Media
Literacy *and*
Academic
Research

*Scientific journal of the Faculty of Mass Media Communication
at the University of SS. Cyril and Methodius in Trnava*

About the journal

Media Literacy and Academic Research is a scientific journal focused on the academic reflection of media and information literacy issues, media education, critical thinking, digital media and new trends in related areas of media and communication studies. The journal is devoted to addressing contemporary issues and future developments related to the interdisciplinary academic discussion, the results of empirical research and the mutual interaction of expertise in media and information studies, media education as well as their sociological, psychological, political, linguistic and technological aspects.

Media Literacy and Academic Research is a double-blind peer-reviewed journal published twice a year. The journal is international and interdisciplinary, inviting contributions from across the globe and from various academic disciplines of social sciences. It focuses on theoretical and empirical studies, research results, as well as papers related to the new trends, practices and other academic a research areas. Also encouraged are literature reviews, innovative initiatives, best practices in online teaching, institutional policies, standards and assessment. The Journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence.

The members of the journal´s Editorial Board are members of the European Communication Research and Education Association (ECREA), UNESCO-UNAOC UNITWIN Network for Media and Information Literacy, European Association for Viewers Interests (EAVI), The Slovak EU Kids Online Team and Media Literacy Expert Group.

The complete version of Media Literacy and Academic Research's Editorial Policy is available online at www.mlar.sk.

Dear readers!

According to the publishers of the Collins English Dictionary, the term of the year for 2017 is the term fake news. The frequency of use of this term has risen by 365% worldwide compared to 2016. The popularity of this expression was also helped by Donald Trump's victory in the US presidential election last year, and for many people the shocking UK decision to leave the European Union. Both of these events, as well as the directly related huge increase of fake news in the social media environment, are a great challenge for media literacy professionals. The low ability to distinguish fake news from objective news is one of the manifestations of low levels of critical thinking and media literacy. Both terms have various points of contact, which are increasingly the subject of interest for academics involved in this sphere of media studies.

There are also topics which we will regularly discuss on the pages of our new magazine Media Literacy and Academic Research. We are convinced that the interest of academics as well as students in this issue is a very important starting point for developing a wider academic debate in media studies. It is the academics and students involved in media education and the development of critical thinking that can make a significant contribution to a better empirical understanding of how false news is spread, what is their essence, why audience members are searching for them and why they trust them.

Critical thinking and media literacy can be developed in an individual only if he / she does not automatically accept or spread any media content without thinking for a moment and trying to answer to some fundamental questions. For example, where the relevant media content is published, what is the source of the information the authors refer to, whether the information can be verified from other sources, whether they are verifiable facts or just personal opinions and the subjective attitudes of the author, which are far away from objective journalism. Critically assessing any media content means considering all available information and also the form in which they are mediated. The problem may not be just media content that contains completely untrue information. More often, we encounter news that works with real and objective facts, but the author of the article deliberately or ignorantly plucks them from context and supplements them often with very misleading subjective comments and claims whose primary goal is not to inform but to persuade the reader.

We believe that the magazine Media Literacy and Academic Research will become the part of the challenging process of developing critical thinking and media literacy that is important in revealing fake news. At the same time, we want to wish to the new magazine and the authors who will publish in it that they efforts will contribute to improving the academic debate on the issue of media education and the research aspects related to this issue.

Pleasant reading,

Norbert Vrabec
Editor-in-Chief of Media Literacy and Academic Research

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photo: iAmMrRob

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Cyberbullying and Opportunities for its Prevention

ABSTRACT

This paper focuses on the phenomenon of bullying in the electronic environment - cyberbullying. It is divided in two parts - a theoretical part in which we define basic concepts such as bullying and cyberbullying, as they are important in our context. The contribution includes several definitions of cyberbullying from authors who first thought of this topic. Cyberbullying also includes various forms, which, together with their means, are elaborated at work. It is important to explain basic bullying that we compare with cyberbullying. Our goal is to design options and solutions for its prevention and elimination. The research part is in the form of a quantitative questionnaire which analyzes the issue of cyberbullying through the eyes of secondary school pupils, especially their real experience and knowledge of the assumed subject to achieve the idea of the current state. We discovered whether students were bullying someone over the internet, cyberbullying, and how they matched cyberbullying. The aim of our research questions was also to find out if students are familiar with some of the web sites that deal with cyberbullying prevention and whether their school provides enough information to address this issue.

1. Introduction

In the last two decades we have witnessed revolutionary changes that particularly affect new communication technologies. These technologies are characterized by digitalization, multimedia, but mainly communication through the Internet and its applications, such as social networks. New digital media communication brings many opportunities, on the one hand, but also some risks on the other. One of these risks is cyberbullying.[1] The term cyberbullying, created by the combination of bullying and cyberspace, is fairly new, so we will first elucidate the term of bullying.

The word bullying is of French origin - chicane. It has several meanings: abuse, persecution, malicious harassment and so on.[2] Bullying does not have a universally valid definition, but it can be classified as an aggressive behavioural disorder. The interest about this topic has moved considerably over the last thirty years, resulting in the existence of more research. A pioneer in this area is the Norwegian professor Dan Olweus, who in his Cambridge role, developed the theory of bullying and the basic tools by which it can be explored and measured.[3] The Czech expert Michal Kolář says about bullying that it occurs when one or more pupils usually intentionally and repeatedly torture and enslave their classmate or classmates and use aggression and manipulation to do so.[4] Bullying is defined by various authors as behaviour, when someone hurts someone who cannot or is not able to defend themselves, it often happens repeatedly; it is rarely a one-time issue.[5]

Cyberbullying

Today's generation is associated with new media and the internet in day-to-day contact.[6] However, the big difference in the reaction of response is seen when using the Internet compared to television. On the Internet we can also search for information that interests us, sometimes we can change them and we can also create them. According to Gálik, the Internet, like other media, has an impact on the cognitive abilities of man (perception, thinking, imagination, and knowledge), collective mentality, as well as on the organization of society on the basis of its technological aspect and communication.[7] The Internet is not physically tangible; it has no basis such as paper in the case of handwriting. Only a few people can imagine sending letters or postcards. They have been replaced by emails, where we in a few clicks can write and send something which would take several days by post. Through smartphones we can also very quickly send a short message - SMS, or various pictures in the form of MMS. However, in verbal communication we see the difference, the person is not so relaxed, he or she stammers, looking for the right words or trying to find a neutral topic.[8]

J. M. Price and J. Dalgleish understand cyberbullying as *„collective marking used to define bullying forms using electronic means such as the Internet and mobile phones to aggressively and deliberately hurt someone."*[9] Cyberbullying is most commonly defined by Tománek as: Torture,

[1] HLADÍKOVÁ, V., HUBINÁKOVÁ, H.: Cyberbullying as a risky phenomenon of internet. Communication and possibilities of its elimination. In *SGEM 2017, Volume I : Human Geography, Media and Communications, Information and Library Science, Demography and Women´s Studies.* Sofia : STEF92 Technology, 2017, p. 158.

[2] JAŠŠOVÁ, E.: *Ako nebyť šikanovaný.* Bratislava : SEĽUZ MO SR, 1998, p. 16 - 17.

[3] VAŠUTOVÁ, M. et al.: *Proměny šikany ve světě médií.* Ostrava : Filozofická fakulta Ostravské univerzity v Ostravě, 2010, p. 51-52.

[4] KOLÁŘ, M.: *Nová cesta k léčbě šikany.* Praha : Portál, 2011, p. 32

[5] VAŠUTOVÁ, M. et al.: *Proměny šikany ve světě médií.* Ostrava : Filozofická fakulta Ostravské univerzity v Ostravě, 2010, p. 53.

[6] TOMÁNEK, P.: Kyberšikana ako aktuálny problém v súčasnej rodinnej výchove. In *Lifelong learning − Celoživotní vzdělávání,* 2012, Vol. 2, No. 1, p. 30. [online]. [2017-02-15]. Available at: <http://vzdelavani.unas.cz/lll201.pdf>.

[7] GÁLIK, S. et al.: *Možnosti a nebezpečenstvá komunikácie na internete.* Trnava : Fakulta masmediálnej komunikácie UCM v Trnave, 2014, p. 17.

[8] TOMÁNEK, P.: Cyberbullying: Experiences, impacts and coping strategies as described by Australian young people. In *Youth Studies Australia.* 2010, Vol. 29, No. 2, p. 51.

[9] PRICE, J. M., DALGLEISH, J.: Kyberšikana ako aktuálny problém v súčasnej rodinnej výchove. In *Lifelong learning − Celoživotní vzdělávání,* 2012, Vol. 2, No. 1, p. 30 - 31. [online]. [2017-02-15]. Available at: <http://vzdelavani.unas.cz/lll201.pdf>.

humiliation, threat or various attacks through the Internet, digital and interactive technologies, but in recent times we have also attributed attacks on mobile phones.[10]

Myers says that *„cyberbullying provides the sense of anonymity, immediate access to the victim and an unrestricted audience of supporters to the aggressor.“[11]* The intention of the actor's behaviour is to hurt the victim through sexist, racist or other insults. An important role is also played by the age when teens are constantly harassing the victim by persecution, using text messages or emails. Several authors believe that cyberbullying already appears among minors, especially young people. Adults are also involved in Internet attacks, mostly those who are of a similar age and work at the same workplace via anonymous internet alerts or telephone calls. Another method is the targeted abuse of young people using social networks, chatting on websites or emails.

K. Hollá describes cyberbullying as *„aggressive behaviour that involves harassment, threaths, persecution, humiliation and other negative behaviour of the child or adolescent against the victim or victims through repeated attacks through computer, mobiles and other electronic devices whose content causes emotional harm.“[12]*

In the aforementioned age groups, peers try to spend as much time as possible with their friends. Through the Internet they can stay in touch anytime, anywhere they are, despite having to leave their home, which greatly helps allow attacks in cyberspace.[13]

2. Survey Methodology

As the most appropriate survey method in the research section we have chosen a quantitative questionnaire of our own construction in electronic form, because we can reach a larger number of respondents in a short time. Anonymity is important, so respondents are not afraid to express their opinion and also have enough time to answer all the questions. The subject of the study is students of secondary vocational school aged from 15 to 19. Selected questions are based on what we want to find out to be able to obtain the most accurate results. They are divided into four units, where we can see cyberbullying from the point of view of victim, aggressor, absences in prevention and whether traditional bullying is linked to cyberbullying. The data obtained from the questionnaire is clearly graphically evaluated.

Subject of the survey

Through the survey we wanted to find the current state of cyberbullying at the Secondary School of Business and Services in Dolný Kubín. In order to achieve this goal, firstly it was necessary to learn about which of these virtual world activities are most frequently done by students, due to possible occurrences of this kind of bullying. In the survey we came up with questions on what level of knowledge students have about cyberbullying, whether they have been victims of it or even have been aggressors themselves. Their responses helped us to compare their attitude toward this phenomenon from various demographic perspectives such as age, gender or field of study itself.

Survey questions
1. Have you ever cyberbullied someone through the Internet?
2. Why did you bully through the Internet?

[10] TOMÁNEK, P.: Kyberšikana ako aktuálny problém v súčasnej rodinnej výchove. In *Lifelong learning − Celoživotní vzdělávání*, 2012, Vol. 2, No. 1, p. 31. [online]. [2017-02-15]. Available at: <http://vzdelavani.unas.cz/ll1201.pdf>.
[11] MYERS, J. J. et al.: *Responding to cyber bullying. An action tool for school leaders.* CA : Corwgin, 2011, p. 7.
[12] HOLLÁ, K.: *Kyber-šikana.* Bratislava : IRIS, 2013, p. 14-15.
[13] BOTÍK, M.: Násilie, agresivita a kyberšikana ako jedno z nebezpečenstiev internetovej komunikácie. In GÁLIK, S. et al.: *Možnosti a nebezpečenstvá komunikácie na internete.* Trnava : Fakulta masmediálnej komunikácie UCM v Trnave, 2014, p. 71-74.

3. Has anyone cyberbullied you through the Internet?
4. How did you deal with cyberbullying?
5. What do you think is the best way to defend against cyberbullying?
6. Do you think your school provides enough information about cyberbullying?
7. Do you know any websites of Slovak civic associations and projects which you can turn to in case you become a victim of cyberbullying?

The survey was conducted on a sample of students from the Secondary School of Business and Services in Dolný Kubín. After mutual communication with the deputy director of the school he sent an electronic questionnaire to competent teachers. By this form of cooperation we have determined reciprocal conditions, one of which was to report the results and recommendations turnover. These results will help the school to indicate what different ways and methods they can use to eliminate cyberbullying.

The total number of addressed respondents was 152, aged 15 to 19 from different fields of study and grades. When evaluating the questionnaires we have also come to the conclusion that some of the questionnaires were not satisfactory and therefore it was not a subject of the survey but fictional facts. The total number of matching questionnaires was 150.

3. Results and discussion

Based on the quantitative questionnaire we calculated the survey results of the cyberbullying issue. We analysed this problem from the point of view of the students, we noted it down in the schemes and charts. On the basis of the findings we evaluated the results and attached our own opinions and views on the findings.

The most frequent activity that respondents use every day on the Internet are social networks, with 121 respondents (80,7%) being inclined to. Another activity that is also very popular is chatting, which is attended by 120 students (80%). A very surprising finding was that 6 respondents (4%) do not visit social networks and do not chat.

Nowadays the Internet is dominated by a great phenomenon (youtubering). This is one of the reasons why today's young people spend most of their free time on the Internet. Up to 93 students (62%) spend their free time browsing the Internet and watching videos. Only one student less, 92 (61.3%), watch websites. Our goal was to find out whether there is anyone who does not watch videos and websites. The result was very low, only 4 respondents (2,7%) indicated this option.

The activity with the smallest frequency in replies (not at all) concerns interest in playing online games, 57 students (38%) are interested in this. A large percentage of 20,7% which means 31 students, play games less than twice a month. However we have to point out that the results on online games are surprising to us, because we have assumed that this activity will be ranked in the first three in terms of frequency. Only 23 students (15,3%) play games almost every day. Games allow the creation of different social groups, the player has a certain status in the existing group, can pay for different benefits, and on the basis of these choices can move around in the virtual environment. From these levels of players, personal adaption takes place in the environment, which can also be reflected in the real environment, for example, how can players help, empathize with others or deal with potential aggression.

Sending SMS or MMS messages through Internet gateways ensures anonymity, thus indirectly supporting cyberbullying. A lot of websites require only login or a phone number that can also be made up. This type of sending of SMS or MMS messages is used by 56 respondents (37.3%).

Cyberbullying from the point of view of the aggressor

17,3 %

● yes
● no

82,7 %
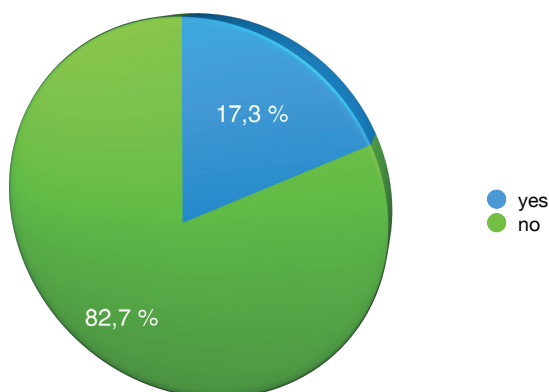
Have you ever cyberbullied someone through the Internet?
Source: own processing

Based on this chart we discovered that only 26 students (17,3%) from a sample of 150 had cyberbullied. The remaining 124 students (82,7%) never repeatedly attacked other people via the Internet.

The following sub-questions which are in the questionnaire and follow on the survey question concerned only those who were cyberbullying and had the option to mark more answers. In the first sub-question we were finding out which people they were putting pressure on. The most frequent victims were people who they did not know, this answer was chosen by 14 respondents (53,8%). The answer friends followed, it was identified by 10 respondents (38,5%) and the answer classmates was chosen by 8 respondents (30,8%). In last place there were cyberbullied teachers together with higher-grade students who were bullied by 2 aggressors (7,7%).

In the next sub-question we investigated the means by which the aggressors were cyberbullying. The survey shows that 14 students (60,9%) were most often cyberbullying through social networks. The second most common answer was Internet chat, which was rated by 9 students (39,1%). A little less, 7 students (30,4%) use SMS gates which are free as a means of cyberbullying. The survey revealed the same number of responses that 6 students (26,1%) acted aggressively on phone calls, email communications, but also wanted to take revenge in the form of photo publishing. Only 2 students (8,7%) took the opportunity of revenge through humiliating videos, suggesting that the most used means of foreign affairs is unfamiliar to this school.

The comparison of results of online activities and results related to means of cyberbullying has shown us the consensus that the first two most frequent activities are also the most common means of cyberbullying.

An important finding for us was the name used by the aggressors in the process of cyberbullying. According to the studied literature, we deduced that it would be mostly anonymous, but it was second, only one quarter of aggressors thus 7 students (26,9%) used it. Half of them thus 13 aggressors (50%) used their own name. 2 aggressors (7,7%) used the name of a person they knew.

Legend: Anger and revenge | Virtual game | Entertainment | Threat | Intercourse | Didn't comment

38,5 %

15,4 %

11,5 %

7,7 %

3,8 %

23,1 %

40
30
20
10
0
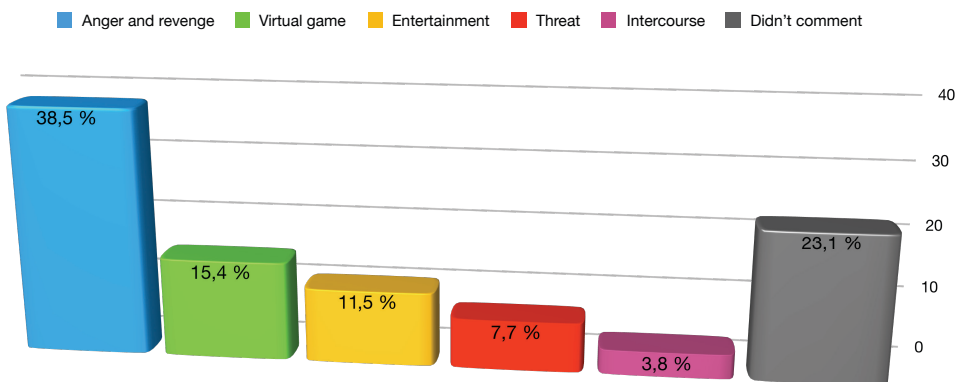
CHART 2:
Why did you bully through the Internet?
Source: own processing

10 students (38,5%) reported anger towards victims they knew and revenge for what they have done in the past as the main reason. As we have already learned from the activity scheme, only 38 students often play virtual games, but there were 4 students (15,4%) from that small number who cyberbullied in that way. There were also other answers about reasons, for example 3 (11,5%) students were cyberbullying for fun, 2 (7,7%) students because of threats and 1 student (3,8%) in order of sexual intercourse. The second most numerous group in this survey question was formed by those who were ashamed of or refused to express themselves, it was 6 students (23,1%).

Cyberbullying from the point of view of the victim

16,7 %

83,3 %

yes
no
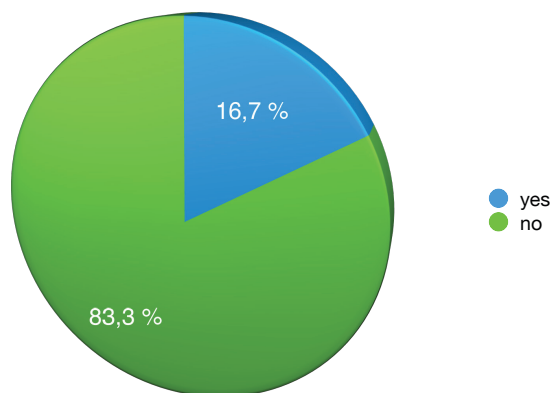
CHART 3:
Has anyone cyberbullied you through the Internet?
Source: own processing

Exactly 25 students (16,7%) from the secondary school of business and services were victims of cyberbullying, the other 125 students (83,3%), most of them, fortunately had not been victims of aggressors.

All of the following questions were targeted at victims, in which respondents had the option to choose more answers. The first sub-question, which dealt with aggressors of cyberbullying, told us that the most frequent initiators were friends, which was identified by 16 respondents

(47,1%). Then followed unidentified aggressors who were considered to be dangerous by 15 respondents (44,1%) and the third is classmates, denoted by 11 respondents (32,4%).

To our amazement the survey showed that 6 respondents (17,6%) encountered Internet aggression from teachers. In our opinion, it should be them who avoid cyberbullying and rather they should be an example for their students and teach them how to be immune to the cyberbullying.

The second sub-question concerned the means of cyberbullying. Social networks can help us to contact people who are far away from us or to establish new contacts. However, it has also been confirmed that the more time spent on the Internet increased the risk of cyberbullying. Mostly, 18 students (62,1%) became victims of cyberbullying through social networks. The second most common means are sms/mms messages, through which 13 victims (44,8%) have been attacked. Revenge of the aggressors in the manner of publishing inappropriate photographs was felt by 10 victims (34,5%). As it was from the point of view of aggressors, there we also confirmed that a small number of only 3 students (10,3%) became victims by the form of a humiliating video.

In most cases, victims had no difficulty in estimating the name of the aggressor because 9 aggressors (36%) acted in their own name, but there were also cases where 7 aggressors (28%) acted with a fictional name. Appropriately, 4 students (16%) identified their aggressor as anonymous, but also as a person who stole the identity of someone known.
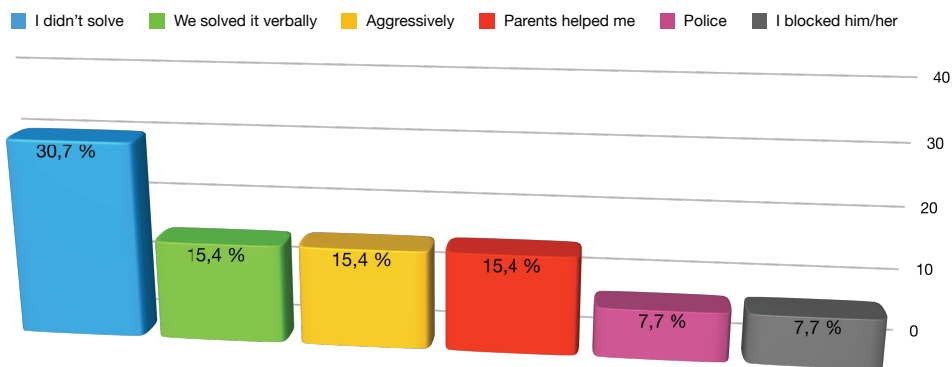
CHART 4:
How did you deal with cyberbullying?
Source: own processing

The last important point that we dealt with from the point of the view of the victim of cyberbullying was its resolution. All 25 victims, who had the option of an open response, spoke. It was not solved at all by 10 victims (30,7%), they were waiting until it was over. This resolution was the most frequent answer. Some, 4 students (15,4%) spoke to the aggressor as well as 4 students who were given help by their parents or who started to behave equally aggressively against the aggressor. The least used step against cyberbullying was blocking the aggressor and resolving it via the police - it was resolved by 1 student (7,7%) in this way. Since cyberbullying is not directly embedded in our legal system, it is possible that many students do not know whether this is a crime or whether it can be resolved via the police and are thus acting on his or her own responsibility.

Prevention of cyberbullying
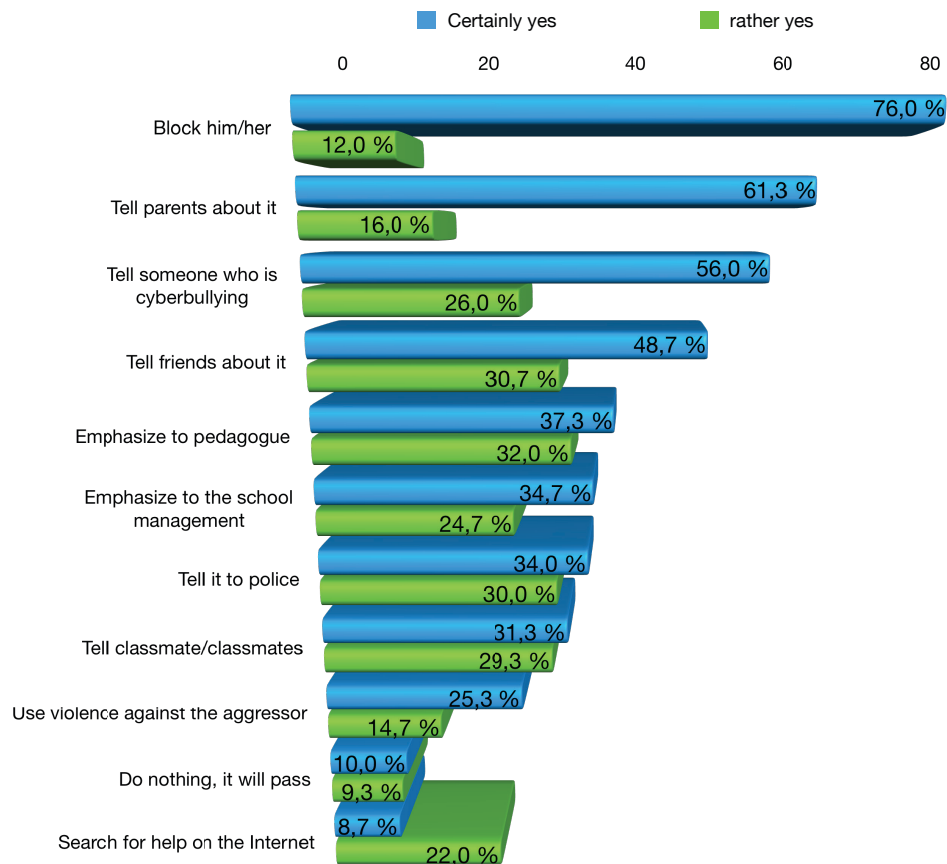
What do you think is the best way to defend against cyberbullying?
Source: own processing

We showed the most frequent and the least frequent answer in the chart. The largest number, that is 114 students (76%), think that the best defence is to block the aggressor. However, there were also 7 students (4,7%) who are not convinced that this method can help them. A large percentage (61,3%), 92 students would firstly address it with parents. However, there are 17 students (11,3%) who would not, or certainly did not use this form of defence. More than half, 84 students (56%) would try to talk with the aggressor. 73 students (48,7%) have a relatively high level of trust in their friends who they would talk to. Teachers have a positive impact on the students, because 104 students would ask them for help (rather yes + yes). School management would be emphasized by 15 students less. As we have already learned from the personal results of the victims, there are also students who are sceptical about the police, only 51 students (34%) have indicated this option as the first.

From the total sample of 150 students we discovered that 85 students (56%) would certainly not act like this and that the next 36 students (24%) are also inclined to this opinion. Students also do not have a great deal of trust in Internet help, 69 students (46%) do not see any sense in this way of defence. Developing violence against the aggressor has been considered as a bad approach by 61 students (40,7%). 38 students (25,3%) indicated the choice of violence against the aggressor as correct.
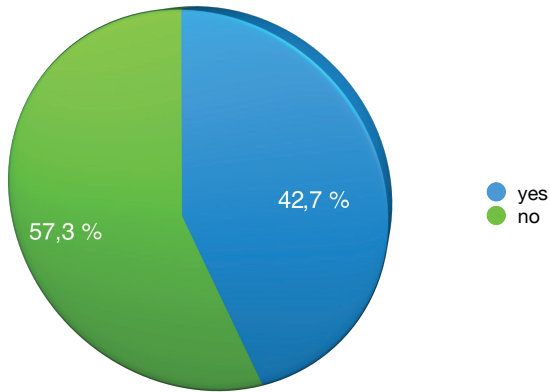
Do you think your school provides enough information about cyberbullying?
Source: own processing

All of the 150 respondents answered this question. Most of them, 86 respondents (57,3%) mention a lack of information about cyberbullying from their school. As a result, there can miss lectures and discussions with experts about this form of bullying. Through email communication with the deputy director of the school, at which we conducted the survey, we learned that more attention and a bigger emphasis is placed on traditional bullying. However, slightly less students, 64 students (42,7%) think that cyberbullying is being given enough attention.
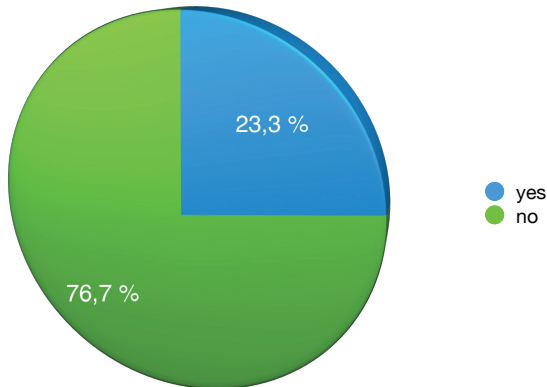
CHART 7:
Do you know websites of Slovak civic associations and projects which you can turn to in case you are a victim of cyberbullying?
Source: own processing

We found out that more than three quarters of respondents, thus 115 (76,7%) do not know any websites of Slovak associations. Only 35 respondents (23,3%) know of them, which is almost one quarter. One of the main reasons for this lack of understanding is that respondents do not trust this form of defence, so they do not even search for it - they prefer personal contact. Another reason can be the low promotion of civic associations at schools in the form of lectures or at the locations where the most potential victims are staying.

4. Benefit assessment and recommendations

Survey results indicate that most students have not yet had a personal experience with cyberbullying. Half of the students participated in this form of bullying only as a witness. Most students acted as heroes and helped the victim, but there was also a minority which was afraid to get involved.

This form of bullying is more difficult to resolve during its process, so it is important to start eliminating it from the very beginning. Most students spend their free time on social networks, through which cyberbullying occurred the most. Therefore, it is important for school networks to be set up so that students do not have access to social networks and block them.

The results showed trust of teachers and management of the school, which we regard as correct. From this we can deduce that even a school psychologist can be the right next step. Students would have the opportunity to confide either by their name or anonymously via paper links.

Most students think that schools provide a lack of information related to cyberbullying. To improve this situation, lectures in social communication lessons with experts on this topic or eventually lectures with people from combined helplines who can retell real cases they have encountered should take place. People who have already gone through such a process and have handled it, either on the side of the victim or the aggressor, also come into consideration.

Student's replies also indicate that a large number of them do not know any websites of Slovak associations that can help them. Therefore one of our recommendations would be cooperation between secondary schools and these civic associations, thorough promotion in the form of posters and leaflets displayed at school.

5. Conclusion

Cyberbullying represents a serious problem in today's society, which should be solved mainly preventively and not when it has already been created. Effective prevention of cyberbullying, could, in addition to the abovementioned suggestions, also introduce courses or direct teaching of media education at schools. This is partly happening, but Slovakia, when compared to other European countries, is still lagging in media education. D. Petranová identifies a number of factors of this lag, such as a weak societal awareness of media education, poor interest of teachers in teaching media education or their weak knowledge, etc.[14] These factors block the adequate development of media competences and especially critical thinking. D. Petranová even says that media education should be understood as a "guidance"[15] that could help recognize, prevent and eliminate undesirable behaviour on the Internet, and thus combat cyberbullying more effectively.

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[14] PETRANOVÁ, D.: *Mediálna výchova a kritické myslenie.* Trnava : Fakulta masmediálnej komunikácie UCM v Trnave, 2013, p. 59.
[15] PETRANOVÁ, D.: Rozvíja mediálna výchova v školách kritické kompetencie žiakov? Does Media Education at Schools Develop Students Critical Competences? In *Communication Today,* 2011, Vol. 2, No. 1, p. 74.

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Ján Višnovský, Aneta Schmögerová

News Values of Typologically Different Slovak Newspapers. The Case of the Journals Plus Jeden Deň and Denník N

ABSTRACT

The study deals with the issue of news values and their application in two typologically different print groups, in serious and tabloid newspapers. We assume that different print categories work with different values because they access the reader differently. On the other hand, economic problems, especially a loss of readers and the subsequent loss of advertisers, also lead serious newspapers to follow topics and process them in a way that is closer to the segment of tabloid journalism. The differences between typologically different groups of the press are wiping out, which, in particular, is considered a shortcoming in the case of serious titles. Through content analysis results, the authors explore news values and themes of the daily Plus Jeden Deň and the daily Denník N within a defined time period to find out what values the typologically different newspaper prefer, and therefore what topics they offer to readers.

KEY WORDS

News Value. Quality Press. Mass Press. Daily Plus Jeden Deň. Daily Denník N.

1. Introduction : To the issue of news values of typologically different print groups (elite and mass)

Not every event becomes news. Publishers of the periodical press and members of the editorial office decide what will go through the imaginary "gate" of the media and what readers will subsequently read in the newspaper. They must work in such a way they do not lose their readers. Therefore, they consider any event or information that they insert into a newspaper article. That is what news values are designed to ensure for them. They increase the chance of a given event to become news. If the event is marked with more than one of these values, it has a greater chance to become news and the material will go into the newspaper.

I. Reifová defines news values as a set of characters that decide whether the message becomes part of the news. It is likely that an event will "pass through the gate" of the media and become a message that will be further promoted.[1] O. Spencer-Thomas defines news values as follows: *„News values are general guidelines or criteria used by media outlets, such as newspapers or broadcast media, to determine how much prominence to give to a story. They are fundamental to understanding news production and the choices that editors and other journalists face when deciding that one piece of information is news while another is not."*[2]

The research of news values as attributes of events, as well as dealing with the process of selecting and reporting news has been implemented differently in the United States and European countries, in particular depending on competence to concrete science-research tradition. The term "news value" was first used by the American journalist and political commentator W. Lippmann in the thesis Public Opinion in 1922. He understood the media as a window into a world lying outside of our immediate experience: *„We can see that the news of it comes to us now fast, now slowly; but that whatever we believe to be a true picture, we treat as if it were the environment itself. It is harder to remember that about the beliefs upon which we are now acting, but in respect to other peoples and other ages we flatter ourselves that it is easy to see when they were in deadly earnest about ludicrous pictures of the world."*[3] In the particular, he considered the following: explicitness, oddity, proximity nearness, big names and conflict controversy.[4] A significant breakthrough in news values research brought the results of the research of the structure of Norwegian foregin newscast by J. Galtung and M. H. Ruge, published in The Structure of Foreign News. The Presentation of the Congo, Cuba and cyprus Crises in Four Norwegian Newspapers in 1965. Values have been diveded according to their validity in relation to the cultural environment. Between the values that apply idependently from they have included: frequency, threshold, unambiquity, meaningfulness, consonance, unexpectedness, continuity, composition, reference to elite nations, reference to elite people, personalization and negativity.[5] T. Hardcup, however, pointed out: *„Less frequently cited is the fact that Galtung and Ruge themselves suggested that journalists ought to be prepared to counteract the news values that are dominant within maintream media by reporting more on long-term issues that on short-term events, by including more contextualizing information within stories, by being prepared to tacke complex, ambigouos, and difficult issues, and by paying more attention to non-elite nations and people."*[6]

American journalist T. White in Broadcast News Writing, Reporting, and Producing pointed out to accuracy and precision and ones judgement as a necessary condition for the profession

[1] REIFOVÁ, I. et. al.: *Slovník mediální komunikace.* Praha : Portál, 2004, p. 76.
[2] SPENCER-THOMAS, O.: *News Values.* [online]. [2018-02-16]. Available at: <www.owenspencer-thomas.com/journalism/newsvalues>.
[3] LIPPMANN, W.: *Public Opinion.* New York : Harcourt, Brace and Company, Inc., 1922, p. 7.
[4] LIPPMANN, W.: *Public Opinion.* New York : Harcourt, Brace and Company, Inc., 1922, p. 246.
[5] GALTUNG, J., RUGE, M. H.: The Structure Of Foreign News. The Presentation of the Congo, Cuba and Cyprus Crises in Four Norwegian Newspapers. In: *Journal of Peace Research,* 1965, Vol. 2, No. 1, p. 84-85.
[6] HARCUP, T.: *A Dictionary of Journalism.* Oxford : Oxford University Press, 2014, p. 209.

of journalist. Editors should therefore be able to recognize which messages are more important than others. According to him, an important role played in the process of selecting news is also the curiosity of the journalist as the recipient. He considered tragical human stories, misfortunes and topics related to hunger, disease, and war as traditional topics. However, he criticized the threatment, which presents them as sensations.[7] On the other hand, the selection of such topics refers to the tabloidization of journalism. As T. Trampota says: *„Tabloidisation is also very closely connected with scandalisation, which represents blurring the frontiers between the private and the public sphere, emphasizing personal life of public figures while omitting their professional achievements, which are so typical for tabloidisation of media.“*[8] On the other hand, we are now increasingly confronted with the belief that media procuts reflect the tastes and preferences of the audience.[9]

The typologicaly different types of media work differently with news values.[10] When talking about print media, the newspaper for the elite aims to quickly and truthfully inform their readers about events from home and abroad and recipients are not looking for entertainment or leisure, but information on current events in society. These newspapers are sometimes called "newspapers of opinion", for the reason that there is also an interpretative, not just informative component. The elite press, according to J. Vojtek, fullfuls an orientation role and it is indistinct. It focuses on reason rather than emotion, provides information and comments, uses argumentation procedures. It is intented for those who find time to read it. It is also available for less educated people, but they often do not like it because it is linguistically and spiritually different. They follow ethical codes. In the newscast there are "hard news" prefered and they also bring opposite opinions.[11] The term "hard news" is defined by T. Harcup as follows: *„Serious, topical, and fact-based news stories about crime, politics, war, famine, business, industrial relations, and countless other events happening in the world.“*[12] The opposite are "soft news".

The dictionary of journalistic theory and practice defines the term "tabloid" as naming the unreliable or trash type of periodicals. This type of press publishes unverified information, gossip and photographs that were not obtained ethically (e.g. paparazzi). The tabloid press focuses on sensations that are presented in a light and funny way, not forcing readers to think, just to consume. Different catastrophes, scandals, misfortunes or crimes are preferred.[13]

According to J. Vojtek, the mass press is focused on the entertainment component, it is cheap, unreal to vulgar. Such newspapers can manipulate people. The unspoken rule is to have at least one breath taking issue – murder, disaster, tragedy, violence, orgy. Since these do not happen every minute, as newspapers need, they artificially produce them. It works in the way that the editors make something up or describe an everyday event as extraordinary, wonderful and brilliant. So-called "human interest stories" are a favorite element of these newspaper because they elicit emotions and unite people regardless of their social status.[14]

There is also a typologically specific press- mid market in British journalism. According to T. Harcup this segment of the UK national newspaper market is positioned between the popular redtop end and the quality or broadsheet titles.[15]

[7] WHITE, T., BARNAS, F.: *Broadcast news writing, reporting, and producing.* Burlington – Oxford : Focal Press, 2005, p. 147.
[8] TRAMPOTA, T.: Defining the Tabloid: Czech Perspective. In *Communication Today,* 2010, Vol. 1, No. 2, p. 15.
[9] PRAVDOVÁ, H., RADOŠINSKÁ, J.: Media Culture in the Context of Transformation of Contemporary Spiritual Values and Spirituality. In *European Journal of Science and Theology,* 2013, Vol. 9, No. 6, p. 170.
[10] See also: VIŠŇOVSKÝ, J.: Spravodajské hodnoty britských elitných, mid-marketových a masových denníkov. In VOJTEK, J. (ed.): *Teoreticko-historické aspekty typológie moderných britských novín.* Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2015, p. 71-100.
[11] VOJTEK, J.: Teoreticko-historické východiská žánrov anglicky písaného novinárstva. In VOJTEK, J. (ed.): *Teoreticko-historické aspekty typológie moderných britských novín.* Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2015, p. 23-24.
[12] HARCUP, T.: *A Dictionary of Journalism.* Oxford : Oxford University Press, 2014, p. 124.
[13] HOCHELOVÁ, V.: *Slovník novinárskej teórie a praxe.* Nitra : Univerzita Konštantína Filozofa v Nitre, 2000, p. 31-32.
[14] VOJTEK, J.: Tlač pre masy, alebo od informácií a ich interpretácií k zábave (najmä šteklivej). In VOJTEK, J. (ed.): *Teoreticko-historické aspekty typológie moderných britských novín.* Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2015, p. 115-116.
[15] HARCUP, T.: *A Dictionary of Journalism.* Oxford : Oxford University Press, 2014, p. 176.

2. The aim and the methodology of the research

The aim of the research is to find out which news values prevail in the so-called tabloids and so-called elite periodical press. Empirical research is carried out by combined scientific methods and quantitative-qualitative content analysis based on a quantitative analysis with an emphasis on the number of components researched. Research also works with comparisons, comparing two newspaper representatives.

The researched titles are the daily Plus Jeden Deň – a tabloid and the daily Denník N – an opinion-forming newspaper. The aim is to verify the assumptions about periodicals based on the typology of newspapers. The selected periodicals are different from each other in order to make differences and possible matches clear.

The topics are selected based on their occurrence in both periodicals. Basic selected topics are: *Internal political situation*, *Foreign political situation*, *European Union*, *Schooling and Education*, *Culture*, *Economy*, *Health service*, *Health and Environment*, *Science*, *History*, *Entertainment*.

When comparing the news values of selected titles of periodicals we note the presence of these values: *Negativity*, *Elite nations* (influential countries such as the United States of America, Russia, China, etc.), *Elite people*, *famous celebrities* (Slovak celebrities and celebrities around the world, actors, politicians, sportsmen, singers, moderators, etc.), *Proximity* (to Slovakia), *Factor of impact on the audience lives*, *Surprise*, *Currentness*, *Positive news*, *Entertainment* (scandals, human stories), *Continuity*.

The selection of the analyzed material reflects the main contributions of newspapers on both sides, not including such sections as Short from Home, Comments, Sport, Interviews, Arguments, attachment Weekend and cover pages. We focus on news.

Research questions and assumptions
- Which topics will the daily Denník N deal with in its newscast mainly?
- Which topic will dominate in the newscast of the daily Plus Jeden Deň?
- What are current values in the periodical press and are there differences between the typologically different periodicals in this area?
- What incidence of news values will be included in one journalistic text?
- Which topic and news values will be slightly in the shade and newspapers will not give them too much space?

Assumption no. 1: We assume that in the tabloid daily Plus Jeden Deň the news value of elite people/known celebrities will be represented more than the news value of the factor of impact on the life of the audience.
Assumption no. 2: We believe that the ratio of positive news in selected newspapers, which is tabloid and serious title, will be lower than the incidence of news which we could evaluate as negative.
Assumption no. 3: We assume that more than 25% of news of newscast of the daily Denník N will deal with internal political affairs.
Assumption no. 4: We assume that in the newscast of the daily Plus Jeden Deň entertainment news will be more represented than internal political or foreign political affairs.
Assumption no. 5: We suppose that more journalistic statements of the daily Plus Jeden Deň will report continuity than journalistic contributions of the daily Denník N.

Sample selection
The survey sample consists of 21 issues of the daily Plus Jeden Deň and 21 issues of the daily Denník N. The deliberate available selection reflects newspapers issues from the working days of five calendar weeks in the year 2017.

3. Results of the research

In the following section we provide a complete summary of the number of individual topics of each dailies over the five calendar weeks as well as the total number of journalistic statements. We focus on the schedule of each week. The aim is to clearly and comprehensively summarize our observations, the results of which are then recapitulated.

The topics of the daily *Plus Jeden Deň*	The calendar weeks of the January 2017:					Together
	no. 1	no. 2	no. 3	no. 4	no. 5	
1. Internal political situation	6	6	15	18	8	**53**
2. Foreign political situation	3	5	0	1	3	**12**
3. European Union	0	1	2	0	0	**3**
4. Schooling and education	0	0	0	0	0	**0**
5. Culture	0	0	1	1	0	**2**
6. Economy	1	2	2	1	0	**6**
7. Health service, health and environment	3	5	5	5	2	**20**
8. Science	0	1	0	1	1	**3**
9. History	3	0	0	2	2	**7**
10. Entertainment	56	64	67	61	16	**264**
The number of journalistic contributions together	**370**		**The number of topics together**	**370**		

Representation of topics in the daily Plus Jeden Deň in each calendar week of the year 2017
Source: own processing

As it can be seen in Scheme no. 1, the number of journalistic contributions of the daily Plus Jeden Deň during all weeks and the number of topics match together, because we always put the given journalistic text in only one thematic category. Of the total number of 370 journalistic contributions of the daily Plus Jeden Deň, up to 264 of them represent Entertainment, confirming the fact that the tabloid likes to focus on simple, understandable topics which contain expressive statements and for the general public this content is easy to understand.

In these texts the reader could learn information about the private lives of many well-known Slovak and foreign personalities, various curiosities or activities related to crime. They were often sensations or scandals.

The topic of entertainment clearly dominates over other topics. It was the most represented in calendar week no. 3/2017, when we observe up to 67 journalistic texts together. A sample of issues of these newspapers clearly testifies to the fact that the daily Plus Jeden Deň belongs to the tabloid periodicals which put the greatest emphasis on entertainment and relief. We recall that only two days of January were included in the last calendar week, so the numbers marked are lower than in the other four weeks.

Very often, the daily Plus Jeden Deň dealt with intra-political affairs. So there was news about the situation in our country, especially information from the world of politics.

There are also a relatively large number of health care articles in the newspaper, to where health and environment also belong. This type of topic is definitely interesting to the public and therefore it often appears on the cover pages of newspapers.

History has been represented together in seven journalistic texts, economy in one less. Less common topics were European Union, Science, Culture and Schooling and education were not made possible for recipients to read about because none of journalistic texts in our sample belonged in this category.

The topics of the daily *Dennik N*	The calendar weeks of the January 2017:					Together
	no. 1	no. 2	no. 3	no. 4	no. 5	
1. Internal political situation	9	11	20	18	3	**61**
2. Foreign political situation	9	10	12	12	8	**51**
3. European Union	1	0	2	0	0	**3**
4. Schooling and education	0	1	1	1	0	**3**
5. Culture	8	6	10	6	4	**34**
6. Economy	2	1	2	1	0	**6**
7. Health service, health and environment	1	3	4	3	0	**11**
8. Science	4	5	2	3	3	**17**
9. History	1	0	0	1	0	**2**
10. Entertainment	4	6	4	3	9	**17**
The number of journalistic contributions together	**205**		**The number of topics together**	**205**		

SCHEME 2:
Representation of topics in the daily Denník N in each calendar week of the year 2017
Source: own processing

When counting all the analyzed materials of the daily Denník N we came to a total number of 205 journalistic papers and topics. Again, the number of topics and texts is the same, because we assigned each text to one of ten categories.

In the main news, the daily Denník N is focused on the intra-political situation. It is its central topic. It follows that assumption no. 3 has been verified.

Daily reports from the world of foreign policy and affairs feature very often. This merely confirms that opinion-forming titles often publish important information from politics which affects every citizen of each country. Whether it is news about politicians, their actions and their work, establishments and regulations, they also relate to the people who live in that state.

Comparison of topics of selected journals

When comparing the number of journalistic texts being watched, it should be noted that the tabloid daily Plus Jeden Deň brings shorter posts, while the serious daily Denník N publishes more extensive reports. Therefore, fewer articles of the daily Denník N are summed up, even though they were more difficult to perceive, as this is a different way of presenting information typical for this kind of periodical press.

In the first half of the most presented topics of the daily Plus Jeden Deň there is Entertainment, Internal political situation, Health service, Foreign political situation and History. The daily Denník N has slightly different preferences in terms of topics because it provides journalistic contributions mainly from areas of internal and foreign political situations, culture, science and health care. Not even at one stage did the newspapers agree on the same topic, but in the first part they had following common topics: Internal and Foreign political situation and Health.

The content of the daily Denník N was therefore a comprehensive view of life in society, while the daily Plus Jeden Deň was focused mainly on relief in the form of entertainment or memories of various events and known people from the past, but it also informed about events in Slovakia and abroad, mainly focused on the health care sector.

	The Daily Plus Jeden Deň	The Daily Denník N
The first most frequented topic	Entertainment	Internal political situation
The second most frequented topic	Internal political situation	Foreign political situation
The third most frequented topic	Health service	Culture
The fourth most frequented topic	Foreign political situation	Science
The fifth most frequented topic	Culture	Health service

Representation of the most frequent topics of both dailies in the first five places
Source: own processing

For a complete summary, we also bring a review of the topics in both dailies and their prime areas, which were placed in first place of the most frequent topics in the given calendar weeks.

The daily Plus Jeden Deň, belonging to the category of tabloid periodicals, in every week of the five researched, entertainment is its priority topic. We can say that this topic is the most important for this daily. It did not appear in first place at all. The daily Denník N has in the first stage the topic of internal political situation. Once it was also a combination of the internal and foreign political situation, and once it was only the foreign political situation.

VALUES in the daily *Plus Jeden Deň*	The calendar weeks of the January 2017:					Together
	no. 1	no. 2	no. 3	no. 4	no. 5	
1. Negativity	20	12	13	17	12	**74**
2. Elite nations	0	0	1	0	1	**2**
3. Elite people	31	46	49	44	20	**190**
4. Proximity to Slovakia	9	21	36	44	14	**124**
5. Factor of impact on the audience lives	5	11	14	33	13	**76**
6. Surprise	8	5	3	2	5	**23**
7. Currentness	10	17	12	10	5	**54**
8. Positive news	6	6	6	9	3	**30**
9. Entertainment	23	19	20	18	12	**92**
10. Continuity	3	13	16	22	7	**61**
The number of journalistic contributions together	370		**The number of topics together**	726		

Representation of news values in the daily Plus jeden Deň in individual calendar week of the year 2017
Source: own processing

The results of scheme no. 4 show that the most frequently used value in the tabloid Plus Jedeň Deň for January 2017 is definitely value no. 3, the Elite people, famous celebrities. This also confirmed assumption no. 1 because we thought this value would appear more than the value of the factor of impact on the audience's lives. For this category, we register up to 190 values. The daily brings a variety of information about the lives of famous people, especially politicians, actors, singers, artists, moderators, entrepreneurs and personalities from the world of showbiznis. It focused primarily on Slovak celebrities, but it also wrote about foreign ones.

Very often, in the daily Plus Jeden Deň, there are articles with value Proximity to Slovakia occurring. This is because the recipients are interested in what is happening in their surroundings and also whether it will affect their lives, either positively or negatively. This value was the most notably represented in the fourth calendar week of 2017.

The preferred value through January was also Entertainment, where we also included "human interest stories" and scandals. Often, journalistic texts were included into the topic of entertainment and into value entertainment.

The value Factor of impact on audience lives is also a value that editors and editorial offices paid attention to. In most cases this content of journalistic contributions is associated with negativity, in which we registered only two values less than in the audience reach.

Continuity is a relatively important news value, because the editors like to turn back to topics that could have potential readers in coming days as well. An example of this was the tragic death of RTVS editor L. Kočkovičová Fulčíková, the case of Milan Kňažko and the robber, who the actor shot at, or a sad story about an old woman who was physically attacked by a young man.

In these journalistic testimonies, the authors put the reader into the issue, into the incident, described what had happened, where, when, why, they answered the basic journalistic questions. The followings editions, where they dealt with this case and story developed the messages, they brought new facts but at the same time did not miss a repeated short brief of incidents for those who would read about it later. In most of the continuous contributions, editors added comments from close people to the victims, stricken people or experts.

The value of Currentness reached the number of 54. The number of Positive news is 30 and the value of surprise is in 23 texts. Negative news occurred almost 2,5 times more than positive. We conceive that Positive news in the daily Plus Jeden Deň will be less and that's why assumption no. 2 was verified. The value of Elite nations is contained in only two texts, which is negligible according to such a high total number of testimonies. This value was the only one left with a single digit number.

The total number of journalistic texts reached 370, with the number of values in the selected sample of 21 issues of the daily Plus Jeden Deň reaching 726. The total number of values exceeds the number of journalistic testimonies, because articles contain two, often three or more news values. This confirms the fact that journalists are more likely to write about affairs that tend to attract larger readers with texts containing more values.

| VALUES in the daily *Denník N* | The calendar weeks of the January 2017: | | | | | Together |
	no. 1	no. 2	no. 3	no. 4	no. 5	
1. Negativity	5	13	9	7	5	**39**
2. Elite nations	1	4	6	8	5	**24**
3. Elite people	13	16	28	23	9	**89**
4. Proximity to Slovakia	16	14	31	26	5	**92**
5. Factor of impact on the audience lives	9	17	13	16	7	**62**
6. Surprise	5	6	6	10	2	**29**
7. Currentness	5	7	10	10	0	**32**
8. Positive news	7	6	5	4	2	**24**
9. Entertainment	10	7	4	10	6	**37**
10. Continuity	0	3	6	7	5	**21**
The number of journalistic contributions together	**205**		The number of topics together	**449**		

SCHEME 5:

Representation of news values in the daily Denník N in individual calendar week of the year 2017
Source: own processing

Scheme no. 5 shows that the most used news value of the serious daily Denník N was Proximity to Slovakia. The newspaper tries to bring especially news related to events in the nearby area, in the Slovak Republic. Such news is likely to attract more readers. A frequently represented value was also value no. 3 - Elite people, famous people. In this case it was primarily about politicians and their decisions, cases and other connections with them.

The daily provides a lot of information overwhelmed by the value Factor of impact on the audience's lives. The daily Denník N published a number of such news that had negative content. The value Entertainment also appeared very often, including subcategories of scandals and "human interest stories". Newspapers brought interesting news, for example about Slovak M. Musilová who participated on a simulated mission on Mars or astronaut E. Cernan who was the last man on the Moon.

The value Currentness is reached by the number of 32, surprisingly only three less. A consistent number of news values occurs with Elite nations and Positive news. Interestingly, it is also found that the daily Denník N published 39 negative news, but on the other hand up to 24 news with positive content. The least represented value is Continuity. Newspapers do not accentuate this value as a tabloid title. The fact that the tabloid is repeatedly returning to publicized topics confirmed assumption no. 5.

Comparison of news values of both dailies

We found that both types of newspapers have a similar preference according to news values. The daily Plus Jeden Deň as a representative of tabloid press uses value no. 3 Elite people the most followed by Proximity to Slovakia. Representative of a serious press the daily Denník N most of all prefers Proximity to Slovakia followed by Elite people and Famous celebrities. This order of the two most favored values just changed.

The third most common value in the daily Plus Jeden Deň is Entertainment, while in the daily Denník N it is again Factor of impact on the audience lives. The tabloid newspaper at least prefers the value of Elite nations and in the case of the daily Denník N it is the value of Continuity. In this the newspapers differ from each other.

We are also interested in the ratio of positive news, because today's media, and often serious, are reaching out for topics that do not have positive characteristics. We can say that despite the different total number of all articles in the newspapers, the tabloid is more often oriented towards negative news, those were 74 and positive only 30. The elite daily published 39 negative news, but positive news was up to 24, 15 less.

The aim of the study was to find out, what news values are currently preferred by the newspapers differing in content over the period from the beginning of the year 2017. However, we found that despite their different typology and inclusion in the periodical press, they have an almost identical selection of news values, at least for the first two values - Proximity and Elite people. Similarly, it was also the category of Factor of impact on the audience lives. While the serious title had it in third place of the frequent values, the tabloid had it in fourth place. Despite the order, both of the dailies brought many journalistic texts of this value.

The current values of the daily periodical press are therefore Proximity to Slovakia, Elite people/Famous celebrities, Entertainment, Factor of impact on the audience lives and Negativity. These five categories are listed in the first half of the most frequently used news values, both in a tabloid and in a serious journal. Only the order of their frequencies is different. In the following scheme we summarize the most common values of both dailies. They do not match at any level but use similar values.

	The Daily Plus Jeden Deň	The Daily Denník N
The first most frequented topic	Elite people	Proximity
The second most frequented topic	Proximity	Elite people
The third most frequented topic	Entertainmen	Factor of impact on the audience lives
The fourth most frequented topic	Factor of impact on the audience lives	Negativity
The fifth most frequented topic	Negativity	Entertainmen

SCHEME 6:
Representation of the most frequented news values of the both dailies in the first five places
Source: own processing

Finally, we sum up the most important news values in first place of each week. The daily Plus Jeden Deň, as a representative of the tabloid press, has the value Elite people in first place every week. In the fourth calendar week, it is a combination of Elite people and Proximity to Slovakia, because we measured the same occurrence of contributions with these values.

In the opinion-forming representative of the daily Denník N, is Proximity to Slovakia the value which occurs in first place in three calendar weeks. The value of Elite people occurred in first place once. Once, in the second calendar week, the main news value of the week became the category of Factor of impact on the audience lives.

Assessment of assumptions

The first assumption concerns the comparison of the frequencies of the two news values, Elite people and Factor of impact on the audience lives. We assume that the value Elite people will be at the forefront and this fact was demonstrated in scheme no. 6, where we can see that the Factor of impact on the audience lives is up to the fourth most frequented value of the daily Plus Jeden Deň, while the category of Elite people is the first.

Assumption no. 2 concerned the ratio of positive news and those which we consider negative. We discovered that in both types of newspapers there are news with negative content standing before positive ones. The daily Plus Jeden Deň published 74 news with negative content and 30 positive news. The daily Denník N had 39 news containing negativity and 24 news with positive content. It follows that assumption no. 2 was confirmed.

Next, *the third assumption* was related to the percentage estimate of internal political affairs in the daily Denník N. We assumed that more than 25% of the news would belong into this category. We can state that 29,756% of the news included internal affairs, which confirms our assumption.

In the fourth assumption, we thought that the daily Plus Jeden Deň would be more focused on entertainment than in affairs in Slovakia or in the world. This assumption was also confirmed, because the topic of Entertainment dominated as the first, while the value of Internal political affairs was in second place and the value of Foreign political affairs in fourth place.

Assumption no. 5 was associated with the value of Continuity. We found out that the daily Plus Jeden Deň published more journalistic texts with this value than the daily Denník N. We counted 61 for the tabloid title, while for the serious one it was only 21. We confirmed the fifth assumption and it follows that all assumptions were verified and confirmed based on the analysis.

Newspaper content should reflect the essential attributes of newscast such as objectivity, currentness and truthfulness. Editors and publishers should work with information and take into account their resources, which are essential to verify. Ethical regulations for the work of journalists and editors should be adhered to.

Nowadays, the periodical press is experiencing a difficult period, which is related to the decline of sales of periodicals or to competition from the Internet and other media. The print media must of course respond to this. Increasingly, serious titles are bulwarked, for which the presence of tabloid emergents was not typical in the past. We find changes not only in the formal page, but also in the language of newspapers.[16] Publishers of periodicals should also note changes in the structure of their readers. J. Radošinská stated that media production strategies emphasize the individuality of the recipient and the uniqueness of his interpretive activities associated with the various elements of building and applying his own lifestyle.[17]

As a result, there may also be a selection of topics or news values that these titles will bring in the future. It may happen that even in the coming years, the marks of the tabloid will be noticeable even in opinion-forming titles, but we do not think that the elite print is slowly disappearing from the Slovak market. We believe that serious newspapers will continue in focusing on the field of internal and foreign political affairs and will inform the public truthfully and clearly. At the same time, we think that, from time to time, serious periodicals will also publish slightly releasing information, falling, for example, under the category of entertainment.

4. Conclusions

We think the tabloid titles will still be working on the "hottest" topics in the near future and bringing even more negativity, scandals, mischief and crime. The problem is that the tabloids are "fed" by those events that people want to know more about. Perhaps it would be not useless if we as recipients thought a little about where it is going. There are a lot of bad things in the world that happen to us or to our surroundings and if read about them even from newspapers, we will never get rid of them. We do not claim that it should inform only about positive things, but it could be helpful if the negative ones were limited. We found out that different newspapers bring different topics, but the news values are similar, even though they do not match the same order.

There are several factors influencing journalism, such as the economic environment. By the loss of readers, newspapers may seek to regain them and this may mean the exaggeration of news values and their subsequent transformation into more appealing content on newspaper pages.

Greater cost and higher readability make newspapers more attractive to advertisers and their potential reach.[18] It turns out that the transformation of news values also determines the use of social media. O. Spencer-Thomas states according to this: „*With the arrival of social media, everyone has the opportunity to communicate both ways – not only to listen, read and learn from the news media, but also to answer back and to publish one's own contribution. Ordinary people can now talk to each other, they can publish, broadcast and reach big audiences directly. Thus they also can directly determine what is a newsworthy story. For instance, news editors will take notice of a story that goes viral on Twitter. The fact that a story has caught the interest of the wider public is sufficient for a news editor to consider it newsworthy.*"[19]

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[16] See also: PANASENKO, N.: Functional-semantic types of speech in journalistic messages. In MAGÁL, S., PETRANOVÁ, D. (eds.): *Megatrends and Media : Critique in Media, Critique of Media*. Trnava : Faculty of Mass Media Communication, University of SS. Cyril and Methodius in Trnava, 2016, p. 52-67.

[17] RADOŠINSKÁ, J.: *Mediálna zábava v 21. storočí: sociálno-kultúrne aspekty a trendy*. Trnava : FMK UCM v Trnave, 2016, p. 108.

[18] ČÁBYOVÁ, Ľ.: *Marketing a marketingová komunikácia v médiách*. Łódź : Księży Młyn Dom Wydawniczy Michał Koliński, 2012, p. 28-29.

[19] SPENCER-THOMAS, O.: *News Values*. [online]. [2018-02-16]. Available at: <www.owenspencer-thomas.com/journalism/newsvalues>.

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Henrieta Hubináková, Matej Mikula

The Importance of the Internet in the Life of Students of Media Studies

ABSTRACT

Nowadays in the information period, the Internet has an important place in the lives of people, especially in the lives of young people. Its functionality is varied and offers many benefits. An important research question is to find out how and for what purpose the students of media studies use the Internet and what is their motivation. The aims of this study are to explain the motivational factors related to the use of Internet services, to find out what services the students consider important and which they use in the process of learning and other activities in the academic environment. The research sample was composed of 98 students of the first, second and third year of bachelor study at the Faculty of Mass communication at the University of Ss. Cyril and Methodius in Trnava. The data were gathered from December 2016 to January 2017, using our own questionnaire and a range of motivation from the questionnaire called HO-PO-MO. **Results:** We found that students use the Internet primarily for entertainment and the Internet has a rather partial status in the process of their work in the academic environment.

KEY WORDS

The Internet. Student. Education. Information. Social Networks. Entertainment.

1. Introduction

Today, the value of education as a term becomes one of the most complex and at the same time the most problematic notions.[1] The view we use to look at education is often only one-sided, to gain education. In this context the term "education" has two meanings. The first, time spent at the university and subsequently obtaining a certificate of education. The second, which is more important in today's changing and constantly evolving society, is the acquisition of one's own desired self-education, based on the individual's needs to acquire and develop new and unknown worlds. Through society's development, we have been able to see how the most powerful and the most mysterious factors, which are media, influence us. Today, the internet has taken its role. The world which is provided and opened to us by the Internet is a great asset, a mystery, but at the same time a great risk of falling into the maze, which, if we do not know the way back, will expose us to great danger → influencing. The influencing itself may not be bad, as long as one learns to navigate this maze correctly. The Internet is still a mystery to us, but its proper use in education can bring us just what we need → develop technical skills and creativity, search for, analyze and process the right information. And most importantly, to learn a new way of self-education throughout our whole lives. Because it is not important to know about the Internet, but to know, understand and use it properly.

With the development of the Internet, we are offered new and attractive learning opportunities. A young person is daily connected with the most powerful media of all time, the Internet. The relationship between the Internet and a young person during the process of education is very important, but the student's attitude towards this medium is decisive. Although today the Internet is a part of every young person's life, is the Internet used correctly in the field of education? How are students motivated and how can it relate to their activity in the field of modern technology for educational purposes? These questions are very important in this relationship, and we need to keep an eye on them.

The unlimited access to information and knowledge is considered to be the greatest benefit of new media for society. The biggest phenomenon of today, from the point of view of all the achievements of the technology sphere, is the Internet. In todays society in which interest in new things is dominant, the Internet is a major player. According to Schmidt and Cohen: *„Communication technologies represent opportunities for cultural breakthroughs as well as technical ones."*[2] Even today, humanity does not fully understand the Internet, its essence. Looking at how the Internet has shifted tremendously in the past few years and what impact it has on society, we can confirm that it is the largest and most powerful medium of the present. Every new technology is needed to be perceived and thought about why it is really here. No technology is bad or good. It is up to the user to handle it. When it comes to modern learning, it is the contemporary problem of teaching in pedagogy and psychology, which defines how to acquire skills and develop an individual during his or her life. This issue is known as 21st century skills. The skills that person should acquire and develop in the 21st century include: communication, creativity, collaboration, critical thinking and technological literacy.[3] Motivation is process based on the theme and it is important for a pedagogue to know the individual hierarchy of dominant student needs.[4] If a teacher does not know what is the student's motivation, he can not motivate him or her to work, shape his or her attitudes, values, interests, and influence his / her activity.[5] Thus, the learning process is activated by student motivation - it dynamises and directs it. By motivation the pedagogue founds out by what leads a student to certain

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[1] SIROTOVA M., DROSCAK M. Value orientation preference of children, adolescents and young adults via quantitative optics. In *The Online Journal of New Horizons in Education.* Vol. 5, No. 3, p. 139.

[2] SCHMIDT, E., COHEN, J.: *The New Digital Age: Transforming Nations, Businesses, and Our Lives.* New York: Vintage Books, 2014, p. 5.

[3] ZOUNEK, J., SUDICKÝ, P.: *E-learning: učení (se) s online technologiemi.* Praha : Wolters Kluwer, 2012.

[4] NUTTIN, J.: *Théorie de la motivation humaine.* Paris: Presses Universitaires de France, 1996.

[5] LOKŠOVÁ, I., LOKŠA, J.: *Pozornost, motivace, relaxace a tvořivost dětí ve škole.* Praha: Portal, 1999.

activity or inactivity, why it is manifested in a specific way and based on that knowledge the pedagogue looks for an effective and optimal way to educate the individual.[6]

2. Objective

As part of our research, we have identified the following research questions. Today the Internet is a part of every young person's life, but is it used correctly in the field of education? Does a young person identify with the real potential of the Internet or is he exposed only to his "pretentious"? On the basis of these origins, we have directed part of the research work towards what motivates the student to develop. How are the students of the Mass communication study program motivated and how this can be related to their IT activity at the faculty related to education? The aim of the research is:
- Determine the importance of the Internet in educating students of mass media studies. For this reason, it is necessary to know how students use the Internet, how they work with it and how they can use it in education. Once the main goal is met, we will be able to suggest recommendations to improve this process.
- Find out what motivates students.

3. Methods

The research sample consists of students of Mass communication of the University of Ss. Cyril and Methodius in Trnava, from the first to third years of bachelor studies. This research sample consisted of 128 students, but after the evaluation of the so called lying questions we have included in the research to verify the truthfulness of the answers, the sample was settled on 98 students, of which 20 are first year students, 40 are second year students and 38 are third year students.
The questionnaire about the importance of the Internet in education was drawn up on the basis of our own construction and consists of 24 main questions. Questions are made in several ways:
- rating based on the scale 0-5, which has been generalized to the 3 required categories in the evaluation process,
- own space to express what helped us to find out their own attitude and attitude to the issue,
- questions in which students had a wider choice of options.

As a method of testing - determining the activity of the direction of the participating students, we used Range of motivation from the questionnaire of values, attitudes and motivation, which is written by J. Vonkomer. The questionnaire - the scale of motivation, consists of thirty questions that determine the direction of the participants' activity, their motivation. The role of the participant is to organize options in each block - three blocks of ten questions - by scoring from ten to one for the least motivating option. The size of the research sample on motivation is 88 students - due to the number of returned questionnaires surveyed (filled in correctly).

6 GROFČÍKOVÁ, S.: Učiteľ – motivácia – študent, In MATTOVÁ, I., PLESCHOVÁ, G.: *(eds.) Ako kvalitne učiť? Skúsenosti začínajúcich VŠ učiteľov.* Bratislava : Alternatíva – Komunikácia – Občania, 2007, p. 15-16.

4. Findings & discussion

Based on the research *The Importance of the Internet in FMK Student's Education* after evaluating the obtained data we found out that the Internet has a role as a 'quick assistant' in student education instead of a real provider of new opportunities and ways to educate. Students pay the biggest attention to the Internet when fulfilling their study duties and also when searching for study materials.
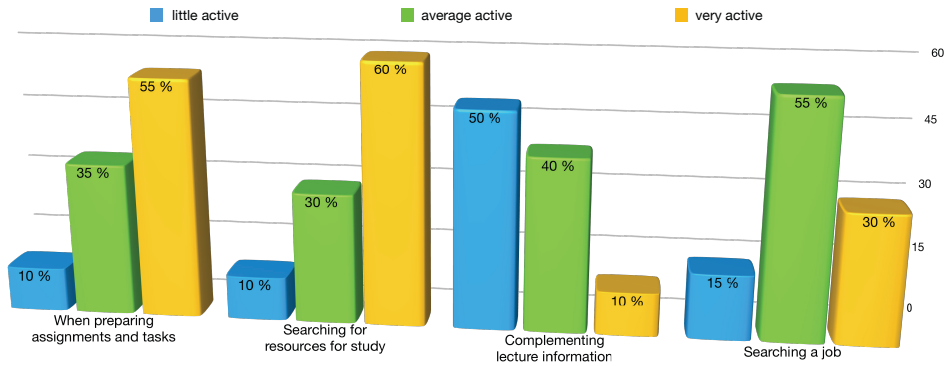

CHART 1:
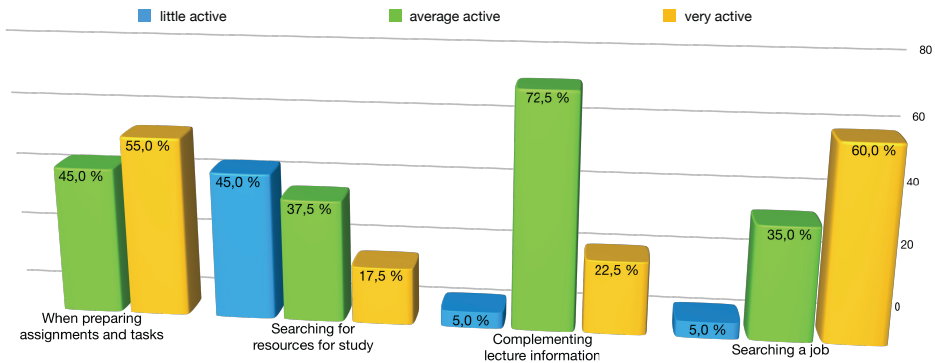For what purpose do you use the Internet? - 1st year
Source: own processing

CHART 2:
For what purpose do you use the Internet? - 2nd year
Source: own processing

Chart 3

	little active		average active		very active

(Chart with values:)
- When preparing assignments and tasks: 28,9 %, 71,1 %
- Searching for resources for study: 10,5 %, 23,7 %, 65,8 %
- Complementing lecture information: 55,3 %, 31.6 %, 13,2 %
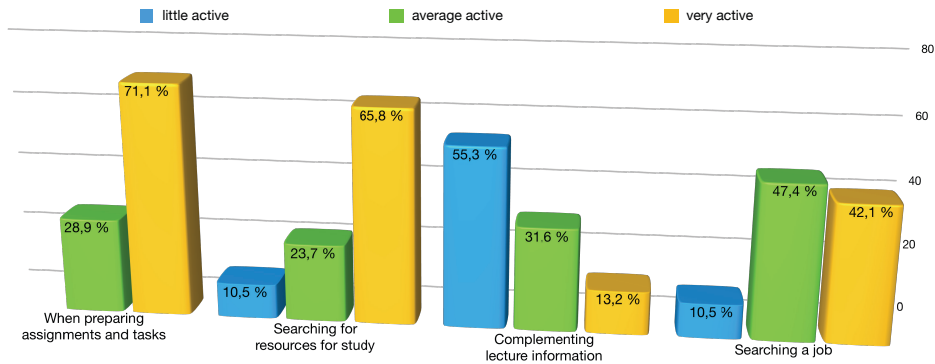- Searching a job: 10,5 %, 47,4 %, 42,1 %

For what purpose do you use the Internet? - 3rd year
Source: own processing

Such a (passive) use of the Internet extinguishes its real potential, which has zero chance of further developing. It is a great shame that, despite what the Internet offers, students perceive it only as a source of rapid and often unorganized grouping of information into one form, which in this case represents our student duties. In such a 'quick review' students have no chance to understand and not even to learn how to work with information: search, select, analyze and use correctly. During the research, the assumption that activity with the Internet of students of the 3rd year (searching for materials for study as well as processing assignments and tasks) will be higher when comparing to the 1st and 2nd years, as the main factor of working on their bachelor thesis and their preparation for the state exams, was confirmed. It was also confirmed that the biggest attention to the Internet is devoted to leisure activities, entertainment and online communication with friends (95-100% activity in each of the years researched).

With the Internet in education, students do not even agree with the use of its trend-setting options, such as better, more modern and more engaging learning. Today we can hear about online courses almost everywhere. It is a mystery why so many young people do not use/do not want to use them.

	Yes I have met and I am using		Yes I have met		No I don't use

(Chart with values:)
- 1st year: 35,0 %, 45,0 %, 20,0 %
- 2nd year: 2,5 %, 82,5 %, 15,0 %
- 3rd year: 23,7 %, 39,5 %, 36,8 %
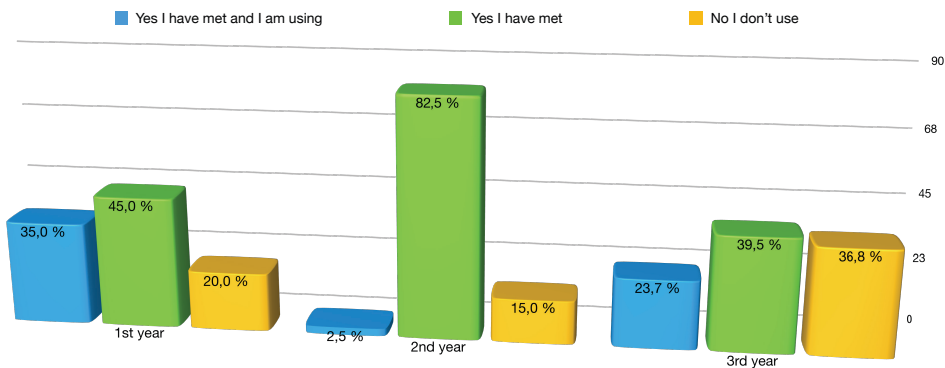
A graph showing the interest in online courses.
Source: own processing

After the findings with the situation with online courses for students of mass media communication we can say that the interest in such form of education is very small, and although the students encountered some courses, it was probably all they could get. It is surprising that they are not interested in such a modern form of education. There can be several reasons why

they do not use them: they do not care, they do not have time, they do not know how to work with them? If we focus on the reason that they do not know how to work with them, in this case it is crucial for the whole issue, why a young person should acquire and develop new skills with modern, educational benefits for society. In this case that idea cannot be forced onto the student. Students themselves need to realize their need and the need of contemporary society, and most importantly, they must realize that they have a tremendous amount of opportunities to improve in every field of life. For now, the Internet offers a world of lifelong learning.

Students who are using or were using the courses mentioned courses such as:

JA Slovensko, language courses, educational portal ted.com, courses from Google, Digi academy, Photovia and various video tutorials on YouTube.

One of the most striking findings we found on the basis of our evaluation was that, despite everthing that the Internet offers to us, the most reliable source of information for students are books. This is why our assumptions were reversed because we assumed that students are more focused on the Internet.
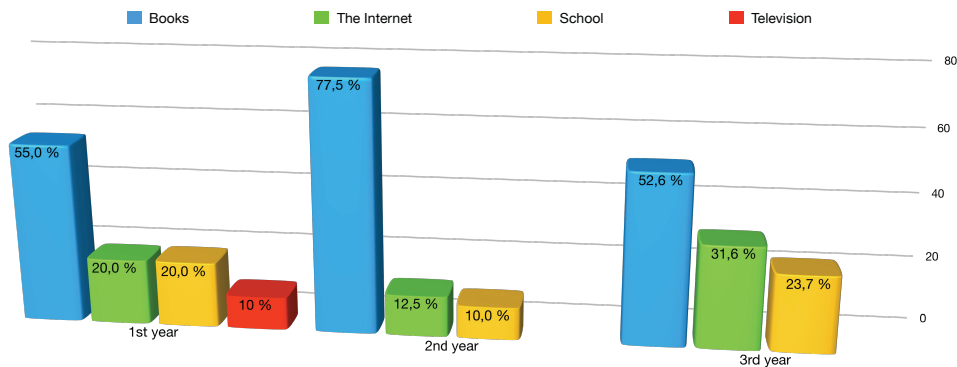
CHART 5:
A graph that points to what is the most reliable source of information for students.
Source: own processing

With gradual findings, even on the basis of the theory, we can agree with this finding. Although the internet represents a world of 'all' information, no one can guarantee the truth of this information. And from the other side, one does not find such elaborated, selected and processed information on the Internet as we can find in books. In short, despite all the new ways, books still have their rightful place.

In the rest of the collected data we were again able to confirm how students use modern tools in the learning process. We do not find anything revolutionary about these findings, but what we think is beneficial, is that students are aware of the educational benefits of social networks (we are talking about Facebook, where they spend most of their time according to research) despite the overall time they spend on the Internet (which is about 5 hours per day).
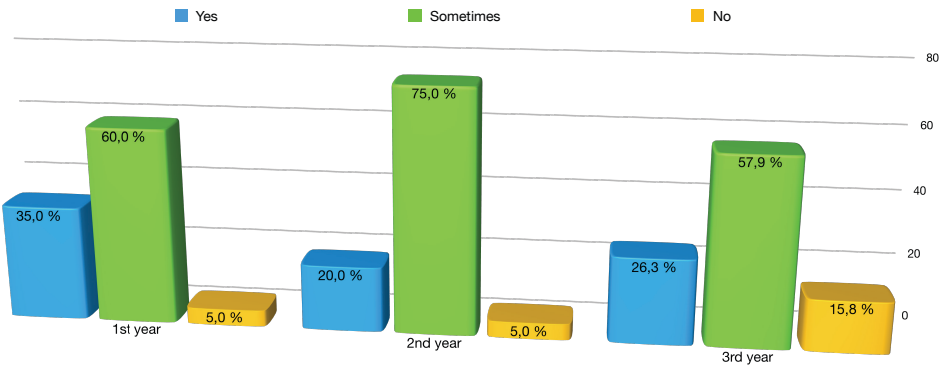
Does the social network help you in learning?
Source: own processing
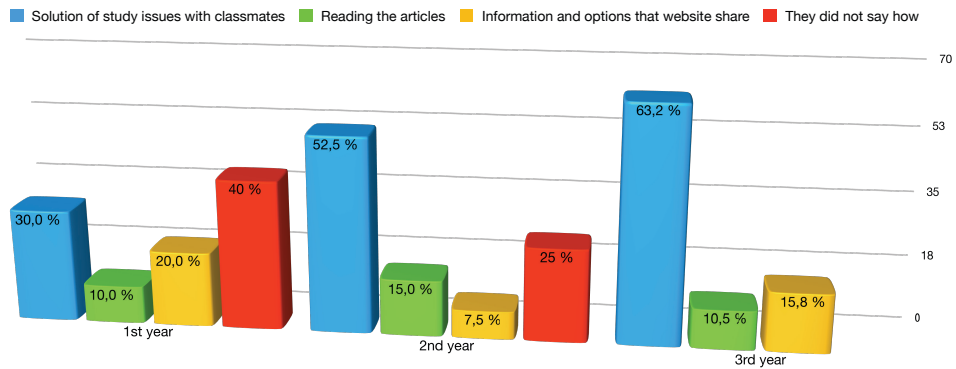
If the social network helps you, for what purpose?
Source: own processing

Social networks have expanded considerably in the last couple of years, From normal communication, an auxiliary form of education has been transferred to several forms. Today, most people use social networking (Facebook in particular) as a method of exchanging study materials with their classmates, discussing, reading articles or tracking offers/options that share sites (most often sharing interesting articles, videos, stays or invitations to various events and lectures). With regard to social networks, we have decided to make an overview about with which social networks students have an account.

Legend: ■ 1st year   ■ 2nd year   ■ 3rd year

Network	1st year	2nd year	3rd year
Facebook	100 %	95 %	100 %
Instagram	55 %	85 %	68,4 %
Služby Google	35 %	37,5 %	36,8 %
Twitter	18,4 %	15 %	18,4 %
Snapchat	15.8 %	15 %	15.8 %
Skype	13,2 %	7,5 %	13,2 %
YouTube	10,5 %		10,5 %
Tumblr	10 %	5 %	7,9 %
WhatsApp	5 %	5 %	7,9 %
Badoo	10 %		2,6 %
Pokec	2,6 %		2,6 %
LinkedIn	2,6 %	7,5 %	2,6 %
Spotify	2,6 %		2,6 %
Twitch	2,6 %		2,6 %
Azet	10 %	10 %	2,6 %
Periscope			2,6 %
Viber	10 %	7,5 %	
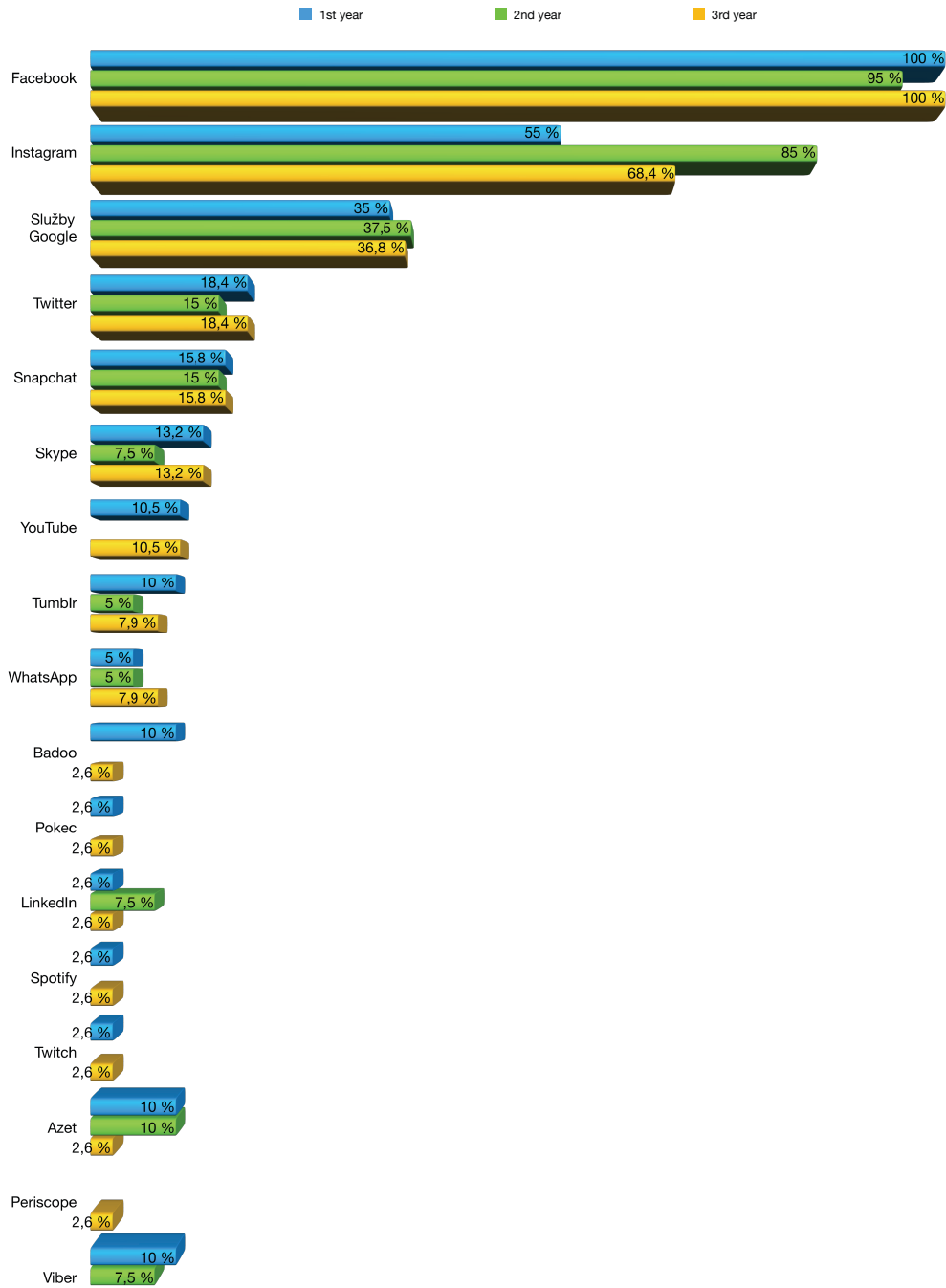
CHART 8:
On which social networks do you have an account created?
Source: own processing

In our thesis we also focused on how often students visit the website of FMK (www.fmk.sk). The reason was/is simple. Our faculty website is not only for information about teachers and contacts, but students can also find offers and opportunities for internships, invitations to extra-curricular lectures and various other events which connect and educate.

Legend: ■ Every day ■ 3 times a week ■ Once a week ■ Less than once a week ■ I do not visit at all

1st year: 15,0 %, 20,0 %, 45,0 %, 20 %
2nd year: 22,5 %, 40,0 %, 23 %, 15,0 %
3rd year: 7,9 %, 21,1 %, 36,8 %, 32 %, 2,6 %
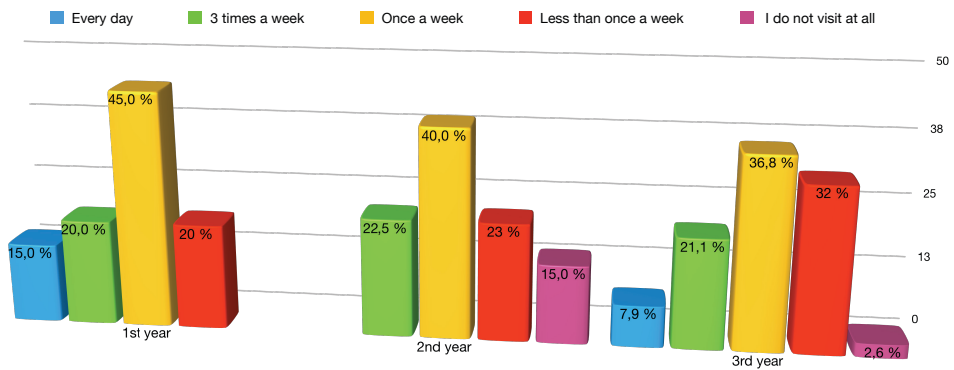
CHART 9:
How often do you visit FMK website?
Source: own processing

Legend: ■ Intership ■ School events ■ Extra-curricular lectures ■ No I did not

1st year: 75,0 %, 10,0 %, 20 %
2nd year: 2,5 %, 62,5 %, 10,0 %, 35 %
3rd year: 5,3 %, 65,8 %, 18,4 %, 24 %
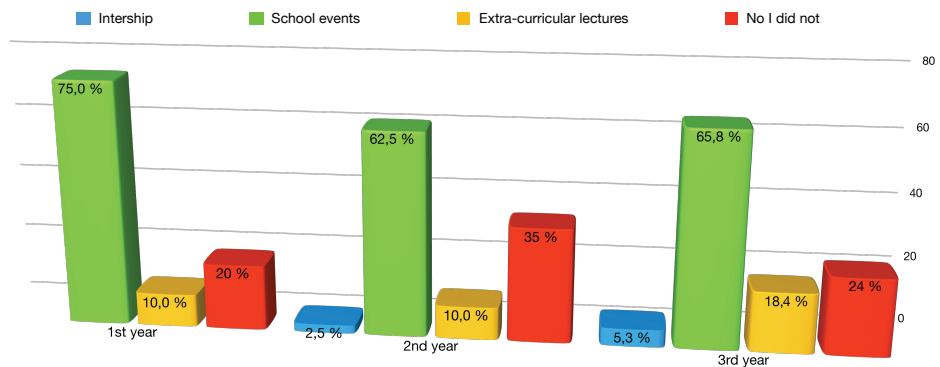
CHART 10:
Did you get involved to something thanks to FMK website's offerings?
Source: own processing

Note:
School events: Beánia, Univerzitovica, FMK DAY and so on.
Extra-curricular lectures: all that does not fit into compulsory education (Week of Science and Technology, Conferences, Lectures with invited guests during the study)

Part of each education must also be feedback on whether the learning process is beneficial, what could be improved, changed or eventually express satisfaction. Staffing FMK, which has been operating since January 2016, responded to this idea. From the identified information (from 27 February 2017) that 211 students (200 thanks, 11 remarks) have used it so far. From our results we can confirm that application usage activity is very small, despite the previous use. It may be that the students do not know enough about it.

Legend: Yes | Sometimes | No

1st year	100,0 %
2nd year	100,0 %
3rd year	5,3 % / 94,7 %
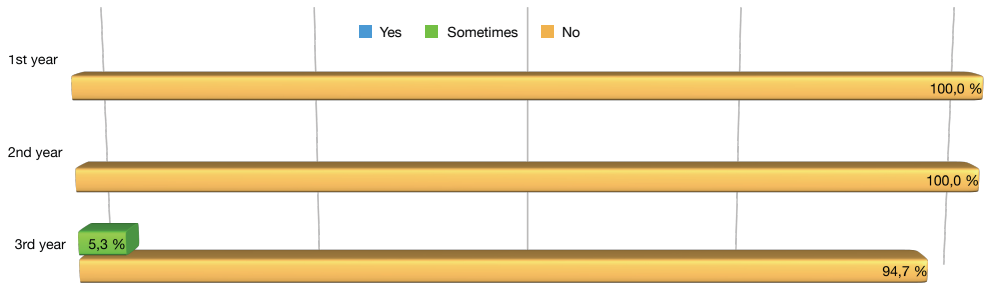
CHART 11:
Do you use Staffino?
Source: own processing

In terms of the research problem *'how students of mass media communication are motivated and how it may be related to their educational activity'*, we discovered from the data found after evaluating the questionnaire the scale of motivation:
The following results are given in the score summary

Category	Score
The height of salary	671
The interesting job	658
The joy of the results of the work	609
Possibility of progress	549
Recognition from superior	506
Free work mode	462
Exciting situations	409
Recognition from coworkers	407
Social benefit of work	357
Competition between ccworkers	234

CHART 12:
What contributes to achieving good job results?
Source: own processing

To achieve the best results at work 'salary' has 671 points and the lowest 'competition among colleagues' has 234 points.

Category	Score
Common interest	675
The satisfaction of coworkers with results of my work	618
Recognition of the superior	548
Asset of coworkers	537
Individual reward	534
The possibility of leading others	492
Independence from the performance of others	456
Seriousness among coworkers	369
Mutual competition	317
Voltage at work	294

CHART 13:
If the outcome of the work - the solution of the task is dependent on the pair of workers or the whole group, what will positively affect the individuals the most?
Source: own processing

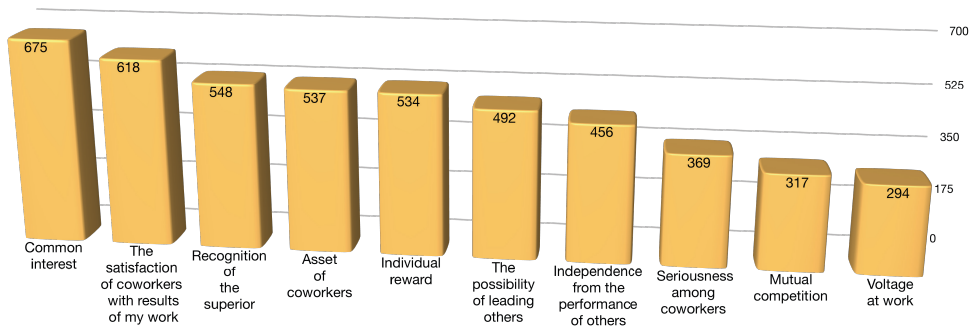If the result of the work - the solution of the task is dependent on the pair of workers or the whole group, what most positively affects among individuals is the 'common interest'- 675 points and the least is stress at work - 294 points.
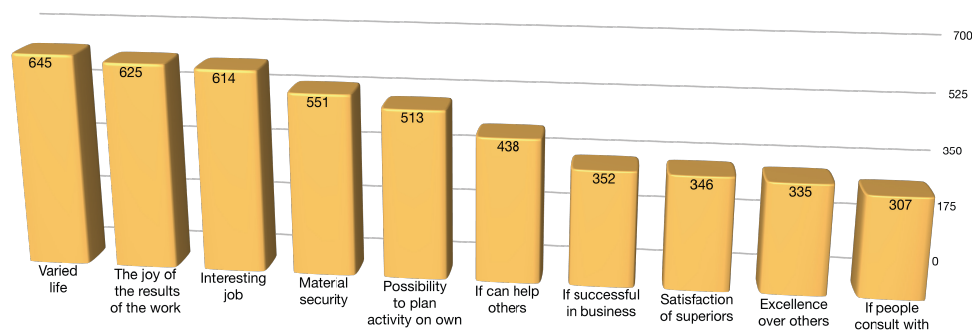
What contributes to the satisfaction of the individual?
Source: own processing

To the satisfaction of the individual the 'varied life' contributes the most and the least it is 'if people are consulting with him' - 307 points.

We discovered the most motivating factors in our research sample were:
- – the amount of salary in the case of individual activity
- – common interest in teamwork
- – varied life in the field of individual satisfaction

5. Conclusion

Here the question is how to encourage students to make more use of the Internet, particularly its educational opportunities? Responding to it is not easy, but we think it is important, because the Faculty of Mass Media Communication offers students many opportunities to learn not only in compulsory study but also to increase their professional level during education and after graduation, which they can implement into their working career.

Based on what we discovered, it is crucial for a student to realize that although a strong media stands before him, it is only up to him to learn how to work with it (which is also his condition, if he wants to fit into today's constantly changing society).

Community media create a completely new sphere of media landscape.[7] The Internet, as a powerful and modern medium is still in a state of change and development, but the way a person/student treats and uses it in education is variable only on condition that he will learn how to work with it and realize new possibilities, which with the right approach can turn into new knowledge. It is easy to look for obstacles, only the negative, but when we look at the deeper meaning of these things, we see that we were wrong. This is also the idea of the Internet. Although, of course, we don't have to attribute value to the Internet for everything that we achieve and that we improve in, but in most cases the Internet is a great inspiration. Therefore, the Internet should not only be viewed as a means of entertainment but also as a means of providing unlimited opportunities for education and development.

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[7] ŠKRIPCOVÁ, L.: Motivations and Incentives of Community Media Content Creators: A Case Study of SpodNás. In *Communication Today.* Vol. 8, No. 2, p. 40.

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photo: StockSnap

Norbert Vrabec, Martin Zachar

Press Agencies' News Service as a Tool to Support Media Literacy Development

ABSTRACT

The aim of this study is to present the selected findings of a research into the cooperation of The News Agency of the Slovak Republic with individual types of schools in the Slovak Republic, as well as to create a systematic overview of the current state and trends in this area. We have decided to examine the topic and illustrate its relation to individual types of schools in Slovakia as, within the conditions of the Slovak Republic, it still remains an unexplored area. This is one of the first comprehensive research tasks in Slovakia, which attempts to answer the questions concerning press agencies and schools within the context of media literacy development. The aim of this study is to analyze the cooperation of The News Agency of the Slovak Republic with individual types of school in Slovakia over the period of 2012-2016. We focus on the quantitative and qualitative analyses of secondary data created in the reviewed period within the framework of this cooperation. The second aim of the study is to present the results of research carried out at primary and elementary schools, the aim of which was to find out about the ways educational institutions utilize the services of the press agency within the concept of learning-by-doing when teaching media education. The research sample consisted of 2,164 elementary schools and 794 secondary schools from all regions of the Slovak Republic. We addressed these schools with an 11-item questionnaire examining the quantitative and qualitative aspects of cooperation with the public service News Agency of the Slovak Republic. At the same time, we analyzed the data created within this cooperation over the years 2012-2016. The news service provided by The News Agency of the Slovak Republic represents a tool used at Slovak primary schools, especially in the preparation of school media, as well as at teaching media education and other subjects. Nevertheless, the intensity of its use is undersized and there are still quite a number of schools that do not use this valuable service in their educational activities at all.

KEY WORDS

Media literacy. Media education. Press agencies. Learning-by-doing.

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1. Introduction

A press agency is a specific type of media institution whose main mission is to provide services to a broad spectrum of subscribers. We talk mainly about publishers of periodical press, radio and television broadcast operators, news portals, PR agencies, commercial companies, as well as various public service and state institutions. The news service of a press agency includes text news, but also pictorial material – especially in the form of photos, infographics and, with an increasing frequency, short videos. Osvaldová et al.characterise a press agency as an institution that gathers, processes and provides news information to subscribers from its mother country, but also from abroad. Most of the information is verbal and pictorial, but there is also information about interesting events and happenings at home or in the world. They also mention that traditional production in the form of text and photographic news has been enriched by infographic service, audio service and audiovisual service. They divide press agencies on the basis of their content and material profile into universal press agencies (e.g. Reuters, AP, AFP, ITAR-TASS, DPA, ČTK) and specialised press agencies – for example sport (SID), church (KNA) and others.[1]

   Agency news has its own specific features: in most cases it is the type of news with a standard genre structure that brings current and general information without an emotional impact and commentary features. The standard structure ofagency news requires the editors to treat it only as base material that needs to be edited: e.g. shortened, reworded, completed, captioned or commented. At the same time, the target group of readers and a periodical's focus have to be borne in mind. Only some material supplied by an agency is left in its whole original form, untouched by editors. A. Herfroy-Mischler remarks that the best venue to study the media narrative is the content analysis of press agency coverage.[2]

   As part of the ongoing expansion of services in the last decade, press agencies have been providing their subscribers with graphic services that appeals to recipients in a more convincing way than extensive journalistic texts. Van der Meer et al. remark that *„news agencies are very important sources for all kind of media".*[3] In simple terms, press agencies' news services provide their subscribers with a priceless service not only for its great promptness, but also for verifying and completing information about current phenomena. The effectiveness of a press agency is multiplied by the fact that its news is, via other mass media, made available to a great number of recipients, by which it significantly affects the content orientation of news in press, radio and television. This way it affects public opinion in the whole country. A.Gynnild argues: *„A news agency is a networked organization that collects, produces and disseminates large amounts of news items to vast numbers of global and local clients".*[4] A news press agency in a pluralistic society serves all subscribing editorial offices regardless of their ethnic and political affiliation and therefore it is its obligation to respect the principles of news objectivity and impartiality. R. Leśniczakuses a similar argument: *„The one who informs should offer true and objective information to society, with guaranteed respect or authentic cultural values. Freedom will not exist without such respect, and without freedom of information, democracy will not develop, and other human rights will fade".*[5]A press agency's basic device is the fact that its news should only contain facts, without a suggestion of a subjective opinion of an agency's editor. Most press agencies refrain from providing commented news.

[1] OSVALDOVÁ, M. et al.: *Praktická encyklopedie žurnalistiky a marketingové komunikace.* Praha : Libri, 2007, p. 18. [online]. [2016-12-25]. Available at: <www.tandfonline.com/doi/full/10.1080/0965254X.2016.1195857>.
[2] HERFROY-MISCHLER, A.: When the past seeps into the present: The role of press agencies in circulating new historical narratives and restructuring collective memory during and after the Holocaust transitional justice. In *Journalism,* 2015, Vol. 17, No. 7, p. 831.
[3] VAN DER MEER, T.G.L.A., VERHOEVEN, P., BEENTJES, J.W.J.: Disrupting gatekeeping practices: Journalists' source selection in times of crisis. In *Journalism,* Vol. 18, No. 9, p. 1121.
[4] GYNNILD, A.: The Visual Power of News Agencies In *Nordicom Review,* Vol. 38, Special Issue 2, p. 25.
[5] LEŚNICZAK, R.: The Professional Formation of Journalists in Europe Analysis of Journalists' Obligations According to the Regulations Stated in the Editorial Guidelines of Press Agencies and Journals, and in the Ethical Codes of UNESCO and the European Union. In *Acta Universitatis Lodziensis. Folia Litteraria Polonica,* 2015, Vol. 28, No. 2, p. 74.

For a news agency in the democratic system, the principles laid down in the past century by Lawrence Gobright, a prominent correspondent for The Associated Press, an American news agency, apply. He relied on the following credo: *„My role is to report facts. The instructions I follow do not allow me for any comments about the facts. My reports are disseminated to newspapers that advocate a wide range of political opinions. Therefore I limit myself to undisputed information and I do my best to be true and impartial."*[6] The principle of not commenting applies not only to routine news but also to news analysis where the role of the agency reporter is to explain the relevance of the issue, to put the facts in context, or to indicate further developments. Another principle that applies here is that a press agency processes speeches, statements, resolutions, and communiqués neutrally, and in providing and paraphrasing them it thoughtfully deals with verbs and especially with adjectives. According to J. Johnston and S. Forde *"diversity of news sources is under much scrutiny due to the impact of the Internet on news delivery."*[7] It is not easy for a news agency to keep to the above mentioned principles; however, it is its inevitable duty, especially in the time when the impact of fake news is on the rise. News agencies' news is spread also in the Internet environment and its misinterpreting and extracting facts from the context can pose a problem. Another problem that is observed is unauthorised use of agency news by website providers without a copyright agreement with the agency. R. Ritonga articulates a similar opinion and argues: *„The advanced computer-based communication technology and internet have become a threat for the existence of the national news agencies".*[8]

Classification of press agencies

According to the scope of their activities and production, press agencies are divided into universal and specialised. Universal agencies have the dominant position in world news as they provide a wide range of news services. *„The archives of large national and international news agencies typically contain millions of articles, with thousands of new entries being added every day".*[9] These agencies usually process domestic, foreign and export news, they also offer documentary and graphic service, pictorial news and many of them provide economic services for the commercial, business and bankingindustry and also carry out publishing and promotional activities. The world press agencies have the greatest influence. The agencies generally referred to as worldpress agencies are: British Reuters, French Agence France Presse (AFP), American Associated Press (AP) agency and Russian Information je telegrafnoje agentstvo Rossii – Telegrafnoje agenstvo Sovetskogo sojuza (ITAR - TASS). National and international press agencies specifically have been the subject of a range of research.[10]

One of the basic characteristics of press agencies is an extensive network of branches and reporters all over the world, complemented by a technical apparatus allowing for continuous and fast information delivery from the places of events. The scope of press agency news includes millions of words in various language mutations aiming at thousands of subscribers in many countries of the world every day. International press agencies maintain their international status by having a network of branches and correspondents in important centres or world politics and economy. Their news activities also operate beyond the borders of the state. The agencies that fall within this group are agencies such as German DPA, Italian ANSA, Spanish EFE, Chinese HSINHUA agency, Japanese Kyódó, Polish PAP, Hungarian MTI, Czech ČTK agency and many others.

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[6] MINDICH, D.T.: *Just the Facts: How "Objectivity" Came to Define American Journalism.* New York : New York University Press, 1998, p. 109.
[7] JOHNSTON, J., FORDE, S.: The Silent Partner: News Agencies and 21st Century News. In *International Journal of Communication,* 2011, Vol. 5, No. 1, p. 196.
[8] RITONGA, R.: The Waned News Agencies: A Certainty. In *Jurnallski Bandung,* 2009, Vol. 3, No. 1, p. 62.
[9] KIENREICH, W., GRANITZER, M., SABOL, V., KLIEBER, W.: Plagiarism detection in large sets of press agency news articles. In *Proceedings of 17th International Workshop on Database and Expert Systems Applications,* 2006, p. 181.
[10] RANTANEN, T.: The globalization of news in the 19th century. In *Media, Culture and Society,* 1997, Vol. 19, No. 4, p. 605–620. ISSN 0163-4437. See also: Blondheim, M. (1994); Palmer, M.B.(1976).

Schools as subscribers to a press agency's news service

The subscribers to news agencies' news services include not only publishers of periodical press, televisions or other types of media organisations, but also various public service institutions. As L. Ha, K. Yoon and X. Zhang observe, "*the significant difference in news media use between the general population and college students*."[11] Within the conditions of the Slovak Republic, one of the most numerous subscribers of this kind are educational institutions. These are all primary and secondary schools and universities who have free access to news service and databases of the TASR public service press agency.

The News Agency of the Slovak Republic (TASR), in cooperation with the Ministry of Education of the Slovak Republic have made all its services and databases available to all schools in Slovakia free of charge. The aim of such projects is to provide all schools in the Slovak Republic with a general license for access to and use of the news agency's services, including archives, photo services, including archives and audio services, including archives. Schools can use this information within media education, civic education or extracurricular activities, whether in the creation of school magazines, school newspapers, or when carrying out other extracurricular activities. The information from the given news service databases can be used for free also by the authors of textbooks in their preparation or by suppliers of interactive educational content when creating such content.

In order to allow for the possibility of acquiring all school information, TASR has created a separate internet portal skolskyservis.sk which is accessible free of charge. The service consists of TASR news, but mainly of multimedia contributions from pupils, students and teachers. TASR currently has a wide range of reporters from schools who send their news on the web each day. TASR issues editorial press passes for them designated as Editor – junior and Editor – co-worker.

School media as an environment for media literacy development

The creation of a school magazine is part of the practical part of media education. It represents the concept of learning-by-doing which is supposed to provide space for students to try out the process of practical editorial work. „*Most European countries include media education in their formal education systems as a separate subject or as a part of other subjects with corresponding content. Media education is also a part of non-formal education in many countries.*"[12]The work of students in school media has some features that are similar to those of the professional media; nevertheless it significantly differs from working in the professional media. It is related, in particular, to organisational and time factors as student media do not operate on a professional basis and they only have enthusiastic students who perform editorial work rather as a hobby.

A. Tušer mentions that an inseparable part of school magazines are contributions informing about current happenings at schools and in their surroundings. The most suitable form to present such current happenings is journalistic speech, in which the author adopts an acceptance opinion on events, facts and phenomena. The outcomes of adopting such opinions are journalistic genres. Before creating journalistic genres it is necessary to become familiar with the basic journalistic terms.[13]

Students often reflect on how they can express their opinions and spread them further in a way so that both their peers and their teachers will learn about them. One of the means to express students' thoughts is a school medium. The most popular media in primary and secondary schools in Slovakia are school print media, i.e. school magazines or school newspapers. These mostly inform about school events or about interesting facts in the region where the school is located.

[11] HA, L.,YOON, K., ZHANG, X.: Consumption and Dependency of Social Network Sites as a News Medium: A Comparison between College Students and General Population. In *Journal of Communication and Media Research,* 2013, Vol. 5, No. 1, p. 1.
[12] PETRANOVÁ D., HOSSOVÁ M., VELICKÝ P.: Current Development Trends of Media Literacy in the European Union Countries. In *CommunicationToday,* 2017, Vol. 3, No. 1, p.55.
[13] TUŠER, A. et al.: *Vydávame školský časopis.* Zvolen : Technická univerzita vo Zvolene, 2005, p. 6.

Radio as a school medium at primary and secondary schools is used mostly as an information tool for various types of announcements aired during tuition. Pupils and students rarely have the chance to creatively work in this medium. Probably the least used school medium at primary and secondary schools is school television. Rather widespread is the use of internet media, especially in the form of news on websites. „*The present development of Internet Journalism (journalism applied in the online environment) confirms processes comparable to the development of the genres in traditional print and electronic media (periodicals, radio, television).*"[14] Practically oriented media education aimed at creating media products is relevant in every school. It provides students with current information, it offers gifted pupils or students a chance to apply their talents, express their feelings and opinions or criticism towards matters related to their school and the students who wish to study journalism may get some pre-training, for example in a secondary school magazine.

The role of students in creating a school magazine

A journalistic unit in a school media consists of journalistic and non journalistic speeches. Journalistic speeches are an essential component of each journalistic unit and they are somehow the result of an individual's journalistic activity. The second component consists of non journalistic speeches and these can be educational, popular science orartistic forms such as poems, short stories, jokes, riddles and photos. If a student wishes to be an implementer of some school media, it is necessary for them to adhere to the ethical rules of journalistic work. The students in the editorial offices of student newspapers, magazines or new media can agree on their own rules they will follow. Some of the professional journalistic codes can serve as an inspiration for them, though.

Even in a student editorial office it is necessary to deal with great topics of journalistic ethics, such as freedom of speech, the right to privacy and the topic of intimacy, the sensitivity to others but also the subject of decency and politeness. A student, as an implementer of a school media, should have a relationship to media as such, they should have knowledge gained through media education, they should know how to think critically and they should have certain media competence. The development of critical thinking is the basic building block for the development of media competences.[15] It is only then that they can properly use the acquired knowledge for the benefit of the school media, create their own contributions and thus inform the future readers well. Not every student is suitable for such an extracurricular activity. First of all, they need to find this creative activity interesting, enjoyable and fulfilling. The results of their work move them forward and prepare them for their future vocation. Those who are fascinated by this work and find it fulfilling usually continue in studying mass media communication and become professionals in the area.

2. Objective

The aim of this study is to clarify the essence of the TASR School Service and its use by individual school types in the Slovak Republic. We focus our attention on creating a systematic overview of the current state and trends in this field. In the study we use methods of quantitative and qualitative research. The quantitative research strategy used in the study points to the current trend in using the TASR School Service by individual school types. We evaluate the data on the basis of completed questionnaires, as well as on the basis of the analysis of secondary data

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[14] PRAVDOVÁ, H.: The convergence of traditional and internet media – challenges and pitfalls. In *Marketing Identity: Brands we love I.: Conference Proceedings from International Scientific Conference,* Trnava : Faculty of Mass Media Communication, University of Ss. Cyril and Methodius in Trnava, 2016, p. 347.

[15] PETRANOVÁ D.: Mediálna výchova. In MAGÁL, S., MATÚŠ, J., PETRANOVÁ, D.: *Lexikón masmediálnych štúdií,* Trnava : FMK UCM v Trnave, 2011, p. 403.

created within the cooperation of the press agency with schools. Our intention is to analyse and evaluate the cooperation between The News Agency of the Slovak Republic and individual types of schools in Slovakia hitherto and to create a comprehensive overview of the current state of cooperation between schools and the press agency.

3. Methods

The research study is devoted to the evaluation of cooperation between The News Agency of the Slovak Republic and individual types of schools in Slovakia over the period of 2012-2016. For the purpose of our survey we addressed primary and secondary schools in the Slovak Republic. By the means of sent questionnaires we contacted 2164 primary schools and 794 secondary schools from all regions of the Slovak Republic. The data collection took placebetween 1st February 2017 and 16th March 2017 via an electronic online questionnaire. In the final phase, 318 schools took part in the survey and answered all 11 items of the questionnaire

We also use the method of analysing secondary data gained from various sources, mainly statistical data and information obtained from schools and from the TASR press agency's databases. We processed and analysed the obtained data using quantitative and qualitative methods and evaluated them subsequently. We focus on how the addressed schools used the press agency's news service available free of charge and to what extent they worked with the provided data and news information. For the purposes of the research we had determined the following hypotheses that we tested:

Hypothesis No. 1
We assume that more secondary schools than primary schools use the news service of the TASR press agency.

Hypothesis No. 2
We assume that the schools publishing their school magazines use the news service of the TASR press agency more than the schools that do not publish their own school magazines.

Hypothesis No. 3
We assume that more than more than half of the schools that conduct media education in the form of a project or a course use the TASR news service.

4. Discussion

The TASR press agency's project aimed at cooperation with schools was launched in February 2009. The agency established a specialized portal called skolskyservis.sk for this purpose. From February 2009 to March 2017 the agency published more than 40 thousand reports within the school service. In addition to professional agency texts, this number also includes the news sent to the service by pupils, students and teachers. The complete TASR news services are available to 2,899 primary and secondary schools and 41 universities in the Slovak Republic. The TASR agency has also prepared a project called skolskenoviny.sk that offers schools a template for creating online versions of school magazines. These online school magazines are also given the opportunity to use all agency services, including text, pictorial and multimedia news.

All primary and secondary schools and universities in the Slovak Republic have access to the TASR School Service. Each school that is interested in the service is given a password to log in to the system. Teachers use the TASR news service as a source of information providing a daily overview of current news from home, from the world, or from various regions. They

use this information to educate their pupils or students. The TASR news service is also an excellent source for school magazines, school televisions or radios from which students can draw photos, news or videos for their creative work. It is not possible to use the information obtained in this way for commercial purposes, i.e. to make profit. The service can be used as a source of information for teachers when preparing for educational process, for their own information purposes or when preparing material for a conference, etc. However, when using the material, it is necessary to state the source of a text post, video or photograph.

The TASR news service brings schools news especially about happenings in the field of education, but also in other areas of social, political, economic and cultural life on a daily basis. The majority of news consists of TASR editors' production, the other part consists of contributions from teachers and pupils who can also send any news reports to the service.

Should someone wish to become an active contributor, first they need to register and they can enter their administrative zone using their login name and password. Via this zone they submit all their new articles and, at the same time, they can see all the articles they have posted so far. All submitted articles are reviewed by TASR editors who communicate with contributors via e-mail and thus can provide precious feedback on the articles by evaluating their strengths and weaknesses and helping the contributors avoid undesired mistakes in the future. Itis very good if an article is accompanied by a picture that attracts attention to a particular text and thus raises the chances of wider readership. The TASR news service is a suitable means for the students to penetrate the media world. It provides them with the possibility of stating their publishing activity when applying to study journalism or mass media. It is also a way how to gain some work experience.

In the survey we were interested in whether a particular addressed school uses the skolskyservis.sk Internet portal which is accessible free of charge. Having analysed the 318 answers that we had received, we found that 140 schools use the service, which represents 44% of the received answers, and 178 schools do not use the free service, i. e. 56% of the schools that had responded. The findings made it clear that a higher percentage of the schools participating in the survey do not use the given service. Another question examined whether a particular school publishes a school magazine or a newspaper. Having studied the data provided by the responding sample, we found that 155 schools, i.e. 48,7%, publish a magazine or a newspaper and 163 schools, i.e. 51,3%, do not conduct such activity. We conclude that fewer schools are interested in the extracurricular activity of publishing a school magazine or newspaper.

In our survey we were further interested in whether the questioned schools run websites where they would regularly publish the news from the life of the school. We found out that 296 schools run their websites where they regularly publish news about school life, 16 schools do not have their own websites that would serve this purpose, i.e. 5,0%, and 6 schools, i.e. 1,9%, have such websites; however, they do not publish any news about school life there. It follows that 93,1 % of the schools participating in our survey have created a school website where they regularly publish news about school happenings.

Another question focused on whether the schools use the information from the skolskyservis. sk website when creating a school magazine or newspaper. The answers provided by the schools that publish a school magazine or newspaper and that participated in our survey show that 31 schools, i.e. 9,7%, use the information provided by the free internet portal and 287 schools, i.e. 90,3%, do not use this service at all. We found that only a small percentage of schools use the information published by the above mentioned website and that schools use this possibility minimally. Drawing information also from this source, that provides a great amount of free current information, whether from school environment or other areas, can be a great asset for each school and the information could be used when creating a magazine or a newspaper.

We were looking at whether school teachers use the information from the skolskyservis. sk website in their lessons (or when preparing for lessons). We found that the lesser part of teachers draw information from the given source when preparing for a lesson. Only 111

schools, i.e. 34,9%, stated that they use such information, however, 207 schools, i.e. 65,1% of the answers to the given question read that the teachers do not draw information from this source when preparing for tuition.

The question aimed at placing media education as a cross-cutting topic in each particular school's educational programme provided us with the answer that most schools that had participated in the survey, have placed media education as a cross-cutting topic in their educational programmes. 228 schools (71,7%) stated that they had included media education as a cross-cutting topic in their educational programmes, 90 schools (28,3%) have not included media education in their educational programmes in this way.

Another aim of our survey was to find out whether schools have ever conducted media education in a form of a project, course or other practically focused activities. The participating schools could have answered this question by selecting the choice of publishing school magazines or organising a discussion on the topic of, for example, cyber bullying or any other similar activities. We found that 248 schools, i.e. 78,0%, conducted media education also in this form, however, 70 schools, i.e. 22,0%,have not conducted media education via projects, courses or other activities. We think that the above-mentioned form of media education, as one of the suitable educational means, is an interesting form of implementing media education (within the system of school education) that can attract pupils and students, especially thanks to its innovativeness

The following question aimed at finding out whether media education is taught as an individual subject placed within school educational programmes. 30 schools (9,4%) stated that they teach media education as an individual subject placed within school educationalprogrammes and 288 schools, i.e. 90,6% do not teach the subject in this form. It follows that media education is represented as an individual subject equal to other commonly taught school subjects within the educational process to only a very limited extent.

The survey results show that the schools which participated in the survey and provided their answers state that both their teachers and pupils/students use the skolskyservis.sk website to a lesser extent. They use the information it provides only when creating their school magazines or newspapers, but only those schools who conduct such activities. Similarly, media education as an individual subject is taught only to a lesser extent, however, media education as a cross-cutting topic within the schools' educational programmes, whether in the form of a project, a course or other activities is taught at most schools that have participated in our survey.

Within the quantitative research we further focused our attention on the empirical part of our study on several research questions. We were interested in how many contributors from among pupils and teachers have sent information to the TASR School Service in the years 2012, 2013, 2014, 2015 and 2016.

Hypothesis testing

Within hypothesis No. 1 we assumed that the TASR School Service is used by more secondary schools than primary schools. We found that the majority of secondary schools, 60 schools, i.e. 54%, use the given service and that 51 schools, i.e. 46%, do not use it. If we compare the utilization of such services by primary schools, we can see that 82 primary schools (40%) use this service and the majority represented by 125 primary schools (60%) do not use it. It follows that the established hypothesis No. 1 was confirmed, as the TASR School Service is used by more secondary schools (54%) than primary schools (40%).

Within hypothesis No. 2 we assumed that the schools publishing a school magazine use the TASR School Service more than schools that do not publish a magazine. In our research we focused on the question of whether the schools publishing a school magazine also use the TASR School Service. We found out that the schools publishing a school magazine use skolskyservis. sk to a greater extent than the schools that do not conduct this activity. We can see that 95

schools, i.e. 69%, publish a school magazine and, at the same time, they use skolskyservis.sk when doing so, whereas 43 schools, i.e. 31%, do not engage in an extracurricular activity, they do not publish a school magazine or a newspaper, but they do use the TASR School Service for their own purposes. We found out that hypothesis No. 2 had been confirmed.

Hypothesis No. 3 assumed that more than half of the schools that conduct media education in a form of a project or a course use the TASR School Service. Analysis of the research data showed that less than half of the schools (114 schools), i.e. 31%, that conduct media education in a form of a project, course or other practically aimed activities use the TASR School Service. The majority of schools (248), i.e. 69%, conduct media education in a form of a project, course or other practically aimed activities, but they do not use the TASR School Service. Hypothesis No. 3 has not been confirmed.

The information we obtained from the databases of the News Agency of the Slovak Republic made it possible for us to see how different types of schools, pupils and teachers, both groups separately, use the TASR School Service. Thanks to the comparison of the collected data wewere able to observe how different types of schools joined the service. We found that secondary schools, both the students and the teachers showed the highest values in terms of the number of contributors as well as in terms of the number of articles submitted to the TASR School Service. We also found that the year 2014 – 2015 was the most active one with the highest number of contributions to the TASR School Service from all types of schools. An interesting finding was that primary school and university teachers showed the highest activity in 2016, unlike secondary school teachers who were most active in 2014 and 2015. Secondary grammar school teachers were the most active contributors, even in termsof the number of submitted articles, already in 2013. The year 2014 – 2015 was the least active one for them.

5. Conclusion

Although skolskyservis.sk is a free of charge internet portal available to all schools, the available data showed that, despite the fact that it has been running for several years, itis not sufficiently exploited by schools. Teachers do not reach out for the information provided by the TASR news service for educational purposes (either for media education or for other subjects) often enough. Even though media education has become an established topic in Slovakia, we can still see that in some cases schools show very little, even insufficient, interest in its inclusion to curricula. At present, schools still use the opportunity to teach this subject only as a part of another subject, course or project aimed at advancing in this field or as a part of other educational activities or as a cross-cutting topic. However, media education as an individual subject currently absents in large numbers. At the same time, there are many schools that have access to the news service of the TASR agency, but they do not use it at creating school media at all. The reason for this is, according to our findings, poor awareness of the possibilities of using these information services which persists not only among students but also among teachers of many schools. A solution leading to the optimization of the situation could be teacher training aimed at the opportunities which the news service provides to schools, as well as the development of methodological material for teachers that would help them embrace these valuable media sources so they could work with them in lessons or in the creation of school media.

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Nikoleta Žišková

Mobile Applications and their Use in Journalism

ABSTRACT

This theoretical-empirical contribution deals with mobile applications and the various ways in which they are used in current journalism. The aim is to analyze and then to compare mobile applications of typologically different media - newspapers, magazines and television. In the first part of the contribution, the author deals with brief characteristics of mobile applications and opportunities for their application. The second part of the study deals with the analysis and the resultant comparison of three mobile applications from selected Slovak media according to predefined categories. In this contribution we specifically focus on the category of researched mobile application frequency. The result of the research is the definition of the individual aspects in which applications differ from each other.

KEY WORDS

The Internet. Mobile Device. Online Journalism. Mobile App. User.

1. Mobile applications and their use

A mobile app is software that is created for mobile devices like smartphones or tablets. Applications are either pre-installed in the operating system or downloaded from online stores and installed directly into the phones where they appear as stand-alone programs. Some are free, while others are available for a fee. The first mobile apps were typically small games, calculators or calendars. For example, in 1970 NOKIA was famous for its video game Snake in some of its first phones. After introducing smartphones to the market, users have begun to require a wider choice and more options to adapt their devices according to their own discretion. Manufacturers have tried to bring the most attractive products to their customers by introducing more and more applications.[1] According to statistics, the global downloading of mobile apps in 2009 amounted to about 2.5 billion and it is expected to reach 268.69 billion downloads this year.[2] Increasing the popularity of mobile apps is determined by the fact that nowadays we can find apps for anything and users can use them anytime thanks to the Internet. Some even without access to the Internet.

Mobile apps offer many features to their users, from weather forecasts, through social networks to recipe storage. Based on these options, many people consider their mobile device to be self-expanding. Smartphones have become our personal items that we usually carry in our hand, pocket or in some other immediate proximity. According to the recent study Trends in Consumer Mobility conducted by Bank of America, nearly one in two people is not able to withstand the whole day without using a phone, with 60% of respondents saying their smartphone is more important than coffee addiction. People who use mobile apps more than 60 times a day are considered to be addicted to their mobile phone. While currently accounting for only 13% of the total number of users worldwide, this group is growing rapidly and the number has doubled in recent years. However, more than half of the population is in the category of regular users who open an app less than 16 times a day.[3]

Types of mobile apps

In practice, we usually encounter three types of mobile applications: native, web and hybrid.

A native application is a program designed to run in a computer environment for a specific platform, Android, iOs or Windows Mobile, so that it is developed separately for each operating system. The app is either on the device from the seller, or users can download it to their mobile phones from the app store and have instant access to information. It also offers the possibility of using so-called push notifications that graphically alert the user to news.[4] The advantage of native applications is that they can also use the latest technology available on mobile devices, GPS (Global Positioning System) or camera. Depending on their nature, some are accessible even without an Internet connection.[5] We can include, for example, Skype, Twitter or Shazam.

A web application is an application which does not need to be installed on a user's device, so the user does not have to update anything (as e.g. native applications). It is possible to run it from any device using a web browser because it runs on the server side. However, it requires an internet connection and the speed depends on the quality of the connection. At first glance it can look like a classic website and their separation is quite challenging. However, typically they are more complicated and database-based applications. The best known examples of web

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1. CLARK, F. J.: *News Values.* [online]. [2018-02-16]. Available at: <www.owenspencer-thomas.com/journalism/newsvalues>.
2. *Number of mobile app downloads worldwide from 2009 to 2017 (in millions).* [online]. [2016-12-25]. Available at: <www.statista.com/statistics/266488/forecast-of-mobile-app-downloads/>.
3. LINNHOFF, S., TAKEN SMITH, K.: *An examination of mobile app usage and the user's life satisfaction.* Released on 5th July 2016. [online]. [2016-12-25]. Available at: <www.tandfonline.com/doi/full/10.1080/0965254X.2016.1195857>.
4. *Mobilné aplikácie.* [online]. [2016-12-25]. Available at: <www.sumap.eu/mobilne-aplikacie/>.
5. *What is native app?* [online]. [2016-12-25]. Available at: <http://searchsoftwarequality.techtarget.com/definition/native-application-native-app>.

applications are, for example, Facebook, LinkedIn, postal programs such as Gmail or Yahoo, office programs like Google Docs and many others.[6]

Hybrid applications combine the best features of the two previous types. Its functioning is similar to that of native applications, but it offers several advantages. This application, as well as web apps, is created using web technologies. Like the native application, it provides access to hardware features of a device such as, for example, the camera and so on. It is also available to download via Google Play or the App Store. Unlike web applications, they are also available even though the device does not have access to the Internet and the development costs themselves are much lower than for native applications.[7] An example can be an app from one of the largest internet television providers such as Netflix.

2. Methodology of research

From the mobile app collection available in the App Store, we chose three mobile apps of typological different media. Applications from the News and Entertainment section, which were thematically covered by the focus of our thesis, were included in the selection file. This selection was deliberate and as a subject of the research we chose applications which publish news and articles: application of the daily Denník N - *Minúta po minúte*, application of the magazine .týždeň - *.týždeň* and application of TV Markíza - *TVNOVINY.sk*.

In the case of a daily, we chose the most popular and most interesting app from the point of view of innovation, since they were the first editorial office in Slovakia which brought an application of such kind. The magazine application was chosen because most magazine applications have similar character, and we wanted to analyze the application of the opinion-forming media. Among applications of television we chose this one because it focuses on publishing articles even though it is television. However, it also includes audiovisual works making the application more innovative. We analyzed all the listed apps using the iPhone, we used the iOS operating system. Applications were downloaded from the store with mobile apps - App Store, we analyzed and compared apps in the timeframe from February 20th to March 12th, 2017.
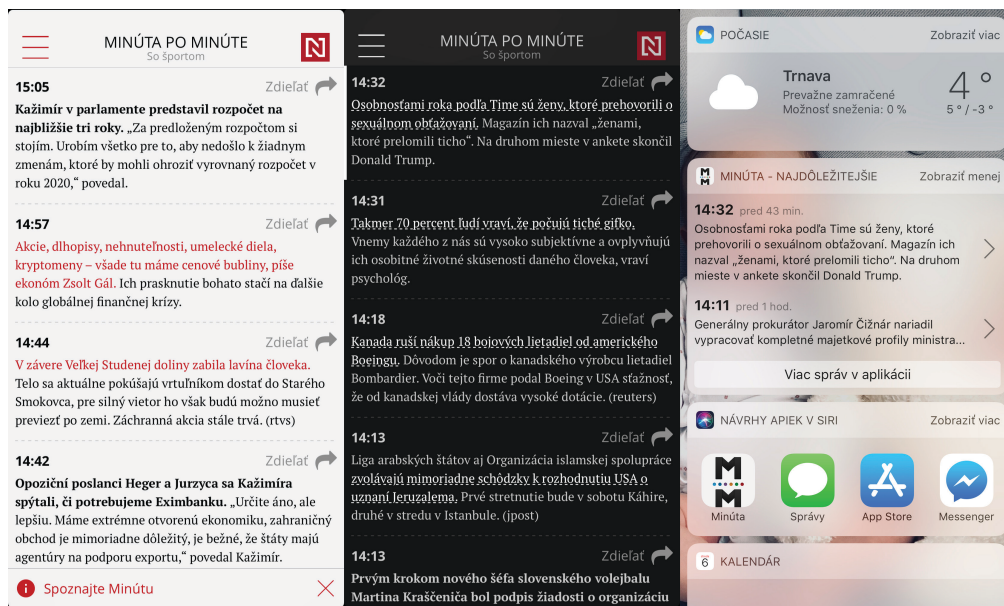
Application of Denník N - Minúta po minúte
Denník N is a Slovak daily that has been published in print since 2015 and its publisher is N Press, s.r.o. It also has its online version, which was launched in November 2014 and is charged. After two tested issues in 2016, the editorial office started to publish the monthly N Magazín. *Minúta po minúte* is the most downloaded news app in mobile app stores in Slovakia. It also won second place in the Apps RULEZZZ 2016 at the national app competition as a branded app and it also won the Google News Journal Prize 2015 for an innovative approach to online journalism.[8]

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[6] *Webová aplikácia (Web application).* [online]. [2016-12-25]. Available at: <www.ambitas.sk/blog/zaujimavosti/vyvoj-hybridnych-mobilnych-aplikacii>.
[7] *Vývoj hybridných mobilných aplikácií.* [online]. [2016-12-25]. Available at: <http://searchsoftwarequality.techtarget.com/definition/native-application-native-app>.
[8] *Krátke a rýchle správy Minúta po minúte* [online]. [2017-3-20]. Available at: <https://dennikn.sk/aplikacie/minuta>.

Appearance of *Minúta po minúte*
Source: Mobile app Minúta po minúte

Views

According to R. Augustín, the app *Minúta po minúte* is the most popular among all applications. On March 23, 2017 the application had 74,5 thousand downloads with approximately 30 thousand for iOS, 40 thousand for Android, and 4,5 thousand for Windows Phone. The year-on-year increase is about 60% for Android and 50% for iOS, which is a rapid growth compared to the web.
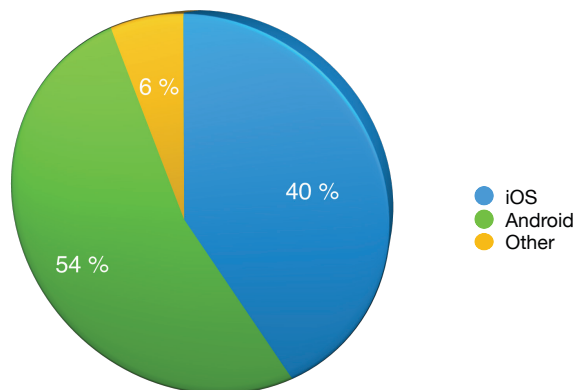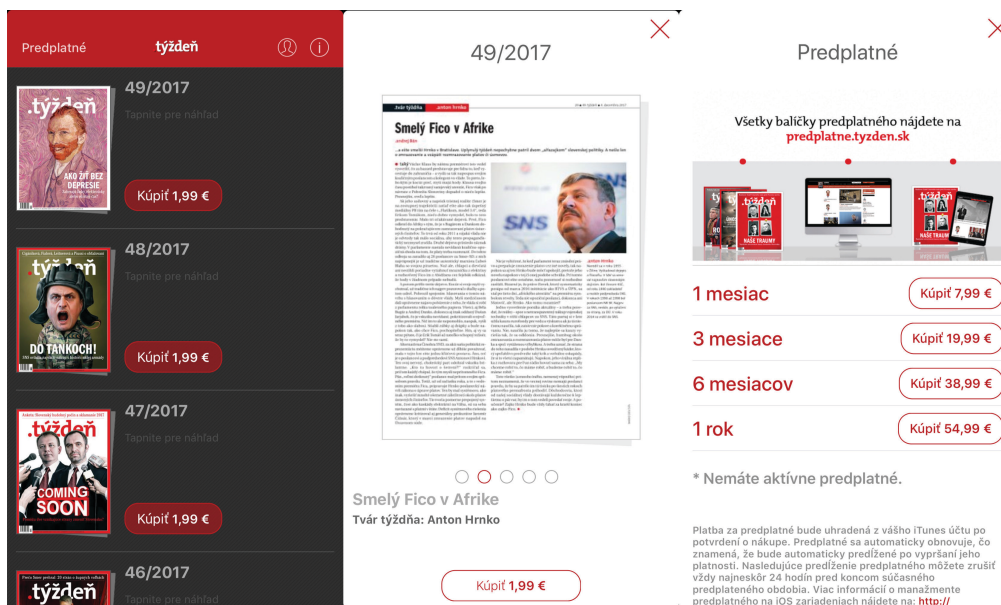
The total number of the app *Minúta po minúte* downloads per minute to March 23, 2017
Source: E-mail communication with Radoslav Augustín, the project manager of the web and application of Denník N, 23.03.2017

On regular days, the app is used by about 3000 users for iOS and Android, and 500 for WP. During occasional events the number is increased to 5000 users per day for both platforms and for WP to 700. There are approximately 16,000 active users a week and more than 20,000 per month. The average time spent on the app is over 2 minutes.[9] However, due to the high year-on-year growth, the given indicators are constantly changing.

Application of the magazine .týždeň - .týždeň

This weekly magazine is a political and social weekly that deals with investigative journalism. It has been coming out since 2004 and it is published by W PRESS a.s. The magazine also has an electronic version, which is also charged. In addition, the editorial office also provides the TV debate Pod lampou, releases books, and organizes various debates and media courses for young journalists. It has also developed its own mobile app with the same name aiming to spread its content. It is only a magazine application, but according to the marketing manager Veronica Pizano, they also thought about creating another application, but they are currently focusing on other projects. The application *.týždeň* is a native application and it was created in 2010 by the CoverPage company. It is available for iOS and Android operating systems, and it is possible to download it to mobile device as well as tablet. The application is charged and the existence of the application, as mentioned, did not change the organizational structure of the editorial office because it did not employ a new person who would be in charge of the application. The person who is responsible for the application is a graphic designer who had worked for the editorial office before.[10]

PICTURE 2:
Appearance of application *.týždeň*
Source: Mobile application .týždeň

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[9] E-mail communication with R. Augustín, the project manager of the web and application of Denník N, 23.03.2017.
[10] E-mail communication with V. Pizano, marketing manager of .týždeň, 28.03.2017

Views

According to V. Pizano, the magazine's cost is incomparable with the number of downloaded PDF versions in the application. On March 28, 2017 the application had 900 downloads, of which 600 were for iOS and 300 for Android. Each month the app is used by 1100 active users with an average time spent on an app of 11 minutes.[11]
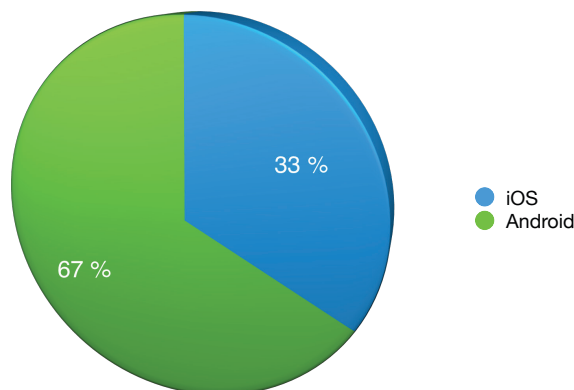

CHART 2:
The total number of application .*týždeň* downloads on March 28, 2017
Source: E-mail communication with Veronika Pizano, marketing manager of .týždeň, 28.03.2017

Application of TV Markíza - TVNOVINY.sk

TV Markíza is the most watched private TV channel in Slovakia. It has been broadcasting since August 1996. Its content is divided into several programming tracks, including the main news program Televízne noviny. The program has its own website tvnoviny.sk and moreover a mobile application with the same name, which we will focus on in this work. In addition to this app, TV Markíza also offers the apps TV Markíza, Markíza+Videoarchív and VOYO.sk to its percipients. The original version of TVNOVINY.sk was created in 2012 and it was a native type. However, it regularly went through changes according to current trends to which it wanted to adapt. The latest version of the application and its migration to a hybrid was in December 2016 and was implemented by TRIAD Advertising, s.r.o. This transition brought the app more consistency with the portal tvnoviny.sk and also a similar visual appearance, which do not confuse the user. At the same time, television is less dependent on the application supplier and much more flexible when deploying content and visual changes or new functionalities. The app can be downloaded from the online store for iOS, Android and Android TV. It is free of charge because, as the New Media Operation Manager for TV Markíza Roman Kopecký said, the primary purpose of the application is to support the web portal of tvnoviny.sk and not monetization.

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[11] E-mail communication with V. Pizano, marketing manager of .týždeň, 28.03.2017
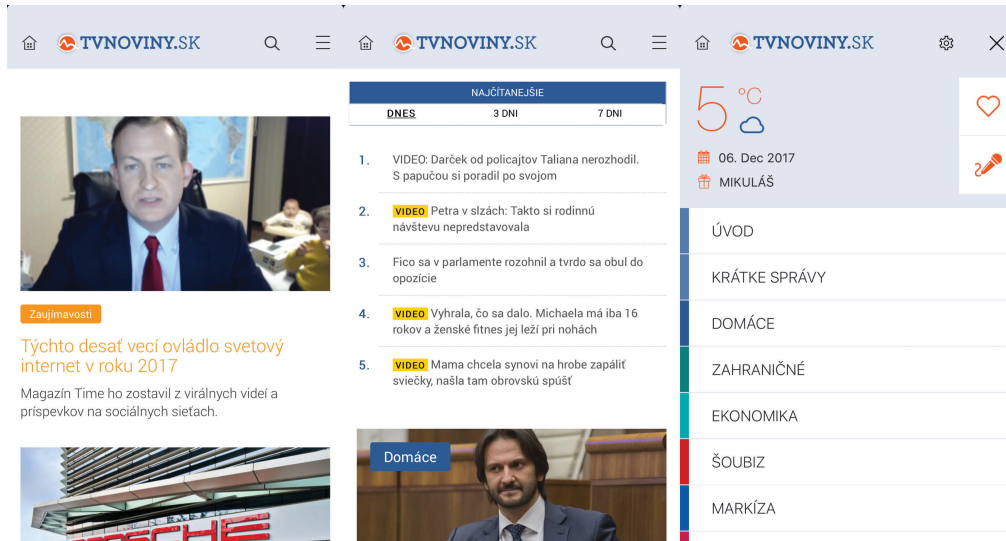
Appearance of the application *.TVNOVINY.sk*
Source: Mobile application TVNOVINY.sk

Views

As stated by R. Kopecký, the application traffic is incomparably lower than the traffic of web. On March 28, 2017 the app was downloaded by 55,000 users for the Android operating system and 11,000 for iOS with an average time spent on the app of four minutes. However, the television channel could not provide us with the number of active users of the individual platforms.[12]
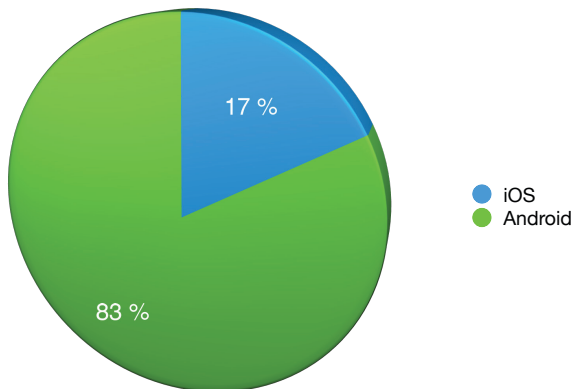
Total download of the application *TVNOVINY.sk* on March 28, 2017
Source: E-mail communication with Roman Kopecký, New Media Operation Manager for TV Markíza, 28.03.2017

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[12] E-mail communication with R. Kopecký, New Media Operation Manager for TV Markíza, 28.03.2017

Application comparison and research evaluation

The very specific features of the apps themselves point to the different ways which media can use to mediate their content. In the case of the daily Denník N and TV Markíza, we can see that, in addition to their typical media applications, they have also come up with another more innovative way to spread media products. However, basically all three media offer existing content which they also produce for their other platforms. Not in a single case did the existence of the application change the organizational structure of the editorial office, but only some existing members gained additional competencies. All three applications are accessible for iOS and Android users, but only *Minúta po minúte* is also available for Windows Phone users.

The main difference between applications lies in their very nature. The first two applications consist of the addition of articles on a daily bases and their content structure is divided into several categories, while the application of the magazine is aimed at publishing PDF versions of individual prints. However, as we have already mentioned, this is the way that most Slovak magazines function, whose purpose is to allow recipients to read their journal on their mobile devices or tablets. The advantage of the app is that the reader does not have to go to the newsstand and can buy a new edition on his device as soon as it is released.

The graphical representation of all three applications is minimalist. The ratio of text and photos varies from application to application. On the main page of the app *Minúta po minúte*, text is dominant, in the case of the app *TVNOVINY.sk* the ratio of text and pictures is roughly the same, but text also dominates by clicking on the article. In the app *.týždeň* there is dominance of pictures on the cover pages of the individual editions and after clicking on them, we will also see sample pictures of some pages of the magazine with short descriptions only. Apps of the daily and television use, in particular, a regular font and in some cases highlighted or colored font if they want to point out important information and facts.

The visits to each application vary considerably. *Minúta po minúte* has the highest number of downloads. 54% of this number are users of the iOS operating system. This is also the case of the app *.týždeň* where the amount of users of this operating system is 67% of the total number of downloads. Only in the case of the app *TVNOVINY.sk* does the amount of Android operating system users prevail. It is 83% of the app downloads. The lowest number of downloads is for the app *.týždeň*, which is determined by the very nature of the app and the fact that users can not use it every day, unlike the other two apps where editorial offices contribute new articles everyday.

However, at the same time, the users spent the highest average time (11 minutes), which is probably due to the fact that users can read articles only directly in the app and do not receive short messages in the form of push notifications, as in the apps *Minúta po minúte* and *TVNOVINY.sk*. In this case most people read only the notification and open the application only if they are interested in the message and want to learn more about the topic. The lowest average time spent on the app is for the app of the daily Denník N and it is just over 2 minutes.

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photo: Jakub Kovalík

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Image of a PR Manager

ABSTRACT

The study focuses on the three main types of the image of PR manager - self-image, perceived image and professional image. Its purpose is to identify all the image attributes needed for a position of PR manager. In the theoretical part, image is defined as the combination of both external and internal reflections of an individual, object or company creating values and awareness.

The research part is the application of theoretical principles in the practical operations of three PR managers from the insurance sector and four PR managers from the bank sector. Research is in the form of an 8-question structured interview and qualitative response analyses. The result of the issue is an empirical assessment of the gathered information, studied literature and research. In self-image description the managers describe themselves as creative, systematic, reliable, extrovert, social with excellent communication skills. The perceived image of PR managers requires responsibility, friendliness, helpfulness, politeness and empathy. The professional image of PR managers requires a professional dress code, responsibility, creativity, excellent communication skills, openness to new ideas and experiences. Primary analytical and organizational attributes are considered as an advantage in the profession of PR manager as well.

KEY WORDS

PR manager. Image. Self-image. Perceived image. Professional image.

1. Image

The origin of the word image dates back to the 12th century. It was firstly used in Middle English in the meaning of a mental picture.[1] Later this word was mainly connected to the external appearance of an individual or an object. Today the definition of the word image is varied and depends on the context and the field to which it relates. For example in mathematics image is used as meaning *"a set of values of a function corresponding to a particular subset of a domain, computing"*;[2] in economics it represents a symbol or idea of a company, good name, brand awareness and reputation, everything that is involved in the building of a brand;[3] its biblical interpretation is relating to *"the original after which a thing is patterned".*[4] In linguistics, marketing and media studies the word image is defined as the complex impression of an individual, an object or a company image of how someone or something appeals to the public; a good name, prestige and reputation. It is a built up expression of a person or an object, the external appearance, behaviour, which defines them;[5] it represents also the impression that a person, an organization or a product, etc. gives to the public, and produces a strong picture in the mind.[6] So image does not denominate only external appearance, but is also linked to the interpretation of the inner side of an individual and on intangible values.

In our study, the term image is understood as the complex of both external and internal reflections of an individual, object or company creating values and awareness. It "*is created from different sources – from information of other people, from media source and from cursory meeting.*"[7]

Each person builds their own image by behaviour, actions and appearance. The image of an individual is not compact; E. Sampson[8] divides it into three types:

- - Self-image,
- - Perceived image,
- - Professional image.

Self-image reflects the way a person sees themself including appearance and inner characteristics. Every human being is unique and one's attributes vary depending on personality. All aspects shape human personality and build the individual. Self-image is built and shaped throughout the whole life and it changes with growing up. According to E. Sampson, self-image is composed of five main integrals: appearance, body language, reputation, communication style, performance.[9]

A PR manager should hold a higher standard in all directions and access their work responsibly. People in management are creative and always open to new experiences, and therefore a person, who neglects or does not know the grammar of their mother tongue, is unacceptable for the position of PR manager. Before a person decides to focus on the position of PR manager they must be aware of their competitions, values, abilities and limits.

Perceived image is based on the effect one has on other people and on their expectations of how the individual should look and how he/she should behave. The perceived image differs also according to the individual's role in life. Each role (the role of a mother, a daughter, a friend,

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[1] *Dictionary.* In *Dictionary.com.* [online]. [2016-06-18]. Available at: <www.dictionary.com/browse/image>.
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[8] SAMPSON, E.: *Jak si vytvořit působivý image.* Praha : Management Press, 2003, p. 43.
[9] SAMPSON, E.: *Jak si vytvořit působivý image.* Praha : Management Press, 2003, p. 49.

a manager or a business partner) is surrounded by a different group of people, who shape the perceived image. Perceived image can be created also about people we have never met. The image of a famous person is shaped through media, so media public follows and creates an opinion of the famous person without knowing them personally. If a co-worker knows nothing about a colleague's personal life, the perceived image is distorted. The cause of it is when someone appreciates an individual; some disagree and dislike the individual because of a lack of information.[10]

In scientific literature, there are described no integrals regarded perceived image. The authors therefore create the basic integrals by themselves. They consider professionalism, reputation, body language and appearance as four essential components of the perceived image of a PR manager.

Professional image is the required type of image. It is created by the idea of the profession and expectations to meet the criteria necessary for a certain position. The idea of a professional image includes social status, appearance, behaviour and skills which are optimal for the work position. Many workplaces offer a manual of how to communicate, how to dress, the steps needed to solve a complaint or how to train and communicate with employees. These manuals go hand in hand with the Ethical Code and no one is allowed to violate it, else the individual is in most cases punished or fired.

Professional image is built throughout the professional job position. Firstly the employee might not meet all of the criteria but courses and training help to achieve the necessitated image. The appearance, communication, clothes, behaviour must be adequate for the professional image. Most times it requires adjusting as it slightly differs from the perceived image of the man.[11]

The professional image of a PR manager consists of the six main integrals: competence, consistence, trustworthiness, self-confidence, self-control[12] and professional dress code.

2. Survey methodology

The focus of the study is to analyze the image of PR managers, characterize all their components and identify all the image attributes needed for the position of PR manager. To achieve this goal, we have chosen a structured interview with 8 questions of our own construction and a qualitative method of response analyses.

In this research we have engaged a group of seven professional PR managers from the insurance and bank sectors and with extended experience in media and public relations, and their personality attributes based on the components of image. The insurance and bank sectors are both targeted with a high level of professionalism and their PR management actively communicates throughout the whole year. On behalf of Law 122/2013 on the protection of personal data, anonymity has been granted to all PR managers and institutions they represent. All PR managers are therefore lettered A through G. The first three managers (A, B, C) work in the insurance sector and four (D, E, F, G) represent the banking sector. The PR managers of the insurance sectors are women and the PR managers from the bank sector are men, so both genders are represented in the analysis. The authors of this study have chosen only those parts of the responses, which are suitable for the research. The responses were analysed with qualitative methods and with a combination of all the answers, the authors named the basic attributes of the image of a PR manager.

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Survey questions
1. Which of your personality attributes do you consider advantageous and which disadvantageous?
2. How do your colleagues, journalists, business partners perceive you?
3. How does your behaviour differ between your personal life and your professional life?
4. What clothes and in which colours are prevalent in your professional wardrobe?
5. How do you deal with cooperation with other parts of the company, business partners or journalists?
6. How do you suppress negative emotions in dealing with crisis communication?
7. How do you approach deadlines?
8. What attributes do you think a PR manager should have and vice versa which attributes should be eliminated?

Qualitative analyses and comparison of the responses of all the PR managers leads us to the factors of professional objectives and helps us to achieve the main objective of this study - define the image of a PR manager and all the image components. The output of the research is the combination of personal abilities in the profession of the PR manager.

3. Results and discussion

Based on the structured interview and qualitative method of response analyses we analyse the image components of a PR manager, and noted it down in the tables. On the basis of the findings we evaluated the results and attached our own opinions and views on the findings.

We focused on the following image components:
- Self-image,
- Perceived image,
- Professional Image.

The working experiences of questioned PR managers' vary - some of them work as PR managers over a longer term, other are still new to the field. The average length of period of time working as a PR manager is 5 years and 1 month. Six out of seven PR managers were previously working in the media sphere, focused on journalism. The main advantage of previously being a journalist is the ability to know exactly what piece of information journalists seek and in being swift. L. Kopecký[13] regards media environment knowledge as one of the key features of effective communication.

**The first question "*Which of your personality attributes do you consider advantageous and disadvantageous?"* is aimed at self-image. PR managers are asked to describe how they perceive themselves, and which attributes they see as their key personality characteristics. The second part of the question is to name attributes, which are considered to be a disadvantage for them.

The managers describe themselves as creative, systematic, reliable, extrovert, social with excellent communication skills. While most of the attributes are common for all of the managers, PR manager A and D have a disadvantage in common. Both state consistency as their disadvantage, realizing that attribute, which at first sign seems positive, can have a negative impact in workflow and time management.

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[13] KOPECKÝ, L.: *Public relations. Dějiny – teorie – praxe.* Praha : Grada Publishing, 2013, p. 173.

The first key attribute of a PR manager according to the answers is excellent communication. Communication is the basic tool of human interaction. In companies, it is the tool, which connects people and helps them to achieve goals. In the position of a PR manager, communication is one of the most important tools; in this context V. Svoboda[14] points out these acquirements:

- Clear presentation of company interests and standpoints,
- Respect for opinion of others,
- Prompt reactions to different topics of the conversation,
- Communication of opinions and attitudes,
- Feedback.

Which of your personality attributes do you consider advantageous and disadvantageous?		
	Advantageous	**Disadvantageous**
PR manager A	Rational, proactive, analytical and organizational skills, strategic thinking, creative, goal seeking, systematic, consistency	Consistency and extended level of responsibility negatively influences time management in some cases
PR manager B	Friendly, social, communicative, punctual, creative, cooperative, open to new ideas, on-timer	Messy when it comes to managing office desk, having too many diaries and not using any of them.
PR manager C	Conscientiousness, reliability, creative, communication skills, creativity	Perfectionism
PR manager D	Extrovert, social, philanthropist, humanitarian, helpful, creative, inventive, ability to express oneself, communicate important messages, think wisely before speaking	Consistency in certain topics.
PR manager E	Consistency, focused on reaching high results, cooperative, inventive, easy to express oneself	Contradictious
PR manager F	Consistency, tidy, punctual, always on time, organized, ready with tasks before deadline	Emotional, sensitive, stressed and unable to depersonalize
PR manager G	Calm, contemplative, emphatic, friendly, agreeable, ability to depersonalize, add value to work	Agreeable, preferring quality over quantity of tasks done

SCHEME 1:
Self-image: Personality attributes
Source: own processing

The second question "*How do your colleagues, journalists, business partners perceive you?*" is focused on the perceived image. PR managers are asked how their colleagues, journalists and business partners perceive them. The question is answered only by PR managers, who ask for the answer from their colleagues. PR managers C and E declined to answer the question. PR manager B uses the quotation from their latest media audit stating, *"They praised her flexibility, responsiveness and rapid response. She appears trustworthy and convincingly. She secures adequate people for answers. She authorizes quickly when needed and quickly draws up things."* PR manager D directly asked his colleagues to answer these questions and the answer says, *"Creative, opened to new ideas, constructive, healthily ambitious, purposeful, conscientious, diligent, helpful, emphatic, sometimes moody and rude."* The PR managers that answered the question described themselves as responsible, friendly, helpful, polite and emphatic. According to the perceived characteristics of PR managers, the second attribute is agreeableness and empathy.

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[14] SVOBODA, V.: *Public relations. Moderně a účinně.* Praha : Grada Publishing, 2009, p. 121.

To work correctly with media, business partners or within the company, the PR manager has to be emphatic. In this context V. Konečná[15] states that the link between certain personality characteristics and assumptions of PR manager is heading to the ability to lead active, rational, social interactions based on empathic and moral behaviour.

How do your colleagues, journalists, business partners perceive you?	
PR manager A	Responsible, opened to new experiences, always searching for the easiest and most effective solutions in difficult situations, excellent thinker, offering complex solutions
PR manager B	Flexible, helpful, quick responding and reactions, trustworthy, conclusive, giving immediate responses, giving complex answers, meeting deadlines
PR manager C	-
PR manager D	Creative, opened to new ideas, constructive, healthily ambitious, purposeful, conscientious, diligent, helpful, emphatic, sometimes moody and rude
PR manager E	-
PR manager F	Nice, polite, decent, selfless, smart, sometimes scatterbrained and stressed
PR manager G	Calm and friendly

SCHEME 2:
Perceived image: How other people perceive PR managers
Source: own processing

The third question "***How does your behaviour differ between personal life and professional life?***" is focused on the differences in PR managers' behaviour in personal life and in work. Five out of seven PR managers answered yes, explaining that the job position requires an emotionless attitude towards situations and it is necessary to depersonalize. The managers who answered *"no"* argue that their behaviour does not differ, but that they have to be more careful with what is being said. The environment, in which they operate, is the main difference between personal and professional life. While at home they can be open and say their own opinion, at workplace it is necessary to think about what is appropriate to say and therefore they lack spontaneity and openness. PR manager F adds that he is more confident and extrovert at work, while it is the opposite at home.

How does your behaviour differ in personal life and professional life?	
PR manager A	Behaving rather rationally at work with a calm head and emotionless
PR manager B	At work more open to compromises, emotionless, required to seek the best solution for the company, more patient
PR manager C	Negative emotions and stress need to be suppressed in professional life.
PR manager D	At work more focused on arguments and explanations, more talkative- More open in personal life.
PR manager E	At work more cooperative and open to cooperation even when being stubborn
PR manager F	More confident and extrovert at work. Thinking twice before saying anything, controlling oneself, being rather professional and emotionless, without a hint of humour.
PR manager G	Not expressing emotions at work as in personal life. More open in personal life

SCHEME 3:
Perceived image: Behaviour differences in professional and personal life
Source: own processing

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[15] KONEČNÁ, V.: *Komunikácia vo verejnom styku.* Bratislava : Book & Book, 2012, p. 99.

   The fourth question **"*What clothes and which colours are prevalent in your professional wardrobe?*"** is targeted at the dress code and the professional external image. The contemporary business dress code meets the business dress code analyzed in the theoretical part of the study. All the managers described their wardrobe in detail. The commonly used outfits of PR managers A, B and C are customs, skirts with tops or business dresses, combined with stilettos. While PR managers A and C prefer the pastel colours and tones of gray, PR manager B wears varied colours without any specific limitation. PR managers D, F and G prefer suits in navy blue colours or light shades of gray in combination with a shirt and tie. PR manager E wears casual clothes as business dress code is not required in the company. The only occasion when suit is required, is on a meeting with business partners. In addition, some of the institutions allow casual Friday outfit, when the managers are not required to dress in strict business dress, but the dress code is looser and jeans are allowed.

What clothes and which colours are prevalent in your professional wardrobe?		
	Clothes	**Colours**
PR manager A	Trousers and skirt customs, business dress, stilettos	Black, gray, pink, beige
PR manager B	Casual clothes, pants, blazers, tops, skirts	Varied colours, combined properly
PR manager C	Shirts, tops, skirt, business dress	Blue, gray, pink
PR manager D	Suits, shirts, ties, leather shoes Friday is casual – jeans with a shirt	Summer – light gray, beige, light blue. Other seasons – dark gray, navy blue, black. Varied colours of ties – 120 different pieces.
PR manager E	Casual clothes – jeans and a shirt. Suits only when formal business meetings, events, meeting with journalists	Varied colours
PR manager F	Suits, shirts, loafers, ties and socks. Friday is casual – light slim fit pants and a shirt with no tie	Suits – navy blue, dark brown dark green. Shirts – white, striped checkered Loafers – gray, black, blue Socks – only black
PR manager G	Suits, pants, jackets, shirts, formal shoes, ties only occasionally	Suits – mostly navy blue Shirt – white, pastel colours Shoes – black

SCHEME 4:
Professional image: Dress code of PR manager
Source: own processing

Professional dress code of PR managers in insurance and bank sectors is illustrated in picture 1.

Professional image: Dress code of PR manager
Source: own processing

The fifth question "*How do you deal with cooperation with other parts of the company, business partners or journalists?*" is focused on the key attribute of the PR manager, which is the openness to new ideas, experiences and skills. PR managers often cooperate and collaborate with other departments of the institution, journalists or mass media. Every PR manager should maintain good relations with all departments; openness to new ideas builds stronger relationships within the groups. All of the PR managers are ready to listen to ideas from department members and are open to new ideas. In some cases being proactive is an advantage while creating a topic, but in other cases the role of PR manager is supportive. All of the questioned PR managers are more often in the position of leader of some projects, they are open to new ideas and creativity. All of the PR managers maintain good relations with the journalists by active communication and regular updates on new products or information, offering press releases or additional information when requested.

How do you deal with cooperation with other parts of the company, business partners or journalists?	
PR manager A	Both sides, opened communication, exchange of information, depending on the situation, in some project the leader on other a support. External communication is limited by the standards of the company
PR manager B	Maintain good relations with journalists, keep them updated though press releases, good cooperation
PR manager C	Both sides. Proactive attitude when creating topics from journalists and always ready to answer questions, coordination of PR events, cooperation with other departments
PR manager D	Mainly leader of projects, open to ideas from team members, correct and polite communication with journalists, keeping them updated, good cooperation with other departments, active internal and external communication
PR manager E	Ready to answer questions from journalists or other people and occasionally coming up with ideas, rather preferring cooperation with other departments

PR manager F	Creative, when having the support of leaders, no problem with cooperation with other departments, always open to new ideas from colleagues, polite and correct communication with journalists
PR manager G	Active internal communication and cooperation with other departments, keeping people updated and always discussing everything in detail from the beginning, some tasks are more focused on the PR manager, other on other departments, good preparation and collaboration

Professional image: Cooperation of PR manager
Source: own processing

The sixth question "*How do you suppress negative emotions in dealing with crisis communication?"* is targeted at another key attribute of the professional image of a PR manager. PR managers are seldom dealing with crisis communication, because every company tries to avoid it, not to ruin its reputation. When crises communication appears in the company, most companies have created a crisis manual, which is followed until the problem is being communicated and solved. PR manager F admitted his personal struggle with handling crisis communication without expressing emotions, and preferring polite communication instead. The rest of the managers deals with crisis communication emotionless and depersonalized, not to give a hint of negativity.

How do you suppress negative emotions in dealing with crisis communication?	
PR manager A	The PR manager follows the rules of the company; professionalism is required and needs to be ready for crisis communication or any other situation.
PR manager B	By investigating the case with all interested parties, keep calm and professional. Take time to find the right solution and communicate it. Negative emotions are noticeable, but never expressed or transferred to others.
PR manager C	Ability to suppress negative emotions and remain calm in crisis communication. The team members in the office can notice stress, but in no way represented to the public or the media.
PR manager D	Professional communicator cannot give clear negative emotions. It is eliminated. Close team members see, when being under pressure.
PR manager E	Negative emotions are being suppressed in external communication, but can be visible during internal communication.
PR manager F	Professional communication with media and publicity but open and emotional communication in confrontation with colleagues.
PR manager G	Following the company crisis manual and solving problems with personal distance, without mixing emotions.

Professional image: Suppression of negative emotions
Source: own processing

The seventh question "*How do you approach deadlines?"* focuses on further attributes of the professional image of a PR manger. All PR managers admit strict working with schedules and deadlines to hand in work. PR managers B and D prefer to hand the work in ahead if possible. Sometime the situation does not allow the PR manager to be on time, but they approach their work responsibly. PR manager G completes tasks according to their importance; the urgent tasks are done immediately. Any delay is communicated to the business partners. The conscientiousness shows the caution, responsibility and reliability of the PR manager. Their work is done to the highest quality and they always do their best to surpass expectations.

How do you approach deadlines?	
PR manager A	Yes. Deadlines for the transfer of materials, comments on the support or answers journalists and to provide information are clearly given and must comply with them.
PR manager B	Deadlines are followed at all times. If work is done before, it is preferred to pass on in advance. When work is delayed, always give the person notification of the delay.
PR manager C	Mostly following deadlines. Always taking time to analyze the topic in depth to reach high results and positive feedback.
PR manager D	Since leading the department, the main task is to plan and coordinate the workflow of the department. Trying to meet the challenges and hand in work ahead.
PR manager E	Strict adherence to deadlines. Work is being organized but some ideas come spontaneously.
PR manager F	Work is organized and following deadlines. When waiting for the approval of superiors, work can be significantly late.
PR manager G	Often perform tasks according to their immediate priority and urgency. It happens that tasks of low priority and urgency draw up late. Generally, the partners are informed.

SCHEME 7:
Professional image: Conscientiousness of the PR manager
Source: own processing

The eighth question "*What attributes do you think a PR manager should have and vice versa which should be eliminated?*" is focused on the expected qualities of a PR manager. The answers are similar; all of the managers claim the PR manager should be social, creative, with good communication, desire to learn, open minded, empathic without stressing oneself. As negative attributes, the PR managers list poor vocabulary, nervousness, vulgar or arrogant attitude and irresponsibility, which do not appeal in the attributes of a professional PR manager.

What attributes do you think a PR manager should have and which should be eliminated?		
	PROS:	**CONS:**
PR manager A	experienced/skilled, dignified, pleasantly communicating, clear and easy verbalization, creative, open-minded	reckless, affective, poor vocabulary
PR manager B	creative, innovative, presentational, trustworthy, social, communicative	-
PR manager C	consistent, conscientious, reliable, creative, communicative, desire to learn	-
PR manager D	humility, strenuousness, punctual, determined, healthily ambitious, constructive, creative, innovative, dynamism, positive, the ability to be heard	stressed, arrogant, hiding behind the opinions of others, obsequious
PR manager E	responsible, fair, empathic, respectable	irresponsible, unfair, unpresentable
PR manager F	presentational, 100% learned Slovak language, social, doing some hobbies/sport/family (for compensating stress from work), intelligent, social-intelligent, has general overview, empathic, leading, pushy, confident	self-centered, selfish, nervous, vulgar, rude, not trying to look so serious, bossy
PR manager G	extrovert, conscientious, honest, always prepared	introvert

SCHEME 8:
Image of PR manager: Attributes of PR manager
Source: own processing

As the PR managers are chosen according to the quality bar published by the agency VISIBILITY, their subjective opinions the authors consider to be trustworthy and professional.

4. Benefit assessment and recommendations

The main professional role of a PR manager is to maintain good relations with journalists, public, business and industry media. A PR manager develops the marketing communications plan and actively seeks high-level placement in print or online media, creates and coordinates PR activities and events. The main goal of a PR manager's job is to grow brand awareness and strong positioning in the market by monitoring, analyzing and communicating PR results and creating new opportunities by evaluating the gathered results. A PR manager is the communication director and a member of the leadership of the organization with the full trust of management and has detailed information of the organization goals, so he/she can provide relevant and adequate answers to the media and public. The basic job of a PR manager is to maintain good relations with every target group and to create a good reputation for the organization.

To fulfil the standards of a PR manager, the person is expected to reach the behavioural qualities and image to fit the position. The position of a manager is not suitable for every personality. Based on the cognizance gained in structured interviews with a select sample of PR managers agential of the banking and insurance sector, we define the criteria and attributes associated with the image of a PR manager.

According to response analyses, the managers describe themselves as creative, systematic, reliable, extrovert, social with excellent communication skills. They do not consider body language as a separate component of self-image.

The perceived image of PR managers consists of responsibility, friendliness, helpfulness, politeness, appearance and empathy. The main affirmative attributes of PR managers that are appreciated by colleagues are quick responding and reacting to singular situations with complex answers. The importance of trust is of a high level along with antecedence of long term co-working, help, and conclusive vision, bonding and notably meeting deadlines of the projects, campaigns or communication in general.

The professional image of PR managers requires a professional dress code, responsibility, creativity, excellent communication skills, openness to new ideas and experiences. The attributes considered as an advantage in the profession of PR manager are also primary analytical and organizational skills, which are conducive to higher performance and strategic thinking in the communication with media or business partners, moreover in bonding with colleagues and other managers of the company. Being a PR manager is a responsible position for an experienced professional, and their image is transferred to the success of the company.

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photo: Kristián Pribila

Social Networks as the Dominant Platform for Communication between Young People

In the spring of 2017, the sociological agency *Median* carried out a survey of awareness and ways of getting information by Czech students. The survey was conducted for the fourth time under the leadership of the educational program *Jeden svet na* školách. 33 randomly selected Czech secondary schools were involved in the survey. From each of them one class was selected, which meant the inclusion of 25 questionnaries from each secondary school. In addition, there was an online survey involving 200 more students. The net sample reached the amount of 1003 respondents, while data were balanced to represent the population of secondary school students between the ages of 15-20 according to sociodemography, regionality and type of school they attend. The aim of the survey was to identify ways and forms of communication and information gathering by students, especially in relation to social, socio-political problems and general awareness of the history and current status of the country.

Part of the survey also focused on methods of electronic communication and how often and when students use specific communication platforms. More than half of those surveyed (54% on average) said Skype, Facebook, Messenger and telephone or SMS messaging through mobile phones are the most frequently used platforms. In the case of e-mail, microblogging and other communication, only 6% of the respondents reported very frequent use, therefore it was only 60 students out of the total sample of 1003 respondents.
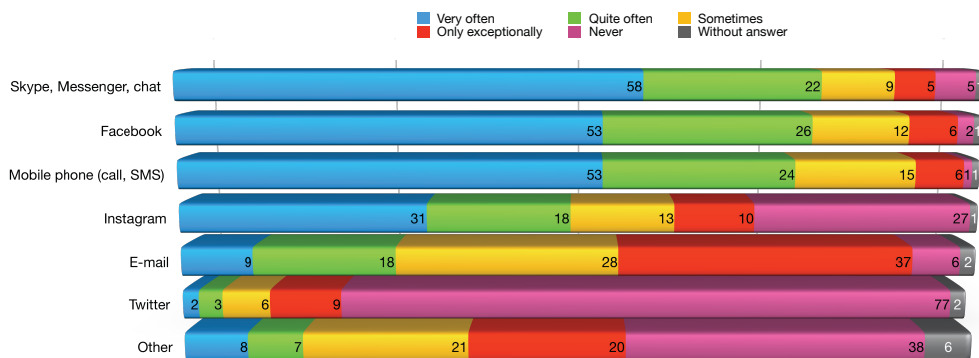
Legend:
- Very often
- Only exceptionally
- Quite often
- Never
- Sometimes
- Without answer

	Very often	Quite often	Sometimes	Only exceptionally	Never	Without answer
Skype, Messenger, chat	58	22	9	5	5	1
Facebook	53	26	12	6	2	1
Mobile phone (call, SMS)	53	24	15	6	1	1
Instagram	31	18	13	10	27	1
E-mail	9	18	28	37	6	2
Twitter	2	3	6	9	77	2
Other	8	7	21	20	38	6

CHART 1:

The use of electronic communication means
Source: Prostředky komunikace. In: Jeden svět na školách. Zpráva o dotazníkovém šetření na středních školách z roku 2017, p. 6. Available at: <www.jsns.cz/nove/pdf/vyzkum_2017.pdf>

Regarding the question about when these platforms are used, more than half of the students responded that they often use them before sleeping but also after waking up and also when schooling. On average, only 17% of students reported that they use the Internet platforms only rarely in the cases mentioned.

The survey further revealed that social networks and chatting are more widely used by girls. A third of interviewed girls are on social networks before sleep, while only a quarter of the boys questioned. Immediately after waking up, social networks are more used by girls, up to a third of those surveyed.

Further, the results of these questions have shown that social networks are used by older students aged between 18 and 20, younger students use networks and electronic communication less, on average only one quarter of the respondents.

An interesting discovery is also that socio-demographic factors affect the use of social networks. The results showed that in cities with over 100 000 inhabitants, young people use social networks and electronic communication more and more often than in towns and villages with fewer inhabitants. In cities with over 100 000 inhabitants, it was a third of those surveyed, while an average of one quarter in smaller towns.

Therefore, we can sum up the result of the survey that social networks are more intensely and more frequently used by girls than by boys, while the intensity of network and electronic communication is increasing significantly with the age - students of the 4th grade of secondary school are present in the Internet environment very often, half of those surveyed during events with friends and a third during schooling. Therefore we can say that social networks and "digital life" have a significant impact on the regular as well as the educational life of young people.

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Juliána Odziomková

Net Children
Go Mobile

Giovanna Mascheroni & Andrea Cuman

Net Children Go Mobile

The foreign research *Net Children Go Mobile* deals with the use of mobile devices by children and parental mediation to serve as prevention and protection against the negative impacts of mobile phone usage on children's recipients. The document also includes facts about different countries, their school rules or the opportunities for internet access and so on. The authors have used the methods of interviewing and a questionnaire for the participants of the survey.

Parental mediation

Nowadays, in this time full of modern media technologies, the family sphere as a social space has a significant impact on children's experiences with the Internet, whether using mobile phones, smartphones, tablets, laptops or other technologies. To regulate the time spent with the Internet, parenting mediation is also used to understand the possible risks and pitfalls of the media.

We know several parenting strategies:
1. *Active mediation* of Internet use, when parents can engage in activities such as talking about the Internet content that children encounter.
2. *Active mediation of Internet security* where the parent accesses more securely and monitors more responsibly the use of the Internet.
3. *Restrictive mediation*, which includes the establishment of rules that limit and regulate the time spent online, the place of use, online activities.
4. *Technological definitions* that have the ability to monitor the online activities of children.
5. *Monitoring the recording and control of online activities.*
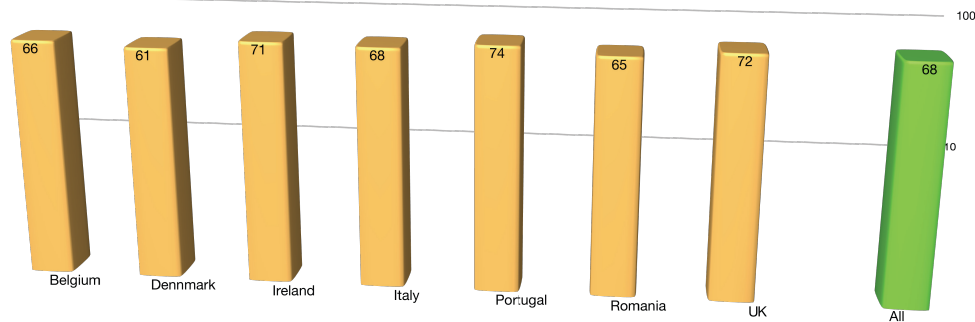
Parental Active Mediation

Bar chart with values: Belgium 66, Dennmark 61, Ireland 71, Italy 68, Portugal 74, Romania 65, UK 72, All 68. Scale marker 100.

Parental Active Mediation (%) of Child Internet Use according to Country
Source: : MASHERONI, G. - CUMAN, A.: Net Children Go Mobile: Final Report. Milano : Educate, 2014, p. 39.

The *most commonly used parental strategies are*: talking to children about what they do on the Internet, stay with them and watch what they do when they are online, explain why some websites are appropriate and some inappropriate, suggest safe use of the Internet. In addition, parents also encounter younger children with insufficient digital experience often needing guidelines on the use of technologies or devices. Regarding older children and teenagers, parents say that they do not want to set strict rules or even do not consider it necessary.

Up to 65% of parents acquire two or more forms of restrictive mediation
In this case, we are talking about the introduction of different rules related to the use of technology by children. These can be rules regarding the time and place of using the Internet, "allowed" apps or content (violence in games, inappropriate vocabulary, etc.). Some parents set a limit on screen devices for their children, by which they limit the time spent on the Internet, or they prohibit media use during dinner, at night, when there is nice weather, during schooling etc. Such rules mostly follow on from the effort of parents to teach children responsibility and to fulfill their own responsibilities. However, during interviews with parents, they are also often unaware of parental control options.

Using the Internet or mobile devices by students
Very often, students are breaking the rules during a lesson - they use mobile phones, send messages, play video games or spend time on social networks. Sometimes, however, they are doing something more innovative: for example, in Romania and Germany, some students mentioned that they used their personal device to create an open WIFI for all classmates. It has also been found that in several countries students are breaking the rules because they disrespect their teachers.
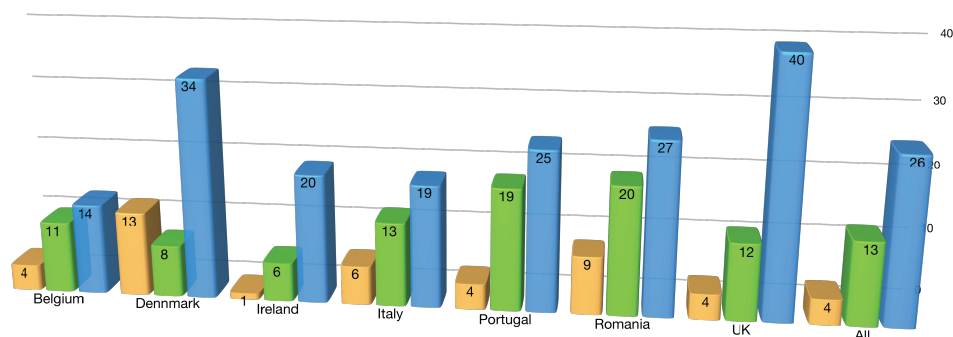
Using the Internet or mobile device by students

Children, teachers and parents support the chance to use mobile technologies at schools and argue for the use of these modern devices in classrooms by making them more attractive and beneficial to health (compared to daily heavy book carrying, etc.). Having digital interactive learning aids can also be helpful for children with cognitive disabilities.

Current European and national programs help teachers work with digital technologies and use them in teaching. In Belgium, the initiatives and services focus, for example, on the safe use of the Internet. In addition, in Belgium there is the inclusion of information and communication technologies into school curriculums established by law. Similarly, also in Denmark, which aims to increase the implementation of information and communication technologies into activities at all levels of education. In Germany, compulsory qualifying education of teachers is required as well as technological equipment provision by schools. Since 2007, Portugal has witnessed a rapid expansion of Internet access among children and young people. This expansion was supported by a national policy that tried to present technology as a dimension of modernity and development. The country continually tries to provide equipment and Internet access at schools. Romania is also striving to promote the necessity of digitalization.

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Timea Fornálová
Daniela Lagíňová

NoProblemos Advise about Intellectual Property

The civic association eSlovensko has been involved in the formal education of children and youth for a long time and is constantly expanding its activities. In the sphere of media education it is known for its Internet security projects.

One new and interesting project is the comic series NoProblemos. The main heroes are buddies who help children with orientation in topics of intellectual property rights and culture tolerance. Comics can also be watched by children on Instagram. The form of a comic has been chosen by the authors for reasons of time - reading comics takes only few seconds. There is a clear and brief explanation of the problem solved by NoProblemos friends in a small area. The group of friends is similar to today's kids who spend a lot of time on the Internet and use mobile phones. The aim of the project is to educate, safeguard and protect children and youth in Slovakia. The theme and script was created by Miro Drobný, the comics were illustrated by Kamila Krkošová.

Part of the project is also the website www.matfilipa.sk. The website includes a simple way to explain the issue of intellectual property. The website offers a guide to intellectual property rights that children can download to their mobile phones and teachers can order it for educational purposes. Both the book and the guide are free.

Lucia Brezovská

photo: Martin Graca

Games and Gaming

Games are a natural part of childhood. Children take it as fun, relax, gaining new experiences or skills. In the past, children used to play classical games; they were throwing dice and moving stick figures. Nowadays it is different. They use mobile phones, tablets and computers to play games. The benefits of playing digital games include developing children's knowledge and skills. A child can choose any online game he or she wants. In some games, the player has to solve teasers and various tasks that develop memory and thinking. Task solving and decision making in games increases a child's autonomy, in group games they learn to work with others. Dynamic and action games develop hand eye coordination as well as fine motor skills and attention. When moving in online worlds, children learn better orientation in space. Last, but not least, games can be used as learning tools - in simulations and strategies children can try the functioning of economic principles or planning. In foreign-language games or in communicating with players from other countries, children develop vocabulary or language knowledge.

In addition to these benefits, computer games also have their own risks. One of the most serious is the risk to health. The computer games themselves may not cause any difficulties. However, if a child spends all of his or her free time with them, they can, as with any one-sided activity, leave traces or permanent consequences. The most common risk is being overweight or obese caused by insufficient movement. Sitting in front of the computer in an inappropriate position can damage the spine and lead to muscle weakness. Looking at the screen for a long time causes drying of the ocular mucosa, causes its irritation and consequently leads to headaches. Playing games at night disturbs the natural sleep rhythm. Players should not forget about regular drinking and eating.

Another risk that should not be taken lightly is inappropriate behaviour and violence in games. Some games played by children and adolescents include negative elements such as killing people or animals, alcohol and drug use, criminal behaviour and disrespect of laws, sexual violence and violence against women, racial prejudice, insults. Parents worry that such games will affect the behaviour of their children. They are afraid that their children who play violent games will behave violently in real life by reducing their sensitivity to violence and empathy with the victims. As the main argument they consider that games, in contrast with television, are not only passive. If child is to win, he or she has to behave aggressively towards others. Aggressive behaviour is not only watched by children but it is also acted out, even though in the virtual world. In games violent behaviour is appreciated and the reward for killing opponents is

progressing to a higher level. Researchers have not been able to confirm the direct link between behaviour in games and real-life behaviour yet, not all children who play aggressive games behave aggressively afterwards. Children need to not only learn to be good, but they also need to be able to defend themselves from being threatened. Aggressiveness and aggressive games have always been part of children's development and children have learned through games how to behave in different situations. Formerly, children played as soldiers and wrestled together more in reality, nowadays they apply it through the computer. Playing an aggressive game can also be a reaction to frustration and unpleasant experiences. The child will channel his or her anger and helplessness in the virtual world. In that case the game can be useful.

The last factor that should be mentioned is possible addiction to digital or computer games. We should not forget about that risk and it is important to parents to check the time which their child spends playing. Involvement in games may not always be negative. For children who have a problem with building relationships in reality, group games can be a stepping stone to boost their self-confidence and self-reliance. Relationships with a virtual community of players should be reasonably balanced by relationships in real life. As we have already mentioned, computer games will cease to be ordinary entertainment if it becomes the only way to spend free time. If the game is an activity for which children neglect all other activities in their lives, as well as relationships with relatives and friends, and is the only way to experience pleasant feelings then they can easily slip into addiction. It is confirmed that such addiction is a social problem and the cause of addiction is not only the game itself but also feelings of incompleteness, loneliness, sadness and suffering. Children escape into the world of games and fantasy where they experience joy, success and often admission to a group of teammates. The best protection against becoming addicted to computer games is the development of a child's real life relationships, the interest of parents in what is going on in the lives of their children and what is worrying them.

10 Golden Rules for Online Games (according to the Children on Network):
- **Agree on clear rules**. Agree with your child about clear rules and time to use their computer. Be sure to follow this agreement and consider the time your child spends on television or other media.
- **Choose games together.** Find the right games along with your kids and create your own opinion of their content.
- **Play together.** From time to time you should play electronic games with your child. Talk with him or her about good and bad games and let your child explain what games he or she plays.
- **Observe your child.** Observe what games your child plays and how often he or she plays them. Talk to your child when you notice a change in his or her behaviour. Keep an eye on who your child is playing with on the Internet.
- **Be informed.** Try to get information about good games as well as being wary of gambling.
- **Explore the security settings.** Computers, consoles and tablets must be set up in such a way that they would not harm the child. Beware that blocking software is installed on your computer. Installing such apps should be a parent's role. This also applies to locking the Internet payment option. It is not advisable for a child to use a laptop, desktop computer, smartphone or tablet for a long time without supervision.
- **Protect your personal information.** Before signing up for online games become informed about whether and how the information about your child will be processed. If games do not provide this information or such data as telephone number and address are not verified, the websites should not be trusted. Be careful that your child does not give any personal data to his or her gaming partner.
- **Pay attention on spending money.** Talk to your child about possible spending on games that may occur when you buy another part of the game or when a subscription is over. Younger children should not be able to buy additional equipment for their characters in the game.

- **Do not use games as means of education.** Do not use electronic games as a means of reward or punishment and do not abuse them to "babysittlize" your child. Games can become too important for them.
- **Take care about the change.** From the outset be careful that games are not the only hobby of your child. Take care of his or her mental and physical balance in relation to the computer and offer him or her attractive alternatives.

Magdaléna Rajtová

photo: Martin Graca

Our daily Internet

Damper or adviser? New technologies, in this case the Internet brings us faster and easier access to information in our lives. The Internet, beside playing games, communicating or building new relationships also serves as a learning aid or tool. In the family, media education is needed to guide our children even when working with the Internet.

There are several websites that offer various tutorials, information or even educational games in the Internet environment. We know, for example, the civic association eSlovensko, which implements the Zodpovedne.sk project supported by the European Commission within the Safer Internet program. The aim of Zodpovedne.sk is to raise awareness, to spread enlightenment about responsible Internet use as well as to prevent related crimes. Project also includes other projects: Pomoc.sk – a website you can contact when you need help or advice about using technology and Stopline.sk where illegal and inappropriate content on the Internet can be reported. Another is the Ovce.sk (Sheeplive) project. This project is also part of the Zodpovedne.sk project. Ovce.sk consists of two parts - an animated series for children and an international Internet portal. The aim of this project is to prevent and protect from the risks of the Internet, focusing in particular on children in pre-school and of younger school age. A series of animated fairytales show children in an exciting way the principles of how the online world works, the potential risks and pitfalls they may encounter as well as positive sites. The animated series is also designed for parents who can get to know the possible issues of a child-media relationship in this way.

When we talk about protecting a child from negative influences, we have to realize that the Internet is completely natural for today's children. Banning time from being spent on the Internet is therefore not a good way of education. However, prevention and communication with the child is necessary. If a parent observes an activity which the child performs on the Internet and is not suitable for him or her, there is, for example a program that can block certain pages so that the child has no access to them. It can be, for example a page including violent or erotic content (http://cudo.sk/blokovanie-internetovych-stranok). There are also programs that work as parental control.

Certainly, even a few hours sitting behind the computer, not only from the physical but also from the psychological side, is not appropriate. The most common problems which appear are eye and back damage as well as a weakening of the child's ability to concentrate. It is necessary to create certain rules for the balanced, conscious and controlled use of the Internet in the family.

Ten Commandments of Responsible Internet Usage (processed by rodinaamedia.ku.sk)
- **Knowledge and skills.** In order to create rules and a system with your children, you need to know why the content of the website is appropriate or inappropriate. Children need to hear the argument that convinces them that there is a reason for what you require from them.
- **Common surfing.** Accompanying your child on the Internet can help him or her, for example when a child cannot help.
- **Communication.** Talk about websites which cause fear and misunderstanding for your children.
- **Time schedule.** Try to agree on the time your child can spend on the Internet. Be sure to follow the agreed rules.
- **Protective software.** There are several protection softwares that can block websites. The regulation of Internet use is ensured by the operating system itself, antivirus software, special software for filtering content or monitoring the child's activities when using a computer and the Internet.
- **List of favorites websites.** Together with your child you can create a list of favorite websites with tabs that can easily be accessed without searching the web.
- **E-mail.** Help your children to create their own e-mail, explain to them that they should not give their e-mail address to strangers as well as that they cannot reveal their password to anyone to prevent personal data misuse.
- **Personal information.** It is necessary to get your child acquainted with security rules when using the Internet. Personal data and data about the family may not be distributed over the Internet. Also a child should not talk about their privacy to strangers as well as a child should not meet people who he or she met on the Internet.
- **Downloading and shopping.** Agree with your child on the rule that before he or she wants to download something, he or she has to ask if he or she can. The child should not have details of your credit card.
- **Exchange of experience.** Learn about use of the Internet at the school your child is attending. You can also exchange advice and experiences with other friends or parents.

Veronika Vrúbelová

The Centre for the Prevention of Internet Addiction has been established in Slovakia

Nowadays digital technologies, tablets, smartphones and especially the Internet are natural parts of our lives. We use them to study, to work and to gain information but also to relax or to have fun. It is obvious that they bring a lot of positives, they speed up communication, make our activities more effective and bury the boredom. Aside from the new opportunities which especially the Internet brings us it is very important to be aware of the risks and dangers associated with its usage.

The explosion of information and communication technologies has caused people to perceive the boundaries between real and virtual, cyberspace and real geographic environment. Overlapping these interfaces can ultimately have multiple negative effects on users. One of these is an addiction to digital media and the Internet. Many experts point out that Internet addiction is not considered to be a diagnosis yet. However it has comparable principles to any other addiction. This is so-called non-substance addiction caused by a certain type of behavior. According to many experts, Internet addiction is closest to pathological gambling.

That is why Slovakia has decided to markedly appeal on prevention in this sphere and on the occasion of the International Safe Internet Day on February 7, 2017 the civic association eSlovensko opened the Center for the Prevention of Internet Addiction in Bratislava. The founding organization is the civic association eSlovensko as part of the project Zodpovedne.sk which is also supported by the European Union. The partners of the projects are the Ministry of Education, Science, Research and Sport of the Slovak Republic and the non-profit organization Children's Safety Line. Since 2007 there have been a number of activities carried out on the issue of the responsible use of the Internet, education, prevention and protection of children and youth in Slovakia. neZavislost.sk is part of the eSlovensko projects which have received more than 30 Slovak and international awards since its inception in 2002. The civic association eSlovensko has created many successful projects in education, prevention and protection of children and young people (e.g. Zodpovedne.sk, Ovce.sk, Kybersikanovanie.sk, Sidliskovysen.sk, Nehejtuj.sk, NoProblemos.sk, MatFilipa.sk, Help.sk, Stopline.sk and others) and it is constantly striving to raise awareness of the risks and traps by which children and young people are endangered.

The main objectives of the Center for Internet Addiction include:
- To inform about the phenomenon, its prevention and therapy, for which the web site www. nezavislost.sk is used.
- A professional platform that will create and maintain an active network of experts, professionals working at universities, research institutes and in counseling.
- Research about online addiction issues at both the Slovak and international level.
- Establish a network of help centers in the regions so that children or parents can contact experts in their local areas.
- Introducing the pilot version of the app neZávislosť that serves as a tool for prevention and research.

Who is that project designed for? The target group can be divided into three basic categories as follows:
1. The project has been created primarily for smartphone and Internet users. For them a free android mobile app is designed and it has an informative and preventive aim. It measures time spent on mobile and individual applications anonymously. It shows a daily, weekly and general chart and it also offers an Internet addiction test, a recommendation rotating card, a joy and worry notebook, a timeline, a motivation group or data sharing and exporting function, while helping to self-educate and gain balance between time spent online and offline.
2. The professional public, whose applied research will provide information about risk and social factors and predispositions to addictions and addictive behavior of users. The project is beneficial to psychiatrists, psychotherapists, psychologists, school psychologists, special pedagogues, social therapists, social workers and others.
3. The general public for whom the Internet portal Nezavislost.sk provides useful information, recommendations and professional assistance. The project helps parents, families, schools, state institutions, the private and the third sector or media to understand the modern phenomenon of online addiction.

Project manager J. Tomková said for Zodpovedne.sk that after Nehejtuj.sk and Kyberšikanovanie.sk which also dealt with the threats of the Internet, the role of neZavislost. sk should be a routine task. However during the time the project team has found that "non-addiction" is a more complex issue. On the basis of these facts the project has been expanded by additional experts, international studies and mobile application development.

The first results mapping the usage of the app neZávislosť available from march 2017 are also interesting. One month after the start of the android app it had 1574 downloads. The average daily online time of all app users is 3 hours, the longest use time of the mobile app was 17 and 13 hours a day. From these conclusions it also follows that Internet addiction is a clearly expanding phenomenon and it is necessary to deal with this issue. Therefore, it can be concluded with pleasure that in Slovakia, there is a space and especially experts who know how to provide valuable advice to threatened or addicted users, to give them a helping hand and to lead them in the right direction.

Vladimíra Hladíková

The Most Important Thing Is to Find a Way How to Teach Media Education in an Appropriate Way
Interview with Jan Jirák

ABSTRACT

The interview is focused on the key issues concerning the development of media literacy in the Czech Republic as well as the entire world. It focuses on the strengths and weaknesses of the implementation of media education within the conditions of Czech education, while considering the limits as well as challenges, which teachers and academics trying to get students acquainted with the media world have to face. Important parts of media literacy policies are the conceptual, methodological and theoretical materials that can have a significant impact on the successful establishment of media education in both school and out-of-school education. The interview highlights that even such conceptual materials and tools are subject to rapid obsolescence and it is necessary to continuously innovate and complement them, so that they can reflect the very dynamic development of the media as well as constant changes in the preferences or behaviour of the audience members. These arguments should also be taken into account when preparing future journalists and other media professionals, as well as in dealing with the issue of hybrid threats and fake news.

KEY WORDS

Media education. Media literacy. Fake news. Journalism. Media studies.

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Branislav Oprala (B. O.): Media education in the Czech Republic (likewise in Slovakia) does not have a long tradition. We can only talk about its systematic development, concrete projects and activities since the 1990s. Although this issue is relatively short in the conditions of the Czech educational system, it has managed to establish itself in a form that can serve as an example of good practice in other countries as well. How do you see the strengths and weaknesses of the current introduction (or establishment) of media literacy in your country?

Ján Jirák: Remember, that the reflections on media education in the Czech-Slovak environment are considerably older: in the world, Jan Amos Komenský is often remembered as the first thinker who realized the importance of media education. Also in the inter-war period, the magazine Duch novin, which had the column "Noviny ve škole", was published. Otherwise, I think it is appropriate to divide this problem into two spheres.

One sphere is what place media education has in the education system, and the second sphere - how it is actually done. In the institutional sphere, the position of media education is quite good, it has the character of a cross-sectional theme, it is compulsory for elementary schools and grammar schools. It also appears in secondary education, although it does not act as a cross-sectional topic. As a cross-sectional topic it can be implemented as a separate subject or a set of topics that go through several areas or as a teaching project. In my opinion, the primary problem of media education in the Czech Republic is that there is no pedagogical or other university that would educate media education teachers. You can not simply meet a pedagogue who has an approbation for teaching, for example, history and media education. We know several postgraduate courses at pedagogical faculties that cover the teaching of similar media subjects, but it is not an approbation.

B. O.: Speaking about approbation, what kind of teacher is closest to teaching this area?

Ján Jirák: If I can assume, based on my own experience, this issue is connected with civic education, Czech language or history. I have also met a teacher of art education, who is close to visual culture. As I said, a lot depends on the enthusiasm of a particular pedagogue.

Pavel Bielik (P. B.): Is that enough?

Ján Jirák: Obviously, it has its pitfalls. I do not want to generalize, but the risk lies in the fact that the enthusiast is, in the best sense of word, in a certain way based and hardly let his attitudes to be taken. He often approaches the media as something harmful and wants to widen the distance of pupils. He may be an enthusiast, but he does not have the proper approbation to

know what the media is all about. The second risk is very similar. Various non-profit organizations are involved in courses of methodological material which have unbiased and edifying goals, but sometimes they offer their agenda which they promote. As I have mentioned, there is a lack of education, but also a unified educational media policy is missing.

P. B.: How does the Czech and Slovak Republic compare with foreign countries in media education?
Ján Jirák: It is really different. If we want to look at examples of good practice, media education in Germany is probably well developed. Its systematic foundations were laid down during the postwar period as a part of the democratization process in western Germany. There it is already a part of mother tongue teaching and the traditional core is the critical reading of texts. Very interesting is also in Scandinavia, where there is a center that produces a number of expert methodical materials and is part of a certain tradition. Others are in France, where the activities are more fragmented, but at French schools there is a newspaper reading week once a year, but it gives the space for hidden propagation of publishers. We would find it difficult to find a single united element, but if we look for something that links these examples, media education is more successful where it has a certain research and academic background.

P. B.: Would it not be appropriate for teachers to learn in these more advanced countries?
Ján Jirák: Some of them do. Perhaps it will sound old-fashioned, but media education is closely linked to culture and language. I can imagine a common learning platform for Czech and Slovak teachers, but inspiration would have to be drawn from Western countries like Germany or Great Britain. It is therefore necessary to create our own system with culture and language in the country in which we live. I'm convinced.

B. O.: At what stage is the preparation of media education today, or its teaching at elementary and secondary schools?
Ján Jirák: There have been several attempts to teach this subject, but no one has ever done so. It is even now happening in our country that a large part of universities are re-accredited because of a new law. Apparently there are projects to open a media education program, but I do not know their phases.

B. O.: At traditional pedagogical faculties?
Ján Jirák: Yes. I think that's where it belongs. The most important thing is to begin to develop a way how to teach it, and according to my observations, it is neither successful in our country nor in Slovakia so far. Didactics is simply lacking, even though its seeds appear in textbooks and workbooks.

B. O.: So this didactics should be developed by specific faculties.
Ján Jirák: Yes, in cooperation with teachers. I assume that didactics should be created in this way.

P. B.: You were one of the leaders who stood at the beginning of the introduction of media education into the Czech educational environment. What was the initial motivation that led you to address the development of media literacy of Czech pupils, students, or other target groups of the population?
Ján Jirák: The first motivation was that our experience from abroad taught us that it is simply missing here. After all, in the terms of freedom of speech and independent media, it is an entirely natural way to cultivate demand. By cultivating demand, you are educating users to be critical and you indirectly influence demand. In my opinion, media education is a way of improving the production of the media itself. Today, it is clear that we should also think of some other

groups, of children of pre-school age. They are already regular users of the media at an early age. A similar problem also arises in relation to the education of seniors.

B. O.: How should preparation at pre-school age look?
Ján Jirák: Preschools are undeniably important in this. For example, we can educate them in the form of games that speak in the language of the media. Once upon a time there was also an experiment in Slovakia, a project of ovce.sk about Internet traps. An elegant solution that I always have been jealous of.

B. O.: Is there anything similar in the Czech Republic?
Ján Jirák: I am not aware of anything similar.

P. B.: Together with other colleagues, you have been involved in the preparation of a number of conceptual, methodical and theoretical materials of media education in the context of the Czech education system. However, many of these materials are older, more specifically about 10 years ago, when the use of media by the audience had a significantly different character than today. We mean, in particular, that traditional media - such as radio, television, and print - play a much less dominant role in the lives of children and young people than in the recent past. Do you think that the legislative initiatives, projects and educational practices in the Czech Republic can adequately respond to these challenges?
Ján Jirák: Initially, preparation was made with traditional mass media such as television, radio, or periodicals. It also relied on their internet equivalents, but it is still considered the most important model of communication that has a mass character and people are exposed to it.

P. B.: Did it not count with interactivity?
Ján Jirák: Original media education was set to teach people to "live with the media". Today, the situation has shifted, people have to learn to "live in the media". There has also been a change in the concept of private and public, information and disinformation. As soon as it was set up, it became outdated. Now there is a fundamental debate on the future of all cross-cutting themes, including media education, so there is a chance to conceptually adjust it and adapt to the dramatic changes that have occurred. A good starting point for us is that in the meantime we have developed the so-called "recommended expected outcomes" of media education, which are, however, more contemporary and reflect the shift in communication technologies. In the meantime, an innovated Audiovisual Law has been formulated to suggest that the Council for Radio and Television Broadcasting should monitor the level of media literacy of the population.

P. B.: So should it be the media literacy supervisor?
Ján Jirák: We talk about research, reporting, and so on. However, this indirectly affects media education itself, because the reflection will get a message on media literacy and the public may ask: "And what next?"

P. B.: Do you perceive it negatively?
Ján Jirák: From my point of view, it is a positive thing.

P. B.: What are the results?
Ján Jirák: There were results in 2011 and 2016. They are not surprising, they only show a shift away from traditional and greater interest in Internet media. At the same time, they are talking about less awareness of the risks of using them.

B. O.: Have there been any changes in research?

Ján Jirák: Of course, but they are not fatal. I can mention one major difference. In 2011, children were more literate than their parents in terms of media use. The year 2016 showed that children learn to control new media from their parents. It seems that the generation of digitally literate parents, who already have children and at the same time keep up with the development of the media is growing.

B. O.: Is the big impact of the Internet media only the problem of our generation?

Ján Jirák: I am afraid that in this direction we cannot measure the impact, so I cannot answer your question. From a high degree of probability, it can be said that it has become a key organizing principle of everyday life.

B. O.: We assume they will still be transforming.

Ján Jirák: There will probably be a growth of virtuality. If there is no significant breakthrough, development will go in that direction.

P. B.: As people from the academic world who are in the field of media and media studies, we strongly believe that the media (especially social media) are becoming the key factors of socialization of an individual, affecting his / her identity, lifestyle, patterns of behavior and quality of life in general. Do you think the solution is the effort of some colleagues to eliminate these factors and "protect" the population from the "malignant" media impact? Or is it a more efficient and effective way to teach young people and adolescents to better orient themselves in the Internet and mobile communications, to take advantage of the existing opportunities and opportunities they offer?

Ján Jirák: I feel that media education should teach both of these things. Especially today, in a social networking environment, the user has to censor what he publishes to protect himself from possible criminal prosecution. People can show off a lot by regular publishing of private photos, which can be misused by the others. They need to learn how to communicate with the media and use the communication methods to fulfill their goals and enrich their lives.

P. B.: We know that the content and focus of the academic department of media studies is a relatively dynamic phenomenon. Academic research and educational activities at universities must promptly respond to current changes and trends in the media environment, in the nature of media communication or technological innovation that are associated with it. Do you think that Czech academics moving in this area can respond flexibly to these challenges?

Ján Jirák: It is obvious that the media education department cannot ignore the transformations of media communication. At virtually all schools involved in this area we can find courses of new media. But what is more complicated - and James W. Carey has pointed out - we are obliged not to be fascinated by new media and try to interpret them as a result of a certain development. Once Mark Poster provocatively wrote the technooptimist publication The Second Media Age. He spoke about the fact that the old mass media, which usurped us so far, are now gone and new media are being launched in which we are all free. The book, however, comes from the 1990s, so it is time to get rid of it and to realize the continuity of development. And many Czech academics can respond to these challenges of new technologies. We have people like Petr Lupač or Jaroslav Švelch, who have been able to thematize this new field, but if we were to talk about the interpretation of continuity, I think that no one has found it yet. We move in old or new media, but we do not seek connections.

photo: Pavel Bielik

B. O.: Does the Academy of Sciences of the Czech Republic have a specialized media department?

Ján Jirák: We know a number of projects that are being carried out at the Institute of Sociology of the Academy of Sciences.

B. O.: You have been active in university education throughout your life and have been involved in the upbringing of future journalists and media workers. If you compare job seekers in the media who have been preparing for their profession, for example, 20 years ago, and current students, where do you see the biggest differences?

Ján Jirák: Changes in higher education have attracted people who want to study, whether or not they are employed in the field in the future. Students studying journalism, who do not want to be journalists. Students in media studies who do not want to work in the media or analyze them. In my opinion, Czech university education has become massive, virtually everyone gets into university, and so it becomes only a phase in the natural development of man. This is one of the main reasons why the link to the study department is very loose. I really hope this is still not the case in medicine. I do not want to be on the operating desk of a doctor who does not care how the operation will go.

P. B.: So is it counterproductive to accept tens or hundreds students within one year?

Ján Jirák: Yes it is. The value of study, which was formerly a benefit, is lost - with a university degree you also had gained a certain social status. Success at university was not for granted, and one who successfully passed it knew, after graduation, that he had achieved something. If 70% of grade population graduate from a high school with a diploma, the value and also the motivation to get the title is lost. Moreover, the department of media studies is, to a large extent, a continuation of general education in terms of strategic subjects.

P. B.: Is the social value of the study of mass communication and related disciplines decreasing?

I would not have specified it for one department or group. The value of college studies is decreasing in general.

B. O.: Should students not find the motivation to reach better results in case of study sections with more general focus and thus greater competition by themselves?

Ján Jirák: Sociologist Jan Keller from Ostrava has an interesting metaphor. He claims that formerly a university education was a social elevator. Middle-school layers let their children study, as education was a guarantee that they would improve in the future - they would move to a higher social class. Over time, as university education became more accessible and more massive, Keller found it to be a kind of social security layer in which students already had a place. Nowadays, according to him, university education is no longer a guarantee that the child will not fall into the lower layer, and the guarantee of social improvement that has been associated with college studies in the past no longer exists at all.

P. B.: Paradoxically, the European Union has recommendations for individual member states on how many people should be in the university-educated population. It defends a gradual increase in the number of university educated people and builds on the arguments of building values such as increasing general education or developing the principles of ethics and humanity. Do not you agree with that?

Ján Jirák: I am not sure whether this is a wise politics from the European Union. I would call it the recognition of lowering the value of primary and secondary education. We are not able to prepare sufficiently viable, qualified and well-informed people at elementary and secondary schools and therefore we have to try to teach them. The real result is the degradation of university. I personally studied at a time when college-educated people in the population were 6,5%.

B. O.: Would you call the 6,5% of the population with a university diploma of your time an intellectual elite?

Ján Jirák: In particular, one had a very clear idea of the high value of such a title. Not to study meant a very painful loss of life. A literally missed chance. Today, in both of our republics, the rule is that for many of today's students it is not a problem to finish studying for a more lucrative job offer. There is often a change of study programs or the aforementioned statement of students that they have no plans to apply for a job after graduating from their university. That value which my university studies had is different today, unfortunately, even postgraduate studies do not reach this value.

B. O.: Are you experiencing qualitative differences even in people who are studying directly at your faculty?

Ján Jirák: I cannot objectively evaluate if they are worse or better. But I see some differences. One of the important differences is that I find it more and more difficult to find common experiences. I am a "victim" of a time when it was unimaginable not to know some social aspects. Even though I did not like it, once I found out that everyone was seeing a movie that I did not, I had to pretend I have seen it, and the first thing I did was that I watched it. The same was in the case of some book. The social pressure to know certain things was really strong. General education had a certain canon. Today I live in a time when my students have very little in common not only with me, but also with each other.

B. O.: Do you think it is because of greater ignorance towards general education or because of the large amount of available information that automatically leads to a much higher degree of subjective focus on the individual's preferred things?

Ján Jirák: I think the second option is right. However, it has also contributed to a certain degree of disintegration in the overall concept of general education. With my classmates I could rely that they read The Old Man and The Sea, or War and Peace, whether they were interested in these books or not. Today, the variety is too big. For example, it is becoming increasingly difficult to cite something.

P. B.: In what sense?

Ján Jirák: In my generation, it was obvious to know the novel of Jirotka The Saturnin or the short tales of Šimko and Grossman. If one was quoting some message from them, everyone knew it. It does not work today. For a long time I used to spend 10 minutes playing a game with my students in master degree. I told them to choose one movie, a song from a particular group or opera that they think is well known that also their classmates will choose the same, so something which we all know collectively. About eight years ago, I completely stopped it. Not only because they were regularly choosing different songs or movies from me, but then they could not agree on one between themselves. However, I repeat, it is not a question of the quality or poor quality of students, it demonstrates the release of certain claims to common knowledge, which were once much stricter. I still assume that although you are a Slovakian and I am a Czech, we both know Hamlet. But I do not realize that it is the same with my students which I think is a big problem. It is also related to the current extraordinary short-termism of cultural goods in the public space. I consider myself a very busy man, but I still like to go to the cinema. But many times, I do not have time to watch the movie in the first weeks after the release, so I will say that I will watch it later. But this is no longer possible today, because cinema movies are rotating for a very short time, and I still have not got used to it, that a movie I want to see, I cannot watch about a quarter of a year later like in the past.

P. B.: According to several surveys conducted both in the Czech Republic and Slovakia, public confidence in journalism has fallen. Journalists, especially those from traditional media, are accused of being biased, partial, unbalanced, preferring the interests of only some politicians, political parties, or interest groups. Do you agree with this view and if so, what are the main reasons for this?

Ján Jirák: I will answer this question a little provocatively. In my opinion there is nothing wrong about decline of public confidence in the journalistic profession! We also teach critical thinking in media education. This means a trivial distance from journalistic content and a certain degree of distrust of the media that produces them. The decline in credibility, on the other hand, also relates to changes in the profession itself. Journalism is "to blast". It has become a very problematic socially communicated profession. It involves too many people who are fighting for media space and trying to influence public opinion - from politicians, PR managers, to private subjects. At the turn of the eighties and nineties, David Altheide and Robert Snow wrote the book Mass Media in the Post-Journalist Era, where they explain that traditional journalism as we have known it, is virtually non-existent. PR pressure is so huge that journalists have stopped being able to evaluate the background, goals and quality of the information they receive because they do not even know how and where they are produced. Global development of the Internet has, of course, accelerated with the emergence of deprofessionalized journalism.

P. B.: The technical means today make it possible to make a journalist virtually from anyone. You can have a blog, an internet video channel, or a website to spread virtually anything.

Ján Jirák: This aspect of the journalism is significantly complicated. The new media, where the Internet is currently ranked, has virtually eliminated some traditional journalist professions, such as foreign rapporteurs. Nowadays, anyone can write any information from the venue, for example, on Twitter, and if he is trustworthy enough, or if is the information verifiable from a number of sources, it is economically unprofitable to send reporters to the other end of the world from editorial point of view. However, I consider this to be a failure of journalism as a profession.

P. B.: Has the importance of journalism changed since the new media came?

Ján Jirák: Certainly yes.

photo: Pavel Bielik

B. O.: What does the word journalist mean for today's society?

Ján Jirák: The essence of journalism was two things. A journalist was my eyes and ears in places I could not physically get to. They guaranteed providing relevant and important information for me, to which I did not have a chance to get. The second was the analytical and interpretative intellect of the journalist himself, who gave me information in the way I understood it and thus I understood the world in which I lived and what was happening in it daily. The reporter and commentator are two basic positions in journalism. Thanks to new technologies we do not need journalists at all in places of the events. We have security cameras, the Internet, you can watch the accident in the same quality as if you really were in the place. Greater importance, therefore, acquired the interpretative and commentary position, but it hides a very high risk. A journalist may start to feel that the comment, ie his reaction to a particular event, is actually a presentation of his opinion. In other words, journalism has become highly subjective and, unfortunately, one of the victims of this process is the argument culture. In the journalist's profession, there is a seduction in which a journalist does not consider it necessary to substantiate the arguments that led him to the opinion he is submitting.

B. O.: The media phenomenon of recent years has been trivializing content for the reader. What is the reason for its massive application?

Ján Jirák: The certain degree of content simplification has always occurred in the media. Carrying a complicated problem to an understandable level is one of the important arts of journalism. But it must not be to the detriment of correctness, the core must be preserved. This may be related to the development of blogging culture and the habit of writing what I feel here and now. This journalistic style begins to leak into traditional media as a certain style plane. In reviews or comments, first person usage is increasing in the text.

B. O.: Is this the wrong direction?

Ján Jirák: In my opinion very wrong. For example, a commentary was in the past a text of opinion, and its writing was an honour for the journalist. But it was essential to treat it so that it was not a subjective and unsubstantiated distraction about his feelings.

P. B.: It was an opinion based on the arguments it puts to the reader.

Ján Jirák: Yes and often in the third person. But the argumentation, whose culture has fallen, was essential. A person can often read that a politician is bad, but without any supporting arguments.

P. B.: Following the previous question, what are the main reasons or factors for the very significant increase of the so-called alternative media? Thus, media that often offers completely different views to geopolitical events or social phenomena and problems to their audience?

Ján Jirák: I feel that the so-called mainstream media tends to have a relatively homogeneous attitude towards global events. As they do not differ much from each other, they open up an alternative space. In other words, mainstream media lack diversity and variety.

B. O.: We have already touched the issue of so-called fake news. However, from the point of view of academic discourse, this term is quite disputable. It may include a very wide range of angles and definitions of the media contents that are called by this term. There is also often flattening and labeling when journalists, non-governmental activists or politicians mark as a fake everything they do not internally identify with, which is inconsistent with their ideological focus, which, in their view, undermines public confidence in liberal democracy and the like. What is your opinion on this issue?

Ján Jirák: Basically, I agree with your definition of the problem in question. Undoubtedly, there are fake reports, and I agree with the view that we are witnessing something that could be called-without exaggeration-a media propaganda war. In this context, it is not so important whether the messages we call fake news are really untrue, but that we consider reports to be fake when they are unpleasant to us and are out of our strict view of the world.

B. O.: In this case, there comes the process of dehonesting the news, its author and potential recipients and the inclusion of a blacklist, which will ensure that such reports no longer need to be further evaluated.

Ján Jirák: You have described the mechanism very precisely. If we want to get rid of it and find a position where we can talk and think about it, we should stop dividing the news into "fake" and "true". It is important for us to correctly identify the purpose of that news. So, for who is it going to be beneficial and who, on the contrary, would like to call it "fake"? Study of purpose, in other words, pragmatics, should go far further than measuring truth.

P. B.: Would not a return to a strong and respected public media be the right response to ever lower confidence in the society?

Ján Jirák: I can speak for the Czech Republic, where public media in my opinion are in the strongest position since their inception in the early nineties. They are considered to be the last reliable source of information, and they are hoped to set up a quality of content that will also be relevant to other domestic media.

P. B.: Do you agree?

Ján Jirák: Unfortunately yes. It's not very cheerful, but the other media are far worse. However, I do not want to go into the polemic about how much they are important for society. We live in a post-time period. In other words, much of the information, which can be interesting and important for understanding the world, is not usable for our decision-making.

B. O.: In connection with the phenomenon of so-called fighting against fake news, we also logically question whether such initiatives eventually become a two-sided weapon. So if attempts to silence some opinions (even if they are non-standard or anti-systemic) will not lead to a gradual limitation of one of the most important democratic principles of freedom of speech?

Ján Jirák: Brutally, part of the principle of freedom of speech is also the right to deceive. Whatever we may not like, if freedom of speech is one of the fundamental principles of the functioning of democratic states and is guaranteed in their constitutions, we must admit that a certain degree of untruth is permissible and permitted in democracy. Of course, unless it violates specific laws.

B. O.: In this case, it should be the role of the media to point out lies and try to defy them.

Ján Jirák: Especially! Again, however, we go back to argumentation, because the argument is not the statement that "they" are not right. Unfortunately, today it happens in the media space quite often.

P. B.: The argumentation based on verified true facts as a relevant way to fight real "fake news" could be an excellent journalistic school for journalists, do not you think?

Ján Jirák: Yes, if the publisher does not promote the opinion that in that way the journalist discourages readers. The mentality of economization, which has been promoted in the media, does not bear the argument, on the contrary. It is in favor to the acquisition of people and the valuation of investments.

P. B.: Acquisition of people on the basis of opinion attitudes?

Ján Jirák: Exactly.

B. O.: Do you select the media you read on the basis of personal trustworthiness?

Ján Jirák: I have to be diverging in some way. Of course, I try to watch the media a little, no matter what I think about them. I list the Metro or the Blesk. In general, I look at all the newspapers once a week. Then there are periodicals I read as a regular reader. They are Právo and the Lidovky. On Thursday's there is an attachment the Salon in the Právo and on Saturday in the Lidovky there is The Orientace which I consider to be excellent from a content point of view.

Prepared by **Pavel Bielik** and **Branislav Oprala**

Reviews

Public Policies in Media and Information Literacy in Europe. Cross-Country Comparisons

Divina Frau-Meigs, Irma Velez, Julieta Flores Michel (eds.). *Public Policies in Media and Information Literacy in Europe. Cross-Country Comparisons*. London: Routledge, 2017. 304 p. ISBN 978-1-138-64437-3.

Media and information literacy is a phenomenon the importance of which has recently been underestimated by many actors in public policy. Until the onset and dynamic spread of fake news in the social media environment, most politicians and public policy actors have their eyes opened. They understood that the issue of media and work with information resources is not just a little useful academic entertainment, but a serious topic that needs to be paid attention to as an intercultural phenomenon revealing various new trends and influences in public and media discourse.

In this context, a new publication Public Policies in Media and Information Literacy in Europe by Divina Frau-Meigs, Irma Velez and Juliet Flores Michel (eds.), Published by Routledge, Taylor & Francis Group in 2017, is a useful contribution to the debate on these issues. The publication is the result of a several year effort of 69 experts from 28 participating countries, many of whom participated in two research networks ANR Translit and COST - Transforming Audiences, Transforming Societies. The scientific teams from across Europe first worked out national reports on the current status of Media and Information literacy (MIL) in all EU countries as well as in Bosnia and Herzegovina, Serbia and Turkey. Subsequently, narrower working teams consisting of 24 experts were created to deeply analyze and interpret the data obtained from different perspectives.

Contributors bring different views of topics directly related to media and information literacy and offer the reader the first comprehensive analysis of public policies on Media and Information Literacy in Europe. Firstly, the authors map the current state, definition and historical context of these relatively new concepts, which we can include in the intersection of media studies, information studies, and educational science. The part of this effort is a global analysis of European public policies in MIL, while in the existing and expected trends and perspectives of public policies at European Union and national level are analyzed. The book also includes a detailed analysis of the legal framework of MIL in cross-national policy context. An interesting finding is that across Europe there are relatively large differences in the perception of the importance of the MIL and the current location of this phenomenon in legislation as well as in the professional public discourse.

An interesting contribution to the discourse on these issues is the chapter dedicated to the provision of MIL teacher training, professional development and resources for MIL teachers. Julian McDougall, Nurcay Türkoğlu and Igor Kanižaj argue that „there is a discernible gap between empirical research in the field of MIL and teacher training and

development." (p.131). They found that „formal teacher training in ME for capacity-building mainly depends on the presence or absence of ME policies in a country, but there is no clear correlation between formal curriculum inclusion and capacity building." (p. 133).

The current state of Media and Information Literacy is the result of various factors and stakeholders. In addition to governmental institutions and public policy makers, non-governmental organizations play an important role in this process. The book illustrates in detail the current state and place of MIL in the context of civil society, current policies and trends in this field, as well as examples of good practice and various comparative analyzes from individual European countries. Piermarco Aroldi, Miguel Vicente Mariño and Norbert Vrabec focus on the structure and modalities of the evaluation and financial support of the MIL initiatives and funding conditions provided by governments, corporations, NGO´s and other stakeholders. They also emphasise the issue of the sustainability of MIL projects and initiatives and argue that more coordination of efforts and actors in this area is needed.

Conceição Costa, Viktorija Car and Sofia Papadimitriou discuss the issues of good practices in the field of MIL and also emerging trends in the teacher training, MIL governance and various expert activities and opportunities. Chapter 8 provide critical and theorethical discussion on public policies in the cross-national comparison and the implications for MIL governance. Kirsten Drotner, Divina Frau-Meigs, Sirkku Kotilainen and Niina Uisitalo argue that the "shift in the definition of MIL from a focus on diverse abilities for rounded character formation to an emphasis on efficiency and operational skills may be seen as a neo-liberal aim to create flexible and confident actors. Hence, a series of juxtapositions are currently inherent in the promotion of MIL as individual competences, and attitudes are prioritized over diverse knowledge construction and societal values." (p. 270).

The importance of the book Public Policies in Media and Information Literacy in Europe is primarily in its comprehensive approach and very detailed analysis of the various contextual factors related to the issue of Media and Information literacy. The authors are studying a wide range of secondary data sources, such as research reports, legislative, historical, cultural, social and political documents, and case studies. The content of the book is also valuable because it is the first comprehensive set of knowledge mapping the current European public policies in the MIL, in the context of political, social and economic changes that go through the field of education policy, the civil sector, as well as other stakeholders and institutions concerned.

Mária Kusá

Good Media: A New Methodological Guide for Teachers

Viera Kačinová (ed.): *Dobré médiá. Príklady dobrej praxe výučby mediálnej výchovy na základných a stredných školách. Metodická príručka pre učiteľov.* [CD-ROM]. Trnava : FMK UCM in Trnava, 2017. ISBN 978-80-8105-847-9.

The international Media Literacy Center IMEC at the Faculty of Mass Communication of the University of Ss. Cyril and Methodius in Trnava has already organised two years of the competition named Examples of good practice of teaching media education at elementary and secondary schools. The topic of the second year was Good media and the result of the hard work of the teachers involved is a methodological guide which can help with teaching media education.

Teachers at elementary and secondary schools usually encounter a lack of methodological materials in teaching media education. The new methodological guide Good Media should help teachers in this field and offer them valuable information, experiences and proven examples of exercises for pedagogical teaching practice.
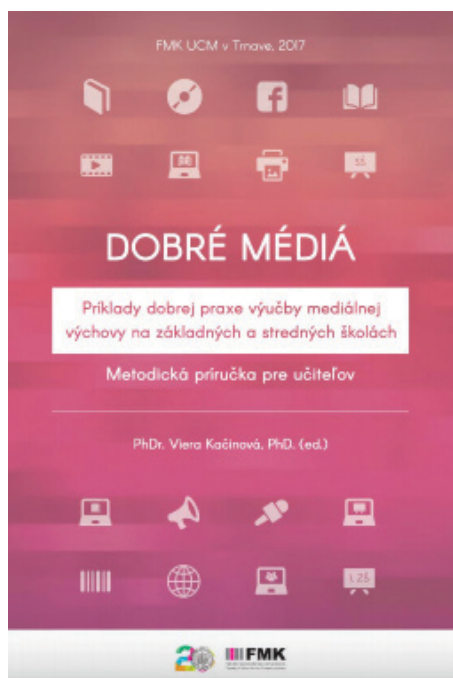
PhDr. Viera Kačinová, PhD. says about the availability of media education teaching materials: "*Although nowadays in Slovakia there is diversity of methodical materials and teaching resources in Slovak or Czech language, as well as educational websites which can be used by teachers (e.g. www.medialnavychova.sk, www.zodpovedne.sk, www.detinanete.sk), we do not consider this actual situation to be sufficient. Results of the recent survey of State Pedagogical Institute suggest that educators would most welcome new learning resources and tools, methodical publications with ideas, samples, especially available online. Here, 2 methodological guides Examples of good practice of teaching media education at elementary and secondary schools in Slovakia (2016) can be helpful to teachers. However, it is important to create a space and support for the creation of other materials. Currently the grant support of the foundation Orange e-školy for future 2017/18 is striving for that and it can be requested by teachers and non-profit organizations.*"

The Good Media guide is divided into eleven chapters, each of them the work of a primary or secondary school. Teachers for whom the publication is intended will find the ideas for lessons and topics of media education dealing with issues of Internet safety, school newspapers, school news, booklets and so on: *The Internet – môj múdry priateľ – an educational advertising campaign (Secondary Technical School of Svidník), Facebooková stránka* školy *(Grammar school of* Ľudovít Štúr*, Zvolen), Drevári v akcii – bezpečný internet (Secondary School of Forestry, Topoľčany), Prvostupniarske* školské *správy (Primary school with elementary school Hriňová), Internetové* školské *noviny* Četná *(Primary school of Milan Mravec, Raková), Gutenbergova kníhtlač – druhy médií (Grammar school of Jozef Lettrich, Martin), Ako tlačil pán Gutenberg? (Primary school of Ján Amos Komenský, Tvrdošovce), Náš triedny* časopis *Kaktus (Grammar school, Gelnica),* Škola ťa *dobehne (Primary school with elementary school Hriňová), Košík za* život *(Primary school of Ján Amos Komenský, Tvrdošovce), Z hodín mediálnej výchovy (Primary school with elementary school Udiča).*

The individual chapters are divided into parts: Recourses, Topic and Objectives of the Project, Methodological Description of the Product Making Process, Material and Technical Equipment, Evaluation and Benefits and Documentation of Good Practice Examples. Thanks to this structure of publication teachers who choose to inspire by examples will know exactly what equipment, aids and theoretical knowledge they need to implement in their own lessons.

Monika Hossová

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Media Literacy and Academic Research's Editorial Board offers a possibility of publishing original theoretical or research studies, reviews of monographs or textbooks and other articles related to the focus of the journal, which have not been publicly published yet. Media Literacy and Academic Research journal consists of the following sections:

- *Studies:* Theoretical articles in the extent of 21,600-54,000 signs (12-30 author pages)
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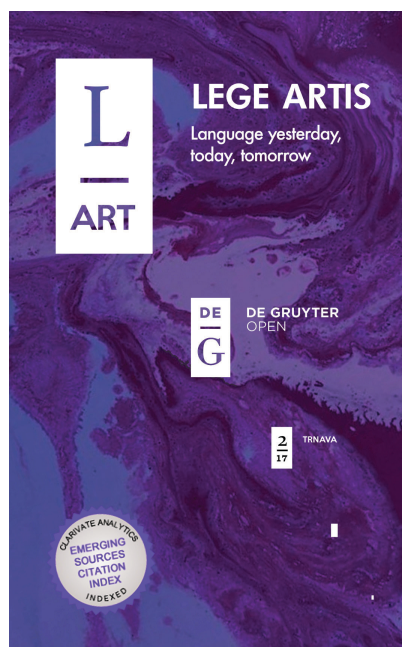
SCIENTIFIC JOURNALS

Communication Today

Scientific journal of the Faculty of Mass Media Communication at the University SS. Cyril and Methodius in Trnava, Slovakia

Communication Today is a scientific journal from the mass media and marketing communication field. The journal contains professional scientific reflections on the media, media competencies; it also offers academic discourses on the limits of reality, media thinking, new media, marketing and media relations, new trends in marketing including their types and specifics, psychology and sociology of marketing communication, as well as new knowledge about the structure of media contents, marketing strategies and communication sciences. The professional public is offered an interdisciplinary, focused, targeted discussion in these pages. Communication Today is a double-blind peer reviewed journal published twice a year. It focuses on theoretical studies, theoretical and empirical studies, research results and their implementation into practice, as well as professional publication reviews. The members of the journal's editorial board are members of the European Communication Research and Education Association (ECREA). Communication Today is indexed in these databases: Cabell's Directories, CEJSH, EBSCO, CEEOL, ProQuest, Ulrich's Periodicals Directory, Index Copernicus, ERIH PLUS, SCOPUS and (ESCI) – Web of Science Core Collection.

LEGE ARTIS Language yesterday, today, tomorrow

Journal "Lege artis. Language yesterday, tomorrow" is a scholarly journal issued periodically by De Gruyter Open twice a year, in June and December. Contributors are invited to the mainstream linguistic studies and secondary subfields of linguistics included: *Cognitive linguistics, Cognitive poetics, Comparative-historical linguistics, Culture studies, Discourse analysis, Folklore studies, Grammar History of the language, Historical phonology and morphology, Historical semantics, Lexicology, Phonetics/Phonology, Psycholinguistics, Stylistics, Text linguistics* and *Cognitive semiotics*. „Lege artis. Language yesterday, today, tomorrow" is indexed in these databases: Web of Science, EBSCO, Clarivate Analytics – Emerging Sources Citation Index – Web of Science Core Collection, Ulrich's Periodicals Directory/ulrichsweb and others.
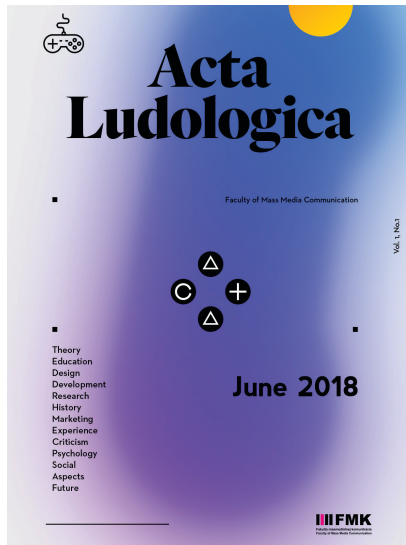
Acta Ludologica

Acta Ludologica is a scientific journal in the field of digital games. The journal contains professional scientific reflections on digital games; it also offers academic discourses on games, especially media and digital competencies, creation, design, marketing, research, development, psychology, sociology, history and the future of digital games. Acta Ludologica is a double-blind peer reviewed journal published twice a year. It focuses on theoretical studies, theoretical and empirical studies, research results and their implementation into practice, as well as professional publication reviews. The members of the journal´s editorial board are members of the Faculty of Mass Media Communication of the University of Ss. Cyril and Methodius in Trnava, the only faculty in Central Europe which has registered three scientific journals in Clarivate Analytics (formerly Thomson Reuters) Web of Science.

European Journal of Media, Art & Photography

European Journal of Media, Art & Photography (EJMAP) is an academic journal published biannually by the Faculty of Mass Media Communication at the University of SS. Cyril and Methodius in Trnava (FMK UCM). The journal is dedicated to publishing photographic collections, works of art and scholarly texts which deal with professional scientific reflection on media, culture, journalism photography, philosophy, literature and theatrical art. European Journal of Media, Art & Photography is indexed in CEEOL and Web of Sciences ESCI.
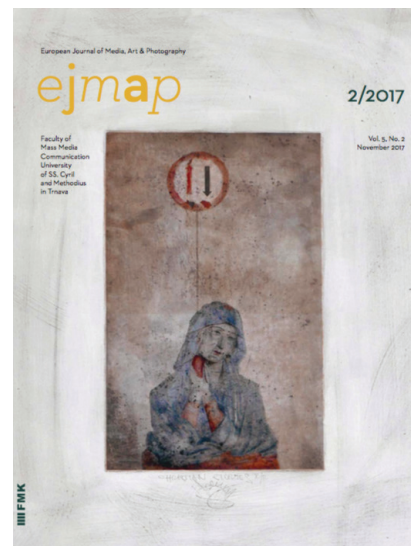
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