

THE MEDIA AND TEACHING PRACTICE

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The media and especially the mass media have become an inseparable part of human life. We can watch live broadcast and thus witness events occurring on the other side of the hemisphere, hundreds of kilometres away, and yet we can observe them and experience them as if we were right on the spot of their occurrence. Currently a whole series of publications have been dealing with the impact of the media on the society and its opinions; their increasing number seems to prove that problems related to this phenomenon have been growing. The sectional topic Media Education is a reflection of this situation in the school environment. In the General Education Program for grammar schools, we can read the following about the media education: ... *„the classification of the sectional topic Media Education in the framework of RVP G (General Education Program G) is based on what is the nature of the society. The crucial phenomenon is an enrichment of life by the process of ‘publicising’, which means the fact that most information is mediated by the mass media, whose production has its own logic and natural relations – and one needs to be familiar with those and be able to recognise them.“*

It is the very purpose of this collection of contributions entitled Media Pedagogy to achieve understanding of the natural relations and logics of the media. The publication is divided into nine contributions addressing topical questions related to media education. Each contribution is divided into two parts. The first part is theoretical and it summarises basic theoretical information of the individual articles. The following part is focused on the practice and includes possible suggestions for education at schools.

The first article (*Logics of the media and its position in the media education*) deals with interconnectedness of the media sphere with power and economic elites, when these elites retroactively influence the form and information in the media. The authors introduce and explain the term “logics of the media” and “concept of a pseudo-event”.

The subsequent contribution (*Persuasion and manipulation in the practice of the media*) refers to the shift in the perception of persuasion when compared to the time before the arrival of the mass media, when the persuasion had been based on rational (e.g. the ancient school) or emotional (e.g. biblical gospels) argumentation.

The economic background of how the media work is addressed by the third article (*Industrial nature of the media production*). The author writes that, to be able to have a critical approach to the media and thereby also media literacy, it is necessary to look into the financing and economic functioning of individual media. Here, a need emerges to know the owners of a medium and to know its true economical and political ambitions. Further, the author ponders on the change in the role of newspapers. The conclusion of the theoretical part includes a table recording names of Czech newspapers and their current owners.

The following contribution (*Newspapers in the past and today*) introduces newspapers as a consequence of social demand for information. Moreover, the author addresses the very origin of newspapers, their history and the development of journalism.

As it was already mentioned in the beginning, the media are closely connected to our lives, and thereby also to our everyday time. This issue is the topic of the fifth article (*The media and time*) that points out the interconnectedness of the media with our life from the time perspective. The author deals with the change in the perception of time, as time was initially perceived as cyclical, and this cyclical time was replaced by the linear time only in the late Middle Ages. Some kind of supremacy of time was confirmed by the international world time. Origin of this time is connected to a new space-time experience that is typical by its role in the present and general acceleration.

What is the role of parents in the relationship of their children with the media? How can they influence the way their children perceive the media? These questions and answers to them are included in the sixth presentation (*Parent mediation*).

The seventh article (*Several suggestions for teaching of visual literacy*) analyses the processes of decontextualisation and recontextualisation on the example of visual photos. Further, it introduces the concept of visual literacy.

The eight publication (*Gender-narratological analysis of comics features in the marketing communication*) introduces possibilities of using the comics and

comics features in the school environment. The author first deals with visual art with narrative features that lead to the origin of comics. Subsequently, she summarises the criteria that could be used if we want to compare a literary work with its comics transformation (e. g. preservation of dialogicality of the language characteristics of literary heroes, interconnection and inseparability of the text and verbal part...etc.) A big role is also played by gender stereotypes in the comics statements.

The last article (*Conception of speech as a force technology in the theoretical discourse and in the education practice*) places and analyses human speech and communication within the framework of post-analytical philosophy and neopragmatism.

The publication managed very well to combine two purposes: to bring enough theoretical data and information for the reader and at the same time, to offer possible particular forms of their application in school education. The book is accompanied by the name and subject index, which greatly facilitates orientation for readers when searching for terms or individual authors. The facts are presented in a logical order and the composition of the book is coherent.

In my opinion, the publication is one of the books that can become a precious source of information, advice and suggestions for teaching, both for teachers already in practice or for future pedagogues.

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