Parent empowerment can change media education[1]

MATEJA REK

sciendo

Politics in Central Europe (ISSN 1801-3422)
Vol. 19, No. 1S
DOI: 10.2478/pce-2023-0021

Abstract: *A crucial role in the primary socialisation is played by parents who are upbringing and educating children about various aspects of life. They also significantly influence child's knowledge and experience of the digital media through examples, conversations and experiences. However, the process of media education has become a challenging task for parents to achieve. As current fast-paced processes of digitization are constantly changing, adults themselves are often faced with figuring out and adopting new ways of digital media related behaviours and attitudes. In past decade expert recommendations and guidelines on screen exposure and media education of children have been widely disseminated aiming to support parents in their choices in conducting media education of their children. In this article we confirm that parent's familiarity with the expert recommendations regarding the use of media for children results in a significantly lower screen exposure of their preschool children and in higher frequency of implementing beneficial media education practices.*

Keywords: ***media education; media literacy; parents; preschool children; screen exposure; digitalisation***

1. Introduction

One of the most important literacies in our digital societies is critical digital media literacy, which includes not only the possibility of having access to the media, but also the ability to analyse, to evaluate and to create media contents

1 Data collection process was supported by Slovenian Research Agency, in the framework of Infrastructure program – Collecting, Managing and Archiving Data on Media Literacy (Ref. I0-0045).

(Livingstone et al. 2021; Buckingham 2019; Ciboci – Labaš 2019; Hobbs 2021). The abilities to use mass media, to critically analyse and understand media messages (received and generated) and to develop a meaningful and realistic response to the changeable complex media environment, have become indispensable competences in a digital age. Societies and individuals are massively faced with the question of how to keep pace with the rapid changes of mass media and how to shape upbringing and educational processes, both in the context of primary and secondary socialisations, and in the context of lifelong learning, which will enable people to form useful media habits, norms, values and digital-related professional and life-related competences. A meaningful media education promotes the socially beneficial use of new digital technologies, conveys relevant skills, competences and motivation for active participation in the economic and political processes. It guides people to active, responsible and competent use of the mass media and teaches them how to avoid the pitfalls and dangers that lurk in the digital environment. We understand media education as a process of upbringing, teaching and learning about media. It does not refer only to media education in formal education institutions like kindergartens, schools or universities. It refers also to other informal ways of education and upbringing. Media literacy is the outcome – the knowledge, skills, behaviours, and beliefs learners acquire (Buckingham 2013; Rek 2019a; Golob – Makarovič – Rek 2022).

Children are an important target population for media education activities. Digital media have become a regular part of children's' every day, even to the extent, that many of children spend more time with digital media than in the physical presence of their fellow people. Even babies are often confronted with digital media for longer periods of time daily, although the paediatricians and psychologists strongly discourage the use of digital media by children under two years of age. As children are growing up, the extent of their use of digital devices, such as television, computers, tablets, game consoles and smart phones, is also increasing significantly (Rek 2019b). Children lack maturity in making beneficial choices or to recognise positive and negative aspects of digital media consumption and contents. They often base their media related choices on a sense of fun, comfort, pleasure of consumption and popularity promoted through mass media agenda setters. They are vulnerable to the risk of developing unwanted behaviours because of poor media habits choices. This can significantly affect many aspects of their lives, such as health, behavioural addictions, disturbances of psychological development, self-perception and relationships, educational success, violence, etc.

In a very early age of child's development, which is a focus of our research, parents play a significant role in socialising, upbringing and educating children about various aspects of life. They also significantly influence a child's knowledge and experience of the digital media through examples, conversations

and experiences. They themselves are role models that children imitate (Rek – Kovačič 2018). However, as accelerated digital transformations are very rapidly and toughly changing societies, parents cannot, as in past, more traditional social settings, rely on certain already established fixed patterns of behaviour, norms or values, passed down from generation to generation, in upbringing and educating their children about media. In current fast-paced processes of digitization that are radically changing the communication of people and social groups, adults themselves are often faced with figuring out and adopting new ways of digital media related behaviours and attitudes. Strengthening of media literacy, constant learning how to use digital media and how to participate in dynamic processes of digital communication as well as adapt to its changeability have become a constant challenge.

In past decades expert recommendations and guidelines on screen exposure and media education of children have been widely disseminated aiming to support parents in their choices in conducting media education of their children. The aim of this article is to prove, that parent's familiarity with the recommendations regarding the use of media for children result in a significantly lower screen exposure of their preschool children and in higher frequency of implementing beneficial media education practices.

2. Parents media education practices in the preschool period: comparing research result between the years of 2015 and 2022

Based on the theoretical perspectives on media education and our on-going research on the matter, we have constructed a series of survey questionnaires targeted for parents of pre-school children and educators in kindergartens. For the purpose of this article, we are using the data collected from a sample of parents of the pre-school children aged from one to six years in the year 2022 (Rek et al. 2022). The sample consists of 1987 survey responses. The survey was administered on-line from April to June 2022 with the help of Slovene kindergartens. The parents have been sampled through a stratified random sample: for each of the ten Slovenian statistical regions, one predominantly urban and one predominantly rural kindergarten was randomly selected. This survey was a repetition of a survey on media education of preschool children we conducted in 2015 that included 1087 parents of 1-to-6-year-old children, using the same research questionnaire and the same sampling method. This allows for longitudinal comparison. Data collection process was supported by Slovenian Research Agency, in the framework of Infrastructure program of the Faculty of Media – Collecting, Managing and Archiving Data on Media Literacy.

We have asked the parents to report on:

- their children's screen exposure time for different digital media
- their practices of media education in terms of (1) setting rules and restrictions; (2) accompanying their children while interacting with the media; and (3) discussing the media content with them – using the five-level Likert scales;
- their attitudes about the effects of the media on children based on five-level Likert scales;
- their familiarity with the experts' guidelines on media education for pre-school children.

In case of preschool children's access to different media devices, parents were asked to provide an estimate of the average time (in hours and minutes) that their child spends doing the following activities on a typical day: a) watching TV; b) watching DVD or taped videos on TV; c) listening to the radio; d) using the computer or tablet; e) playing video games f) reading magazines, newspapers; g) using the mobile phone (also yours) without calling.

Table 1: Average exposure times of two age groups of preschool children (in minutes daily) – research conducted in 2015 and in 2022

	1 to 3-year- old children		4- to 6-year- old children		Both groups (1–6)	
	2015	2022	2015	2022	2015	2022
Live TV	29,91	25,95	44,9	37,69	34,7	34,19
DVD or Video	23,19	19,35	32	28,1	26,4	25,65
Radio	30,6	28,02	25,06	20,28	26,4	23,76
Computer or tablet	9,1	6,57	17,27	13,91	13,3	11,99
Video games	4,25	2,49	12,1	10,63	7,9	8,52
Printed media	18,36	13,77	20,23	14,39	18,6	14,58
Mobile phone without calls	6,45	7,83	8,29	10,7	7,8	10,7

Sources: Rek et al. 2015 and 2022

As in past couple of years the digitalisation processes and presence of digital media was accelerated due to the COVID 19 pandemic we assumed before conducting the research that the exposure time of children to digital screens will be higher compared to pre-epidemic research. However, as the data in the Table 1 indicates, in case of preschool children, the average exposure to the screens has decreased.

Parents were also asked to report on selected media education practices. In identifying what we call a beneficial behaviour in media education we rely on recommendations and guidelines of American Academy of Paediatrics, which

has been in recent decades of digitalisation one of the referential organisations in providing guidelines and policy advice in media education. Guidelines for parents of young children on media education that we referred to in our survey include:

- Avoid digital media use (except video-chatting) in children younger than 18 to 24 months.
- For children ages 18 to 24 months of age, if you want to introduce digital media, choose high-quality programming and use media together with your child. Avoid solo media use in this age group.
- For children 2 to 5 years of age, limit screen use to one hour per day of high--quality programming, co-view with your children, help children understand what they are seeing, and help them apply what they learn to the world around them (Hill et al. 2016).

Table 2: Parents presence, interaction and rules (average value of answers on a scale 1–5) – research conducted in 2015 and in 2022

Question	Parents of 1–3 years old children		Parents of 4–6 years old children		Both groups (1–6 years)	
	2015	2022	2015	2022	2015	2022
Are you present when your child uses media?	4,41	4,5	4,15	4,14	4,28	4,27
Do you set restrictions/rules about what children should watch?	4,53	4,56	4,5	4,43	4,52	4,45
Do you talk with your child about what you see in the media?	3,88	3,73	3,89	3,73	3,88	3,72

Source: Rek et al. 2015 and 2022

Comparing the 2015 and 2022 results we can establish that there are some variations when it comes to observed media education practices, however no major deviation can be observed. Setting rules and restrictions is a comparatively most commonly attainable aspect of media education of preschool children – as it characterises most parents. The more interactive and time-consuming activity of media education that includes talking with child about what she/he sees in the media is less present and there is also a trend of slight decreasing in parents reports on performing this activity.

Parents of preschool children were also asked to provide their opinion on a Likert scale 1–5 (where 1 means completely disagree and 5 means completely agree) on selected positive or negative aspects of children's media exposure and consumerism as presented in the Table 3.

Table 3: Parents' opinion on positive and negative aspects of their children's exposure to media (average value of answers on a scale 1–5) – research conducted in 2015 and in 2022

Question	Parents of 1–3 years old children		Parents of 4–6 years old children		Both groups (1–6 years)	
Positive aspects	**2015**	**2022**	**2015**	**2022**	**2015**	**2022**
My child learns many useful things by using media	2,81	2,81	2,88	2,88	2,84	2,84
Negative aspects	**2015**	**2022**	**2015**	**2022**	**2015**	**2022**
Screens impair speech development in children	2,9	3,21	2,86	3,15	2,88	3,17
The media have a negative impact on the mood of children	3,33	3,55	3,42	3,5	3,37	3,51
The media have a negative impact on children's health	3,14	3,55	3,16	3,52	3,15	3,54
Aspects of consumerism	**2015**	**2022**	**2015**	**2022**	**2015**	**2022**
Does the child imitate heroes appearing in the media?	2,38	2,55	2,93	2,85	2,65	2,75
How often do children bring to kindergarten products that the child wanted because he saw them in the media (for example Frozen, Hello Kitty, sponges...)?	1,7	1,81	2,39	2,28	2,49	2,1
How often do you buy products that your child wanted because he saw them in the media (for example Frozen, Hello kitty, Sponges...)?	2	1,96	2,49	2,39	2,25	2,23

Source: Rek et al. 2015 and 2022

We can see that especially opinions on negative aspects of preschool children's media use have become stronger since 2015.

Parents were also asked whether their paediatrician talked to them about the impact of media on their child before their child turned three and whether they are familiar with the recommendations regarding the use of media (TV, video games...) for preschool children. And these are the data that differs significantly between the years of 2015 and 2022 as demonstrated in Table 4 and 5.

Table 4: Did your paediatrician talk to you about the impact of media on your child before your child turned three?

	YES	NO
2015	4,5	95,5
2022	17,2	82,8

Source: Rek et al. 2015 and 2022

Table 5: Are you familiar with the recommendations regarding the use of media (TV, video games…) for preschool children?

	YES	NO
2015	44,3	55,7
2022	67,2	32,8

Source: Rek et al. 2015 and 2022

The share of parents stating that their paediatrician talked to them about the impact of media on their children before they turned three years and especially the share of parents who state, that they are familiar with guidelines and recommendations of media use for young children has grown significantly since 2015. As this is the most significant difference that we encountered comparing the research result from the year 2015 and 2022, we started to wonder, does the parents conversation with the paediatrician and knowing the recommendations regarding the use of digital media for children have any impact on:

- Children's media exposure (we have seen from the data presented in Table 1 that reported average daily media exposure of pre-schoolers was slightly reduced compared to 2015)
- Parents' media education practices (restrict, accompany and discuss)
- Parents' attitudes regarding the positive and negative aspects of media use and consumerism.

3. Is paediatricians talk to parents of small children's significant for child's media exposure or parents' media education practices and opinions?

As we wanted to learn, weather the paediatricians talk to parents of small children is significant for a.) media exposure of preschool children; b.) media education practices of parents and c.) discussed opinions on media effects on their children, we used ANOVA to determine the existence of differences among group means. Comparing group of parents who had a media related talk with

their paediatrician and those parents who didn't have one, we could not find many significant differences:

Media exposure (calculation were made for 1–6-year-olds):

- Live TV, F (2, 1558) = 0,002409, p = 0,960859
- DVD or Video, F (2, 1558) = 0,116668, p = 0,732722
- Radio, F (2, 1559) = 0,564537, p = 0,452552
- Computer or tablet, F (2, 1558) = 0,459677, p = 0,497876
- Video games, F (2, 1558) = 0,167132, p = 0,682729
- Printed media, F (2, 1558) = 6,135705, p = 0,013354
- Mobile phone without calls, F (2, 1558) = 0,552266, p = 0,457506
- The child is in the room with the TV on, F (2, 1558) = 0,894564, p = 0,344391
- Browsing the web, F (2, 1558) = 1,436435, p = 0,2309

Media education practices

- Restricting/setting rules, F (2, 1621) = 2,329014, p = 0,127178
- Presence, F (2, 1621) = 2,329014, p = 0,127178
- Interaction, F (2, 1621) = 0,034574, p = 0,852515

Opinion on media effects on preschool children:

- My child learns many useful things by using media, F (2, 1470) = 0,003158, p = 0,955195
- Screens impair speech development in children, F (2, 1470) = 0,077493, p = 0,780763
- The media have a negative impact on the mood of children, F (2, 1470) = 0,467231, p = 0,494371
- The media have a negative impact on children's health, F (2, 1470) = 0,4851, p = 0,486231
- The media have a negative impact on child's aggressiveness, F (2, 1470) = 0,029373, p = 0,863945

Aspects of consumerism:

- Does the child imitate heroes appearing in the media? F (2, 1604) = 0,337302, p = 0,561473
- How often do children bring to kindergarten products that the child wanted because he saw them in the media (for example Frozen, Hello Kitty, sponges…)? F (2, 1604) = 0,040479, p = 0,840572
- How often do you buy products that your child wanted because he saw them in the media (for example Frozen, Hello kitty, Sponges…)?, F (2, 1604) = 0,439743, p = 0,507342

4. Is familiarity with the recommendations regarding the use of media for preschool children significant for child's media exposure or parents' media education practices and opinions?

Further, we wanted to learn, weather the familiarity with the recommendations regarding the use of media for preschool children is significant for a.) media exposure of preschool children; b.) media education practices of parents and c.) discussed opinions on media effects on their children, we used ANOVA to determine the existence of differences among group means. Comparing group of parents who claimed that they are familiar with recommendations regarding the use of media for preschool children and those, who claimed that they are not familiar with these recommendations, we found numerous significant differences:

Media exposure (calculation were made for 1–6-year-olds):

- Live TV, F (2, 1557) = 5,061148, p = 0,024607
- DVD or Video, F (2, 1557) = 7,464807, p = 0,006363
- Radio, F (2, 1557) = 2,395172, p = 0,121914
- Computer or tablet, F (2, 1557) = 0,485968, p = 0,485836
- Video games, F (2, 1557) = 0,620851, p = 0,430852
- Printed media, FC (2, 1557) = 3,759345, p = 0,052694
- Mobile phone without calls, F (2, 1557) = 5,358384, p = 0,020753
- The child is in the room with the TV on, F (2, 1557) = 6,062163, p = 0,013919
- Browsing the web, F (2, 1557) = 1,436435, p = 0,020941

Media education practices

- Restricting/setting rules, F (2, 1625) = 20,25233, p = 7,27E-06
- Presence, F (2, 1625) = 2,896868, p = 0,088943
- Interaction, F (2, 1625) = 9,95127, p = 0,001637

Opinion on media effects on preschool children:

- My child learns many useful things by using media, F (2, 1489) = 0,049364, p = 0,824204
- Screens impair speech development in children, F (2, 1489) = 5,579768, p = 0,018297
- The media have a negative impact on the mood of children, F (2, 1489) = 5,091881, p = 0,024183
- The media have a negative impact on children's health, F (2, 1489) = 1,834525, p = 0,1758
- The media have a negative impact on child's concentration, F (2, 1489) = 4,355525, p = 0,037059

- The media have a negative impact on child's aggressiveness, F (2, 1489) = 10,56616, p = 0,001178

Aspects of consumerism:

- Does the child imitate heroes appearing in the media? F (2, 1618) = 3,039616, p = 0,081445
- How often do children bring to kindergarten products that the child wanted because he saw them in the media (for example Frozen, Hello Kitty, sponges...)? F (2, 1618) = 0,973099, p = 0,845458
- How often do you buy products that your child wanted because he saw them in the media (for example Frozen, Hello kitty, Sponges...)? F (2, 1618) = 0,001138, p = 0,973099

We can conclude that parent's familiarity with the recommendations regarding the use of media for children result in a significantly lower screen exposure of their preschool children and in higher frequency of implementing beneficial media education practices. Paediatricians talk to parents of small children on the other hand does not result in such a significant difference in child's exposure to digital screen, parents' media education practices or opinions.

We find these results encouraging as they indicate that training and informing parents on digital media effects does matter and it can result in actual change of their media education behaviour. Similar results were found by Hinkley et al (2015). They did a test to see if parent education (in five meetings) can lead to a reduction in the exposure of 2- to 3-year-old children to electronics media. The result showed an average of a good half hour reduction in media exposure after completed education.

5. Conclusion and discussion

Digital media have become an important agent in socialisation processes and at the same time a new challenge for other socialisation agents, like family, schools or peer groups regarding their role in raising and educating children on the smart ways of using living with digital media (Lemish 2015; Livingstone et. al 2017; Christ – De Abreu 2020; Ciboci – Kanižaj – Labaš 2014). Socialization is the process through which children are taught to be proficient members of a society. It refers to the ways that people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of societal values. Socialization helps children learn to function successfully in their social worlds. In a very early age of child's development, which is a focus of our research, parents play a significant role in socialising, upbringing and educating children about various aspects of life. They also significantly influence a child's knowledge and experience of the digital media through examples, conversations

and experiences. They themselves are role models that children imitate (Rek – Kovačič 2018). Parents or other family members influence a child's knowledge and experience of the digital media through examples, conversations and by sharing their experience. They are the ones that children imitate and the ones who can cultivate a critical thinking mindset and value judgments. By setting boundaries and interpreting a media message they can influence their child's media habits and experience. If parents often use media as an electronic baby-sitter for a considerable amount of time and play only a passive role as media educators, various negative effects may develop as the child gets older. The more parents communicate with their children about media messages and put them in context, the more they participate in their child's media activities using them to discuss the topic and influencing value judgments, the more educational value media may hold.

However, as accelerated digital transformations are very rapidly and toughly changing societies, parents cannot, as in past, more traditional social settings, rely on certain already established fixed patterns of behaviour, norms or values, passed down from generation to generation, in upbringing and educating their children about media. In current fast-paced processes of digitization that are radically changing the communication of people and social groups, adults themselves are often faced with figuring out and adopting new ways of digital media related behaviours and attitudes. Strengthening of media literacy, constant learning how to use digital media and how to participate in dynamic processes of digital communication as well as adapt to its changeability have become a constant challenge.

While in some countries the importance of media literacy and education has been fully recognized by the state that included it in the education system a long time ago (Ciboci 2018), in countries in Central and Eastern Europe, including Slovenia, where this research took place, media education has just begun to develop. Ciboci and Labaš (2019), on a basis of conclusions of the national representative survey on children's digital habits that was conducted in Croatia in 2017, argue that parents need help in educating children in this digital age. This help is needed by all stakeholders – schools, media, family members, but also children themselves. It is, therefore, important to work on the digital literacy of all media users in order to protect children online and to ensure a peaceful and quality childhood with the media (2019: 98).

In the past decade in Slovenia, we have seen a significant increase in projects, workshops, trainings, events, mobility opportunities designed by various stakeholders of civil society as well as media producers or educational organisations, aiming to raise awareness and provide media literacy competences amongst people. Many are intended for parents aiming to support them in their quest for guidance in digital upbringing and educating their children. They vary on the scope of competences they provide, ranging from very specific competences,

like developing skills in online behaviour, photography, story-telling, journalism, film production etc. to raising awareness about safety and privacy issues on the internet, or skills, that help build resilience to negative phenomena, produced by the media landscape, like disinformation, hate speech or fake news, empowering people to make informed decisions and take an active role in a society, either in political processes as active citizens or economical processes as conscious consumers. Many of these projects are delivered by trained professionals in media related topics, address current topics and issues and are well adapted to the fast changes in media landscape. They address relevant social issues dynamically arising with the fast technological advancements (Rek 2019b).

From our survey we can see that all these efforts do have a positive effect on media education practices and screen exposure of young children. Familiarity of young children's parents with guidelines and recommendations regarding the use of media has grown significantly since 2015, when we first conducted a survey among parents of young children (1–6-year-olds) in Slovenia until 2022, when we repeated the survey. We also provided evidence that familiarity with the recommendations regarding the use of media for children results in a significantly lower screen exposure of their preschool children and in higher frequency of implementing beneficial media education practices by parents.

As media literacy is often referred to as a valid educational key for the future of education in schools and in families (Livingstone – Sefton-Green 2016), this is an area that is certainly of great significance and needs to be explored in future research (Ciboci – Labaš 2019; Golob – Makarovič – Rek 2021).

References

Buckingham, D: (2013): *Media Education: Literacy, Learning and Contemporary Culture*. John Wiley & Sons.

Buckingham, D. (2019): *The Media Education Manifesto*. John Wiley & Sons.

Christ, G.W. – De Abreu, S.B. (eds.). (2020): *Media Literacy in a Disruptive Media Environment.* Routledge.

Ciboci, L. – Kanižaj, I. – Labaš, D. (2014): Media Education from the Perspective of Parents of Preschool Children: Challenges and Trends in Free Time Media Use. *Medijska istraživanja: znanstveno-stručni časopis za novinarstvo i medije*, 20(2): 53–69.

Ciboci, L. – Labaš, D. (2019): Digital Media Literacy, School and Contemporary Parenting. *Medijske studije,* 10(19): 83–101.

Friesem, Y. et al. (2022): *The Routledge Handbook of Media Education Futures Post-Pandemic*. Taylor & Francis.

Golob, T. – Makarovič, M. – Rek, M. (2021). Meta-reflexivity for Resilience Against Disinformation. *Comunicar*, 29(66), 107–118.

Hill, D. et al. (2016): Media and Young Minds. *Pediatrics,* 138(5).

Hinkley T. – Cliff, D. – Okely, A.D. (2015): Reducing Electronic Media Use in 2–3 Year Old children: Feasibility and Efficacy of the Family@Play Pilot Randomised Controlled Trial. *BMC Public Health,* 15(1): 1–12.

Hobbs, R. (2021): *Media Literacy in Action: Questioning the Media.* Rowman & Littlefield Publishers.

Lemish, D. (2015): *Children and Media: A Global Perspective*. John Wiley & Sons.

Livingstone, S. – Sefton-Green, J.(2016): *The Class: Living and Learning in the Digital Age (Vol. 1).* NYU Press.

Livingstone, S. et. al (2017): Global Perspectives on Children's Digital Opportunities: An Emerging Research and Policy Agenda. *Pediatrics*, 140(Supplement_2): 137–141.

Livingstone, S. – Mascheroni, G. – Stoilova, M. (2021): The Outcomes of Gaining Digital Skills for Young People's Lives and Wellbeing: A Systematic Evidence Review. *New Media & Society*, 25(5).

Rek, M. et al. (2016): *Mediji in predšolski otroci*. Fakulteta za medije, available at: http://pismenost.si/pdf/Raziskava_predsolski_otroci_Slovenija_2016_v13.7.pdf (27. 02. 2023).

Rek, M. – Kovačič, A. (2018): Media and Preschool Children: the Role of Parents as Role Models and Educators. *Medijske študije,* 9(18): 27–43.

Rek, M. (2019a): Media Education in Slovene Preschools: a Review of Four Studies. *CEPS Journal: Center for Educational Policy Studies Journal,* 9(1), 45–60.

Rek, M. (2019b): Challenges of Raising and Educating Children in Slovenia to be Smart about Digital Media, in S. Ratajski (ed.), *Media Education as a Challenge*, Warsaw: Academy of Fine Arts: Polish National Commission for UNESCO.

Rek, M. (2022): *Mediji in predšolski otroci v Sloveniji. Fakulteta za uporabe družbene študije*. Available at: http://pismenost.si/wp-content/uploads/2016/04/Mediji-in-pred%C5%A1olski-otroci-v-Sloveniji_20224.pdf (27. 02. 2023).

Torres, M. – Mercado, M. (2006): The Need for Critical Media Literacy in Teacher Education Core Curricula. *Educational Studies,* 39(3): 260–282.

Mateja Rek *works as a full professor at the Faculty of Information Studies in Novo Mesto and the Faculty of Advanced Social Studies in Nova Gorica/Slovenia. She is the head of Infrastructure program – collection, management and archiving of data on media literacy in Slovenia (pismenost.si), which is financed by the Slovenian Research Agency. She is also head of Jean Monnet Module – Media Literacy for Active Citizenship (meli-module.com), funded by the Erasmus+ program of the European Commission. E-mail: mateja.rek@fuds.si*