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## Articles and Statements

### Students' Audience Competency Levels on the Topic "School and University in the Mirror of Audiovisual Media Texts"

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#### Abstract

Analysis of the questionnaire on the theme "School and university in the mirror of audiovisual media texts" shows that only one third of students demonstrate a high level of the motivational indicator of media competence development. The indicator implies a wide range of genre, thematic, emotional, gnoseological, hedonistic, intellectual, psychological, creative, aesthetic motives (including: the choice of a diverse genre and thematic spectrum of media texts with the mandatory inclusion of non-entertainment genres; the pursuit of philosophical/intellectual/aesthetic dispute or dialogue with the creators of media text, criticism of their position, identification, empathy, striving for aesthetic impressions, obtaining new information, confirming their own competence in various spheres of life and media culture, searching for materials for educational, scientific, research purposes etc.). Approximately half of the students surveyed exhibit an average level of motivation, and about 20 % of students are focused exclusively on entertainment media.

Analysis of students' answers to questions revealing their levels of information index of media competence in relation to audiovisual media texts on school and university topics shows that approximately 15 % of students in two groups find themselves on a relatively high level, about a third of the audience – an average level, while the rest of the audience (52 %) – low. None of the students surveyed demonstrate a high level of interpretation (analytical, evaluative) indicator of media competence in relation to audiovisual media texts on the subject of school and university. The average level of analytical skills is exhibited by less than 5 % of respondents.

**Keywords:** survey, students, audiovisual media text, school topic, university, media, cinema.

#### 1. Introduction

This article analyzes the levels of competence of the student audience on the subject "School and university in the mirror of audiovisual media texts". Unlike our previous works on this topic (Fedorov et al., 2017; 2018), we analyze not the audiovisual media texts about school and university life, but the levels of their understanding by the modern student audience.

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## 2. Materials and methods

The material of our study is a questionnaire on the subject “School and university in the mirror of audiovisual media texts” filled in by the first year students majoring in Education. When designing questions and assignments for students, we used a closed-ended type of survey. The choice of this type is conditioned by its time efficiency and a clearer form to fill in and interpret. The quantitative research was processed by the associate professor I.V. Chelysheva.

In this ascertaining experiment, we involved two student groups of junior courses of a pedagogical profile (a control group and an experimental one) with a total of 48 people (39 female students and 9 male students). Due to the drastic quantitative domination of female students over male (which is in fact typical for Education departments in Russian universities), the answers received are unequal in terms of gender and speak mostly about the preferences and knowledge of female students rather than male students.

The analysis of media competence levels of the audience is based on the classification of indicators developed by our research group earlier (Fedorov, 2007; 2011), but in this case with respect to the topic “School and university in the mirror of audiovisual media texts”. The full text of the survey is provided in the appendix. We were interested in the levels of motivational (genre, thematic, psychological, therapeutic, emotional, epistemological, moral, intellectual, creative and aesthetic motives that are used to contact the audience with media texts) and the information indicator (knowledge on the school and university in the audiovisual sphere) of the audience’s media competence. We also used analytical and creative tasks to identify the level of interpretation/evaluation and creative indicators.

## 3. Discussion

We agree that “the diagnosis of media competence levels is a goal to which all agencies and institutions responsible for improving the quality of life of the citizens must strive for in order to achieve mediatic citizenship through specific training that will make possible an effective, autonomous and civic use of media and technology. ... At this point, it is necessary to address the real possibilities of teaching media literacy skills (media competence) according to the curriculum of each of the educational stages” (García-Ruiz, Gozávez, Aguaded, 2014: 22-23). The topic of media competence has become quite common in scientific works on media education (Baguza, 2014; Blumeke, 2000; Buckingham, 2003; Fateeva, 2015; Fedorov, 2007; 2011; Fernández-Ulloa, 2013; Ferrés, 2007; García-Ruiz, Gozávez, Aguaded, 2014; Hippel, 2010; Kačínová, 2018; Potter, 2001; Protopopova, 2009; Ramírez-García, González-Fernández, 2016; Schorb, 2010; Soldatova et al., 2013; Worsnop, 2004; Zadorin et al., 2017).

The Zirkon Research Group headed by I.V. Zadorin, drawing on the definition of media literacy, adopted by the Ministry of Communications and Mass Media of the Russian Federation, classified the parameters of media literacy/competence of citizens as follows: “1. The ability to effectively search and find the necessary information; 2. The ability to protect themselves from malicious and excessive content; 3. The ability to verify and critically evaluate information using alternative sources of information; 4. The ability to adequately perceive information and use it effectively (correctly); 5. The ability to effectively and correctly disseminate information taking into account the requirements of the legislation (protection of personal data, copyright, countering extremism, etc.)” (Zadorin et al., 2017: 125). As we can see, the main focus of this definition is on the protective aspects of media competence / media literacy.

In 2007, we proposed other indicators of media competence, including such critical ones as:

- motivational indicator (The high level: a wide range of genre, thematic, emotional, gnoseological, hedonistic, intellectual, psychological, creative, ethical, and aesthetic motives for contacts with media and media texts, including: the choice of a diverse genre and thematic spectrum of media texts with the obligatory inclusion of non-entertaining genres; the desire to get new information, the desire for recreation, compensation, entertainment (moderately); the strive for identification, empathy, the desire to confirm one’s competence in various areas of life and media culture, to find materials for educational, scientific, research purposes, for artistic impressions, for philosophical/intellectual, ethical, aesthetic dispute/dialogue with the creators of the media text, to criticize their position; the desire learn how to create media texts, following professional examples. The intermediate level: a complex of genre, thematic, emotional, epistemological, hedonists, psychological, ethical, and aesthetic motives for contacts with media

and media texts, including: the choice of a diverse genre and thematic spectrum of media texts with a dominant orientation to entertainment genres; craving for thrill; desire for recreation, entertainment, identification, and empathy; the desire to get new information, to learn moral lessons from a media text; the strive for compensation, psychological "healing"; desire for artistic impressions; weak expression or lack of intellectual, creative motives of contacts with media texts. The low level: a narrow range of genre, thematic, emotional, hedonistic, ethical, and psychological motives for contacts with media and media texts, including: the choice of exclusively entertainment genre and thematic spectrum of media texts; craving for thrill; desire for recreation, entertainment and compensation; the desire for psychological "healing"; lack of aesthetic, intellectual, creative motives of contacts with media texts).

- Informational indicator (the high level: knowledge of the majority of basic terms, theories, and key facts and figures in the history of media culture; a clear understanding of the process of mass communication and media influences in the context of the real world. The intermediate level: knowledge of certain basic terms, theories, some facts of development history media culture, mass communication, media exposure. The low level: lack of knowledge (or extremely scarce, limited knowledge in this that area) of basic terms, theories, facts and media personalities).

- Interpretational/analytical indicator (the high level: the ability to critically analyze the functioning of media in society, taking into account various factors based on highly developed critical thinking; analysis of media texts based on media perception close to "complex identification", ability to analyze and synthesize the space and time settings of a media text, understanding, interpretation, involving comparison, abstraction, induction, deduction, synthesis, critical assessment of the author's concept in context of the structure of the work, historical and cultural contexts (expressing consensus or disagreement with the author's position, critical evaluation of moral, emotional, aesthetic, social significance of a media text, ability to correlate emotional perception with conceptual judgment, transfer this judgment to other genres/types of media culture, associate a media text with one's own experience and those of other people, etc.). Thus, a critical analysis of a media text is based on high levels of information, motivational and perceptual indicators.

The medium level: the ability to critically analyze the process of the functioning of media in society, considering individual, the most noticeable factors based on the average development of analytical thinking; the ability to characterize the actions and psychological states of media text characters on the basis of fragmentary knowledge, the ability to explain the logic of the sequence of events in the plot, the ability to tell about the individual components of the media image, the lack of interpretation of the author's position (or its primitive interpretation). In general, the analysis of the media text is based on the average levels of informational, motivational and perceptual indicators. The low level: lack of ability to critically analyze the process of functioning of media in society, lack of ability for analytical thinking. Such media consumption is characterized by unawareness of the media language, instability, confusion of judgment, uncertainty, susceptibility to external influence, lack of (or extreme simplicity) interpretation of the characters' position and the authors' position; low level of tolerance to multi-valued, complex media texts; while a person is able to render the plot, his/her attempts to analyze a media text are based on low levels of information, motivational and perceptual indicators).

- Creative indicator (high level: evident level of creativity in various activities (perceptual, games and play activities, artistic, research, etc.) related to media; medium level: creative abilities are manifested only in certain types of activities related to media, while they are not clearly expressed; low level: creativity is weak, fragmented, or absent altogether (Fedorov, 2007: 31-56).

These are key indicators of media competence (in our research of 2007, they were supplemented with contact, perceptual and practical/activity indicators) that serve as the basis for our study of students' media competence in relation to school and university audiovisual media texts.

#### 4. Results

Analysis of the results of the survey to identify the levels of competence of the audience on the topic "School and university in the mirror of audiovisual media texts" in the experimental and control groups (23 and 25 people) shows that (see Appendices 1 and 2):

- students of the experimental group mostly prefer entertainment genres of films and television series about the school and the university: comedy, melodrama and fantasy (43.5 % to

65.2 %), the melodrama genre being preferred by female students). The school dramas, which often pose acute problems, appeal to about a third of the student audience. The control group of students also prefers comedies and melodramas, while there are some fans of detective stories and a little less – of drama.

- In television programs and Internet sites on the school-university theme, the experimental group (mostly female students) are attracted to informational (interviews, reportage, etc.) analytical, publicist (review, talk shows, etc.) genres, the share range from 39.1 to 65 %. The students of the control group, on the contrary, favour the literary and dramatic genres (TV series, entertainment shows, etc.) – 52 %, female only.

- The storylines that attract students to media texts on school-university topics, in the group of the experimental group, are pedagogical, historical, adventure, love and moral (from 34 % to 39 %), while the setting in our days only appeal to 17.4 % of the respondents. In the control group, the results were similar, but somewhat different: moral (44.0 %), modern, historical, adventure, pedagogical and love storylines (32-36 %) prevailed. Both groups, from one-fourth to one-third of the students, showed an interest in the psychopathological development of storylines while practically completely ignoring its erotic aspects.

- The psychological, therapeutic, emotional, epistemological, moral, intellectual, creative and aesthetic motives of contacts with audiovisual media texts on school and university topics of the students of the experimental groups include: the aspiration to get new information (69.6 %), recreation, escapism from real-life problems (39.1 %), search for materials for educational, scientific, research purposes (34.8 %), striving for aesthetic impressions (34.8 %). Similar motives, however, in another sequence dominate among the students of the control group, although they are diluted with a yearning for thrill.

Students' answers to questions revealing their levels of information index of media competence in relation to audiovisual media texts on school and university topics show that:

- a quarter of the students of the experimental group are convinced that in the USSR in the 1940s no audio-visual media texts on the school theme were created, and a significant part of the respondents (34.8 % in the experiment group and 48 % of the control group) claim that the audiovisual media texts of the 1960–1970s were forbidden to show the shortcomings of school life;

- about forty per cent of students from both groups expressed confidence that all the audio-visual texts on the subject of school and university always reflect the point of view of the government;

- almost three-quarters of the surveyed students from both groups felt that perceptual skills were not related to audio-visual texts on the subject of school and university; half of the respondents from the experimental group were convinced that skills to select media production have nothing to do with it;

- One third of the students from two groups know that a long established *Teachers' Newspaper (Uchitelskaya Gazeta)* does not have an online version, and only up to 8 % of the students surveyed are aware about the presence of information on the Internet about school and university.

- 92 % of the control group students thought that the popular Russian TV series *School (2010)* were filmed in the 1970s;

- 26.1 % of the surveyed students of the experimental group and 8 % of the control group were convinced that the film *Walking the Streets of Moscow (1963)*, constantly broadcast on television, speaks about school. There are even more students who consider that *Ivan's Childhood (1962)* by A. Tarkovsky is also a film on the school theme: 34.8 % in the group of the experiment group and 68 % in the control group. And only about a quarter of the students surveyed are aware that the drama *The Dead Poets' Society (1989)* is, in fact, a film on a school theme;

But the popularity of the horror genre in the repertoire of American cinema on the school/university theme was reasonably indicated by 78.3 % to 96.0 % of the students surveyed.

Within the framework of the creative tasks unit, students of both groups were asked to perform a small written work, choosing one of three tasks from the list:

- audiovisual media text on the school/university, which produced a particularly strong impression;

- audiovisual media text on the school/university, which influenced my attitude to myself and to others;

- analysis of one episode of a memorable audiovisual media text on the school/university.

These tasks, according to the technology developed by Y.N. Usov (Usov, 1989) differ in difficulty level.

As a result, 43.5 % of the experimental group students failed to cope with the task (that is, they could not write an essay), but even those students (in two groups) who ventured to begin writing an essay, did not (with rare exceptions) succeed, confining themselves to simple phrases "I liked it", "the media text influenced me", did not provide any supporting arguments.

Identifying the level of creative indicator of students' media competence in relation to audiovisual media texts on school-university topics was possible with the help of the following series of creative tasks from which students could choose one:

- describe a frame from the audiovisual media text on the school/university theme, which best expresses its message, as you comprehend it;
- suggest your visual version of the author's message in the form of a poster or collage;
- convey the author's message, using a poem, metaphorical content of which partially matches (or coincides) with the media text;
- create a story on behalf of the media text's character (while preserving the peculiarities of his/her character, vocabulary, etc.);
- write a monologue or a letter about the audiovisual media text on the school/university on behalf of one of the representatives of a differentiated audience (specify age, social, professional and educational background).

Eventually, from 36.0 % to 69.6 % of the students surveyed failed the task. The rest (from 17.4 % to 56.0 % of the respondents) tried to carry out the first task, but, alas, overwhelmingly unsuccessfully.

## 5. Conclusion

Analysis of the questionnaire on the theme "School and university in the mirror of audiovisual media texts" shows that only one third of students demonstrate a high level of the motivational indicator of media competence development. The indicator implies a wide range of genre, thematic, emotional, gnoseological, hedonistic, intellectual, psychological, creative, aesthetic motives (including: the choice of a diverse genre and thematic spectrum of media texts with the mandatory inclusion of non-entertainment genres; the pursuit of philosophical/intellectual/aesthetic dispute or dialogue with the creators of media text, criticism of their position, identification, empathy, striving for aesthetic impressions, obtaining new information, confirming their own competence in various spheres of life and media culture, searching for materials for educational, scientific, research purposes etc.). Approximately half of the students surveyed exhibit an average level of motivation, and about 20 % of students are focused exclusively on entertainment media.

Analysis of students' answers to questions revealing their levels of information index of media competence in relation to audiovisual media texts on school and university topics shows that approximately 15 % of students in two groups find themselves on a relatively high level, about a third of the audience – an average level, while the rest of the audience (52 %) – low. None of the students surveyed demonstrate a high level of interpretation (analytical, evaluative) indicator of media competence in relation to audiovisual media texts on the subject of school and university. The average level of analytical skills is exhibited by less than 5 % of respondents.

A similar situation has been revealed related to the levels of the creative indicator of students' media competence in relation to media texts about school and university (not a single case of a high level, 7 % of students at an average and 93 % at a low).

If we carried out a similar experiment among students, for instance of an engineering/IT department, then, probably, such results would produce a less alarming affect. But the fact that the majority of future school teachers have a low level of informational, analytical and creative indicators of media competence accounts for a really dysfunctional situation in this area. Only a consistent media education process can, in our opinion, change this situation for the better.

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### Appendix 1

Defining levels of the audience's media competence on the theme "School and University in the Mirror of Audiovisual Media Texts" in the experimental group (23 persons)  
(Unit 1, 2, 3, 4: All results represented as percentages)

#### Gender differentiation

Gender	Percentage
female	82.6
male	17.4

#### Unit 1. Questions to reveal the motivational indicator

##### 1.1. Motivation to contact audiovisual media texts on school/university theme

##### 1.1.1. Genre motivation

1.1.1.1. What genres appeal to you most as regards films/TV series about school/university?  
(the respondent is allowed to choose multiple response options)

Genre	Female	Male	Total
a. Comedy	52.2	13.0	65.2
b. Melodrama	34.8	8.7	43.5
c. Science fiction	34.8	8.7	43.5
d. Detective story	26.1	8.7	34.8
e. Drama	26.1	4.3	30.4
f. Thriller	21.7	4.3	26.1
g. Horror	26.1	0.0	26.1
h. Musical	17.4	0.0	17.4
i. Other	0.0	0.0	0.0
j. None	0.0	0.0	0.0

1.1.1.2. What genres appeal to you most as regards Internet sites about school/university?  
(the respondent is allowed to choose multiple response options)

Genre	Female	Male	Total
Information (report, interview)	52.2	13.0	65.2
Analytical (talk show, profile, etc.)	26.1	13.0	39.1
Literary, drama	21.7	4.3	26.1
Other	4.3	0.0	4.3
None	4.3	0.0	0.0

##### 1.2. Storylines motivating to contact a specific media text on school/university theme

1.2.1. Which storylines attract you to films, TV shows, and Internet sites on school/university? (the respondent is allowed to choose multiple response options)

<i>Storylines</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
pedagogical	34.8	4.3	39.1
historical	30.4	8.7	39.1
adventure	34.8	4.3	39.1
romantic	26.1	8.7	34.8
moral	30.4	4.3	34.8
sci-fi	21.7	4.3	26.1
war epic	21.7	4.3	26.1
psycho	21.8	4.3	26.1
contemporary	8.7	8.7	17.4
religious	13.0	0.0	13.0
political	4.3	4.3	8.7
sports	8.7	0.0	8.7
ecological	8.7	0.0	8.7
space epic	4.3	4.3	8.7
criminal	4.3	0.0	4.3
other	4.3	0.0	4.3
erotic	0.0	0.0	0.0
none	0.0	0.0	0.0

*1.3. Psychological, therapeutical, emotional, gnoseological, moral, intellectual, creative and aesthetic motives of contact with audiovisual media texts about school/university*

1.3.1. Define the main motives of your contacts with media texts (TVseries/programs, films, Internet sites, etc.) on school and university subjects (the respondent is allowed to choose multiple response options)

<i>Motives</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
yearn to get new information	52.2	17.4	69.6
desire to relax, escapism from real life problems	30.4	8.7	39.1
research aims	26.1	8.7	34.8
strive for identification (empathy, relation to the media text's character)	30.4	0.0	30.4
aesthetic pleasure	30.4	0.0	30.4
need to learn how to create own media texts following the best practices	21.7	4.3	26.1
compensation of something that lacks in real life	17.4	0.0	17.4
learning a moral lesson	13.0	4.3	17.4
philosophical/intellectual argument/dialogue with the media text's authors	13.0	4.3	17.4
need to confirm one's competence in various spheres of life including media culture	13.0	4.3	17.4
fan's feelings about an actor/anchorman, etc.	13.0	4.3	17.4
entertainment	13.0	0.0	13.0
pursuit of psychological "healing" (therapeutic treatment of discomfort)	13.0	0.0	13.0
pursuit of thrill	13.0	0.0	13.0
killing free time	13.0	0.0	13.0
liking for the music score/soundtrack	8.7	4.3	13.0
pursuit to criticize, challenge the author's position	8.7	0.0	8.7
fan's feelings about the media text's author	4.3	0.0	4.3

no particular motives	0.0	0.0	0.0
other motives	0.0	0.0	0.0

*Unit 2. Questions to reveal the information indicator of the audience's media competence in relation to audiovisual media texts on school/university theme*

2.1. Basic knowledge of media texts dedicated to school/university

2.1.1. Which of the following statements is true?

<i>Statement</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
It was forbidden to show drawbacks of school life in American audiovisual media texts of the 1960s-1970s	34.8	0.0	34.8
In the USSR there were no audiovisual media texts about school in the 1940s	21.7	4.3	26.1
"Teachers' Newspaper" has a web version	13.0	13.0	26.1
TVseries "Sparta" is based on the script by a French playwright	13.0	0.0	13.0

2.1.2. Complete the sentence: «Russian TVseries "School" was films in..."

<i>Time periods</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
in the XXI century	43.5	17.4	60.9
in the 1990s	26.1	0.0	26.1
in the 1970s	13.0	0.0	13.0
in the 1980s	0.0	0.0	0.0

2.1.3. Which of the following films is about school?

<i>Film titles</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Dead poets' society	26.1	8.7	34.8
Ivan's Childhood	34.8	0.0	34.8
Walking the Streets of Moscow	17.4	8.7	26.1
Schindler's List	4.3	0.0	4.3

2.1.4. Horrors which setting is at school are mostly popular in...

<i>Countries</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
USA	65.2	13.0	78.3
Germany	4.3	4.3	8.7
Russia	8.7	0.0	8.7
France	4.3	0.0	4.3

2.1.5. Which of the statements is false?

<i>Statement</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
All audiovisual texts about school and university always reflect the point of view of the state (power)	56.5	4.3	60.9
Audiovisual media texts on school/university theme are created in many countries	26.1	8.7	34.8
There are special TV channels targeted at children's audience	0.0	4.3	4.3

The Internet has a lot of files of documentary media texts related to school and university	0.0	0.0	0.0
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2.1.6. Which of the functions does not relate to audiovisual texts on school/university theme?

<i>Functions</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
vegetative	60.9	13.0	73.9
therapeutical	17.4	4.3	21.7
entertaining	4.3	0.0	4.3
informative	0.0	0.0	0.0

*Unit 3. Creative assignments to identify the level of interpretational indicator of the audience's media competence in relation to audiovisual media texts on school/university theme*

3.1. Choose one of the three topics and write a 1-2 page essay.

<i>Assignment</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
failed	4.8	8.7	43.5
an essay about the media text that had a great impact	21.7	4.3	26.1
an essay about an episode from the media text	26.1	0.0	26.1
an essay about the media text that influenced the attitude to oneself and other people	0.0	4.3	4.3

*Unit 4. Creative assignments to identify the level of creative indicator of the audience's media competence in relation to audiovisual media texts on school/university theme*

<i>Chosen topics for the assignment</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
failed	60.9	8.7	69.6
describe a film shot that expresses, in your view, the film's message	8.7	8.7	17.4
suggest your visual idea of metaphorical concept in the form of a poster or collage	4.3	0.0	4.3
convey the author's message, using a poem, metaphorical content of which partially matches (or coincides) with the media text	4.3	0.0	4.3
create a story on behalf of the media text's character (while preserving the peculiarities of his/her character, vocabulary, etc.)	4.3	0.0	4.3
write a monologue or a letter about the audiovisual media text on the school / university on behalf of one of the representatives of a differentiated audience (specify age, social, professional and educational background)	0.0	0.0	0.0

## Appendix 2

*Defining levels of the audience's media competence on the theme "School and University in the Mirror of Audiovisual Media Texts" in the control group (25 persons)*

(Unit 1, 2, 3, 4: All results represented as percentages)

### Gender differentiation

Gender	Percentage
female	80.0
male	20.0

### Unit 1. Questions to reveal the motivational indicator

#### 1.1. Motivation to contact audiovisual media texts on school/university theme

##### 1.1.1. Genre motivation

1.1.1.1. What genres appeal to you most as regards films/TV series about school/university? (the respondent is allowed to choose multiple response options)

Genre	Female	Male	Total
a. Comedy	60.0	20.0	80.0
b. Melodrama	44.0	4.0	48.0
c. Science fiction	28.0	12.0	40.0
d. Detective story	12.0	16.0	28.0
e. Drama	20.0	4.0	24.0
f. Thriller	24.0	0.0	24.0
g. Horror	16.0	8.0	24.0
h. Musical	12.0	8.0	20.0
i. Other	0.0	4.0	4.0
j. None	0.0	0.0	0.0

1.1.1.2. What genres appeal to you most as regards Internet sites about school/university? (the respondent is allowed to choose multiple response options)

Genre	Female	Male	Total
Information (report, interview)	52,0	0,0	52,0
Analytical (talk show, profile, etc.)	28,0	12,0	40,0
Literary, drama	6,0	8,0	24,0
Other	8,0	8,0	16,0
None	0,0 %	0,0	0,0

#### 1.2. Storylines motivating to contact a specific media text on school/university theme

1.2.1. Which storylines attract you to films, TV shows, and Internet sites on school/university? (the respondent is allowed to choose multiple response options)

Storylines	Female	Male	Total
moral	32.0	12.0	44.0
contemporary	28.0	8.0	36.0
historical	28.0	8.0	36.0
adventure	28.0	8.0	36.0

pedagogical	28.0	4.0	32.0
romantic	28.0	4.0	32.0
psychological	20.0	12.0	32.0
space epic	20.0	8.0	28.0
war epic	16.0	8.0	24.0
sci-fi	8.0	12.0	20.0
criminal	8.0	8.0	16.0
sport	12.0	4.0	16.0
ecological	12.0	4.0	16.0
religious	8.0	4.0	12.0
erotic	0.0	4.0	4.0
political	0.0	0.0	0.0
other	0.0	0.0	0.0
none	0.0	0.0	0.0

### 1.3. Psychological, therapeutical, emotional, gnoseological, moral, intellectual, creative and aesthetic motives of contact with audiovisual media texts about school/university

1.3.1. Define the main motives of your contacts with media texts (TVseries/programs, films, Internet sites, etc.) on school and university subjects (the respondent is allowed to choose multiple response options)

<i>Motives</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
research aims	36.0	12.0	48.0
yearn to get new information	28.0	12.0	40.0
aesthetic pleasure	40.0	0.0	40.0
pursuit of thrill	20.0	8.0	28.0
desire to relax, escapism from real life problems	24.0	0.0	24.0
compensation of something that lacks in real life	16.0	4.0	20.0
fan's feelings about an actor/anchorman, etc.	8.0	12.0	20.0
liking for the music score/soundtrack	16.0	4.0	20.0
fan's feelings about the media text's author	16.0	4.0	20.0
strive for identification (empathy, relation to the media text's character)	16.0	0.0	16.0
entertainment	12.0	4.0	16.0
philosophical/intellectual argument/dialogue with the media text's authors	12.0	4.0	16.0
pursuit of psychological "healing" (therapeutic treatment of discomfort)	12.0	4.0	16.0
pursuit to criticize, challenge the author's position	16.0	0.0	16.0
learning a moral lesson	12.0	0.0	12.0
need to learn how to create own media texts following the best practices	4.0	0.0	4.0
need to confirm one's competence in various spheres of life including media culture	0.0	4.0	4.0
no particular motives	4.0	0.0	4.0
killing free time	0.0	0.0	0.0
other motives	0.0	0.0	0.0

*Unit 2. Questions to reveal the information indicator of the audience's media competence in relation to audiovisual media texts on school/university theme*

## 2.1. Basic knowledge of media texts dedicated to school/university

## 2.1.1. Which of the following statements is true?

<i>Statement</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
It was forbidden to show drawbacks of school life in American audiovisual media texts of the 1960s-1970s	40.0	8.0	48.0
In the USSR there were no audiovisual media texts about school in the 1940s	28.0	8.0	36.0
"Teachers' Newspaper" has a web version	8.0	4.0	12.0
TVseries "Sparta" is based on the script by a French playwright	4.0	0.0	4.0

## 2.1.2. Complete the sentence: «Russian TV series "School" was films in...»

<i>Time periods</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
1970s	72.0	20.0	92.0
1990s	8.0	0.0	8.0
1980s	0.0	0.0	0.0
in the XXI century	0.0	0.0	0.0

## 2.1.3. Which of the following films is about school?

<i>Film titles</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Ivan's Childhood	52.0	16.0	68.0
Dead poets' society	24.0	0.0	24.0
Walking the Streets of Moscow	4.0	4.0	8.0
Schindler's List	0.0	0.0	0.0

## 2.1.4. Horrors which setting is at school are mostly popular in...

<i>Countries</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
USA	76.0	20.0	96.0
Germany	4.0	0.0	4.0
France	0.0	0.0	0.0
Russia	0.0	0.0	0.0

## 2.1.5. Which of the statements is false?

<i>Statement</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
All audiovisual texts about school and university always reflect the point of view of the state (power)	56.0	8.0	64.0
Audiovisual media texts on school/university theme are created in many countries	12.0	8.0	20.0
There are special TV channels targeted at children's audience	4.0	4.0	8.0
The Internet has a lot of files of documentary media texts related to school and university	8.0	0.0	8.0

## 2.1.6. Which of the functions does not relate to audiovisual texts on school/university theme?

<i>Functions</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
therapeutical	0.0	0.0	0.0
informative	0.0	0.0	0.0
entertaining	12.0	0.0	12.0
vegetative	68.0	20.0	88.0

*Unit 3. Creative assignments to identify the level of interpretational indicator of the audience's media competence in relation to audiovisual media texts on school/university theme*

## 3.1. Choose one of the three topics and write a 1-2 page essay

<i>Assignment</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
an essay about the media text that had a great impact	60.0	12.0	72.0
an essay about the media text that influenced the attitude to oneself and other people	12.0	8.0	20.0
an essay about an episode from the media text	8.0	0.0	8.0

*Unit 4. Creative assignments to identify the level of creative indicator of the audience's media competence in relation to audiovisual media texts on school/university theme*

<i>Chosen topics for the assignment</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
describe a film shot that expresses, in your view, the film's message	44.0	12.0	56.0
failed	28.0	8.0	36.0
suggest your visual idea of metaphorical concept in the form of a poster or collage	4.0	0.0	4.0
write a monologue or a letter about the audiovisual media text on the school / university on behalf of one of the representatives of a differentiated audience (specify age, social, professional and educational background)	4.0	0.0	4.0
convey the author's message, using a poem, metaphorical content of which partially matches (or coincides) with the media text	0.0	0.0	0.0
create a story on behalf of the media text's character (while preserving the peculiarities of his/her character, vocabulary, etc.)	0.0	0.0	0.0