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Media Education in Ukraine

Edukacja medialna w Ukrainie

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ABSTRACT

In today's digital reality, media information skills are becoming the key ones for every member of society. Hence, media education is becoming increasingly important. Ukraine has already had some positive achievements in the development of media education. The purpose of this research is to analyze and systematize the experience of media education in Ukraine. There was used a set of research methods: a theoretical method for literature review, identification of criteria for analysis, method of selecting relevant information and interpreting results, method of systematization, and prognostic to outline further prospects for media education and learning in Ukraine. According to the criteria (historical, methodical, prognostic), the activities of five Ukrainian media education centers were singled out and described: the Institute of Social and Political Psychology, the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine (Kyiv), the Institute of Media Ecology (Lviv), the Academy of Press of Ukraine (Kyiv) and the College of Press and Television (Mykolaiv). The history of their creation, features of development, and implementation of scientific-educational-methodical support were analyzed, the directions of their further activity were outlined. It was found out that all the centers are similar in their media education mission. At the same time, their differences are manifested in the practical implementation of media education. Prospects for further research on media education and learning in the conditions of distance learning were identified.

Keywords: Ukraine; media education and learning; media educational centers; positive achievements; media educational activity

INTRODUCTION

The cardinal transformations of modern society, due to the processes of globalization, informatization, integration, are already manifested in all spheres

of human activity: economic, technological, social. However, there are a lot of challenges that still need to be addressed. One of the challenges is the huge amounts of information available to everyone. Digital society requires people to be free to acquire new skills to successfully use the possibilities of digital reality. Particularly vital skills nowadays are media literacy skills, or as they are now called “media skills” or “media information skills”. These skills can be developed through media education and learning. In their integrity, they develop a complex of technical, cognitive, social, civic, and creative abilities. In their turn, they will allow every citizen to gain free access to information, master critical thinking skills, consciously and responsibly interact with the media and each other. UNESCO recognizes media education and learning as a separate area of education, as it helps people understand how mass communication is used in society; analyze media texts and critically evaluate their values, political, social, commercial, and cultural interests, and create and disseminate their own media texts through the media (Recommendations, 1999).

Recognizing the role of media education in the development of a socially responsible society, the world’s leading countries have been actively introducing media learning in the educational process since the middle of the last century and have gained important experience in developing media literacy skills of staff, the younger generation, and adults, and in formal and non-formal education. Compared to them, Ukraine is still taking the first steps in this direction, but it already has some achievements.

LITERATURE REVIEW

To show what has been done in Ukraine in the field of media education and learning, it seems expedient to analyze the results of scientific investigations performed by Ukrainian scientists. In general, the analysis of the national scientific literature on the research topic proves the deep interest of Ukrainian scientists in the problems of theoretical and practical nature of media education. Fundamental foundations of media education and learning, as well as media literacy, conceptual foundations are revealed in a number of studies by the following Ukrainian scientists: V. Ivanov and T. Ivanova (2013; 2014), O. Konevshchynska (2016), H. Onkovych (2013), B. Potiatynyk (2004), H. Pocheptsov (2008). A large share of the research publications are devoted to the practical implementation of media education in educational institutions of Ukraine, in particular in the works of R. Buzhykov (2007), O. Volosheniuk and V. Ivanov (2018), L. Naidonova (2016), and others.

It is also worth mentioning that the current state and prospects of media education and learning in Ukraine have been the subject of analysis in the works by D. Bachynskyi (2018), I. Naumuk (2016), T. Slaboshevska and I. Smekalin

(2013). However, due to the dynamics of changes in the field of media education and learning, new developments of scientists and practitioners, the situation with media education and learning is not fixed once and forever: new media education trends are traced, new media education experiences are gained and disseminated. Therefore, in our opinion, it is relevant and quite logical to turn to the analysis of the state of media education in Ukraine and the systematization of its experience.

Given the above-mentioned, the purpose of the research is to systematize Ukraine's experience of media education and learning with the focus on analyzing media education centers' activity and outlining the prospects for their further development.

RESEARCH METHODOLOGY

Given the purpose of the research, adequate methods for its achievement were chosen. Particularly, theoretical analysis of scientific, educational, and methodological literature on the problem of national media education and learning, as well as a significant array of information on media literacy from Internet sources; identification of the criteria for conducting the analysis; selection and comprehension of the obtained results with their further systematization according to the established criteria. The use of prognostic methods allowed the author to outline the directions of further activities of media education centers in Ukraine.

PRESENTATION OF THE RESEARCH RESULTS

Describing the media educational activities that are carried out in Ukraine, T. Slaboshevska, I. Smekalin (2013), and other media education national researchers recognize that today in Ukraine there are three powerful centers of media education. They are two centers in Kyiv (the Institute of Social and Political Psychology and the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine) and one center in Lviv (the Institute of Media Ecology). All three centers are actively involved in creating curricula and manuals, organizing scientific conferences on media education, and working on the problem of implementing this direction in educational institutions of Ukraine.

In the author's opinion, the analysis of these centers' activity will reflect the trends in the development of media education in Ukraine, will help to determine its features, and outline the prospects for its further development. Analyzing their media education activities, special attention will be paid to the following aspects: historical (it is necessary to trace the history of the center), methodological (it is necessary to analyze the activities from the point of developing and promoting scientific and educational-methodological support of media education), prognostic (it is a must to outline prospects for media education and learning in Ukraine).

These identified aspects will serve as the criteria for which the activity of media education centers in Ukraine will be analyzed.

One of the first national media educational centers was the Laboratory of Psychology of Mass Communication and Media Education, headed by the famous Ukrainian researcher L. Naidenova, Doctor of Psychology. The Laboratory was established in 2006 as the first scientific unit in Ukraine whose task was to monitor the level of media culture of schoolchildren and adults, to analyze and systemize methodological approaches to the development of media education mostly in secondary school (Laboratory, 2020). The basis for its creation was long-term theoretical and methodological research on the information space of Ukraine, which was conducted by the Institute of Social and Political Psychology. It has been functioning since 1994 under the leadership of Corresponding Member of the National Academy of Educational Sciences of Ukraine, M. Sliusarevskiy.

Currently, the Laboratory is engaged in the research of socio-psychological aspects of mass communication and arrangement of media education for the youth of Ukraine, issues of forming psychological resistance to socially harmful information, readiness for effective interaction with the information space. The scientific and pedagogical team has significant research results, including the development of the Concept of Introducing Media Education in Ukraine in 2010 and its new version in 2016 (Concept of the..., 2010; 2016); creation and implementation in practice of the national socio-psychological model of media education, which combines elements of protective, aesthetic, civic and creative approaches; conducting the all-Ukrainian media educational experiment; monitoring of youth media culture. Also, effective media educational activities of the Laboratory are the holding of media educational schools and seminars on practical media education and learning; the development of programs and methodological support for school and extracurricular media education.

To demonstrate the achievements in this field, the author addressed the practical experience of such schools. A noteworthy example of Ukrainian media education school is the one that is based in Borys Grinchenko Kyiv University. In 2019, the media school officially opened the fourth season. It began with a certificate program under the title “Media Literacy Competence” and was held for teachers and psychologists, for whom it is important to know the latest trends in the world of media communications. The first students of the school were more than 80 participants: school principals, teachers, professors, psychologists from all over Ukraine. Today, the topics of media school training are quite diverse: media security, media psychology, media production, and modern media technologies.

Analyzing the current activity of the Laboratory, the author has outlined the perspective directions for this media education center. They may be the following:

- researching media psychological means of preventing and overcoming the consequences of destructive media influences on children and youth,

- mass intensive introduction of media education in all regions of Ukraine,
- inclusion of the requirements to media information literacy, media communication competence, and critical thinking in the standards of professional training, postgraduate education, and further upskilling of school teachers,
- development and popularization of public media education movement,
- formation of media psychological competence of media producers to protect children in the information space,
- researching the phenomenon of the psychology of media trauma and ways to overcome the consequences of information warfare, the role of the media in psychological rehabilitation (Laboratory, 2020).

Until recently, the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine was considered to be another powerful center of media education in Ukraine. From 2000 to 2015, there was the Department of Theory and Methodology of Humanitarian Education. It was headed by a well-known Ukrainian scientist in the field of media education, language teacher, and media pedagogue, H. Onkovych (Bachynsky, 2018).

Among the tasks performed by the department staff, there was the introduction of media education in the higher education system through integrating media education technologies in the training of future professionals; scientific and methodological support of various media educational strategies; development of teachers' media educational culture as a necessary component of professional culture (Onkovych, 2013).

The investigations that were conducted by this department and successfully defended dissertations on media education became a piece of important evidence that the use of the media in the educational process, in particular in national higher education, is urgent and relevant. The creative achievement of the department researchers was several authentic authors' media education programs, which were tested in educational institutions of Ukraine.

In 2018, H. Onkovych, Professor of Bogomolets National Medical University, became the head of the research laboratory "Formation of the Student's Personality" at the same university. Thanks to the laboratory scientists, the authentic cultural and educational project on media education "School of Media Literacy in Kinburn", developed by Professor Onkovych, is being implemented. The project provides training and master classes for secondary school teachers, consultations on block-thematic planning of school weeks, scientific and pedagogical readings, and much more (Borko, 2018). Pokrovskaya Secondary School became an experimental platform for this project implementation.

Prospects for further media education of the H. Onkovych scientific school are the following: the development and implementation of a new concept of training, which includes media literacy strategies to form a media education culture as a necessary

component of the future specialist's professional culture (Onkovych, 2016). Thus, this center of media education and literacy can be identified with the scientific school of Professor Onkovych, which, in fact, is the generator of progressive ideas, research, and implementation of their media literacy activity results in the practice of higher education institutions in Ukraine. Today, her students and followers are actively implementing the ideas of media education and learning not only in the educational process of secondary and higher education but also in postgraduate education, in particular through the introduction of the course "Fundamentals of Media Education" in teacher training courses. This and similar courses provide "not only the formation of knowledge in the theory of media education but also, most importantly, the formation of skills to use professionally acquired knowledge in pedagogical practice" (Slaboshevskaya, Smekalin, 2013, p. 13).

The Institute of Media Ecology, established in 1999 according to the decision of the Ivan Franko Lviv National University with significant results of its scientific and applied activities in the field of media literacy development, is evidence that the Institute is rightly considered one of the media education centers in Ukraine. The research activities of the Institute are focused on three main areas: media philosophy (understanding the functioning and impact of mass communication, including media technology, culture, and civilization), media criticism (analysis of media discourse), and media education aimed at disseminating knowledge about the masses on psychological threats related to propaganda and falsification, pornography and on-screen violence (Institute, 2020). Thus, the information environment, created primarily by the media, is the subject of the investigations conducted at the Institute of Media Ecology.

The Institute's applied orientation activity is realized through the development of media ecology and media literacy development in Ukraine. Media ecology focuses on the philosophical understanding of the impact of mass communication, including media technology, on the human psyche, in particular, and culture, in general. The development of media literacy involves more applied aspects, such as how to protect the psyche of children and adolescents from excessive violence and pornography (Institute, 2020).

In 2012, the Institute in conjunction with the Department of Journalism of V. Vernadsky Taurida National University, the Regional Center for Media Education and Media Psychology implemented the project "Workshops of Public Media Criticism". The project provided for the organization and holding of public lectures, round tables, and discussion seminars with leading Ukrainian journalists and media researchers on current issues of media education and learning, media literacy, and media criticism.

Prospects for further scientific and applied activities in the field of media education and learning by the Institute of Media Ecology are the implementation of new projects "Media Education" and "Media Criticism". For example, the first

project aims to combine research on the negative psychological impact of the media (including screen violence, pornography, excessive advertising, falsification, and propaganda) with the development of appropriate methods of working with young people to develop a more critical perception of these pathogenic media and resistance to their impact (Projects, 2020).

In the author's opinion, in addition to the media education centers described above, it is worth mentioning the Academy of Ukrainian Press (AUP) with its powerful scientific and educational resources for providing media education and learning in Ukraine.

The AUP is a non-profit, non-governmental and independent organization founded in 2001 and supported by European and American organizations. Its president is V. Ivanov, and one of the founders is H. Pocheptsov. Both are well-known scientists in Ukraine and abroad, whose research interests are the priority of media education and its implementation in Ukraine. The mission of AUP is to promote informed and critical consumption of media by Ukrainian society and adherence to the standards of socially responsible journalism in Ukraine. The mission is possible through the promotion of media education and learning, creating a media education network, developing and promoting an information product designed to increase media literacy, organizing various events as a result of which media staff will perform their professional duties under European norms and standards (AUP, 2020).

For our research, it is worth noting the activities of the AUP, aimed at forming and supporting media educators for primary, secondary, and higher education through:

- preparation of training and methodological manuals for different audiences,
- development of online resources for media education and learning in non-formal and informal education,
- applying world experience progressive idea in implementing media education and learning,
- creating opportunities for lifelong media education in partnership with libraries and the public sector, in particular, the working out of training programs,
- conducting summer and winter media literacy schools by the AUP,
- organization and holding of the international scientific-methodical conferences “Practical Media Literacy: International Experience and Ukrainian Perspectives” and others,
- filling and promoting the Library of Mass Communication and Media Literacy, which contains the world's best examples of practical manuals on journalism, media education, and learning, works on mass communication, which help Ukrainian journalists and educators to improve their overall professional level (AUP, 2020).

In its activities, the AUP widely uses proven media educational methods for the development of media literacy of children and youth, namely developing and promoting online media educational games, such as “Mediaznayka”(that means “person who has sufficient media knowledge”) and “Adventures of Literatus” (a fiction literature hero who is much fond of reading).

Annually, the AUP holds scientific and methodological conferences with the support of reputable international and European organizations on media education and learning. Other topical questions that are discussed at these conferences include theoretical and philosophical principles of media education and learning, practical aspects of media literacy in preschool, primary and secondary schools; organizational and managerial models of the media education introduction, development of media literacy.

In September 2013, the AUP created the Internet portal “Media Education and Media Literacy”. It is aimed at sharing Academy’s achievements with a wider range of stakeholders, as well as promoting communication between media educators. The portal has web pages for high school teachers (with gradation by groups of classes), for teachers of free economic education and media consumers; map of media educational initiatives of Ukraine; media education news section; electronic library, calendar of events, lesson plans, presentations, etc. Currently, its active users are more than 3,000 people (AUP, 2020).

It is noteworthy that the AUP team is aware of the importance of developing digital and media literacy skills not only in children and youth but also in citizens of other ages. With the support of the Ministry of Foreign Affairs and International Trade of Canada, a project “Media Literacy Program for Citizens” was launched in partnership with three organizations: the Ukrainian Press Academy, IREX, and StopFake. Its goal is to strengthen the resilience of citizens to the destabilizing force of false information. There have been achieved significant results. These are some of them: within the framework of the project, a media literacy curriculum was developed, 428 trainers were trained in 14 regions of Ukraine, who in turn conducted training for more than 15,000 citizens (AUP, 2020). The project also developed an information campaign to raise public awareness of anti-propaganda and manipulation issues. These results are gaining more importance currently as Ukraine is going through hard times of a hybrid war imposed by Russia and is under the threat of a real war.

To sum up, it should be acknowledged that the above-mentioned scientific schools have received significant and obvious achievements in the media education and learning field. They have already become well-known centers of media education and learning among the media education pedagogical community, public associations, and organizations. However, it is worth highlighting another media education center, which has also achieved significant results in introducing media literacy skills development in the educational process, in the formation of

the scientific basis, educational and methodological support of the media education process. This center is situated in the south of Ukraine, the city of Mykolayiv. It is the College of Press and Television and it has become a new, but already well-known center of media education among Ukrainian media educators and scholars.

The College of Press and Television is the only non-governmental higher education institution of the second level of accreditation in Ukraine, which has been training specialists for mass media since 1993. The mission of the College is to create conditions for the functioning of an open democratic society in Ukraine by training new professionals for truly democratic media (Golovchenko, 2019).

The training of specialists at the College of Press and Television is based on basic pedagogical technology, which was developed and implemented by the scientific and pedagogical staff of the educational institution. It is known as didactic information space (DIS). It means a system of organizational and pedagogical events and activities to create conditions conducive to accelerated professional development, personality and creative assimilation of knowledge. The scientific and pedagogical staff of the College not only trains future reporters but also actively deals with issues of development and research in the field of media education and literacy, and its implementation in other educational institutions in Ukraine. The author is the director of the mentioned College and directly led the process of formation and implementation of media literacy development technologies in the educational process.

The directions of the College media education and learning activities involve the cooperation and collaboration with world media educational organizations; the participation in international media educational projects; the creation of television projects and documentaries as the platform to experience the media literacy skills of the College students, the arrangement and holding the all-Ukrainian annual competition of school media.

One of the brightest examples of media educational activity in the College is the introduction of successful experience of media-developed countries in Ukraine's realities. For instance, in 2007–2008, as part of the PAUCI project "Polish Experience of Administrative and Territorial Reform Against the Ignorance of District Editors", the College of Press and Television invited Polish experts to tell district editors and local government representatives about administrative and territorial reform, which took place in Poland. In particular, there were held the seminars for district publication editors on the Polish experience of the impact of administrative-territorial reform on the development of Polish education and on community development; there were held round tables for educators of Mykolayiv region, for deputies of different levels, representatives of public administration; a round table in the Regional Chamber of Commerce and Industry, during which the issue of the impact of administrative and territorial reform on business development in Poland was

discussed; there was organized a meeting with members of the Mykolayiv Regional Branch of the Association of Cities of Ukraine where 15 mayors and chairmen of village councils of Mykolayiv region gathered together to gain a new experience; a meeting with the mayor of Mykolayiv and deputy mayors; meeting with the rector of the Mykolayiv State University that carries out preparation of future pedagogical staff, the director of Institute of Pedagogical Education, the director of Institute of Public Administration of Petro Mohyla Mykolayiv State Humanitarian University, who is engaged in training for public administration, vice-rector of the Institute of Public Administration. As a result, a television version of the project was created. It was the documentary film *Polish Experience of Administrative-Territorial Reform*, which was distributed among the district councils of the Mykolayiv region (19 districts), and among the educational institutions of Mykolaiv (Golovchenko, 2019).

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

All the above-mentioned gives the grounds to argue that there are not three but five established and well-known centers for media education and learning in Ukraine, in particular:

- Laboratory of Psychology of Mass Communication and Media Education, Institute of Social and Political Psychology (Kyiv),
- School of Media Didactics of H. Onkovich (Kyiv),
- Academy of Ukrainian Press (Kyiv),
- Institute of Media Ecology, Ivan Franko Lviv National University (Lviv),
- College of Press and Television (Mykolayiv).

It should be noted that all of these centers are different in structure, direction, and areas of their investigations but there is one thing that unites them all, that is media education and learning. Within this context, they are actively working out the media literacy curricula for all levels of the education system in Ukraine; creating textbooks and manuals in media learning; arranging scientific methodological and practical conferences, workshops, seminars, etc. Thanks to these centers, proper educational and methodological support of media educational activities are created for national secondary schools and higher educational institutions. Their efforts promote and popularize media education and learning. In addition, they bring together non-governmental organizations and associations whose activities are aimed at developing media literacy skills for the general public.

The prospects for further research are seen by the author in the analysis of new trends in media education and learning in Ukraine, in particular in the context of total distance learning at educational institutions of different levels and various educational systems, due to the spread of COVID-19 and the challenges it imposes.

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ABSTRAKT

W dzisiejszej rzeczywistości cyfrowej wiedza z zakresu mediów informacyjnych jest kluczowa dla każdego członka społeczeństwa, dlatego edukacja medialna nabiera coraz większego znaczenia. Ukraina ma już pewne pozytywne osiągnięcia w rozwoju edukacji medialnej. Celem niniejszego opracowania jest analiza i usystematyzowanie doświadczeń będących efektem edukacji medialnej w Ukrainie. Zastosowano następujące metody badawcze: przegląd literatury, dobór kryteriów analizy, dobór odpowiednich informacji i interpretacji wyników oraz systematyzację i prognozykę dla zarysowania dalszych perspektyw edukacji medialnej w Ukrainie. Zgodnie z kryteriami (historycznymi, metodologicznymi, prognostycznymi) wyodrębniono i opisano działalność pięciu ukraińskich ośrodków edukacji medialnej: Instytutu Psychologii Społecznej i Politycznej, Instytutu Szkolnictwa Wyższego Narodowej Akademii Nauk Pedagogicznych Ukrainy (Kijów), Instytutu Ekologii Informacji Masowej (Lwów), Akademii Prasy Ukrainy (Kijów) oraz Kolegium Prasy i Telewizji (Mikołajów). Przeanalizowano historię ich powstania, cechy rozwoju i wdrażania wsparcia naukowo-edukacyjno-metodycznego, a także nakreślono kierunki ich dalszej działalności. Jak stwierdzono, ośrodki te mają podobną misję w ramach edukacji medialnej. Różnice przejawiają się jedynie w praktycznej realizacji edukacji medialnej. Ponadto w artykule zidentyfikowano perspektywy dalszych badań nad edukacją medialną i uczeniem się w warunkach kształcenia na odległość.

Słowa kluczowe: Ukraina; edukacja medialna; ośrodki edukacji medialnej; pozytywne osiągnięcia; edukacja medialna