Abstracts

MUZEUM HISTORII POLSKI

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Grzegorz Ptaszek
A measurement of individual media literacy: key questions and problems

Media literacy is one of the most important competences in the 21st century. It is not only the requirement for appropriate access to information and media content, but also the condition for their correct reception (understanding) and participation in cultural, civic and social spheres. For this reason, diagnosis and survey of media literacy is one of the most important subjects of contemporary scientific discussion. This article discusses key problems faced by researchers planning to measure media literacy, such as: the choice of the correct model of literacy (along with the specification of detailed components, levels etc.), the selection of the supervisory institution and methods, as well as the construction of a measurement tool. These problems are also examined in the context of Polish proposals dealing with this issue.

Maja Rynko, Marta Palczyńska
Three decades of information literacy surveys

The paper presents the history of adult literacy surveys and the evolution of their scope and of the skills they measured. It provides the summary of skills regarded as key for individuals to participate in society at the time of each survey. The article begins with the examination of pioneer surveys in the United States and Canada in the 1980s and describes the development of widely discussed international projects such as IALS, ALL and PIAAC. The paper also discusses the methodology of the surveys, focusing on those aspects which ensure comparability of the results between various studies and allow researchers to study trends. Moreover, it analyzes the results of the international literacy surveys in different countries with special emphasis on Poland.

Dominika Czerniawska
Methodological challenges in the research on digital skills and media literacy among the 50+ generation

In recent years the research on digital skills, media literacy, and social aspects of ICT has grown in significance. The 50+ generation is a group of special interest in this field, as it is especially threatened by the digital divide. The experience gained so far and the results of conducted research suggest possible need for a reconsideration of methodological issues. Research methods have been dominated by surveys and individual in-depth interviews. Both of these have limits and constraints which may influence the interpretation of results and the conclusions drawn from the research. Some research contexts show that operationalization of digital skills and media literacy appears to be problematic. Conclusions from the analysis indicate a need for adjusting research tools, especially by expanding them through the addition of practical tasks.

Wojciech Fenrich
Beyond declaration: advantages and consequences of task-based approach in the research on media and information literacy

While the majority of research on media and information literacy use quantitative and standardized techniques based on declarations, the "Diagnosis of media and information literacy of Poles" went beyond this approach by asking respondents to try to solve everyday problems – with or without ICT. This perspective showed that internet non-users and users with moderate digital skills were very creative and utilized mixed alternative strategies, taking advantage of traditional media, other highly-skilled internet users, "analog" ways of conduct and – to various extent – self-reliant internet use. The results indicate that there is a need for a wider perspective in media and information literacy studies and shed additional light on issues such as digital divide and digital inclusion.

Piotr Toczyski
On the essence of the term social media: Web 2.0 and users' cognizance in "generating content"

Departing from the problem of quantitative overload of *social media* definitions and their diverse quality I intend to examine the definitions of "social media" which have been in use since 1896. It appears that social scientists used them more than 100 years before the emergence of the internet. Contemporary attempts to define the term *social media* lack coherence not only because of the competences demonstrated by their authors, but also because of the lack of reflexivity on notions such as „content", „user", „community" or *Web 2.0* and their mutual relationships within the online environment based on "user-generated content".

Monika Kaczmarek– –Sliwińska
Employees' media literacy in the age of social media

The space of social media has enabled internet users to redefine their role in online activities. Owing to the development of internet applications and the availability of the web itself, internet users can shift from passive observation and reception toward active participation and creation of a wide range of content types. Within the social media, internet users may also outline spheres of activity described as private (such as their social media profiles). Frequently, however, activities that employees themselves view as private, translate into the general perception of the organization they represent and may impact their professional future – hence the employers' attempts to regulate such activities and to define behaviors viewed as undesirable or unrecommended (social media policy). The article presents an analysis of employees' media literacy in the context of their social media activity.

Alek Tarkowski, Michał Danielewicz
Copyright law in transition. Collective imaginary and norms

Research presented in the article concerns copyright as a sociological phenomenon, considered in a broad socio-cultural context. From this perspective, copyright is not just a codified law, but most importantly a social construct and shared imaginary. Norms and values – described in our text as "copynorms" – are as important a research subject as the state of knowledge about law itself. We define what we call "copyright anomie", a state of moral ambivalence with regard to copying and copyright, caused by sudden technological change.

Małgorzata Kisilowska
Patients and the web. Health-related information literacy

The article focuses on "health literacy" and "health-related information literacy" in the context of the quality and availability of health-related information to be found online and through other popular channels. Considering the low levels of health literacy among Poles and the lack of high quality information sources in this area, there is a pressing need to develop competences in question. Users' internet activity encourages to use online contents as an educational tool and to conduct further research on the patterns of informational behavior within abovementioned field.

Anna Kesicka, Marta Bierca
Who needs privacy anymore? Perception of online privacy among Warsaw high school students

The article focuses on the functioning of the notion of privacy among internet users between 15 and 19 years of age. The authors cite the results of preliminary empirical research indicating that the internet has changed the perception of privacy. In exchange for information access and personalized searches, the web collects an increasing amount of information about the users. Further, social activities increasingly replace real and personal interactions. Each of such activities leaves an online trace. The current generation of 15 – 19 year olds treats the internet as a natural space of expression. The authors ask if the age group in question views privacy differently than their older friends, investigating whether privacy has already become an anachronistic concept soon to become completely irrelevant, as the fax machine did. A pilot study conducted on a sample of young internet users reveals their attitude to online privacy.

Anna Michniuk, Paulina Konieczna, Anna Pastwa
Young teachers and digital natives

The article investigates whether MA pedagogy students are prepared for teaching in the world of digital narratives that comprises of diversified media. The article presents a theoretical outline of the problem of digital natives and digital immigrants. The authors also present the results of research conducted in the spring of 2013 at one of Poznań's institutions of higher education. The research reveals that future teachers frequently use media, especially computers and the web, but have incomplete knowledge as to the possible uses of those media in their work.

Małgorzata Anna Karczmarzyk, Jacek Mianowski
Culture network for children. Visual--verbal analysis of the educational web page KULA.gov.pl

Communication technologies solidify cultural practices and generate new ones, thanks to which new forms of education appear, such as e-education. A child can acquire visual skills, develop imagination and creativity, and obtain knowledge on e.g. life in a large city. Such opportunities are offered by the internet educational platform KULA.gov.pl, created with a view to demonstrate to children the social and historical context of the development of selected Polish cities. The article is an attempt at ex-post evaluation of functions of an internet website dedicated to children. Accordingly, the aim of the analysis is to identify what cognitive, social, cultural and media competence can be acquired by a child thanks to the internet website KULA.gov.pl.

Łukasz Androsiuk
Noël Carroll vs. Ludologists. Video games in the classification theory of mass art

Noël Carroll's classification theory of art mass deserves special attention. First of all, the theory is not merely an arbitrary collection of reflections, associations and metaphors, an occurrence very characteristic in the field of debate concerning mass art, but rather an analytically consistent attempt to provide the answers to questions on the nature of mass art. Therefore, to my mind it is an important attempt for researchers from the field of game studies (regardless of the theory's eventual success or failure). One of the main reasons behind such a conclusion is that the theory clearly questions (although it does not entirely reject it) the (seemingly obvious) assertion that the narrative computer/video games constitute an integral element of "mass art" which is frequently denied any form of respectability.

Bartłomiej Schweiger
Discourses and games. An analysis of selected examples of games supporting the dominating discourses

The article describes the potential influence of games' interactivity on the discourses that produced them and, as a result, on power relations created by those discourses. For that purpose, the author discusses Niklas Luhmann's concept of autopoietic systems, its connection to Foucault's notion of discourse, and the way games adjust to the image of reality inherent in the discourse that creates them. The author posits that each game containing narrative elements is at the same time a text and a reality model. He also presents mechanisms by which games' interactivity strengthens the discourse. Finally, the author investigates whether the presented concept can be used with regard to games where less emphasis is placed on narrative structures or where such structures are seemingly non-existent.