1 (2,4%)	/	/	3 (7,1%)	1 (2,4%)	4 (9,5%)	5 (11,9%)
4	1 (2,4%)	1 (2,4%)	/	/	2(4,8%)	7 (16,7%)	3 (7,1%)	8 (19%)	11 (26,2%)
3	2 (4,8%)	2 (4,8%)	2 (4,8%)	2 (4,8%)	4 (9,5%)	2(4,8%)	8 (19%)	6 (14,3%)	14 (33,3%)
2	/	2 (4,8%)	/	1 (2,4%)	2(4,8%)	1 (2,4%)	2 (4,8%)	4 (9,5%)	6 (14,3%)
1	2 (4,8%)	/	/	/	3 (7,1%)	1 (2,4%)	5 (11,9%)	1 (2,4%)	6 (14,3%)
Group total:							Average value: 3.1		
5	1 (2,4%)		1 (2,4%)		3 (7,1%)				
4	2 (4,8%)		/		9 (21,4%)				
3	4 (9,5%)		4 (9,5%)		6 (14,3%)				
2	2(4,8%)		1 (2,4%)		3 (7,1%)				
1	2 (4,8%)		/		4 (9,5%)				

Question 21: I translate information and media content from one format to another.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)
4	1 (2,4%)	2 (4,8%)	/	/	1 (2,4%)	4 (9,5%)	2 (4,8%)	6 (14,3%)	8 (19%)
3	2 (4,8%)	/	1 (2,4%)	2 (4,8%)	3 (7,1%)	4 (9,5%)	6 (14,3%)	6 (14,3%)	12 (28,6%)
2	2 (4,8%)	1 (2,4%)	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	5(11,9%)	2 (4,8%)	7 (16,7%)
1	/	2 (4,8%)	1 (2,4%)	1 (2,4%)	4 (9,5%)	4 (9,5%)	5 (11,9%)	7 (16,7%)	12 (28,6%)
Group total:							Average value: 2.6		
5	1 (2,4%)		/		2 (4,8%)				
4	3 (7,1%)		/		5 (11,9%)				
3	2 (4,8%)		3 (7,1%)		7 (16,7%)				
2	3 (7,1%)		1 (2,4%)		3 (7,1%)				
1	2 (4,8%)		2 (4,8%)		8 (19%)				

Question 22: I synthesize information and media content from several formats such as print, audio, video.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	1 (2,4%)	1 (2,4%)	/	2 (4,8%)	4 (9,5%)	3 (7,1%)	5 (11,9%)	8 (19%)
4	3 (7,1%)	/	/	1 (2,4%)	6 (14,3%)	4 (9,5%)	9 (21,4%)	5 (11,9%)	14 (33,3%)
3	1 (2,4%)	3 (7,1%)	1 (2,4%)	1 (2,4%)	/	3 (7,1%)	2(4,8%)	7 (16,7%)	9 (21,4%)
2	1 (2,4%)	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	3 (7,1%)	2 (4,8%)	5(11,9%)
1	/	1 (2,4%)	/	1 (2,4%)	2(4,8%)	2 (4,8%)	2 (4,8%)	4 (9,5%)	6 (14,3%)
Group total:							Average value:		
5	1 (2,4%)		1 (2,4%)		6 (14,3%)		3.3		
4	3 (7,1%)		1 (2,4%)		10 (23,8%)				
3	4 (9,5%)		2(4,8%)		3 (7,1%)				
2	2 (4,8%)		1 (2,4%)		2 (4,8%)				
1	1 (2,4%)		1 (2,4%)		4 (9,5%)				

Question 23: I understand that existing information and media content could be combined with original thought, experimentation, and/or analysis to produce new information and knowledge.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3 (7,1%)	1 (2,4%)	/	/	5 (11,9%)	6 (14,3%)	8 (19%)	7 (16,7%)	15 (35,7%)
4	1 (2,4%)	1 (2,4%)	/	1 (2,4%)	4 (9,5%)	2 (4,8%)	5(11,9%)	4 (9,5%)	9 (21,4%)
3	1 (2,4%)	2 (4,8%)	2 (4,8%)	2 (4,8%)	2 (4,8%)	4 (9,5%)	5 (11,9%)	8 (19%)	13 (31%)
2	/	2 (4,8%)	1 (2,4%)	/	/	/	1 (2,4%)	2 (4,8%)	3 (7,1%)
1	/	/	/	/	/	2 (4,8%)		2 (4,8%)	2 (4,8%)
Group total:							Average value:		
5	4 (9,5%)		/		11 (26,2%)		3.8		
4	2 (4,8%)		1 (2,4%)		6 (14,3%)				
3	3 (7,1%)		4 (9,5%)		6 (14,3%)				
2	2 (4,8%)		1 (2,4%)		/				
1	/		/		2 (4,8%)				

Question 24: I take into consideration the importance of socio-cultural aspects of the target audience, such as gender, race, age, ability etc.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	/	/	/	3 (7,1%)	2 (4,8%)	3 (7,1%)	2 (4,8%)	5 (11,9%)
4	1 (2,4%)	/	/	1 (2,4%)	3 (7,1%)	4 (9,5%)	4 (9,5%)	5(11,9%)	9 (21,4%)
3	2 (4,8%)	4 (9,5%)	1 (2,4%)	2 (4,8%)	4 (9,5%)	3 (7,1%)	7 (16,7%)	9 (21,4%)	16 (38,1%)
2	1 (2,4%)	2 (4,8%)	/	/	1 (2,4%)	3 (7,1%)	2 (4,8%)	5(11,9%)	7 (16,7%)
1	1 (2,4%)	/	2 (4,8%)	/	/	2 (4,8%)	3 (7,1%)	2 (4,8%)	5 (11,9%)
Group total:							Average value: 3		
5	/		/		5 (11,9%)				
4	1 (2,4%)		1 (2,4%)		7 (16,7%)				
3	6 (14,3%)		3 (7,1%)		7 (16,7%)				
2	3 (7,1%)		/		4 (9,5%)				
1	1 (2,4%)		2 (4,8%)		2 (4,8%)				

Question 25: If needed, I reflect and revise the creation process.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	1 (2,4%)	/	/	1 (2,4%)	3 (7,1%)	1 (2,4%)	4 (9,5%)	5 (11,9%)
4	2 (4,8%)	1 (2,4%)	/	1 (2,4%)	4 (9,5%)	3 (7,1%)	6 (14,3%)	5 (11,9%)	11 (26,2%)
3	3 (7,1%)	2 (4,8%)	1 (2,4%)	2 (4,8%)	6 (14,3%)	5 (11,9%)	10 (23,8%)	9 (21,4%)	19 (45,2%)
2	/	2 (4,8%)	2 (4,8%)	/	/	2 (4,8%)	2 (4,8%)	4 (9,5%)	6 (14,3%)
1	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
Group total:							Average value: 3.3		
5	1 (2,4%)		/		4 (9,5%)				
4	3 (7,1%)		1 (2,4%)		7 (16,7%)				
3	5 (11,9%)		3 (7,1%)		11 (26,2%)				
2	2 (4,8%)		2 (4,8%)		2 (4,8%)				
1	/		/		1 (2,4%)				

Question 26: I know concepts of ethics and rights related to media and information and international standards and I apply them.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	2 (4,8%)	1 (2,4%)	/	1 (2,4%)	2 (4,8%)	4 (9,5%)	4 (9,5%)	8 (19%)
4	1 (2,4%)	2 (4,8%)	1 (2,4%)	1 (2,4%)	4 (9,5%)	4 (9,5%)	6 (14,3%)	7 (16,7%)	13 (31%)
3	2 (4,8%)	2 (4,8%)	/	1 (2,4%)	6 (14,3%)	6 (14,3%)	8 (19%)	9 (21,4%)	17 (40,5%)
2	/	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
1	/	/	/	1 (2,4%)	/	1 (2,4%)	/	2 (4,8%)	2 (4,8%)
Group total:							Average value: 3.5		
5	4 (9,5%)		1 (2,4%)		3 (7,1%)				
4	3 (7,1%)		2 (4,8%)		8 (19%)				
3	4 (9,5%)		1 (2,4%)		12 (28,6%)				
2	/		1 (2,4%)		1 (2,4%)				
1	/		1 (2,4%)		1 (2,4%)				

Question 27: I use various tools for the creation and aesthetic presentation of new knowledge in various formats.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	2 (4,8%)	/	1 (2,4%)	/	5 (11,9%)	1 (2,4%)	8 (19%)	9 (21,4%)
4	/	1 (2,4%)	1 (2,4%)	/	4 (9,5%)	4 (9,5%)	5 (11,9%)	5 (11,9%)	10 (23,8%)
3	3 (7,1%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	3 (7,1%)	4 (9,5%)	7 (16,7%)	6 (14,3%)	13 (31%)
2	1 (2,4%)	2 (4,8%)	1 (2,4%)	1 (2,4%)	4 (9,5%)	1 (2,4%)	6 (14,3%)	4 (9,5%)	10 (23,8%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 3.4		
5	3 (7,1%)		1 (2,4%)		5 (11,9%)				
4	1 (2,4%)		1 (2,4%)		8 (19%)				
3	4 (9,5%)		2 (4,8%)		7 (16,7%)				
2	3 (7,1%)		2 (4,8%)		5 (11,9%)				
1	/		/		/				

Question 28: I know that new knowledge should be shared, distributed and communicated.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	6 (14,3%)	1 (2,4%)	2 (4,8%)	7 (16,7%)	8 (19%)	10 (23,8%)	16 (38,1%)	26 (62%)
4	2 (4,8%)	/	/	/	3 (7,1%)	3 (7,1%)	5 (11,9%)	3 (7,1%)	8 (19%)
3	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	4 (9,5%)	3 (7,1%)	7 (16,7%)
2	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.4		
5	8 (19%)		3 (7,1%)		15 (35,7%)				
4	3 (7,1%)		/		6 (14,3%)				
3	2 (4,8%)		3 (7,1%)		3				
2	/		/		1 (2,4%)				
1	/		/		/				

Question 29: I choose a communication medium, format and license that best supports the communication, distribution and sharing of information, media content and knowledge, taking into account audience and context.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	5 (11,9%)	1 (2,4%)	/	5 (11,9%)	8 (19%)	10 (23,8%)	13 (31%)	23 (54,8%)
4	/	1 (2,4%)	2 (4,8%)	2 (4,8%)	3 (7,1%)	5 (11,9%)	5 (11,9%)	8 (19%)	13 (31%)
3	1 (2,4%)	/	/	1 (2,4%)	2 (4,8%)	/	3 (7,1%)	1 (2,4%)	4 (9,5%)
2	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
1	/	/	/	/	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)
Group total:							Average value: 4.3		
5	9 (21,4%)		1 (2,4%)		13 (31%)				
4	1 (2,4%)		4 (9,5%)		8 (19%)				
3	1 (2,4%)		1 (2,4%)		2 (4,8%)				
2	/		/		1 (2,4%)				
1	/		/		1 (2,4%)				

Question 30: I choose a communication medium, format and license that best supports the communication, distribution and sharing of information, media content and knowledge, taking into account audience and context.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	2 (4,8%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	6 (14,3%)	3 (7,1%)	9 (21,4%)	12 (28,6%)
4	2 (4,8%)	3 (7,1%)	2 (4,8%)	1 (2,4%)	6 (14,3%)	5 (11,9%)	10 (23,8%)	9 (21,4%)	19 (45,2%)
3	2 (4,8%)	/	/	1 (2,4%)	4 (9,5%)	3 (7,1%)	6 (14,3%)	4 (9,5%)	10 (23,8%)
2	/	1 (2,4%)	/	/	/	/	/	1 (2,4%)	1 (2,4%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value:		
5	3 (7,1%)		2 (4,8%)		7 (16,7%)		4		
4	5 (11,9%)		3 (7,1%)		11 (26,2%)				
3	2 (4,8%)		1 (2,4%)		7 (16,7%)				
2	1 (2,4%)		/		/				
1	/		/		/				

Question 31: I use a range of information and communication technologies and applications for the purpose of communicating, distributing and sharing information, media content and knowledge.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	3 (7,1%)	1 (2,4%)	2 (4,8%)	2 (4,8%)	6 (14,3%)	5 (11,9%)	11 (26,2%)	16 (38,1%)
4	/	/	1 (2,4%)	/	5 (11,9%)	5 (11,9%)	6 (14,3%)	5 (11,9%)	11 (26,2%)
3	3(7,1%)	2 (4,8%)	1 (2,4%)	1 (2,4%)	3 (7,1%)	3 (7,1%)	7 (16,7%)	6 (14,3%)	13 (30,9%)
2	/	1 (2,4%)	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	2 (4,8%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value:		
5	5 (11,9%)		3 (7,1%)		8 (19%)		3.9		
4	/		1 (2,4%)		10 (23,8%)				
3	5 (11,9%)		2 (4,8%)		6 (14,3%)				
2	1 (2,4%)		/		1 (2,4%)				
1	/		/		/				

Question 32: I communicate information and media content in an ethical way and legal way.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (2,4%)	4 (9,5%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	6 (14,3%)	4 (9,5%)	11 (23,8%)	15 (35,7%)
4	1 (2,4%)	1 (2,4%)	/	/	5 (11,9%)	5 (11,9%)	6 (14,3%)	6 (14,3%)	12 (28,6%)
3	2 (4,8%)	1 (2,4%)	2 (4,8%)	2 (4,8%)	1 (2,4%)	2 (4,8%)	5 (11,9%)	5 (11,9%)	10 (23,8%)
2	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
1	/	/	/	/	3 (7,1%)	/	3 (7,1%)	/	3 (7,1%)
Group total:							Average value:		
5	6 (14,3%)		2 (4,8%)		7 (16,7%)		3.8		
4	2 (4,8%)		/		10 (23,8%)				
3	3 (7,1%)		4 (9,5%)		3 (7,1%)				
2	/		/		2 (4,8%)				
1	/		/		3 (7,1%)				

Question 33: I know how to protect own work, personal data, civil liberties, privacy, and intellectual rights.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3 (7,1%)	4 (9,5%)	2 (4,8%)	2 (4,8%)	4 (9,5%)	3 (7,1%)	9 (21,4%)	9 (21,4%)	18 (42,9%)
4	1 (2,4%)	1 (2,4%)	/	/	6 (14,3%)	7 (16,7%)	7 (16,7%)	8 (19%)	15 (35,7%)
3	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)	3 (7,1%)	6 (14,3%)
2	/	1 (2,4%)	/	/	/	2 (4,8%)	/	3 (7,1%)	3 (7,1%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value:		
5	7 (16,7%)		4 (9,5%)		7 (16,7%)		4.1		
4	2 (4,8%)		/		13 (30,9%)				
3	1 (2,4%)		2 (4,8%)		3 (7,1%)				
2	1 (2,4%)		/		2 (4,8%)				
1	/		/		/				

Question 34: I am aware of the consequences and risks of communicating, distributing and sharing knowledge in virtual worlds.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	5 (11,9%)	1 (2,4%)	2 (4,8%)	6 (14,3%)	10 (23,8%)	11 (26,2%)	17 (40,5%)	28 (66,7%)
4	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)	4 (9,5%)	5 (11,9%)	9 (21,4%)
3	/	/	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	3 (7,1%)	1 (2,4%)	4 (9,5%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)
Group total:							Average value: 4.5		
5	9 (21,4%)		3 (7,1%)		16 (38,1%)				
4	2 (4,8%)		2 (4,8%)		5 (11,9%)				
3	/		1 (2,4%)		3 (7,1%)				
2	/		/		/				
1	/		/		1 (2,4%)				

Question 35: I understand the interdependencies between users and victims/perpetrator/ bystanders / witnesses of ICTs and media platforms.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3 (7,1%)	6 (14,3%)	/	2 (4,8%)	9 (21,4%)	10 (23,8%)	12 (28,6%)	18 (42,9%)	30 (71,4%)
4	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	1 (2,4%)	4 (9,5%)	4 (9,5%)	5 (11,9%)	9 (21,4%)
3	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)	/	3 (7,1%)	/	3 (7,1%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.6		
5	9 (21,4%)		2 (4,8%)		19 (45,2%)				
4	1 (2,4%)		3 (7,1%)		5 (11,9%)				
3	1 (2,4%)		1 (2,4%)		1 (2,4%)				
2	/		/		/				
1	/		/		/				

Question 36: I recognize the importance of being engaged and involved in societal-public activities, through various media and information providers.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	5 (11,9%)	1 (2,4%)	2 (4,8%)	6 (14,3%)	10 (23,8%)	11 (26,2%)	17 (40,5%)	28 (66,7%)
4	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)	4 (9,5%)	5 (11,9%)	9 (21,4%)
3	/	/	1 (2,4%)	/	2 (4,8%)	1 (2,4%)	3 (7,1%)	1 (2,4%)	4 (9,5%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)
Group total:							Average value: 4.5		
5	9 (21,4%)		3 (7,1%)		16 (38,1%)				
4	2 (4,8%)		2 (4,8%)		5 (11,9%)				
3	/		1 (2,4%)		3 (7,1%)				
2	/		/		/				
1	/		/		1 (2,4%)				

Question 37: I am aware of the consequences and risks of participating in societal-public activities, including in virtual worlds.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	3 (7,1%)	3 (7,1%)	2 (4,8%)	2 (4,8%)	5 (11,9%)	9 (21,4%)	10 (23,8%)	14 (33,3%)	24 (57,1%)
4	2 (4,8%)	3 (7,1%)	1 (2,4%)	1 (2,4%)	5 (11,9%)	5 (11,9%)	8 (19%)	9 (21,4%)	17 (40,5%)
3	/	/	/	/	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)
2	/	/	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.55		
5	6 (14,3%)		4 (9,5%)		14 (33,3%)				
4	5 (11,9%)		2 (4,8%)		10 (23,8%)				
3	/		/		1 (2,4%)				
2	/		/		/				
1	/		/		/				

Question 38: I share and interact with other creators, producers, users, information providers and targeted audience, physically or virtually, and via a range of tools.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	4 (9,5%)	/	/	1 (2,4%)	/	2 (4,8%)	4 (9,5%)	6 (14,3%)
4	4 (9,5%)	1 (2,4%)	2 (4,8%)	/	4 (9,5%)	4 (9,5%)	10 (23,8%)	5 (11,9%)	15 (35,7%)
3	/	/	/	1 (2,4%)	1 (2,4%)	6 (14,3%)	1 (2,4%)	7 (16,7%)	8 (19%)
2	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	3 (7,1%)	1 (2,4%)	4 (9,5%)	3 (7,1%)	7 (16,7%)
1	/	/	/	1 (2,4%)	2 (4,8%)	3 (7,1%)	2 (4,8%)	4 (9,5%)	6 (14,3%)
Group total:							Average value: 3.4		
5	5 (11,9%)		/		1 (2,4%)				
4	5 (11,9%)		2 (4,8%)		8 (19%)				
3	/		1 (2,4%)		7 (16,7%)				
2	1 (2,4%)		2 (4,8%)		4 (9,5%)				
1	/		1 (2,4%)		5 (11,9%)				

Question 39: I know about the need/importance of monitoring shared information, media content and knowledge.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	6 (14,3%)	2(4,8%)	/	3 (7,1%)	4 (9,5%)	7 (16,7%)	10 (23,8%)	17 (40,5%)
4	1 (2,4%)	/	1 (2,4%)	3 (7,1%)	6 (14,3%)	6 (14,3%)	8 (19%)	9 (21,4%)	17 (40,5%)
3	1 (2,4%)	/	/	/	2 (4,8%)	4 (9,5%)	3 (7,1%)	4 (9,5%)	7 (16,7%)
2	1 (2,4%)	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)
1	/	/	/	/	/	/	/	/	/
Group total:							Average value: 4.2		
5	8 (19%)		2 (4,8%)		7 (16,7%)				
4	1 (2,4%)		4 (9,5%)		12 (28,6%)				
3	1 (2,4%)		/		6 (14,3%)				
2	1 (2,4%)		/		/				
1	/		/		/				

Question 40: I know and use available information and media monitoring services and tools.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	2 (4,8%)	2 (4,8%)	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)	5 (11,9%)	6 (14,3%)	11 (26,2%)
4	/	3 (7,1%)	/	1 (2,4%)	5 (11,9%)	7 (16,7%)	5 (11,9%)	11 (26,2%)	16 (38,1%)
3	2 (4,8%)	1 (2,4%)	2 (4,8%)	/	2 (4,8%)	1 (2,4%)	6 (14,3%)	2 (4,8%)	8 (19%)
2	1 (2,4%)	/	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	2 (4,8%)	3 (7,1%)	5 (11,9%)
1	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group total:							Average value: 3.7		
5	4 (9,5%)		2 (4,8%)		4 (9,5%)				
4	3 (7,1%)		1 (2,4%)		12 (28,6%)				
3	3 (7,1%)		1 (2,4%)		3 (7,1%)				
2	1 (2,4%)		1 (2,4%)		3 (7,1%)				
1	/		/		2 (4,8%)				

Question 41: I know how results of monitoring could be used for improvement or creation of new information, media content and knowledge.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	2 (4,8%)	/	1 (2,4%)	2 (4,8%)	6 (14,3%)	3 (7,1%)	9 (21,4%)	12 (28,6%)
4	3 (7,1%)	4 (9,5%)	2 (4,8%)	2 (4,8%)	7 (16,7%)	7 (16,7%)	12 (28,6%)	13 (30,9%)	25 (59,5%)
3	1 (2,4%)	/	/	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	3 (7,1%)
2	/	/	/	/	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)
1	/	/	1 (2,4%)	/	/	/	1 (2,4%)	/	1 (2,4%)
Group total:							Average value: 4.1		
5	3 (7,1%)		1 (2,4%)		8 (19%)				
4	7 (16,7%)		4 (9,5%)		14 (33,3%)				
3	1 (2,4%)		/		2 (4,8%)				
2	/		/		1 (2,4%)				
1	/		1 (2,4%)		/				

Question 42: I understand the functions and role of institutions providing public relations services and how these influence the audience and decision making.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	4 (9,5%)	3 (7,1%)	2 (4,8%)	1 (2,4%)	5 (11,9%)	8 (19%)	11 (26,2%)	12 (28,6%)	23 (54,8%)
4	/	2 (4,8%)	/	1 (2,4%)	3 (7,1%)	4 (9,5%)	3 (7,1%)	7 (16,7%)	10 (23,8%)
3	/	/	1 (2,4%)	1 (2,4%)	3 (7,1%)	1 (2,4%)	4 (9,5%)	2 (4,8%)	6 (14,3%)
2	1 (2,4%)	1 (2,4%)	/	/	/	/	1 (2,4%)	1 (2,4%)	2 (4,8%)
1	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
Group total:							Average value: 4.2		
5	7 (16,7%)		3 (7,1%)		13 (30,9%)				
4	2 (4,8%)		1 (2,4%)		7 (16,7%)				
3	/		2 (4,8%)		4 (9,5%)				
2	2 (4,8%)		/		/				
1	/		/		1 (2,4%)				

Question 43: I know how and where to communicate appreciation or complaints.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	4 (9,5%)	1 (2,4%)	2 (4,8%)	3 (7,1%)	7 (16,7%)	5 (11,9%)	13 (30,9%)	18 (42,9%)
4	2 (4,8%)	1 (2,4%)	/	/	4 (9,5%)	2 (4,8%)	6 (14,3%)	3 (7,1%)	9 (21,4%)
3	2 (4,8%)	1 (2,4%)	/	/	3 (7,1%)	3 (7,1%)	5 (11,9%)	4 (9,5%)	9 (21,4%)
2	/	/	2 (4,8%)	1 (2,4%)	/	1 (2,4%)	2 (4,8%)	2 (4,8%)	4 (9,5%)
1	/	/	/	/	1 (2,4%)	1 (2,4%)	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group total:							Average value: 3.9		
5	5 (11,9%)		3 (7,1%)		10 (23,8%)				
4	3 (7,1%)		/		6 (14,3%)				
3	3 (7,1%)		/		6 (14,3%)				
2	/		3 (7,1%)		1 (2,4%)				
1	/		/		2 (4,8%)				

Question 44: I know what plagiarism is.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	1 (2,4%)	1 (2,4%)	/	4 (9,5%)	4 (9,5%)	6 (14,3%)	5 (11,9%)	11 (26,2%)
4	/	/	/	1 (2,4%)	3 (7,1%)	/	3 (7,1%)	1 (2,4%)	4 (9,5%)
3	2 (4,8%)	/	1 (2,4%)	/	/	2 (4,8%)	3 (7,1%)	2 (4,8%)	5 (11,9%)
2	/	/	/	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)
1	2 (4,8%)	5 (11,9%)	1 (2,4%)	2 (4,8%)	4 (9,5%)	7 (16,7%)	7 (16,7%)	14 (33,3%)	21 (50%)
Group total:							Average value: 2.6		
5	2 (4,8%)		1 (2,4%)		8 (19%)				
4	/		1 (2,4%)		3 (7,1%)				
3	2 (4,8%)		1 (2,4%)		2 (4,8%)				
2	/		/		1 (2,4%)				
1	7 (16,7%)		3 (7,1%)		11 (26,2%)				

Question 45: I can quote other authors while researching and writing a paper.

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	3 (7,1%)	/	/	4 (9,5%)	6 (14,3%)	5 (11,9%)	9 (21,4%)	14 (33,3%)
4	3 (7,1%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	2 (4,8%)	2 (4,8%)	7 (16,7%)	4 (9,5%)	11 (26,2%)
3	/	1 (2,4%)	1 (2,4%)	/	3 (7,1%)	4 (9,5%)	4 (9,5%)	5 (11,9%)	9 (21,4%)
2	1 (2,4%)	1 (2,4%)	/	/	2 (4,8%)	2 (4,8%)	3 (7,1%)	3 (7,1%)	6 (14,3%)
1	/	/	/	2 (4,8%)	/	/	/	2 (4,8%)	2 (4,8%)
Group total:							Average value: 4		
5	4 (9,5%)		/		10 (23,8%)				
4	4 (9,5%)		3 (7,1%)		4 (9,5%)				
3	1 (2,4%)		1 (2,4%)		7 (16,7%)				
2	2 (4,8%)		/		4 (9,5%)				
1	/		2 (4,8%)		/				

Question 46: Having read the statements in the previous part of the questionnaire and chosen your replies, do you consider yourself a media and information literate individual?

Response	Grade I		Grade II		Grade III		Total male	Total female	Total
	Male	Female	Male	Female	Male	Female			
YES	5 (11,9%)	6 (14,3%)	3 (7,1%)	2 (4,8%)	10 (23,8%)	12 (28,6%)	18 (42,9%)	20 (47,6%)	38 (90,5%)
NO	/	/	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	1 (2,4%)	3 (7,1%)	4 (9,5%)
Group Total:	YES: 11 (26,2%)		YES: 5 (11,9%) NO: 1 (2,4%)		YES: 22 (52,4%) NO: 3 (7,1%)				

Question 47: Considering all the elements media and information literacy consists of, to what extent do you think you have developed it at school (circle a number from 1 to 5, where 1 represents the lowest value and 5 the highest value)?

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	1 (2,4%)	1 (2,4%)	2 (4,8%)	/	1 (2,4%)	/	4 (9,5%)	1 (2,4%)	5 (11,9%)
4	3 (4,8%)	2 (4,8%)	/	2 (4,8%)	3 (7,1%)	3 (7,1%)	6 (14,3%)	7 (16,7%)	13 (30,9%)
3	1 (2,4%)	3 (7,1%)	/	/	3 (7,1%)	8 (19%)	4 (9,5%)	11 (26,2%)	15 (35,7%)
2	/	/	1 (2,4%)	1 (2,4%)	2 (4,8%)	3 (7,1%)	3 (7,1%)	4 (9,5%)	7 (16,7%)
1	/	/	/	/	2 (4,8%)	/	2 (4,8%)	/	2 (4,8%)
Group total:							Average value: 3.3		
5	2 (4,8%)		2 (4,8%)		1 (2,4%)				
4	5 (11,9%)		2 (4,8%)		6 (14,3%)				
3	4 (9,5%)		/		11 (26,2%)				
2	/		2 (4,8%)		5 (11,9%)				
1	/		/		2 (4,8%)				

Question 48: Considering all the elements media and information literacy consists of, to what extent do you think you have developed it through your English classes (circle a number from 1 to 5, where 1 represents the lowest value and 5 the highest value)?

Value	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
5	/	/	/	/	1 (2,4%)	/	1 (2,4%)	/	1 (2,4%)
4	4 (9,5%)	2 (4,8%)	/	2 (4,8%)	4 (9,5%)	3 (7,1%)	8 (19%)	7 (16,7%)	15 (35,7%)
3	1 (2,4%)	4 (9,5%)	3 (7,1%)	1 (2,4%)	1 (2,4%)	4 (9,5%)	5 (11,9%)	9 (21,4%)	14 (33,3%)
2	/	/	/	/	2 (4,8%)	3 (7,1%)	2 (4,8%)	3 (7,1%)	5 (11,9%)
1	/	/	/	/	3 (7,1%)	4 (9,5%)	3 (7,1%)	4 (9,5%)	7 (16,7%)
Group total:							Average value:		
5	/		/		1 (2,4%)				
4	6 (14,3%)		2 (4,8%)		7 (16,7%)		2.95		
3	5 (11,9%)		4 (9,5%)		5 (11,9%)				
2	/		/		5 (11,9%)				
1	/		/		7 (16,7%)				

Question 49: In what ways have you developed your media and information literacy, i.e. the skills listed in the previous part of the questionnaire (multiple answers are possible)?

Ways of developing MIL	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
A. I am self-taught (experimenting, researching, asking around etc.)	4 (9,5%)	6 (14,3%)	3 (7,1%)	1 (2,4%)	10 (2,4%)	13 (30,9%)	17 (40,5%)	20 (47,6%)	37 (88,1%)
B. at school	2 (4,8%)	5 (11,9%)	1 (2,4%)	2 (4,8%)	3 (7,1%)	4 (9,5%)	6 (14,3%)	11 (26,2%)	17 (40,5%)
C. on a course	/	/	1 (2,4%)	/	/	/	1 (2,4%)	/	1 (2,4%)
D. with a friend/family member	1 (2,4%)	2 (4,8%)	/	1 (2,4%)	3 (7,1%)	5 (11,9%)	4 (9,5%)	8 (19%)	12 (28,6%)
E. other (please write)	/	1 (in the public)	/	/	1 (2,4%) – through media	/	1 (2,4%)	1 (2,4%)	2 (4,8%)
Group total:									
A.	10 (23,8%)		4 (9,5%)		23 (54,8%)				
B.	7 (16,7%)		3 (7,1%)		7 (16,7%)				
C.	/		1 (2,4%)		/				
D.	3 (7,1%)		1 (2,4%)		8 (19%)				
E.	1 (2,4%)		/		1 (2,4%)				

Question 50: Please list the subjects that dealt with media and information literacy during your education and briefly describe in what way.

Grade I: Computer science is mentioned several times, where the participants mostly used media to do presentations. Most of them mention B/C/S and English, where they had discussion and debates on certain topics and where they used media to discuss obligatory reading. The participants also list a number of other subjects: Geography, Chemistry, and History for which they used media to inform themselves on certain topics and to find fun facts, as well as to get prepared for debates. Some of them mentioned a specialized course in Copy Typing and Business Communication.

Grade II: Most of the students mention Computer science and English (where MIL was discussed in certain lessons), while some mention B/C/S and Marketing (homework, presentation, research on different companies and how they do business).

Grade III: Most of the students list specialized subjects such as Web Design, Technology and Praxis, Information Technologies, and Graphic Design. Also, they list Computer science, English, Citizenship Education (they had several lessons on media and the role of media in society), B/C/S, and one of the students even mentions Math. The participants say that they mostly had to do presentations and seminar papers, as well as individual research, but that they did basic things that everybody is already familiar with. One of the respondents says that her own curiosity and research mostly contributed to the development of MIL through formal education.

Question 51: Do you sometimes deal with the same topics related to media and information literacy in different subjects at the same time?

Response	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
YES	3 (7,1%)	4 (9,5%)	/	/	6 (14,3%)	8 (19%)	9 (21,4%)	12 (28,6%)	21 (50%)
NO	2 (4,8%)	2 (4,8%)	3 (7,1%)	3 (7,1%)	5 (11,9%)	6 (14,3%)	10 (23,8%)	11 (26,2%)	21 (50%)
Group Total:	YES: 7 (16,7%)		NO: 6 (14,3%)		YES: 14 (33,3%)				
	NO: 4 (9,5%)				NO: 11 (26,2%)				

Question 53: Do you get assignments in your English classes for which media and information literacy is useful to you or through which you develop it?

Response	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
YES	5 (11,9%)	5 (11,9%)	2 (4,8%)	3 (7,1%)	1 (2,4%)	9 (21,4%)	8 (19%)	17 (40,5%)	25 (59,5%)
NO	/	1 (2,4%)	1 (2,4%)	/	10 (23,8%)	5 (11,9%)	11 (26,2%)	6 (14,3%)	17 (40,5%)
Group Total:	YES: 10 (23,8%)		YES: 5 (11,9%)		YES: 10 (23,8%)				
	NO: 1 (2,4%)		NO: 1 (2,4%)		NO: 15 (35,7%)				

Question 54: Which of the tools listed below do your English teachers use in your classes (multiple choices are possible):

Tools	Grade I		Grade II		Grade III		Total male	Total female	Total
	M	F	M	F	M	F			
A. books	5 (11,9%)	6 (14,3%)	3 (7,1%)	2 (4,8%)	9 (21,4%)	14 (33,3%)	17 (40,5%)	22 (52,4%)	39 (92,85%)
B. newspapers	/	1 (2,4%)	/	/	1 (2,4%)	/	1 (2,4%)	1 (2,4%)	2 (4,8%)
C. radio	3 (7,1%)	3 (7,1%)	1 (2,4%)	/	2 (4,8%)	4 (9,5%)	6 (14,3%)	7 (16,7%)	13 (30,95%)
D. TV	/	3 (7,1%)	/	/	1 (2,4%)	/	1 (2,4%)	3 (7,1%)	4 (9,5%)
E. smart phones/tablets/smart boards	2 (4,8%)	2 (4,8%)	/	1 (2,4%)	/	/	2 (4,8%)	3 (7,1%)	5 (11,9%)
F. computers (for basic activities such as listening to music, watching videos, PowerPoint)	5 (11,9%)	4 (9,5%)	/	/	/	/	5 (11,9%)	4 (9,5%)	9 (21,4%)

presentations etc.									
G. computers (for more advanced programs and activities)	/	3 (7,1%)	/	/	/	/	/	3 (7,1%)	3 (7,1%)
H. Internet	4 (9,5%)	4 (9,5%)	1 (2,4%)	3 (7,1%)	1 (2,4%)	1 (2,4%)	6 (14,3%)	8 (19%)	14 (33,3%)
Group total:									
A.	11 (26,2%)		5 (11,9%)		23 (54,8%)				
B.	1 (2,4%)		/		1 (2,4%)				
C.	6 (14,3%)		1 (2,4%)		6 (14,3%)				
D.	3 (7,1%)		/		1 (2,4%)				
E.	4 (9,5%)		/		/				
F.	9 (21,4%)		/		/				
G.	3 (7,1%)		/		/				
H.	8 (19%)		1 (2,4%)		2 (4,8%)				

Question 55: How often do your English teachers cooperate with teachers of other subjects in order to include elements of media and information literacy?

Most of the students had negative comments to this question. 9 students from grade III replied that their teachers of English and other subjects never cooperate, while 7 said that they rarely or almost never cooperate. 6 students were not even aware of that (which is also a useful piece of information). 3 students answered that they cooperate a lot, although most of them were uncertain of that. 4 students from grade II did not know the answer, while 2 thought their teachers rarely cooperated in order to improve MIL-related skills in students, mentioning only IT teachers. In grade I we find slightly more positive reactions. 5 students out of 11 say that their English teacher often cooperates with other teachers, and that different types of media are used in their classes. 1 student thinks the level of their teachers' cooperation is average, while 2 students feel as if they do not cooperate often enough, that their English teacher has very good MIL skills and that she could work more on that with her students. Therefore, we can conclude that there are no consistencies among schools or within a single school. The cooperation among teachers

is obviously not obligatory and it depends on school policies but even more on individual teachers.

Question 56: What suggestions would you propose to your English teachers on how to incorporate the media and other information sources into their teaching? Why would that be useful?

The participants provide a lot of suggestions for their English teachers, such as the use of print media, tablets, smart phones, TVs, and the Internet in classes so that students get more interested in certain topics and subjects. They mention the importance of the Internet for research and unknown vocabulary. One student mentions radio as a potential helpful device in improving their pronunciation. Grade III students emphasize that they need better computer equipment which would help them draw parallels among different subjects, and that is certainly very important for their field of study. They also propose organizing in-class debates and discussions to get students more engaged and asking students to prepare PowerPoint presentation more often. They encourage their teachers to use PowerPoint presentations more often themselves. Some of the students underline the use of modern media, as well as more tasks involving individual research with the possibility of using web pages in English as well. Obviously, some of them are aware of the fact that English web sites could provide more resources. They would like to do more homework on computers because they believe it would be easier and more useful for them.

It seems as if the participants feel the need to use their MIL skills in schools as well, not only in their private lives. Hence, we might conclude that schools do not follow the pace of the modern world to the extent that students find it necessary. Also, since they have many suggestions, they would probably be open to discuss their needs and propositions with their teachers and school administration.

Appendix 7: Teachers' responses

Question 1: I understand the meaning of the term *media and information literacy*.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	1 (11,1%)	2 (22,2%)	1 (11,1%)	2 (22,2%)	2 (22,2%)	4 (44,4%)	6 (66,7%)
4	/	1 (11,1%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	3 (33,3%)
3	/	/	/	/	/	/	/
2	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/
Group total:					Average value: 4.7		
5	3 (33,3%)		3 (33,3%)				
4	1 (11,1%)		2 (22,2%)				
3	/		/				
2	/		/				
1	/		/				

Question 2: I consider myself media and information literate.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	1 (11,1%)	2 (22,2%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	3 (33,3%)	5 (55,6%)
4	/	1 (11,1%)	1 (11,1%)	2 (22,2%)	1 (11,1%)	3 (33,3%)	4 (44,4%)
3	/	/	/	/	/	/	/
2	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/
Group total:					Average value: 4.56		
5	3 (33,3%)		2 (22,2%)				
4	1 (11,1%)		3 (33,3%)				
3	/		/				
2	/		/				
1	/		/				

Question 3: I think media and information literacy is an important competence in the 21st century.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	1 (11,1%)	3 (33,3%)	1 (11,1%)	3 (33,3%)	2 (22,2%)	6 (66,7%)	8 (88,9%)
4	/	/	1 (11,1%)	/	1 (11,1%)	/	1 (11,1%)
3	/	/	/	/	/	/	/
2	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/
Group total:					Average value: 4.9		
5	4 (44,4%)		4 (44,4%)				
4	/		1 (11,1%)				
3	/		/				
2	/		/				
1	/		/				

Question 4: I develop media and information literacy in my students through the subject I teach.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	1 (11,1%)	1 (11,1%)	/	2 (22,2%)	1 (11,1%)	3 (33,3%)	4 (44,4%)
4	/	1 (11,1%)	2 (22,2%)	1 (11,1%)	2 (22,2%)	2 (22,2%)	4 (44,4%)
3	/	1 (11,1%)	/	/	/	1 (11,1%)	1 (11,1%)
2	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/
Group total:					Average value: 4.3		
5	2 (22,2%)		2 (22,2%)				
4	1 (11,1%)		3 (33,3%)				
3	1 (11,1%)		/				
2	/		/				
1	/		/				

Question 5: I consider myself competent enough to develop media and information literacy in my students.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	2 (22,2%)	3 (33,3%)	5 (55,6%)
4	/	2 (22,2%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	3 (33,3%)	4 (44,4%)
3	/	/	/	/		/	/
2	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/
Group total:					Average value:		
5	2 (22,2%)		3 (33,3%)		4.56		
4	2 (22,2%)		2 (22,2%)				
3	/		/				
2	/		/				
1	/		/				

Question 6: I believe I need additional training to develop my media and information literacy.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	1 (11,1%)	/	1 (11,1%)	/	2 (22,2%)	2 (22,2%)
4	1 (11,1%)	2 (22,2%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	3 (33,3%)	5 (55,6%)
3	/	/	/	/		/	/
2	/	/	1 (11,1%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)
1	/	/	/	/	/	/	/
Group total:					Average value:		
5	1 (11,1%)		1 (11,1%)		3.8		
4	3 (33,3%)		2 (22,2%)				
3	/		/				
2	/		2 (22,2%)				
1	/		/				

Question 7: I believe I need additional training to learn how to develop media and information literacy in students through the subject(s) I teach.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	1 (11,1%)	/	1 (11,1%)	/	2 (22,2%)	2 (22,2%)
4	1 (11,1%)	2 (22,2%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	3 (33,3%)	5 (55,6%)
3	/	/	1 (11,1%)	/	1 (11,1%)	/	1 (11,1%)
2	/	/	/	/	/	/	/
1	/	/	/	1 (11,1%)	/	1 (11,1%)	1 (11,1%)
Group total:					Average value:		
5	1 (11,1%)		1 (11,1%)		3.8		
4	3 (33,3%)		2 (22,2%)				
3	/		1 (11,1%)				
2	/		/				
1	/		1 (11,1%)				

Question 8: I cooperate with teachers of other subjects with the purpose of developing media and information literacy in students.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	/	1 (11,1%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)
4	1 (11,1%)	2 (22,2%)	1 (11,1%)	2 (22,2%)	2 (22,2%)	4 (44,4%)	6 (66,7%)
3	/	1 (11,1%)	/	/	/	/	1 (11,1%)
2	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/
Group total:					Average value:		
5	/		2 (22,2%)		4.1		
4	3 (33,3%)		3 (33,3%)				
3	1 (11,1%)		/				
2	/		/				
1	/		/				

Question 9: I cooperate with English language teachers with the purpose of developing media and information literacy in students (the question DOES NOT refer to English teachers).

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	1 (12,5%)	1 (12,5%)	/	2 (25%)	1 (11,1%)	3 (37,5%)	4 (50%)
4	/	/	2 (25%)	/	2 (25%)	/	2 (25%)
3	/	2 (25%)	/	/	/	2 (25%)	2 (25%)
2	/	/	/	/	/	/	/
1	/	/	/	/	/	/	/
Group total:					Average value:		
5	2 (25%)		2 (25%)		4.25		
4	/		2 (25%)				
3	2 (25%)		/				
2	/		/				
1	/		/				

Question 10: I think the education system in Bosnia and Herzegovina provides me with sufficient opportunity and support to develop media and information literacy in students.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	/	/	/	/	/	/
4	/	1 (11,1%)	/	1 (11,1%)	/	2 (22,2%)	2 (22,2%)
3	/	/	1 (11,1%)	/	1 (11,1%)	/	1 (11,1%)
2	1 (11,1%)	1 (11,1%)	1 (11,1%)	/	2 (22,2%)	1 (11,1%)	3 (33,3%)
1	/	1 (11,1%)	/	2 (22,2%)	/	3 (33,3%)	3 (33,3%)
Group total:					Average value:		
5	/		/		2.2		
4	1 (11,1%)		1 (11,1%)				
3	/		1 (11,1%)				
2	2 (22,2%)		1 (11,1%)				
1	1 (11,1%)		2 (22,2%)				

Question 11: I think the institution I am employed at provides me with sufficient opportunity and support to develop media and information literacy in students.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	/	/	2 (22,2%)	/	2 (22,2%)	2 (22,2%)
4	1 (11,1%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	2 (22,2%)	4 (44,4%)
3	/	1 (11,1%)	1 (11,1%)	/	1 (11,1%)	1 (11,1%)	2 (22,2%)
2	/	1 (11,1%)	/	/	/	1 (11,1%)	1 (11,1%)
1	/	/	/	/	/	/	/
Group total:					Average value:		
5	/		2 (22,2%)		3.8		
4	2 (22,2%)		2 (22,2%)				
3	1 (11,1%)		1 (11,1%)				
2	1 (11,1%)		/				
1	/		/				

Question 12: I think that the available textbooks contain enough material to encourage the development of media and information literacy.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	2 (22,2%)	/	1 (11,1%)	/	3 (33,3%)	3 (33,3%)
4	1 (11,1%)	/	1 (11,1%)	1 (11,1%)	2 (22,2%)	1 (11,1%)	3 (33,3%)
3	/	1 (11,1%)	1 (11,1%)	/	1 (11,1%)	1 (11,1%)	2 (22,2%)
2	/	/	/	/	/	/	/
1	/	/	/	1 (11,1%)	/	1 (11,1%)	1 (11,1%)
Group total:					Average value:		
5	2 (22,2%)		1 (11,1%)		3.8		
4	1 (11,1%)		2 (22,2%)				
3	1 (11,1%)		1 (11,1%)				
2	/		/				
1	/		1 (11,1%)				

Question 13: I developed my media and information literacy during my education.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	/	/	2 (22,2%)	/	2 (22,2%)	2 (22,2%)
4	/	2 (22,2%)	2 (22,2%)	1 (11,1%)	2 (22,2%)	3 (33,3%)	5 (55,6%)
3	/	1 (11,1%)	/	/	/	1 (11,1%)	1 (11,1%)
2	/	/	/	/	/	/	/
1	1 (11,1%)	/	/	/	1 (11,1%)	/	1 (11,1%)
Group total:					Average value:		
5	/		2 (22,2%)		3.8		
4	2 (22,2%)		3 (33,3%)				
3	1 (11,1%)		/				
2	/		/				
1	1 (11,1%)		/				

Question 14: I acquired skills of encouraging the development of media and information literacy in students through my studies.

Value	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
5	/	/	/	/	/	/	/
4	/	2 (22,2%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	3 (33,3%)	4 (44,4%)
3	/	/	1 (11,1%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)
2	/	1 (11,1%)	/	/	/	1 (11,1%)	1 (11,1%)
1	1 (11,1%)	/	/	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)
Group total:					Average value:		
5	/		/		2.9		
4	2 (22,2%)		2 (22,2%)				
3	/		2 (22,2%)				
2	1 (11,1%)		/				
1	1 (11,1%)		1 (11,1%)				

Question 15a: Indicate which of the following tools/equipment are available at the school where you are employed.

Tools/equipment	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
A. books		2 (22,2%)	2 (22,2%)	3 (33,3%)	2 (22,2%)	5 (55,6%)	7 (77,8%)
B. newspapers	/	1 (11,1%)	/	2 (22,2%)	1 (2,4%)	/	1 (11,1%)
C. radio	/	/	/	/	/	/	/
D. TV	/	/	/	/	/	/	/
E. smart phones/tablets/ smart boards	/	1 (11,1%)	2 (22,2%)	3 (33,3%)	2 (22,2%)	5 (55,6%)	7 (77,8%)
F. computers (for basic activities such as listening to music, watching videos, PowerPoint presentations etc.	1 (11,1%)	1 (11,1%)	1 (11,1%)	3 (33,3%)	2 (22,2%)	4 (44,4%)	6 (66,7%)
G. computers (for more advanced programs and activities)	/	1 (11,1%)	1 (11,1%)	3 (33,3%)	/	3 (33,3%)	3 (33,3%)
H. Internet	/	1 (11,1%)	1 (11,1%)	3 (33,3%)	1 (11,1%)	4 (44,4%)	5 (55,6%)
Group total:							
A.	2 (22,2%)		5 (55,6%)				
B.	1 (11,1%)		2 (22,2%)				
C.	/		/				
D.	/		/				
E.	1 (11,1%)		5 (55,6%)				
F.	2 (22,2%)		4 (44,4%)				
G.	1 (11,1%)		4 (44,4%)				
H.	1 (11,1%)		4 (44,4%)				

Question 15b: Indicate which of the following tools/equipment you use in your teaching.

Tools/equipment	High School of Graphics Technology and Multimedia Technology		Private International Gymnasium "Bloom"		Total male	Total female	Total
	M	F	M	F			
A. books	/	2 (22,2%)	2 (22,2%)	1 (11,1%)	2 (22,2%)	3 (33,3%)	5 (55,6%)
B. newspapers	/	/	/	/	/	/	/
C. radio	/	/	/	2 (22,2%)	/	2 (22,2%)	2 (22,2%)
D. TV	/	/	/	2 (22,2%)	/	2 (22,2%)	2 (22,2%)
E. smart phones/tablets/ smart boards	/	/	2 (22,2%)	2 (22,2%)	2 (22,2%)	2 (22,2%)	4 (44,4%)
F. computers (for basic activities such as listening to music, watching videos, PowerPoint presentations etc.	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	2 (22,2%)	3 (33,3%)	5 (55,6%)
G. computers (for more advanced programs and activities)	/	1 (11,1%)	1 (11,1%)	1 (11,1%)	1 (11,1%)	2 (22,2%)	3 (33,3%)
H. Internet	/	1 (11,1%)	2 (22,2%)	1 (11,1%)	2 (22,2%)	2 (22,2%)	4 (44,4%)
Group total:							
A.	2 (22,2%)		3 (33,3%)				
B.	/		/				
C.	/		2 (22,2%)				
D.	/		2 (22,2%)				
E.	/		4 (44,4%)				
F.	2 (22,2%)		3 (33,3%)				
G.	1 (11,1%)		2 (22,2%)				
H.	1 (11,1%)		3 (33,3%)				

Question 16: Explain your role as well as the role of your subject in developing media and information literacy in students.

All the respondents find a connection between their subject(s) and MIL. The two teachers from the High School of Graphics Technology and Multimedia Technology who teach specialized subjects (Web Design, Graphic Design, Photography and Film, Media Technology) need advanced computer software in order to develop skills in their students that they are supposed to acquire through such subjects. For instance, students learn how to use video and photo editing programs, as well as animation programs. They also design graphic products. Similarly, a Design and Technology teacher from “Bloom” uses advanced drawing software with her students. Although skills developed through such subjects are mostly based on advanced use, creating and designing products requires a high level of critical understanding and communicative abilities since products are always intended for certain target groups. The school counselor thinks she can also influence MIL in students through lessons and through participation in cultural and public activities of the school. Students can take part in such activities and they would help the development of their communicative abilities. The English teacher from the High School of Graphics Technology and Multimedia Technology correlates language skills with MIL and lists several activities such as reading articles and developing writing and oratory skills. The English teacher from the Private International Gymnasium (P.I.G) “Bloom” underlines the role of English as a global language that is useful in different fields of study, as well as research skills that should be developed through a number of subjects. Some of the crucial points she emphasized in her interview is that students should be taught how to choose reliable sources of information and how to quote other authors while writing essays. Another foreign language teacher from “Bloom” explains that she encourages her students to further practice their language skills through online apps and platforms. Other teachers find a connection with MIL by encouraging their students to find additional information and material. Interestingly, an Art teacher says that his students use the Internet to equip themselves with art-related material, such as patterns, fonts, and designs.

Question 17: Please briefly describe the factors that prevent you from developing media and information literacy and/or that make it difficult for you (whether related to personal competences or external factors).

The respondents from the P.I.G. “Bloom” do not list many hindering factors, therefore we can conclude that they are mostly satisfied with the situation. Only one of them lists factors that are generally found difficult in B&H: classrooms that are not technologically equipped and an insufficient number of educated teachers. On the other hand, the respondents from the High School of Graphics Technology and Multimedia Technology present a lack of necessary tools and equipment as the major issue. The teachers claim they do not have legal software they need, that there is an insufficient number of computers that are obsolete, and that they do not have a reliable technical support service. An English teacher from this school confirmed this fact in her interview, explaining that many of her ideas failed for the lack of equipment and support. Therefore, the respondents mostly list external factors as major issues and only one of them mentions teacher education.

Question 18: Please briefly describe any positive examples from practice that are related to the development of media and information literacy that you are familiar with.

The research participants provide valuable responses ranging from students’ successes to individual activities. The respondents from the High School of Graphic Technology and Multimedia Technology say that if they are provided with necessary equipment and well-executed lessons, students even win awards on various contests. One of the respondents gives an example of an activity that includes role-play and filming short videos about historical figures that they later present to their classmates. In the interview with an English teacher from this school, we find out that her students would be given the task of creating websites in English and they would present them in English classes. However, this cooperation of Web Design and English teachers could not be continued due to poorly equipped classrooms. The respondents from “Bloom” mostly say that students should be informed about web pages with free resources and they list examples of applications and online platforms.

Question 19: Please briefly describe any positive examples of cooperation with English teachers with the purpose of the development of media and information literacy that you are familiar with.

The respondents provide the following examples: students' seminar papers which are written in English and that are designed according to the rules of graphic design and making students' CVs in a creative manner. The respondents from the P.I.G. "Bloom" cooperate a lot with English teachers with the purpose of developing their vocabulary in various fields.

Question 20: What are your suggestions for the improvement of the development of media and information literacy in Bosnia and Herzegovina?

The respondents propose the following: educating teachers in the field of MIL, providing schools with necessary equipment, educating children from an early age (first grade), adapting IT education to the current needs and changes in society, and using and analyzing online media content and information through all subjects, not only IT. We can recognize some similarities with the teachers' responses in *Report on Formal Media Education in Europe (Wp3)* (Hartai, 2014), mostly in terms of insufficient financial support (reflected in poorly equipped schools in B&H), teacher education, and cooperation among teachers of different subjects.

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