

*Kristína Bielčíková, Katarína Hollá*

# The “Mediálny Gramotník” Intervention Programme as a Tool to Develop Media and Digital Literacy and as a Means of Cyberaggression Prevention

## ABSTRACT

The study presents the results of a test conducted on a tool designed to develop media and digital literacy – Mediálny gramotník (Media literacy tool) – among students aged 10 to 12 in the Slovak Republic. Experimentation is the main method applied. The experiment uses a broad scale of digital and media literacy inspired by Zhang & Zhu (2016) adapted to conditions in Slovakia. The Rosenberg self-esteem scale was also used in the experimental research, as it allows the level of the student's self-respect to be ascertained. The research revealed that on the subscales of digital and media literacy (technical skills, critical understanding, creation and communication, ability to recognise inappropriate behaviour in cyberspace, parental mediation, self-esteem) the change between pre-test and post-test data was more significant in the experimental group than in the control group. At the same time, the change was statistically significant. The development of media and digital literacy plays a key role in the current media society. Through this development, it is possible to eliminate negative effects of online threats on students themselves.

## KEY WORDS

Cyberaggression Prevention. Digital Literacy. Lower Secondary School. Media Literacy. Primary School.

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# 1 Introduction

The media society of today is increasingly calling for schools and education facilities to meaningfully prepare students for life in the media environment. This call, however, also involves manifold complications. Slovakia lacks media education teachers, as well as teachers with sufficient media and digital literacy who are able to respond to current changes in technology and who can implement such changes in their teaching content. Moreover, schools lack tools and programs aimed at increasing the level of digital and media literacy. Such insufficient development of digital and media literacy leads to various deficiencies reflected in the entire society, for example the rise of conspiracy theories, disinformation and cyberthreats with which both adults and students are often confronted. In light of the above, the development of media and digital literacy is considered to be of significant importance.

Media literacy includes the ability to access, analyse, evaluate and create media content through various media tools, genres and forms, while encouraging individuals to actively engage with media messages and reflect on what they perceive. It is grounded in an educational approach that promotes questioning, critical thinking and informed interpretation of media content. At the same time, it involves the active and creative use of media, the development of a critical attitude towards media messages, and an understanding of the broader media environment, including its economic and social dimensions. Media literacy also encompasses the ability to analyse concepts, evaluate information and create meaningful media outputs, thereby enabling individuals to use media in an informed, responsible and purposeful way (Cordes, 2009; Kellner & Share, 2005; Koltay, 2011; Media Smarts, n.d.).

Media literacy is very closely linked to digital literacy. They both manifest themselves in an interconnected manner, and one without the other cannot fulfil the purpose of its existence.

Digital literacy is a necessary skill for life and functioning in the media society. It also involves skills linked to the anticipation of electronic threats, understanding social mechanisms present in the online environment and mediated through digital technology. This “soft knowledge” is related to positive and also to negative implications of the digital world (Bawden, 2001; Buckingham, 2009; Tomczyk, 2020).

Digital literacy comprises four types of digital skills, namely photo-visual skills (the ability to read instructions from graphic displays), reproduction skills (creation of meaningful material by means of digital production), branching skills (constructing knowledge, hypertextual navigation) and socio-economic skills (understanding the rules of cyberspace and applying this understanding in virtual communication). Skills evolve from competences defined as the ability to search for information on the Internet and evaluate the content as well as hypertextual navigation and the ability to gather knowledge (Alkali & Amichai-Hamburger, 2004; Buckingham, 2006). Digital and media literacy skills and competences are related to skills required in the 21st century, as they are necessary for life in the media and information society.

There is an increasing discussion of digital literacy as a life competence for more safety and security in the virtual space. Even though experts (Bawden, 2001; Hobbs, 2010) tend to conflate media and digital literacy, we explore them as two separate but closely linked and complementary phenomena in line with Tomczyk (2020). It should be noted, however, that digital literacy is a superordinate of media literacy (Redecker, 2018). These competences are particularly important in the context of cyberaggression, as they help students recognise risky situations and respond appropriately.

The wide spread of technology created many new opportunities (in science, technology, industry, communication, education and overall development). Media and individual technologies and applications constitute new channels and platforms for the spread of aggressive behaviour, which is characterised by deliberate hurtful actions (Martínek, 2009; Lovaš, 2010; Dewall et al., 2012) causing harm to individuals (Anderson & Bushman, 2002) but also to nature and animals (Poněšický, 2010; Schoffstall & Cohen, 2011; Hollá, 2017). Insufficient development of relevant

skills leads to a higher incidence of aggressive behaviour in the virtual environment. The definition of cyberaggression is based on aggression itself, which involves negative behaviour intended to cause harm. It is complemented by the means of mass communication used for aggressive cyberattacks. This constitutes harm caused by electronic means and targeted at an individual or a group regardless of age (Hollá, 2015, 2017). Unlike traditional forms of violence, electronic aggression protects the aggressor and provides a certain degree of anonymity. It involves a distinct “new” feature, such as anonymity or the dissemination of alienating material (Álvarez-García et al., 2017; Pyżalski, 2013). In most cases, cyberaggressors do not witness the consequences of their behaviour. This prevents them from understanding the victim, thus limiting their empathy. Aggression can occur anywhere, which makes it more difficult for adults to control. Unsuitable content can be shared in an extremely short period of time (Hinduja & Patchin, 2015, in Álvarez-García et al., 2017).

The adverse impacts of cyberaggression and the perceived lack of digital and media literacy in Slovakia led to the creation of the “Mediálny gramotník” intervention programme (Media literacy tool). The content of the programme is structured according to the needs of media society.

Based on the above theoretical perspectives, media and digital literacy can be understood as a multidimensional construct combining technical skills, critical thinking, content creation and responsible behaviour in online environments. These dimensions are directly linked to the prevention of cyberaggression, as they enable students to recognise risks, evaluate content and regulate their own behaviour in digital spaces. This conceptualisation forms the basis for the design of the intervention programme as presented in the following section.

## 2 The “Mediálny gramotník” Intervention Programme

The concept of this intervention programme is based on media studies, paradigms and various media directions. The media-philosophical basis for the verification of the programme is rooted in McQuail’s (2004, in Vrabec, 2013) interpretation paradigm with the aim of interpreting and producing media content. At the core of the programme is the interpretation of potentially deceptive or misleading media content. Exercises and tasks included in “Mediálny gramotník” encourage students to think about the content they consume and its interpretation, and to analyse myths presented in the media that are actually completely disconnected from the real world. Special attention is paid to content published by students in digital media and on social media, such as their personal data which might be misused.

The programme is also based on McQuail’s (2004, in Vrabec, 2013) radically humanist paradigm centred around a critical approach to media. To be critical toward media content means to reflect, draw conclusions, review relevant sources, argue the case and search for the substance of the content.

The “Mediálny gramotník” intervention programme helps to develop media and digital literacy as a base for cyberaggression prevention. In many cases, cyberaggression is underestimated or not considered to be an immediate threat. This is why it constitutes a significant part of the programme. When it comes to addressing and eliminating cyberaggression risks, the intervention programme uses Runions’ (2013) conceptual model of cyberaggression as its basis.

“Mediálny gramotník” emphasises the critical hermeneutic direction (Vráňková, 2004), as well as Dewey’s pragmatic philosophy of education (Pintes, 2014) and the concept of learning by doing (Vráňková, 2004). The starting points of the programme are defined through media reflection, assessment of the veracity of information, interpretation and activities such as creation of safe and secure password-protected profiles, writing blog posts etc.

Fedorov’s (2015) media education models were factored into the development of “Mediálny gramotník”, as the starting points of the aesthetical and sociocultural models designated to develop active thinking and creative activity implemented in the programme. Furthermore, the programme builds on the connection of sociocultural, informative and practical-pragmatic models.

In the intervention programme, students are guided towards the correct interpretation of media content and creation of their own media texts which can contribute to their personal development. The programme reflects the links between models, especially in addressing current issues and in various activities targeted at correct production of media content and proper evaluation of such content. The last model implemented in the programme is the critical thinking development model. Critical thinking is characterised by revelation, evaluation, assumption, rational and thorough reflection, activity, investigation, evidence-based opinions and efforts to think about available information (Petranová, 2011). The programme allows for media criticism which leads students to properly assess media content. Students are taught to recognise unsuitable and deceptive content. This model can be regarded as effective if it is correctly linked with individual approaches and activities of teaching staff and professional employees in schools and educational facilities.

The aim was to connect the intervention programme not just with media education models, but also with the model of media literacy according to Baack (1996, in Stix & Jolls, 2020). This model comprises four dimensions: media criticism, media knowledge, use of media and media production. These dimensions are all part of the programme. The individual degrees progressively build on one another, as it is difficult to learn how to use media safely and produce creative and enriching content without previous media knowledge and media criticism.

These theoretical approaches together create a comprehensive framework for understanding media literacy as a multidimensional construct connected to critical thinking, interpretation and responsible media behaviour.

By developing digital and media literacy, the programme enhances the following competences among students:

- **searching for information in digital media and on social media** – the goal is to teach students how to verify sources, pictures or websites and recognise false facts and misinformation;
- **communication and discussion about media** – the aim is to accept the opinions of others, evaluate one's own media activity, learn from own mistakes and the mistakes of classmates;
- **evaluate one's own presence in the world of media** – the goal is to learn how to use media properly and assess the dangers of media activity and media threats (Bielčíková & Hollá, 2023).

The programme can be implemented as a part of individual school subjects, where the teacher takes a creative approach and includes parts of the programme in the educational content. It can also become part of the school support team's work or a task of the school psychologist, counsellor, prevention coordinator or social educator.

The "Mediálny gramotník" intervention programme was implemented over a period of four months and consisted of 12 sessions, each lasting approximately 45 minutes. Each session was conducted within the school environment at regular intervals. The content of the programme included a range of interactive activities aimed at developing students' media and digital literacy. These activities involved, for example, analysing media messages, identifying misinformation, discussing online risks, recognising inappropriate behaviour in cyberspace, and creating their own media content. All activities implemented within the intervention were part of the structured "Mediálny gramotník" programme, which is publicly available online (Bielčíková & Hollá, 2023). The intervention also included guided discussions, group work and practical exercises designed to promote critical thinking and active engagement with media. The programme was delivered by the author of the "Mediálny gramotník" intervention programme, who ensured consistency in its implementation across all experimental groups. No formal training of facilitators was required for the purposes of this study. However, for future implementation of the programme in broader educational practice, it would be appropriate to provide training for professionals such as school psychologists or social pedagogues.

## 3 Methodology

### 3.1 Research Participants

Subject to the research were 110 students aged 10 to 12. For the purpose of better and more efficient comparison, individual groups were composed of roughly the same number of students of similar age, geographical and development characteristics.

Name of school	Group	Number (n)	Number (n)
School A	Experimental group	23	48
	Control group	25	
School B	Experimental group	23	46
	Control group	23	
School C	Experimental group	8	16
	Control group	8	

**Table 1:** *Number of students*

Source: own processing, 2023

### 3.2 Methods

The primary method used to determine the effectiveness of the “Mediálny gramotník” intervention programme was a quasi-experiment. It was conducted under natural conditions at primary and lower secondary schools. A scale developed by Zhang & Zhu (2016) was applied in order to measure the baseline of digital and media literacy. This scale is composed of several subscales forming the base of digital and media literacy. The authors factored both external and internal factors that may affect students into the development of the scale. Before the scale was applied in research, it was reviewed and adapted to conditions in Slovakia, with particular emphasis on the specific characteristics of the Slovak education system and the chosen research sample. Four subscales were retained following the review: technical skills, critical understanding, creation and communication, parental mediation. Two additional subscales were added in line with the needs and the purpose of this research: the ability to recognise inappropriate behaviour in cyberspace and self-esteem (Rosenberg scale).

Results were evaluated through mathematical and statistical methods. Research hypotheses are related to the change of value on a certain scale (or scales) as a result of the intervention programme. In this case, repeated measurements of the variable are available (pre-test and post-test) in two groups (control and experimental). As the post-test established a substantial difference in the variable among the two groups, analysis of covariance (ANCOVA) was applied while the difference in the pre-test was also taken into consideration. SEM methods significantly contribute to ANCOVA options. They involve latent growth curve models (sometimes called growth curve models – GCM). In simpler terms, the analysis examined whether students in the experimental group showed greater improvement over time compared to students in the control group. In line with this modelling approach, two latent variables can be considered: the base value of a construct (the variable being modelled) and the change in a construct value over time (the slope of the curve). As is the case with SEM models, it is possible to insert covariates into GCM model specifications. Covariates are variables that could influence the different base value of a variable in time or the degree of its change over time.

### 3.3 Procedure

Due to the type of research, students were divided into 6 groups. Three of those groups were experimental and the other three were control groups. In line with research ethics, participants – students in experimental and control groups – were familiarised with the implementation process and their voluntary participation, to which they consented via informed consent forms signed by their legal guardians. Firstly, all groups were subjected to entry measurements of digital and media literacy according to the same scale and under the same temporal and spatial conditions. Following this first step, the “Mediálny gramotník” intervention programme was implemented in the three experimental groups. The three control groups, on the other hand, did not take part in the intervention programme. After the completion of the intervention programme, a repeated measurement of digital and media literacy took place.

### 3.4 Research Goal

From the digital and media literacy perspective, the basis for cyberaggression intervention seems to be the exploration of current issues in this area, with special attention to their timely and efficient resolution. Based on this approach and by studying relevant theoretical sources, the main goal of the research was established: to improve the level of digital and media literacy as a means to prevent cyberaggression through the “Mediálny gramotník” programme. Two partial goals can be derived from this main goal:

- to improve the level of media and digital literacy among students as a starting point for cyberaggression prevention;
- to improve students’ self-esteem.

This defined goal led to the formulation of the following hypotheses:

**H1:** Compared to students from the control group, students who take part in the “Mediálny gramotník” intervention programme will have wider knowledge and better skills to prevent cyberaggression, and also well-developed digital and media literacy skills.

**H2:** Students who complete the “Mediálny gramotník” intervention programme will have higher self-esteem than students who do not take part in the intervention programme.

## 4 Results

The following subchapter contains a closer analysis of the intervention results by groups. Overall, the results indicate that students who participated in the intervention programme improved significantly more across most dimensions than those in the control group. For the five subscales, students were supposed to mark their answers to individual questions on a 5-point Likert scale. In one case (for the subscale of self-esteem) a 4-point Likert scale was used. As the scales contained uneven numbers of items, the level reached by students will not be expressed as a total score (sum of all items), but rather as the average score (share of the total score and number of items).

At the start of the experiment, students completed a pre-test to establish their level on individual scales. The results turned out to be very even among both experimental and control groups.

Pre-test	Population by groups			
	Control (N=56)		Experimental (N=54)	
Scale	M	SD	M	SD
TS	<b>3.60</b>	0.53	<b>3.60</b>	0.73
CU	<b>3.32</b>	0.55	<b>3.41</b>	0.64
CC	<b>3.35</b>	0.66	<b>3.27</b>	0.61
RC	<b>2.81</b>	0.43	<b>2.96</b>	0.42
PM	3.23	0.91	<b>3.08</b>	0.98
SE	<b>2.85</b>	0.51	<b>2.75</b>	0.50

Note: (N=number of students, M=mean, SD=standard deviation, TS=technical skills, CU=critical understanding, CC=creation and communication, RC=ability to recognise inappropriate behaviour in cyberspace, PM=parental mediation, SE=self-esteem).

**Table 2:** Descriptive statistics of individual scales and subscales in the pre-test for the whole population

Source: own processing, 2023

Post-test	Population by groups			
	Control (N=56)		Experimental (N=54)	
Scale	M	SD	M	SD
TS	<b>3.42</b>	0.54	<b>4.70</b>	0.38
CU	<b>3.24</b>	0.50	<b>4.61</b>	0.34
CC	<b>3.24</b>	0.70	<b>4.25</b>	0.45
RC	<b>2.64</b>	0.46	<b>4.17</b>	0.44
PM	<b>3.20</b>	0.89	2.97	1.03
SE	<b>2.81</b>	0.48	<b>3.13</b>	0.43

**Table 3:** Descriptive statistics of individual scales and subscales in the post-test for the whole population

Source: own processing, 2023

The descriptive statistics above show that students in the experimental group achieved a higher level on every subscale of digital and media literacy.

TS (M=4.70 vs. M=3.42);

CU (M=4.61 vs. M=3.24);

CC (M=4.25 vs. M=3.24).

The difference in self-esteem (SE) also increased in favour of the experimental group (M=3.13 vs. M=2.81). Students in the experimental group also scored significantly higher with regard to their ability to recognise inappropriate behaviour in cyberspace (RC) (M=4.17 vs. M=2.64). In comparison with the post-test, the difference in the level of parental mediation remained unchanged. This value remained higher among students in the control group (PM=3.20 vs. PM=2.97). With regard to parental mediation, the goal was not to change the parents' approach, but rather to ascertain the level of parental mediation.

The descriptive statistics in tables 2 and 3 alone do not allow the drawing of conclusions about the possible positive impact of the intervention on cyberaggression prevention and the improvement of digital and media literacy. It is not possible to assess the scale of such impact, either. In order to examine such influence, this research makes use of latent growth curve models created for each individual latent variable (subscale). The starting point was the assumption of linear temporal growth: group (0 – control group, 1 – experimental group).

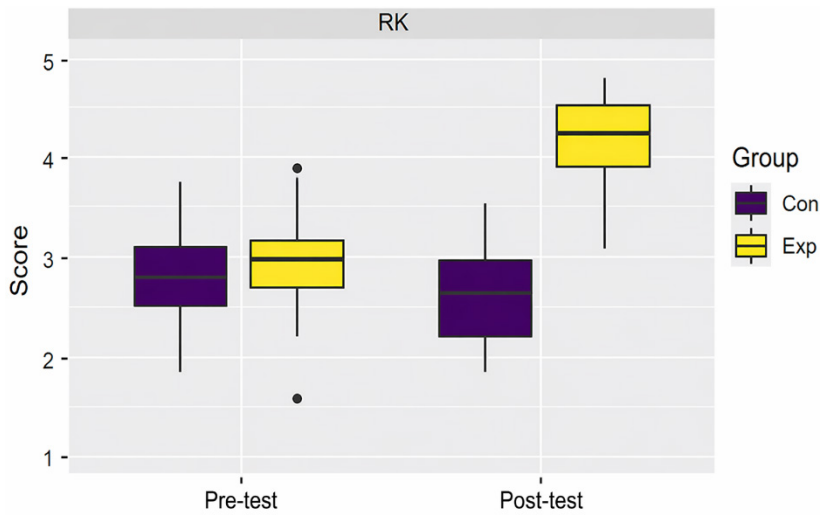
		TS			CU			CC		
		B	SE	p	B	SE	p	B	SE	p
<b>Regression:</b>										
i ~	Group	0.00	0.12	0.973	0.10	0.11	0.357	-0.08	0.12	0.531
s ~	Group	<b>1.28</b>	0.11	<0.001	<b>1.28</b>	0.10	<0.001	<b>1.10</b>	0.09	<0.001
<b>Covariance:</b>										
.i ~.s		-0.04	0.02	0.063	-0.03	0.02	0.115	0.03	0.02	0.190
<b>Absolute terms:</b>										
.i		3.28	0.18	<0.001	2.94	0.17	<0.001	3.17	0.18	<0.001
.s		-0.08	0.16	0.617	0.11	0.15	0.462	-0.07	0.14	0.627
<b>Variance:</b>										
.i		0.19	0.04	<0.001	0.14	0.03	<0.001	0.23	0.04	<0.001
.s		-0.09	0.02	<0.001	-0.08	0.02	<0.001	-0.11	0.02	<0.001
		RC			PM			SE		
		B	SE	p	B	SE	p	B	SE	p
<b>Regression:</b>										
i ~	Group	0.15	0.08	0.060	-0.14	0.18	0.434	-0.12	0.09	0.189
s ~	Group	<b>1.38</b>	0.08	<0.001	<b>-0.09</b>	0.06	0.179	<b>0.42</b>	0.07	<0.001
<b>Covariance:</b>										
.i ~.s		0.04	0.01	0.001	0.20	0.03	<0.001	0.00	0.01	0.991
<b>Absolute terms:</b>										
.i		2.81	0.12	<0.001	3.26	0.27	<0.001	2.55	0.14	<0.001
.s		0.06	0.13	0.663	-0.26	0.10	0.008	-0.05	0.10	0.643
<b>Variance:</b>										
.i		0.05	0.02	0.005	0.65	0.10	<0.001	0.14	0.03	<0.001
.s		-0.06	0.01	<0.001	-0.37	0.03	<0.001	-0.04	0.01	0.001

**Table 4:** Latent growth curve model for individual subscales

Source: own processing, 2023

On the basis of statistical results, hypothesis H1 can be confirmed. This fact was also confirmed by the mean values, as they increased in all groups following the completion of the “Mediálny gramotník” intervention programme (see tables 2 and 3). These findings were supported by an examination conducted on the basis of the latent growth curve model (see table 4). Some variance estimates in the latent growth curve model reached negative values, which may be due to sample size limitations or model specification issues.

In the dimension of technical skills, students in the experimental group experienced a larger change over time than students in the control group ( $B=1.28$ ;  $p<0.001$ ). In the critical understanding dimension, a more significant change over time was recorded among students in the experimental group than among students in the control group ( $B=1.28$ ;  $p<0.001$ ). In the dimension of creation and communication, students in the experimental group experienced a larger change over time than students in the control group ( $1.10$ ;  $p<0.001$ ). When it comes to recognising inappropriate behaviour in cyberspace, a more substantial change over time was recorded among students in the experimental group compared to students in the control group ( $1.38$ ;  $p<0.001$ ). This aspect is also depicted visually in the box plot below.

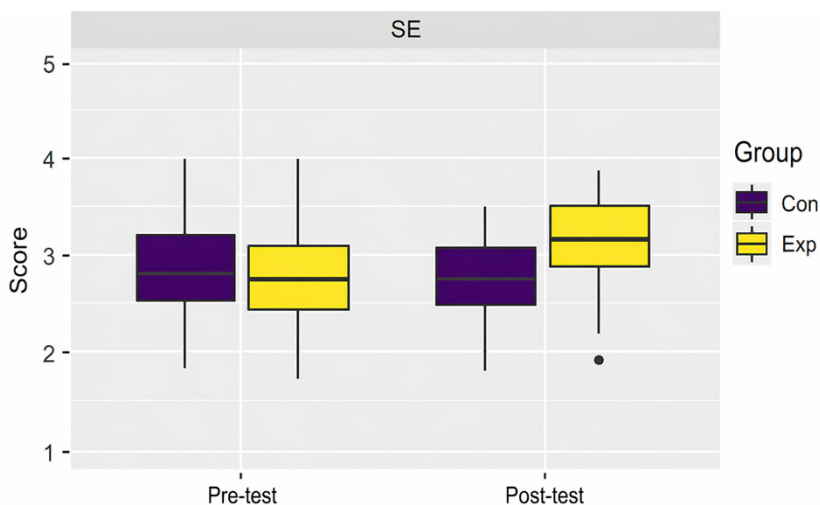


**Figure 1:** Graphical depiction of pre-test and post-test levels – the ability to recognise inappropriate behaviour in cyberspace

Source: own processing, 2023

The comparison of the control group and the experimental group does not reveal a statistically significant change in the dimension of parental mediation as a consequence of the intervention. In this dimension, the aim was not to achieve change. The goal was to reveal differences between student groups, especially by gender. This concerned the extent of parental control and the question of whether students discuss media and potential threats with their parents. This topic will be explored separately in another study.

Following the completion of the intervention programme, the experimental group showed an increase in the self-esteem dimension compared to the control group ( $B=0.424$ ;  $p<0.001$ ). Self-esteem is considered to be an important factor that empowers students and protects them as individuals. By practising self-respect, they can not only understand their own fragility, but also protect themselves and communicate their feelings of discomfort or fear. Hypothesis H2 is also confirmed on the basis of relevant results.



**Figure 2:** Graphical depiction of pre-test and post-test levels – dimension of self-esteem

Source: own processing, 2023

## 5 Discussion

The results of this study show that the “Mediálny gramotník” intervention programme increased the level of digital and media literacy. The largest change was observed with regard to the ability to recognise inappropriate behaviour in cyberspace. Another significant impact is the boost in students’ self-esteem as one of the main aspects of cyberaggression prevention. These findings are consistent with previous research (e.g. Zhang & Zhu, 2016), which also confirmed the positive impact of media and digital literacy development among students. However, the present study extends these findings by demonstrating that a structured intervention programme can also contribute to the development of self-esteem as an important protective factor against cyberaggression.

The “Mediálny gramotník” intervention programme was structured and implemented with the overarching aim of improving the level of media and digital literacy as a starting point for the prevention of cyberaggression. The goal was to build up self-esteem, which plays an important role especially for realising one’s own self-worth. Students who completed the intervention programme improved their digital and media literacy and also enhanced their ability to recognise inappropriate behaviour in cyberspace. The aim of this study is linking cyberaggression prevention with the established scale. Positive outcomes and students’ improvement in the area of prevention are mostly the result of practical work with students, discussions and efforts to build trusting relationships. Students can learn and remember best when they actively participate in different tasks and when their own experience is taken into account. They want to share their experiences and talk about possible threats and problems. This can be used as a base to build upon and to adapt the content according to their current media-related needs. The results presented above confirm hypothesis 1 as well as the achievement of the main and partial research goals: to improve the level of media and digital literacy of students as a starting point for cyberaggression prevention. The results of this study can also be compared with the research conducted by Zhang & Zhu (2016), which also achieved an improvement in the media and digital literacy of students as measured by the relevant scale.

The partial goal of improving the level of self-esteem was also confirmed as fulfilled. This also proves hypothesis 2. The occurrence of cyberaggression is closely linked to low self-esteem, as confirmed by Chu et al. (2019) and Schunk et al. (2022). Brewer & Kerlake (2015, in Hollá & Bielčiková, 2022) highlight self-esteem as a significant predictor for aggressive behaviour in cyberspace.

In general, this study proves it is possible to improve the level of digital and media literacy of students. Future research may explore the possibilities to generalise these findings for use in other contexts, disciplines and regarding students or pupils of different ages.

### 5.1 Limitations of the Study

This study has several limitations that should be taken into account when interpreting the results. First, the research sample consisted of 110 students from selected primary schools, which may limit the generalizability of the findings to other populations or educational contexts. Second, the quasi-experimental design does not allow for full control of external variables that may have influenced the results, such as differences in school environment, teacher approach, or students’ prior experience with digital technologies. Third, some statistical estimates (e.g. negative variance values in the latent growth curve model) may be related to the sample size or model specification and should therefore be interpreted with caution. Despite these limitations, the study provides valuable insights into the role of intervention programmes in developing media and digital literacy as a tool for cyberaggression prevention.

## 6 Conclusion

New generations of children and adolescents are nowadays preparing for life in our society. It is important to note, however, that society is changing and the way students are being prepared by their parents, teachers and professional school staff is no longer fit for purpose.

Teachers must first acquire the necessary strategies, abilities, skills and a certain degree of media literacy. Only then are they able to effectively integrate media literacy into the educational process (Korona & Hutchinson, 2023).

Another aspect besides the preparation for normal functioning in our society is specific media-oriented preparation. This involves development of skills for proper work with media. The integration of such digital and media literacy development is considered to be of utmost importance. Media are constantly evolving and their progress accelerates not just on a yearly basis, but also month by month. Such acceleration is also required in both education and at home. According to Hobbs (2022), global media literacy has improved significantly in the past ten years. In many countries the rise of fake news has led to an increased public demand for educational intervention. Slovakia is no exception. The primary goal is to provide support, options and materials to parents and teachers, as this will help them align their expectations for students. At the same time, it will allow for the comprehensive development of their media and digital literacy. Such efforts were channelled towards the development of the “Mediálny gramotník” intervention programme, where the aim is not only the development of digital and media literacy, but also prevention and elimination of harmful effects on students.

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## Authors



### **Mgr. Kristína Bielčíková, PhD.**

Constantine the Philosopher University in Nitra  
Faculty of Education  
Dražovská 4,  
Nitra, 949 01, Slovak Republic  
kbielcikova@ukf.sk  
ORCID-ID: 0000-0002-6801-1254

Kristína Bielčíková works as an assistant professor at the Department of Pedagogy, University of Constantine the Philosopher in Nitra, Slovakia and her main field of study is pedagogy. Her scientific focus and subject of research are online threats, cyberaggression, prevention, media literacy and digital literacy. She is involved in the creation of preventive activities to develop media literacy and digital literacy.

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### **Assoc. Prof. PaedDr. Katarína Hollá, PhD.**

Constantine the Philosopher University in Nitra  
Faculty of Education  
Dražovská 4,  
Nitra, 949 01, Slovak Republic  
kholla@ukf.sk  
ORCID-ID: 0000-0001-8584-1930



Katarína Hollá is an associate professor at the Department of Pedagogy, University of Constantine the Philosopher in Nitra, Slovakia. She teaches media education and subjects focused on education and counselling. In her long-term practice she has focused mainly on different types of online threats, cyber aggression, media education, prevention and educational problems, which she clarifies on the basis of her research activities. She is the author of numerous articles and papers and regularly presents the results of her research work.

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