

SUMMARY OF THE DISSERTATION

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"Media competence in the context of contemporary media convergence"

The dissertation entitled "Media Competence in the Context of Contemporary Media Convergence" covers scientific considerations in two areas: convergence in the perspective of new media in media studies and media competence in educational research. These two fields are linked by the media user, who, based on acquired skills and knowledge, uses the media in a specific way, thereby influencing media, thereby influencing the final shape of media culture.

The main objective of the dissertation is to diagnose the declarative and actual level of competence in the critical analysis of media messages of online media users and to verify the existence of possible correlations in two areas: competences that are acquired in the process of systemic education and competences that result from the constantly evolving process of convergence in the area of media users.

This dissertation is theoretical and empirical and is structured as follows: introduction, four chapters, conclusion, bibliography, list of illustrations, list of tables, list of diagrams, list of charts and appendices.

The theoretical part of the dissertation, which focuses on showing the historical aspects of the formation of the convergence phenomenon and media education and related media competences, dates back to the beginning of the 20th century. The context of contemporary media convergence, on the other hand, is directly related to the emergence and functioning of individuals in the digital media space, so the time caesura covering the empirical part goes back to 1990 - the time of the creation of the first World Wide Web site - and ends in the ongoing year 2023.

The collected literature was critically analysed using a descriptive technique, which made it possible to formulate the theoretical underpinnings of the subject matter in question, as well as to characterise the transformations taking place in the processes described. Through the method of comparative analysis, a number of differences and similarities occur in the field of media competence education within the framework of systemic education and the scope of key media competences necessary for media users to move efficiently in the virtual media space.

The comparative analysis was preceded by a thorough reading of the literature on the subject, research reports and normative acts.

The empirical part of the dissertation used the method of diagnostic survey and formal diagnosis through a standardised competence test. The first one made it possible to develop a survey questionnaire and conduct a quantitative analysis of the obtained results. This made it possible to precisely determine the declarative level of the respondents' competences and then compare the obtained results with those from the standardised survey questionnaire. The second method was used to investigate the respondents' actual competence level. The activities included in this part were designed in the spirit of ethnographic research with the use of a multimedia platform containing gamification elements, which, in the author's opinion, are long-term, engaging and, most importantly, increase the motivation to implement the activities undertaken. The data obtained as a result of the study was subjected to quantitative analysis, which included the calculation of basic descriptive statistics and statistical tests such as the Kolmogorov-Smirnov test, Spearman's rho correlation analysis, Mann-Whitney U test and Kruskal-Wallis test.

In constructing the conclusions of the study, the method of deduction and trend extrapolation was used. The first method significantly contributed to identifying detailed and essential elements of media competences conditioning the formation of the media convergence process. On the other hand, the trend extrapolation method made it possible to forecast the changes taking place during the evolution of media convergence and the competences that may prove crucial for media users in the future.