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One Literacy and Multiple Intelligences? The Case of Media Literacy

ABSTRACT

Acceleration of globalisation and the Fourth Industrial Revolution expanded opportunities for intercultural interaction, facilitated by more accessible and affordable information and communication technologies (ICT). *Media literacy* as framed by UNESCO is to be interpreted as "[u]nderstanding and using mass media in either an assertive or non-assertive way, including an informed and critical understanding of media, the techniques they employ and their effects. Also the ability to read, analyse, evaluate and produce communication in a variety of media forms" (*alias* "the ability to decode, analyse, evaluate and produce communication in a variety of forms"). Furthermore, *media and information literacy* "refers to the essential competencies (knowledge, skills and attitude) that allow citizens to engage with media and other information". Dynamic developments in the contemporary world brought about by the post-factual era and the COVID-19 pandemic reinforced the exposure of the public to misinterpretation. Being conscious of variable and increasingly multidimensional presentation in academic literature of what it takes to be literate, in our paper we reflect on media literacy *alias* a synergy of literacy and multiple intelligences. Since on 12 April 2022 UNESCO launched a global survey "*Learning from the COVID-19 crisis to write the future: National policies and programmes for youth and adult literacy*" addressed to all 193 UNESCO Member States to fill in the gap and collect information on the impact of the COVID-19 crisis on youth and adult literacy, our online questionnaire is complementary in terms of scope (media literacy) and outreach (higher education students). The aim of this paper is to investigate awareness, understanding and interpretation of literacy as such, and media literacy in particular, within the cohort of native and international students at the University of Economics in Bratislava, Slovakia. The findings revealed a higher ratio of the general understanding of communication and its role in the society, but a lower ratio of awareness about literacy and media literacy. In the context of Bloom's taxonomy of educational objectives our main suggestion, therefore, is to reinforce the media literacy curriculum in terms of experiential learning in line with the so-called learner-centred approach to education when the needs/aspirations of individuals are placed at the centre and focus is on the experiences they bring to the learning situation.

KEY WORDS

(Key) Competence/Competency/Competences/Competencies. Bloom's Taxonomy. Cultural Literacy. Literacy. Media Literacy. Media Literacy Competences. Multiple Intelligences.

1 Introduction

"Through the celebration of International Literacy Day, UNESCO calls on all actors in the field of education and beyond to re-think the role of literacy."

UNESCO: *Message from Ms Audrey Azoulay, Director-General of UNESCO, on the Occasion of International Literacy Day*, 8 September 2022

Traditionally, technological progress has been the driving force for enhancing literacy. With the acceleration of globalisation[1] up to Globalisation 3.0 in recent decades; the advent of the Fourth Industrial Revolution; and the outbreak of the COVID-19 pandemic, interpersonal communication has increasingly symbolised intercultural communication, and media literacy (awareness) has become a prominent issue. The point of departure for reflection in our paper is media literacy *alias* a synergy of literacy and multiple intelligences. Thus, we will dwell on the understanding and plethora of interpretations of literacy as such before pointing out the complexity of the scope of media literacy.

The *Dictionary of Pedagogy* defines *literacy*[2] as the ability to apply reading, writing and numerical skills as the fundamental requirement for learning and daily livelihood in society; its upgrade, the so-called *functional literacy*[3] then represents applied literacy through the comprehension of texts and figures.

UNESCO views acquiring and improving *literacy* skills throughout life as an intrinsic part of the right to education: literacy is a driver for sustainable development in that it enables greater participation in the labour market; improved child and family health and nutrition; reduces poverty and expands life opportunities. The vague and very broad understanding of the term literacy is documented[4] in studies on literacy also in Slovakia when authors endorse *UNESCO*'s statement of constant development of the term in accordance with the development of society and recently mainly the development of technologies.

With literacy historically originating in the Latin word *litera* (i.e. the ability to read and write in the traditional sense), the social practice concept has expanded it into so-called *multiple literacies* – considering *"the ways in which texts can be encrypted by electronic means"*,[5] as *The Routledge International Encyclopaedia of Education* highlights. Furthermore, the term *numeracy alias* "quantitative literacy" or "mathematical literacy" specifically implies *"the use of mathematics for understanding, for learning and for solving problems".*[6]

Measured by standard tests, the *intelligence quotient (IQ)* score has become a point of reference with regard to one's intelligence in linguistic and logical-mathematical terms. Yet, the *"model of multiple intelligences"*, framed by Gardner,[7] challenges the IQ tests for not being apt to measure the spatial; musical; body/kinaesthetic; interpersonal, and intrapersonal categories beyond the logical, verbal, or mathematical intelligence. In the 1990s, Goleman[8] developed the concept of so-called *emotional intelligence*, expressed by means of the *emotional quotient (EQ)* and related to the intrapersonal dimension of intelligence.

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[1] FRIEDMAN, T.: *The World is Flat: The Globalized World in the Twenty-First Century*. London : Penguin Books, 2006, p. 10.

[2] PRŮCHA, J. et al.: *Pedagogický slovník*. Prague : Portál, 2009, p. 85-86.

[3] Ibid., p. 80.

[4] See: HRDINÁKOVÁ, Ľ.: *Mediálna a informačná gramotnosť – úvod do problematiky*. Bratislava : UK Bratislava, 2013.

[5] McCULLOCH, G., CROOK, D. (eds.): *The Routledge International Encyclopedia of Education*. London : Routledge, 2008, p. 361.

[6] Ibid., p. 408.

[7] See: GARDNER, H.: *Frames of Mind: The Theory of Multiple Intelligences*. New York : Basic Books, 1983.

[8] See also: GOLEMAN, D.: *Emotional Intelligence*. New York : Bantam Books, 1995.

"In a culture that greatly values literacy and numeracy, there is a tendency for the specificity of words and numbers to become confused with the diffuseness of the phenomena these describe", Hampden-Turner and Trompenaars point out, claiming that *""[t]he facts" by themselves can enlighten or mislead and are vulnerable to selection. […] We survive and prosper by communicated meanings, to which facts contribute, but for which they are no substitutes."*[9]

With the concept of IQ and its score having been contested, Peterson stresses that both the term *intelligence* and the term *culture* are subject to numerous interpretations as well as "considerable debate and controversy".[10] The definition of *culture* by Triandis rests on *"unstated assumptions, standard operating procedures, ways of doing things that have been internalized to such an extent that people do not argue about them".*[11] For Taras and Steel *culture* is a "pervasive construct",[12] with the word "culture" featuring as the search keyword in hundreds of thousands of scholarly articles. Over the years, the phenomenon of culture has been addressed first and foremost by anthropologists, such as Hall (*"Culture is communication and communication is culture").*[13] By Hall's standards, contextual information can be perceived threefold as: (1) the language of interpersonal relationships; (2) the language of time; (3) the language of space.

Hofstede's research and landmark publication of *Culture's Consequences: International Differences in Work-Related Values* (1980) led to a boom in the interest in cross-cultural issues across several disciplines, including international business and management, psychology, and education. Hofstede's cultural dimensions represent one's position on the scales of:
- power distance (high/low);
- uncertainty avoidance (high/low);
- individualism/collectivism;
- masculinity/femininity;

which were later followed by preference of long-term orientation[14]/flexibility, subject to interpretation. Taras and Steel formulated a number of postulates that were generally derived from Hofstede's work and adhered to for several decades in the form of the following *"Ten Commandments of Cross-Cultural Research"*: 1) cultures are values; 2) values are cultures; 3) cultures are extremely stable; 4) culture is the cause, not an effect; 5) a cross-level analysis of culture leads to the ecological fallacy; 6) cultures cluster within geographic boundaries; 7) mean scores and ranking sufficiently quantify culture; 8) matched samples should be used to study cultural differences; 9) self-response questionnaires adequately measure culture; and 10) the Hofstedean framework is unique and the only viable framework for studying culture.[15]

To examine them individually would be beyond the scope of this paper, so let us now address a five-dimensional classification, similar to that of Hofstede, which was designed by Peterson as follows:
- the Equality/Hierarchy scale;
- the Direct/Indirect scale;
- the Individual/Group scale;
- the Task/Relationship scale;
- the Risk/Caution scale.[16]

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[9] HAMPDEN-TURNER, CH., TROMPENAARS, F.: *Building Cross-Cultural Competence*: *How to Create Wealth from Conflicting Values.* New York : John Wiley & Sons, 2000, p. 128-129.
[10] PETERSON, B.: *Cultural Intelligence.* Yarmouth : Intercultural Press, 2004, p. 88.
[11] TRIANDIS, H. C.: *Culture and Social Behavior*. New York : McGraw-Hill, 1994, p. 6.
[12] TARAS, V., STEEL, P.: Beyond Hofstede: Challenging the Ten Commandments of Cross-Cultural Research. In NAKATA, CH. (ed.): *Beyond Hofstede*. Basingstoke : Palgrave Macmillan, 2009, p. 40.
[13] See: HALL, E. T.: *The Silent Language*. New York : Random House, 1959.
[14] NAKATA, CH.: Going Beyond Hofstede: Why We Need To and How. In NAKATA, CH. (ed.): *Beyond Hofstede*. Basingstoke : Palgrave Macmillan, 2009, p. 3.
[15] See: TARAS, V., STEEL, P.: Beyond Hofstede: Challenging the Ten Commandments of Cross-Cultural Research. In NAKATA, CH. (ed.): *Beyond Hofstede*. Basingstoke : Palgrave Macmillan, 2009, p. 41-54.
[16] PETERSON, B.: *Cultural Intelligence.* Yarmouth : Intercultural Press, 2004, p. 33.

This brings us now to Peterson's compact view of *cultural intelligence alias "the ability to engage in a set of behaviours that uses skills (i.e. language or interpersonal skills) and qualities (e.g. tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts".*[17]

Similarly to the relevance between literacy and intelligence in general, a link between cultural literacy and cultural intelligence specifically can be pointed out. This is documented by Pitoňáková and Augustínová, asserting *"we know several types of literacy are interconnected and lead to the "complex competence" of a person enabling his/her integration into society. From the point of view of the presented topic, several types of literacy are relevant:*

- *Informative – the ability to search, summarize, process, use and store information. It is also closely related to computer (digital) literacy - the ability to use hardware and software computer equipment and other available communication and information technologies.*
- *Media – the ability to use the media correctly - to obtain, critically evaluate, create, and present media information.*
- *Cultural – the ability to actively participate in the production and interpretation of cultural values, to perceive and create cultural values. […] Cultural literacy, as an element that favours the knowledge context needed to identify the essential aspects of any topic, comes to the fore with partial elements of "complex competence", paradoxically, such a perception of literacy is less talked about compared to other types of literacy."*[18]

2 Methodology

An online questionnaire compiled in *Google Forms* was chosen as a suitable research tool in order to examine the opinions of university students on the topic of media literacy and the connected issues. The questions in the anonymous opinion survey were inspired by the *UNESCO Dynamic Coalition Initiative*, a founder and one of the partners of the *Open Educational Resources Dynamic Coalition* initiated as a response to the massive disruption of education due to the COVID-19 pandemic. The questionnaire consisted of 18 questions structured into two thematic blocks: introduction to media literacy; and web literacy for fact checking. Informed consent of the participant to respect GDPR rules of the *European Union* was also included. The thematic scope of this paper directly correlates to the first block of questions. Two questions, where we asked about own understanding of the terms "literacy" and specifically "media literacy" were open, the rest were closed. Open questions were analysed one by one and grouped according to the key words identified in the definitions provided by students. The closed questions were summarised and visualised in graphs by the *Google* form software and used either as text or in the format of charts and graphs. Topics in the questions were new to respondents and they were arranged from general topics to specific issues. The seminars dealt with the impact of information and communication technologies on life and on communication; the questionnaire followed these topics at the very end of the seminars.

The sample consisted of three groups of native students and one group of international students, in total 91 students at the *University of Economics in Bratislava*, Slovakia. Participants were only those students taking a course called *Communication across Cultures* taught in English. The course consists of interactive seminars with the following learning outcomes: a) introductory understanding of communication across cultures, b) multicultural, multilingual

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[17] PETERSON, B.: *Cultural Intelligence*. Yarmouth : Intercultural Press, 2004, p. 89.

[18] PITOŇÁKOVÁ, S., AUGUSTÍNOVÁ, E.: The Present and the Prospect of Increasing Literacy in the Field of Cultural Heritage. In *Media Literacy and Academic Research*, 2022, Vol. 5, No. 1, p. 117. [online]. [2022-12-13]. Available at: <https://www.mlar.sk/wp-content/uploads/2022/05/6_Slavka-Pitonakova-Eva-Augustinova.pdf>.

as well as media literacy exposure and c) enhanced analytical, research and soft skills. The period of data collection was April – May 2022, the overall response rate was 83.52% (with no specification of the respective group of students to guarantee anonymity of the participants).

3 Results

The online survey was oriented on the following areas: awareness of media literacy and understanding of communication and its role in society.

Understanding of *how students perceive the term literacy* was verified in the form of open questions at the beginning. The answers vary from an elementary understanding of literacy as "*the ability to read and write*" (20% of respondents) to those that added "*the ability to read and write with understanding*"*.* The more complex answers also consider other competences like listening and speaking to those that include communication and making sense of the world *"Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world".* Students also perceive that these abilities lead to knowledge and should be taught and gained through education "*the ability to read & write; being educated about sth.*" There were some also very complex and sophisticated answers "*Competence of text comprehension, linguistic ability, understanding and analysing of meaning and senses of content, familiarity with reading and books, written language and media literacy*"; "*The ability to perceive, identify, understand, analyze and interpret the information in both written and oral forms associated with different contexts*". The most complex was "*Understanding meaning behind sentences and interpreting information in a way they were meant to be understood*".

Then we asked students how they *understand the term media literacy*. Very extensive spectrums of interpretations appeared as the answers. Some trivial definitions such as "*human understanding of media*" and "*ability to process and react to the information we receive from different kinds of media*" were identified. Then some reactions realizing connections between literacy and media literacy appeared "*an expanded conceptualization of literacy that includes the ability to access and analyse media messages as well as create, reflect and take action, using the power of information and communication to make a difference in the world*". One answer where a student took also into account that literacy is connected with citizenship and was very complex was the following: "*Through media and information literacy, students learn to become responsible citizens in a society marked by the multiplication and acceleration of information flows. They develop critical thinking skills and are able to act in an informed way to seek, receive, produce and disseminate information through increasingly diversified media.*"

After the question about their own interpretation of the term media literacy the students were offered a definition of whether media literacy could be also understood as follows: "*Media literacy is the ability to access media in different forms*" which was then evaluated. Almost 87% of students agreed with the statement and only 13% opted for the correct answer (I disagree). Media literacy is more than the ability to access media; it also includes more active engagement with media, such as evaluating and creating.

Figure 1 displays that 63% of students think that there is no universal media literacy for people of every age. Actually, there are some age-related issues, e.g. managing appropriate access to online content differentiated by age.
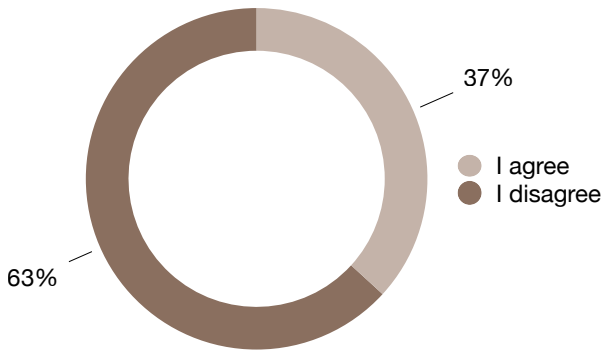
FIGURE 1: *The issues relating to media literacy are the same for everyone, regardless of age*
Source: own processing, 2022.

The first comprehensive *definition of media literacy* comes from Northern America's *The Aspen Media Literacy Leadership Institute*. We wanted to know *when* this definition *came into operation.* According to Figure 2, a little more than 2/3 of the students correctly stated the year 1992. More than 10% thought that it was 10 years earlier, in the year 1982, the rest opted for the beginning of the 21st century.
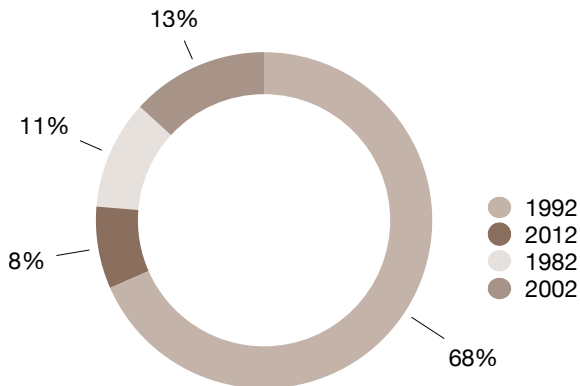

FIGURE 2: *The Aspen Media Literacy Leadership Institute defined media literacy as "the ability to access, analyse, evaluate and create media in a variety of forms". In which year was this definition first published?*
Source: own processing, 2022.

As media literacy is becoming more and more important in the current information age, we were interested in the opinion of students on *which offered concepts of media literacy they would include in the expanded definition of media literacy for the 21st century by the Centre of Media Literacy*. In multiple choices offered the most marked and the correct option was that it creates adequate awareness of the media in society (slightly above 3/4 of answers). Figure 3 demonstrates that over 1/2 of respondents choose the possibility that it creates essential assumptions for active participation of young people as citizens in democracy and society. Even though many students opted for this option, it is not correct, as the media literacy definition does not claim that media literacy is relevant only to a particular age group. The least favoured answer was that it is primarily focused on evaluating news published in the media (almost 40%). Preferably, this number should be even lower since this does not provide an adequate answer. The definition applies to all sorts of messages, not just news sources. 48% of respondents correctly decided on the option that media literacy builds key assumptions for interaction and self-expression.
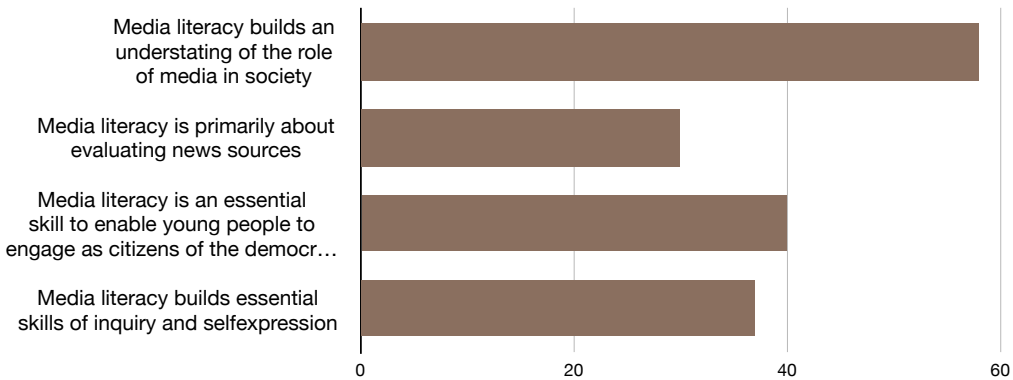
FIGURE 3: *Which of the following concepts are included in the Centre for Media Literacy's expanded definition of Media Literacy for the 21st century?*
Source: own processing, 2022.

Literacy and media literacy are closely connected with the issue of communication. Therefore, we were interested in opinions on communication. Communication is observed mostly (97.4% of the sample) as "*an exchange of information or meaning but there are multiple different models of communication*". The result of these answers is that this is a generally perceived fact, as it is practiced in daily two-way interactions with every person we meet. Communication has many different roles in society. One of them is that it can "*help to set social standards by demonstrating what is acceptable or unacceptable in the society*" which also almost 95% respondents agreed with.
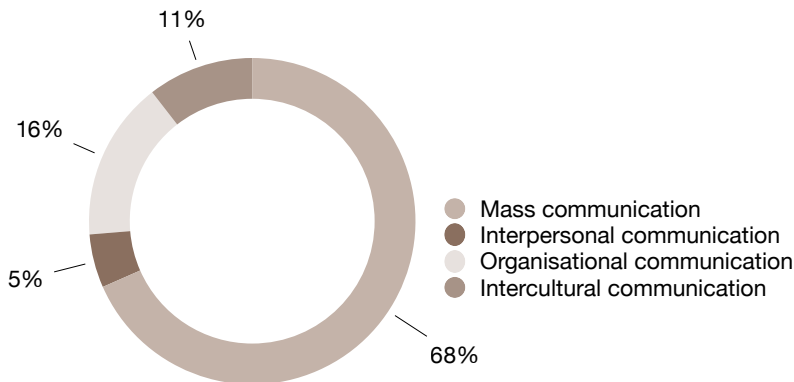

FIGURE 4: *Which of the following terms is used to categorise one-to-many and many-to-many communication acts?*
Source: own processing, 2022.

When asked *which communication corresponds with one-to-many and many-to-many communication acts*, 68% of students correctly marked mass communication. S. Livingstone agrees that both one-to-many (in the past typical mass communication) and many-to-many (communication among peers) is currently typical for mediated communication.[19] Almost 30% opted incorrectly for other choices, as shown in Figure 4.

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[19] See: LIVINGSTONE, S.: The Challenge of Changing Audiences. In *European Journal of Communication*, 2004, Vol. 19, No. 1, p. 75-86.

4 Discussion

"[I]t is projected that the COVID-19 crisis will impede literacy education on a global level for years to come, with lasting effects on progress towards the achievement of the Sustainable Development Goal (SDG) 4 on ensuring inclusive and equitable quality education and lifelong learning opportunities for all, especially Target SDG 4.6 on youth and adult literacy. […] Adult literacy educators are central for making literacy teaching and learning meaningful. They have been at the forefront coping with disrupted teaching and learning during the COVID-19 pandemic. It is essential to promote their professionalisation, and guarantee their rights, status and decent working conditions, while providing continuous professional development opportunities, support and guidance."

> UNESCO: *International Literacy Day. Background Paper on Youth and Adult Literacy in the Time of COVID-19: Impacts and Revelations*, 8 September 2020, p. 3 and p. 8.

In our paper we have provided evidence of the multifaceted interpretation of the term "literacy". Literacy and numeracy reflecting competence in linguistic and logical-mathematical terms, respectively, have been traditionally measured by the IQ score referred to earlier. In this regard the term "competence" comes to the fore in several respects addressed below.

"[Firstly], [p]rofessional standards carry the challenge of providing a clear definition for the term "competence". In fact, the lack of a generally-accepted operational definition of competence is usually acknowledged.[20] *The term "competency" is used in literature, either as a synonym of competence*[21] *or as a separate concept".*[22]

[Secondly], [i]n the same way, the term "skills" is understood in different ways across literature. Ananiadou and Claro acknowledge that this term is sometimes used as the equivalent of competence or as a distinct term in itself.[23] *Within the OECD, a "skill" is understood in a broad and complex sense and is used as a synonym for competence",*[24] Toledo-Figueroa et al. argue.[25] Accordingly, in terms of the focus on teacher professionalism and knowledge in qualifications frameworks and professional standards the respective OECD study distinguishes "competences" as the *"on-going and progressive ability to meet complex demands in a defined context by mobilising holistic psychosocial resources (cognitive, functional, personal and ethical) as needed to accomplish these demands"* on the one hand, from "competencies" as *"components of [such] competence encompassing knowledge, understanding, skills, abilities and attitudes"* on the other.[26]

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[20] See: KOUWENHOVEN, W.: *Competence-Based Curriculum Development in Higher Education: A Globalised Concept?* [online]. [2022-09-23]. Available at: <https://cdn.intechopen.com/pdfs/9410/InTech-Competence_based_curriculum_development_in_higher_education_a_globalised_concept.pdf>.

[21] OECD: *Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo).* [online]. [2022-09-23]. Available at: <https://www.oecd.org/education/skills-beyond-school/41529556.pdf>.

[22] See: TEODORESCU, T.: Competence versus Competency: What Is the Difference. In *Performance Improvement,* 2006, Vol. 45, No. 10, p. 27-30.

[23] See: ANANIADOU, K., CLARO, M.: *21st Century Skills and Competences for New Millennium Learners in OECD Countries. OECD Education Working Papers No. 41.* [online]. [2022-09-25]. Available at: <https://www.oecd-ilibrary.org/docserver/218525261154.pdf?expires=1666540334&id=id&accname=guest&checksum=2A81D7BC18AAA07EEB387DA36F851388>.

[24] See: OECD: *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills.* Paris : OECD Publishing, 2013.

[25] TOLEDO-FIGUEROA, D., RÉVAI, N., GUERRIERO, S.: Teacher Professionalism and Knowledge in Qualifications Frameworks and Professional Standards. In GUERRIERO, S. (ed.): *Pedagogical Knowledge and the Changing Nature of the Teaching Profession.* Paris : OECD Publishing, 2017, p. 77.

[26] See: RYCHEN, D. S., SALGANIK, L. H. (eds.): *Key Competencies for a Successful Life and a Well-Functioning Society.* Hogrefe and Huber : OECD Publishing, 2003; See also: OECD: *The Definition and Selection of Key Competencies: Executive Summary.* Paris : OECD Publishing, 2005.

Thirdly, the use of the term "standard" varies across policy documents and research studies, too, when *"literature often refers to the double definition of the word as both a "flag" and a "measure" in a broad sense".*[27] Following Ingvarson's view of a standard as *"the level of performance on the criterion being assessed"*,[28] the respective OECD study perceives standards as (sets of) documents characterised by different extensions and scope determining what is valued in a profession through a competence-based approach.

Fourthly, the term "competence framework" is applied *"in some cases as equivalent to "professional standards", in other cases to refer to broader frameworks that can contain elements such as sets of general and professional duties for teachers, but also school improvement plans".*[29]

Driven by the prospect of being competent or efficacious, which is at the heart of the concept of competence by White,[30] a distinction between intrinsic and extrinsic motivation can be made. On the one hand, intrinsic motivation as the most self-determined, or autonomous, form of motivation *"underlies activities that are performed purely for the joy gained from the activities themselves"*; on the other, extrinsic motivation *"refers to the forms of regulation that underlie activities that are performed as a means to an end".*[31] A major failing of competence being viewed too narrowly is perceived by Grugulis et al. on the grounds of a nearly exclusive concern with measurable outcomes.[32]

Having updated its 2006 Recommendation on eight key competences for lifelong learning, the *European Union*[33] frames them as follows:

- literacy competence

27 TOLEDO-FIGUEROA, D., RÉVAI, N., GUERRIERO, S.: Teacher Professionalism and Knowledge in Qualifications Frameworks and Professional Standards. In GUERRIERO, S. (ed.): *Pedagogical Knowledge and the Changing Nature of the Teaching Profession.* Paris : OECD Publishing, 2017, p. 77.

28 INGVARSON, L.: *Development of a National Standards Framework for the Teaching Profession.* [online]. [2022-09-25]. Available at: <https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching_standards>.

29 TOLEDO-FIGUEROA, D., RÉVAI, N., GUERRIERO, S.: Teacher Professionalism and Knowledge in Qualifications Frameworks and Professional Standards. In GUERRIERO, S. (ed.): *Pedagogical Knowledge and the Changing Nature of the Teaching Profession.* Paris : OECD Publishing, 2017, p. 77; See also: OECD: *Qualification Systems: Bridges to Life-Long Learning.* Paris : OECD Publishing, 2007; OECD: *Synergies for Better Learning: An International Perspective on Evaluation and Assessment.* Paris : OECD Publishing, 2013; See also: COLES, M.: *A Review of International and National Developments in the Use of Qualifications Frameworks.* Luxembourg : European Training Foundation, 2006; TUCK, R.: *An Introductory Guide to National Qualification Frameworks: Conceptual and Practical Issues for Policy Makers.* Geneva : International Labour Office, Skills and Employability Department, 2007; BÁRÁŇOVÁ-ČIDEROVÁ, D., MAYER, P.: Knowledge Transfer in Higher Education Quality Management: The Case of Germany and Slovakia. In *Studia Commercialia Bratislavensia*, 2010, Vol. 3, No. 9, p. 18-34; RODRÍGUEZ-PONCE, E. et al.: The Impact of the Quality Assurance System in the Service Delivered by the Private Universities in Chile. In *Ingeniare*, 2011, Vol. 19, No. 3, p. 409-419; PEDRAJA-REJAS, L., RODRÍGUEZ-PONCE, E.: Analysis of the Impact of Organizative Resources on the Quality of Universities: A Quantitative Study of the Chilean Case. In *Interciencia*, 2014, Vol. 39, No. 10, p. 697-703.

30 See: WHITE, R. W.: Motivation Reconsidered: The Concept of Competence. In *Psychological Review*, 1959, Vol. 66, No. 5, p. 297-333.

31 LEVESQUE, C. et al.: Intrinsic and Extrinsic Motivation. In PETERSON, P., BAKER, E., McGAW, B. (eds.): *International Encyclopedia of Education*. Amsterdam : Elsevier, 2010, p. 618-619.

32 See: GRUGULIS, I., WARHURST, CH., KEEP, E.: What's Happening to 'Skill'? In WARHURST, CH., GRUGULIS, I., KEEP, E. (eds.): *The Skills that Matter.* Basingstoke : Palgrave Macmillan, 2004, p. 1-18.; See also: SHROCK, S. A., COSCARELLI, W. C.: Criterion-Referenced Measurement. In PETERSON, P., BAKER, E., McGAW, B. (eds.): *International Encyclopedia of Education*. Amsterdam : Elsevier, 2010, p. 31-35; BROWN, A. J.: Assessment in the Workplace of Performance, Developing Expertise and Competence. In PETERSON, P., BAKER, E., McGAW, B. (eds.): *International Encyclopedia of Education*. Amsterdam : Elsevier, 2010, p. 330-336.

33 See: Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning. In *Official Journal of the European Union*, 2006, Vol. 49, p. 5-9. [online]. [2022-09-13]. Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:L:2006:394:FULL&from=EN>.

- ("the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts");
- multilingual competence
- ("ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs");
- mathematical competence and competence in science, technology and engineering
- ("ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations; competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen");
- digital competence
- ("includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking");
- personal, social and learning to learn competence
- ("ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future oriented life, empathize and manage conflict in an inclusive and supportive context");
- citizenship competence
- ("ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability");
- entrepreneurship competence
- ("founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value");
- cultural awareness and expression competence
- ("understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms").

The respective Council Recommendation[34] of 22 May 2018 setting up a common understanding of competences needed nowadays as well as in the future provides a reference tool for education and training stakeholders. Traditionally, delivery of the curriculum at higher education institutions adheres to Bloom's taxonomy resting on the 1956 publication titled *Taxonomy of Educational Objectives: The Classification of Educational Goals*[35] and illustrated in Picture 1 below.

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[34] *Council Recommendation of 22 May 2018 on Key Competences for Lifelong Learning.* [online]. [2022-05-26] Available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ%3AC%3A2018%3A189%3ATOC>.
[35] See: BLOOM, B.: *Taxonomy of Educational Objectives: The Classification of Educational Goals.* New York : McKay, 1956.
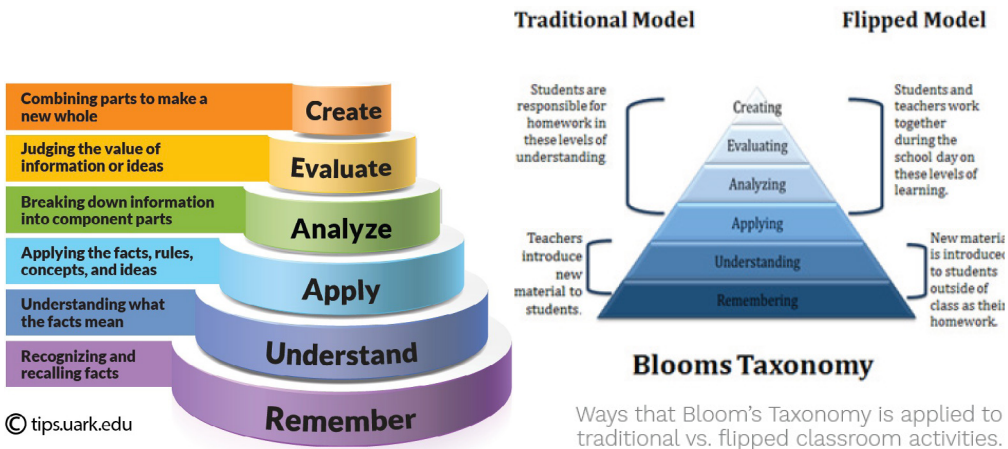
PICTURE 1: *Bloom's Taxonomy: The Traditional Model (left) and the Flipped Model (right)*
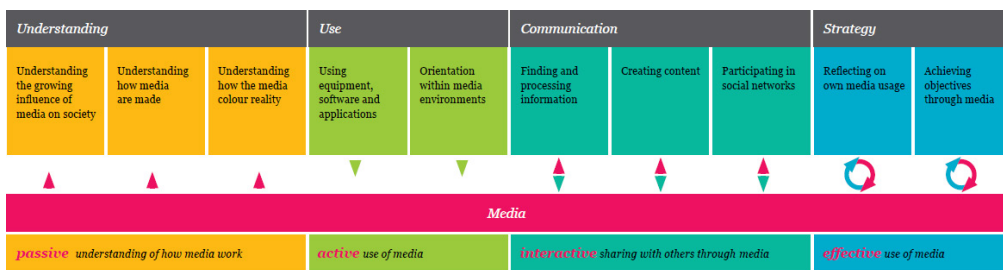*Source: University of Arkansas. Tips.* [online]. [2022-05-25]. Available at: <https://tips.uark.edu/using-blooms-taxonomy//>;
Learning Guide on Flipping the Classroom in Adult Education. [online]. [2022-05-25]. Available at: <http://projectiflip.eu/wp-content/uploads/2018/05/iFlip_IO7_Learning-Guide-in-FTC-in-Adult-Education_EN.pdf>.

The pyramid-like principle consistently builds on previous progress from the introductory stages of recognition of facts and their comprehension through their application and analysis up to the advanced stage of their assessment and synthesis. In fact, there are two approaches to how to proceed: bottom-up; and top-down. While the first (traditional) approach necessitates the facilitator's introduction of new material to students (stages 1-2) followed by their individual completion of assignments with the ambition of addressing additional upper stage(s) of Bloom's taxonomy, the latter (Flipping The Classroom – FTC) model requires the students to familiarize themselves with the new material (stages 1-2) prior to engaging in elucidatory discussion with the facilitator (stages 3-6).

In line with the title of our paper viewing media literacy as the case of "one literacy and multiple intelligences", let us now dwell on the interpretation of media literacy by the *National Association for Media Literacy Education* (NAMLE): *"[M]edia literacy is seen to consist of a series of communication competencies, including the ability to ACCESS, ANALYZE, EVALUATE, and COMMUNICATE".*[36] Alternatively, the concept of media literacy outlined by the *Mediawijzer.net* as *"[t]he set of competences you need to be able to actively and mindfully participate in the media society"* is structured on the basis of the 2011 *Measuring Media Literacy Report*, which was originally produced by *EYE a.o.* and further shaped by *Mediawijzer.net* in co-operation with experts. The scale of 10 media literacy competences illustrated in Picture 2 stretches across four clusters of competences, boosting one's competence with each and every upgraded level:
  - Cluster focused on Understanding: passive understanding of how media work (competence levels 1-3);
  - Cluster focused on Use: active use of media (competence levels 4-5);
  - Cluster focused on Communication: interactive sharing with others through media (competence levels 6-8);
  - Cluster focused on Strategy: effective use of media (competence levels 9-10).

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[36] *National Association for Media Literacy Education. Media literacy.* [online]. [2022-05-26] Available at: <https://www.medialit.org/reading-room/what-media-literacy-namles-short-answer-and-longer-thought//>.

Understanding			Use		Communication			Strategy	
Understanding the growing influence of media on society	Understanding how media are made	Understanding how the media colour reality	Using equipment, software and applications	Orientation within media environments	Finding and processing information	Creating content	Participating in social networks	Reflecting on own media usage	Achieving objectives through media

Media

passive understanding of how media work	*active* use of media	*interactive* sharing with others through media	*effective* use of media

PICTURE 2: *10 Media Literacy Competences*

Source: Mediawijzer.net based on the 2011 report *Measuring Media Literacy by EYE a.o.* [online]. [2022-05-25]. Available at: <https://netwerkmediawijsheid.nl/over-ons/about-dutch-media-literacy-network//>.

From the Bloom's taxonomy perspective, we have considered the bottom-up; and the top-down approach. Hence, when applied to the traditional model of Bloom's taxonomy, the chronologically organized clusters above are linked to stage 2 (Understand); stage 3 (Apply); stages 4-5 (Analyse & Evaluate); and stage 6 (Create), respectively, and symbolise gradually increasing added value.

In the contemporary world accelerated by technology, the post-factual era and the COVID-19 pandemic the situation in media literacy has become increasingly multidimensional and challenging, as indicated in earlier[37] as well as recent[38] studies. Additionally, Jánošová and Sádecká highlighted that the generation to which we are able to teach media competences *"may be immune, or may ignore, classical methods of education".*[39] In this regard, Vrabec deems as a much more negative and grave finding that *"the media and their content are not a very relevant topic for a large number of teachers, but also other professionals and volunteers working with the young generation. This finding only confirms the need to transform the traditional school based on memorizing encyclopaedic knowledge to open educational models based on the development of individual key competencies and preparing young people to cope with practical life situations and skills. An important cross-cutting theme supporting this necessary trend is media education, which in the right chosen form brings a number of stimuli and background material suitable for the development of a wide range of life skills".*[40] This necessitates the adoption of the so-called learner-centred approach to education: on the one hand, the needs/aspirations of individuals are placed at the centre of any learning process; and, on the other hand, focus is on the experiences they bring to the learning situation. Thus, the dual interpretation of Bloom's taxonomy enables adequately addressing the needs/aspirations of students with emphasis placed either on their teamwork (i.e. in upper stage(s) of Bloom's taxonomy), or on their individual learning experience (i.e. in the introductory stages of Bloom's taxonomy).

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37 VRABEC, N.: *Mládež a médiá: Mediálna gramotnosť mladých ľudí na Slovensku.* Bratislava : IUVENTA, 2008, p. 1-40; See also: PETRANOVÁ, D., VRABEC, N.: *Mediálna gramotnosť dospelej populácie v SR – Výskumná správa.* Trnava : FMK UCM in Trnava, 2015.

38 See: *Media Literacy Index Series.* [online]. [2022-09-13]. Available at: <https://osis.bg/?p=2696&lang=en>.

39 ŠKRIPCOVÁ, L.: Media Literacy in Digital Games. In *Media Literacy and Academic Research*, 2022, Vol. 5, No. 1, p. 132. [online]. [2022-12-13]. Available at: <https://www.mlar.sk/wp-content/uploads/2022/05/7_Lucia-Skripcova.pdf>. See also: JÁNOŠOVÁ, D., SÁDECKÁ, R.: Aspects of Communication in the Digital Literacy of Generation Y in the Region. In *Media Literacy and Academic Research*, 2021, Vol. 4, No. 2, p. 205-218.

40 VRABEC, N.: *Mládež a médiá: Mediálna gramotnosť mladých ľudí na Slovensku.* Bratislava : IUVENTA, 2008, p. 34.

5 Conclusion

Nowadays in the information era with far too much information, media literacy is a very crucial competence not only for the general public, but also for higher education students in particular. This paper researched media literacy awareness and understanding of communication among university students studying in the capital city of Slovakia, Bratislava.

The findings show that without prior knowledge students have at least elementary consciousness about the term media literacy, what it stands for and since when it has been in use. However, around 1/3 of the students answered these types of questions incorrectly. Overall, the topic of communication is generally known to students as about 90% of them correctly recognised this term and its role in setting social norms in society. Similarly to the media literacy results, about 1/3 of respondents do not have a thorough understanding of the differences among mass, interpersonal, organisational and intercultural communication. Therefore, it would be desirable to include media literacy topics in more depth into the curricula across universities in Slovakia in order to understand how to deal with information and what kind of information is suitable to use in the course of studies, research and later on in the role of individuals in society.

The study presents some limitations. The survey was conducted among students at the *University of Economics in Bratislava* who are focused neither on media studies, nor on cultural studies. It could be viewed as an advantage due to identified existing awareness of the necessity of media literacy competence, which may motivate the students to further develop their current media literacy competence, on the one hand. On the other, the anonymous opinion survey does not reveal whether there are any national patterns or good practices to be replicated in other countries or higher education institutions, bearing in mind the participation of a group of international students in the survey. Additionally, the anonymity of respondents does not allow us to compare availability and the extent of initial training or instruction in the topic of media literacy at the home universities of the respective international students.

Furthermore, like other topics, literacy and its interpretations are not uniformly defined in the academic literature or identically perceived by the public. This could be considered as the main limitation of our paper, when having a dilemma if and what kind of prior training or instruction participants of such an anonymous opinion survey should be provided with immediately before taking the respective survey. To conclude, this survey could be considered as a pilot study in the respective course that will undergo adaptation in the future as a result of launching newly accredited study programmes, and the results of the respective survey will be implemented in terms of experiential learning in teams. The follow-up research will focus on assessment of the second thematic block, namely web literacy for fact checking, with the aim of formulating a set of recommendations for the students participating in the respective course in the framework of newly accredited study programmes.

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