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.
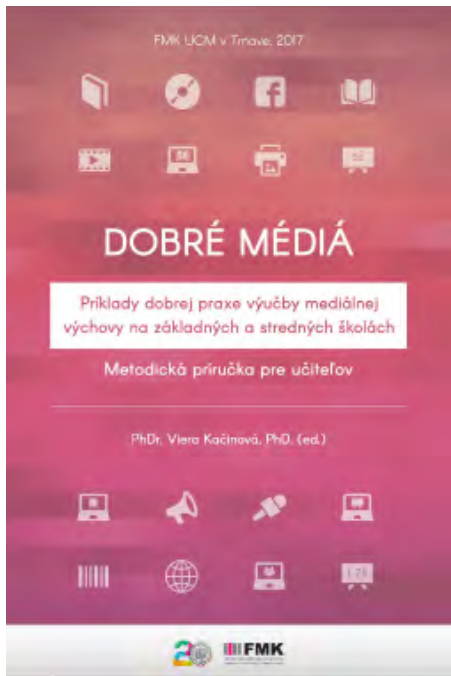
PhDr. Viera Kačinová, PhD. says about the availability of media education teaching materials: "*Although nowadays in Slovakia there is diversity of methodical materials and teaching resources in Slovak or Czech language, as well as educational websites which can be used by teachers (e.g. www.medialnavychova.sk, 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