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Summary of Professional Accomplishments

1. Name and Surname

Grzegorz Ptaszek

2. Received diplomas, academic degrees with the specification of the places and year being received, the title of doctoral thesis

a) 2006 - received the doctorate in the humanities (in the field of linguistics), Faculty of Polish Studies, University of Warsaw. The title of the doctoral dissertation: "Talk show as a genre of TV conversation (on the example of" Rozmowy w toku "in TVN)"; The dissertation supervisor: prof. dr hab. Jerzy Podracki; reviewers (readers): prof. dr hab. Maria Wojtak (UMCS in Lublin), dr hab. Radosław Pawelec (University of Warsaw).

b) 2007 - Master of Psychology, Faculty of Psychology, University of Social Sciences and Humanities in Warsaw (currently: SWSP University). Thesis title: "Psychological gender, gender identity, and personality disorders in homosexual men" (supervisor: Wiesław Czernikiewicz MD, reviewer: Prof. Zbigniew Lew-Starowicz, MD).

c) 2001 - MA in Polish philology, Faculty of Polish Studies, University of Warsaw. Thesis title: "The language of the TV youth programme Rower Błażeja in TVP 1" (supervisor: Prof. Jerzy Podracki).

3. Information on current employment in academic units

- 1 October 2011 - up to now, AGH University of Science and Technology in Kraków, Faculty of Humanities, Department of Economic Economy and Social Communication (adjunct).

- 1 May 2009 – 30 September 2011, A. Gieysztor Academy of Humanities in Pułtusk, Faculty of Polish Philology (adjunct).

- 1 October 2006 – 30 September 2009, University of Warsaw, Faculty of Polish Studies, Institute of Applied Polish Studies (assistant), member of the Laboratory of Electronic Media Language.

4. The title of academic achievement and titles of publications resulting from art. 16 sec. 2 of the Act of 14 March 2003 on academic degrees and academic titles (Journal of Laws of 2016, item 882, as amended in Journal of Laws of 2016, item 1311):

4.1 The title of academic and /or artistic achievement

Monograph

Grzegorz Ptaszek, *Media education 3.0. Critical understanding of digital media in the era of Big Data and algorithmization*, Kraków 2019: Jagiellonian University Press, ISBN: 978-83-233-4586-2 (pages 355).

Editorial reviewers: dr hab. Mirosław Filiciak, prof. USWPS (SWPS University), dr hab. Eng. Janusz Morbitzer, prof. AWSB (WSB University).

a) The justification of the choice of academic research, and the introduction of the topic of the dissertation.

The introduction of the topic, which is the subject of the monograph submitted to the Central Commission for Degrees and Titles as a scientific achievement, is a resultant of my professional career, during which the two paths have intersected (and still cross): a media-communication path and a psychological-educational one. This topic is part of research on media education (called Media Education Research) undertaken by media and social communication researchers in various research centers around the world, including Poland.

In research on media education, as I write in this publication, we can distinguish four main approaches: pedagogical, informational, communication and culture, and borderline/integrating. Although the pedagogical approach is dominant, especially in Poland, the communication and cultural approach shaped by the works of critics of contemporary society and culture such as: Marshall McLuhan, Michel Foucault, Theodor Adorno, Herbert Marcuse, John Fiske, Neil Postman or Roland Barthes, called by Renne Hobbs "intellectual ancestors of media education"[1], laid the foundations for teaching critical analysis of media messages and the media environment. Media education in this approach and issues related to it constitute an important research area, the purpose of which can be defined as a critical scientific reflection on the study of media understanding (content, media practices, use) and their functioning in a social, cultural and economic context, as well as teaching on media/the

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[1] Hobbs R., eds., *Exploring the roots of digital and media literacy throught personal narrative*, Philadelphia 2016, Temple University Press. Por. Poyntz S. R., *Media education, spectrality and acoustic space. An encounter with Derrida and McLuhan*, „Journal of Curriculum Theorizing" 2009, 25 (1), pp. 133-148.

media through competence education, which enable not only their critical assessment or evaluation of the content or information disseminated with them, but also their creative or social use.

The fact that media education is a part of the research area of media science (and social communication) is evidenced by the establishment of the "Media Education" research section of the Polish Society for Social Communication, as well as the undertaking issues related to media education by many Polish media researchers. and social communication, including prof. Tomasz Goban-Klas, Małgorzata Lisowska-Magdziarz, Justyna Szulich-Kałuża, Michał Drożdż, Małgorzata Bogunia-Borowska, Wojciech Skrzydlewski, Wiesław Godzic, Agnieszka Ogonowska, Mirosław Filiciak, and Bogusław Skowronek. In the communication and cultural approach, however, there are no monographic studies that critically understood media (and the whole media environment) refer to contemporary and extremely current issues, which are the datafication and algorithmization and phenomena that are their consequence. The monograph tries to fill this gap.

Media education 3.0. Critical understanding of digital media in the era of Big Data and algorithmization is also a critical voice in the discussion about the impact of (in recent years) technological and social changes on the redefinition of the field of media education research. At the beginning of the 20th century, along with the spread of the Internet and the development of social media, the competitive concepts of "media literacy" and "digital literacy" entered, which - quite wrongly - placed them in opposition to each other. Noting this contradiction, many world media education researchers postulated to include new media and related phenomena in the field of media education[2], but there are no works in which it is explicitly proposed to include *invisible technologies* in the field of media education - digital data and algorithms - which significantly modify the modern media environment.

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[2] Livingstone S., *Media Literacy and the challenge of new media and communication technologies*, „The Communication Review" 2004, 7, pp. 3–14; DOI: 10.1080/10714420490280152; Hobbs R., *Reconceptualizing media literacy for a digital age* [In] *Digital literacies for learning*, eds. D. Madigan, A. Martin, 2006, Facet Publishing; Buckingham D., *Digital Media Literacies: rethinking media education in the age of the Internet*, „Research in Comparative and International Education" 2007, 2 (1); https://doi.org/10.2304%2Frcie.2007.2.1.43; Buckingham D., *Teaching social media: a critical media education approach*, 2017; https://davidbuckingham.net/2017/11/02/teaching-social-media-a-media-education-approach/ (28.08.2018); Poyntz S. R., Hoechsmann M., *Media literacies. A critical introduction*, Nowy Jork 2012, Wiley-Blackwell.

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b) Scientific goal of the monograph and the research assumptions

The monograph is a theoretical and problematic work and is based on a critical analysis of extensive literature on the subject (almost 600 items) from many disciplines, mainly from media studies, social communication, cultural studies, media sociology, psychology but also law, information technology or pedagogy.

The main research goal is to formulate the assumptions of the concept of media education 3.0 as well as a detailed, critical and problematic description of four phenomena that justify the proposed concept such as: power of new media corporations in communication networks, media platforms as a new type of media organizations, commercial and political profiling, and development of computational propaganda. In my work, I also critically discuss and order issues related to basic problems, such as engagement design techniques, engagement and participation, the concept of digital natives and digital immigrants (which its creator - Marc Prensky - revised in 2009, introducing the concept of "digital wisdom"[3]) or the development of media education in Poland.

The issues of monographs are based on the following assumptions:

1) Datafication underpins contemporary transformations of the media environment (industry, users, content) – that is one of the important features of deep mediatization – based on the collection and transmission of large amounts of digital data.

2) Technological infrastructure was created to design engagement and generate data.

3) The development of new methods of computational analysis based on self-learning systems (including artificial intelligence) enables the processing of digital data, which in turn affects the actions taken by media and technology concerns towards users and other actors of communication networks.

4) Media education must adapt the area of its interest to the changing reality and transformations of the media ecosystem.

The first part of the monograph titled *The Digital Media Environment* consists of two chapters in which the phenomena constituting the context for understanding the concept of media education 3.0. are discussed and characterized. In the first chapter, *Technologies. Media. Commitment* I focus on showing transformations in defining the term "media" (including discussing the original media concept as data extraction proposed by Joseph Turow

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[3] Prensky M., *Digital Wisdom and Homo Sapiens Digital* [In] *Deconstructing digital natives: young people, technology and the new literacies*, eds. M. Thomas, New York 2011, Routledge, pp. 15-29.

and Nick Couldry[4]), showing how technology and culture influenced the development of engagement and participation and became their specific programmers. I also critically discuss the concept of digital natives and digital immigrants. In the second chapter, *Datafication and traceability* I describe the consequences of the development of digital technologies and the activities and engagement that have contributed to the dynamization of the data-driven market, which is the basis for the operation of many technology corporations and the advertising industry. As a result, digital data could be datafied, i.e. presented in a countable way, and thanks to advanced mathematical computing techniques analyzed, correlated with each other and grouped into categories.

The second part, titled *From Media Education 1.0 to Media Education 3.0*, consists in turn of two chapters that adequately deal with: the formation of media education in historical terms (foreign and Polish context) and the discussion of the most important concepts for media education (including the genesis and the scope of meaning and two main concepts of literacy - media and digital - as well as relations between them).

In the third part titled *Media education 3.0. Outline of the concept and selected issues* (containing five chapters) I present the assumptions of the concept of media education 3.0. and four important phenomena from the perspective of the concept, which is the result of datafication and algorithmization described in the second chapter. It is in the fifth chapter, referring, inter alia, to the principle formulated in the 1980s by Len Masterman, that media education must develop in parallel to changes in reality, the concept of "media education 3.0" is introduced as its next stage (wave). Media education 3.0 due to media convergence and deep mediatization (including datafication) expands the area of interest to the entire technological sphere, which is invisible for the user (digital data, algorithms) and refers to hidden and intelligent mechanisms for managing its activity, behavior, attention, content, information and knowledge when using media and digital technologies. In the sixth chapter *The power of the new media corporations in communication networks,* using the concept of "power of communication networks" formulated by Manuel Castells, I prove that the modern power of technology giants that manage the most popular products and services relies on the ability to program communication networks. The technological solutions introduced by them led to a change in the functioning of the entire media industry, especially news media, an example of which is the submission of traditional media corporations to the rules of algorithmic access to content and information. In the third part, I also discuss the effects of

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[4] Turow J., Couldry N., *Media as data extraction: towards a new map of a transformed communications field*, „Journal of Communication" 2018, 68 (2), pp. 267-277; https://doi.org/10.1093/joc/jqx011

the development of online platforms, especially social networking sites, which led to imposing their own rules on other network actors (media institutions, the advertising industry, users), which is called the institutional isomorphism. I also point out two other phenomena that are directly related to the business model of media platforms: profiling and computational propaganda.

The last fourth part titled *Key user competencies in the area of media education 3.0: privacy management and critical thinking* focuses on more practical issues, i.e. two competencies relevant to media education 3.0: management of privacy and critical thinking. Privacy management should be understood as control over content sharing, not the opposite of it. In turn, the development of critical thinking in the context of such phenomena as computational propaganda should take into account the significant influence of cognitive psychological factors on the process of information evaluation, especially incompatible with our beliefs, which is forgotten at all.

c) Presentation of the achieved results and analysis.

Modifications and improvements of technological infrastructure affect not only the users of digital media, consumption, circulation of content and usage practices, but also deeply modify the entire media ecosystem[5]. In the context of the dynamic development of media platforms, the Internet of Things, intelligent technologies using metadata about users and the general increase in the number of digital media users on a global scale and subordinating their activity to Big Data logic and algorithms, the role of media education in a new socio-cultural context should be reconsidered. This is what the concept of media education 3.0 should serve, which redefines the field of media education in invisible technologies, at the same time referring to the foundations formulated in the 1980s by Len Masterman in the book *Teaching the media[6]*.

Media education was developing in response to the social demand in both research and practical activities (competence education) related to the use of media popular in a given period. Referring to two principles of media education, formulated in 1989 by Len Masterman[7], who states that "media education is thematic and situational. It illuminates and explains life situations of learners. It focuses on what is «here and now», explaining it in a

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[5] Uricchio W., *The algorithmic turn: photosynth, augmented reality and the changing implication of the image*, „Visual Studies" 2011, 26(1).
[6] Masterman L., *Teaching the Media*, London 1985, Routledge.
[7] Masterman L., *Media Awareness Education: Eighteen Basic Principles*, 1989; http://www.medialit.org/reading-room/media-awareness-education-eighteen-basic-principles (31.07.2018).

broad historical and ideological context", and that "media education is guided by the principle of constant change. It must develop in parallel to changes in reality", I distinguish three periods of media education, called respectively: media education 1.0, 2.0. and 3.0, in which other media and media practices dominated, as well as the emphasis on the development of other media literacies was stressed.

The main purpose of media education in the first phase of development, called **media education** 1.0, was to forward not only the skills of critical thinking towards mass media and media messages but also – in a general sense – critical attitude and autonomy. **Media education 2.0** can be discussed due to the dynamic development of the Internet and information and communication technologies, including social media, at the beginning of the 21st century. New media practices related to active participation are emerging. The third phase of the development of media education - **media education 3.0** - goes beyond what is visible. In my concept of media education 3.0 I point out that because of media convergence and deep media mediatization, media education should include in the area of its interest the entire technological sphere that is invisible to the user (digital data, algorithms) and refer to hidden and intelligent mechanisms of its management of its activity, behavior, attention, content, information and knowledge while using the media and new digital technologies. These mechanisms result from the power of communication acquired by the new media corporations and the business model of those companies whose goal is to multiply capital by engaging consumers in the products they offer and controlling the activity based on the data and content they provide[8].

Therefore, media education 3.0 should focus on the one hand on the study of practices, activities, motivations of digital media users referring to such phenomena as: digital data, misinformation and propaganda online, distribution of fake information, online privacy, management of own data, profiling or communication with non-human subjects (bots), and on the other hand, on proposing specific educational activities related to shaping media literacy aimed at critical understanding of these phenomena, having a large impact on the sphere of mediatized communication, consisting in their recognition, analysis and evaluation.

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[8] For the growing role of corporations and their business model based on data processing drew attention: Smyrnaios N., *Internet oligopoly. The corporate takeover of our digital world*, Bingley 2018, Emerald Publishing; Moore M., Tambini D., *Digital dominance...*, op. cit.; Dijck van J., Poell T., De Waal M., *The platform society. Public values in a connective world*, Oxford 2018, Oxford University Press, and Galloway S., *The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google*. New York 2017, Portfolio/Penguin. From Polish researchers it should be recalled to the works of Jan Kreft from the Jagiellonian University: Kreft J., *Za fasadą społeczności. Elementy zarządzania nowymi mediami*, Kraków 2015, Jagiellonian University Press, Kreft J., *Koniec dziennikarstwa, jakie znamy. Agregacja w mediach*, Kraków 2016, Wydawnictwo Uniwersytetu Jagiellońskiego and alos Jakub Nowak *Polityki sieciowej popkultury,* Lublin 2017, Wydawnictwo UMCS.

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In the concept of media education 3.0, referring to the classic media education described by Masterman, I emphasize that an important role in the reception of information and mediatized content by digital media and understanding of the entire contemporary media ecosystem is also equally played by the classical categories: **production, ideology**, and **representation** - related to a new context – the environment managed by algorithms, including self-learning ones. They are the basis for the functioning of not only media platforms but also various devices connected to the network, whose operation is based on the analysis of collected data based on information about user's activity. They can both create and influence the shape of information / content (bots, robojournalism), are ideological (discriminate, disseminate radicalized content, strengthen biased opinions, have an impact on how we think about reality), and the logic of their actions is not objective because it does not reflect reality (re-present a specific vision of the world). In connection with the above, the problems of interest in media education 3.0 should focus on:

a) the impact of technology corporations (as new media institutions) on the economy, politics, culture, economy, social relations, the public sphere, politics, etc.;

b) the process of controlling information and content, their circulation, distribution, and modification depending on the social, political and economic context in which they emerge;

c) information and knowledge mediatized by various types of media and communication and information technologies, resulting from the operation of hidden computer mechanisms - processing of large databases or algorithms;

d) the impact of intelligent technologies, including self-learning and analyzing algorithms on the practices of engagement and participation, behavior, decisions and choices of users, as well as identity;

e) interaction, communication and information exchange / content between people and hidden, non-human actors, such as social bots or machine learning algorithms.

The suggested division refers to both the idea of the phased development of the Internet, promoted by e.g. Darcy DiNucci[9] and Tim O'Reilly[10], as well as the media education 2.0 proposal formulated by Stuart Poyntz and Michael Hoechsmann[11]. According to the idea

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[9] DiNucci D., *Fragmented future*, „Print" 1999, 4 (32), pp. 220–222; http://www.darcyd.com/fragmented_future.pdf

[10] O'Reilly T., *What Is Web 2.0. Design Patterns and Business Models for the Next Generation of Software*, 2005, http://www.oreilly.com/pub/a/web2/archive/what-is-web-20.html (30.04.2018).

[11] Poyntz S., Hoechsmann M., *Media literacies. A critical introduction*, New York Jork 2012, Wiley-Blackwell.

of phased Internet development, each of its stages is characterized by a different logic organizing its operation, other functionalities, and usage practices. Just as Web 1.0 enabled users to acquire information, Web 2.0 focused on networking, engagement, and participation, so Web 3.0 subordinates user's activity to advanced algorithms that decide what to read, watch, how to think, what to buy, etc. Web 3.0 is based on large amounts of collected and processed data, and uses mechanisms based on artificial intelligence, including machine learning and neural networks, at the same time to predict users' behavior and needs and their design. Although it may be arguable to use numerical terms to designate subsequent phases of the evolution of media education, this concept shows the transition from focusing on mass media (1.0), through an interest in new media and digital technologies (2.0), ending on data and algorithms, including artificial intelligence.

In the course of detailed analysis of four phenomena being a direct consequence of the datafication and algorithmic data processing, i.e. the power of new media corporations in communication networks[12], network platforming, commercial and political profiling of media users, development of computational propaganda, the following findings were made:

• The communication power in case of new media corporations is based on the ability to program the network and involves not only certain economic, legal, institutional and technical means to organize Internet communication, but also to shape thinking and acting through communication and information technologies based on processed data and algorithmic actions. Activities related to the programming of communication networks include projects undertaken by Google or Facebook with various social actors, for example supporting online journalism (the Google project "Digital News Initiative", cooperation FB with City University of New York), educational activities (Facebook's educational platform Digital Literacy Library, Google's curriculum "The Bests of the Internet"), scientific ventures or cooperation in the field of data exchange (Google project, Twitter and FB "Data Transfer"). The status of these projects is not entirely clear: on the one hand, they pursue social goals, on the other hand, they are subordinated to the implementation of business goals in the long run.

• Media platforms, especially social networking sites that play an important role in the distribution of messages, although they do not want to be perceived as traditional

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[12] To analyze this power I use the assumptions formulated by Manuel Castells in the book *Communication Power*. Although Castells recognizes the existence of a new form of Internet communication, he focuses on describing changes in the media market resulting from the activities of online companies and communication between multimedia corporations (forming an alliance between media and internet corporations) and the recipient in the context of political power.

media organizations, they manage published content by people and algorithms, and implement one of the basic assumptions regulating the functioning of media, that is, give recipients what they need. In addition, media platforms impose a specific way of functioning of traditional media institutions in accordance with algorithmic logic, an example of which is among others, the cooperation of traditional media publishers with Facebook as a part of the Instant Articles platform.

• Digital data is a valuable source of information about a consumer and is used for profiling, which is categorizing due to specific features. Managing your own privacy, which is controlling our involvement in the network, is nowadays an extremely important skill that needs to be educated. Understanding what is the relationship between privacy and the digital footprints left by users, and between privacy and algorithmic processing of content based on user's activity, becomes an important issue in the area of media education 3.0.

- The use of modern computer calculation techniques to simulate the interaction of bots with real network users and to spread fake news is now a powerful tool of modern propaganda (known as computative) aimed at democracy. Developing the skills of critical thinking, also in relation to non-human actors is a task for media education. In order to reach this goal, cognitive psychological factors distinguished by me and affecting this ability (beliefs/stereotypes, cognitive complexity, an experience of control, the need for cognitive closeness) and the use of the author's method of layered analysis of the media message may be helpful.

In the modern world in which multidimensional human activity in the field of entertainment, communication, work, personal and professional development or social participation is accomplished through and by using many different media and technologies. Understanding the functioning of the entire media ecosystem is necessary to be able to effectively and safely function in it. The turning point towards critical media education (called media education 3.0), which is just being done, should be treated - as I call it - the "second critical phrase" (the first was the proposals from the 1980s). It also corresponds with other critical research proposals related to datafication and algorithmization and their impact on

society, such as developing *critical data studies*[13] or more practical proposals, such as *algorithmic literacy*[14].

d) Using the results of the study

Some of the topics discussed in this work were partially presented during nationwide and international thematic conferences. And so, the issue of surveillance capitalism in the context of privacy management skills based on my own research I presented in May 2018 in Prague in my speach *Privacy for sale? The beliefs and habits about privacy and dataveillance among the Polish youth in the algorithmic environment* during the International Communication Association 2018 Pre-Conference *Trust, control, and privacy: Mediatisation of childhood and adolescence in the digital age* (the organizers: ECREA TWG Children Youth and Media, ECREA Section Mediatization, ICA Children Adolescents and Media Division, Charles University, Institute of Communication Studies and Journalism). On the other hand, I already pointed out the emphasis in media education on educating and examining critical thinking competences in relation to mass media as well as new media (competencies abandoned in favor of technical skills training and protection against online threats) in April 2013 in the speech *Media Values and media literacy in the field of critical understanding of media messages* during the national scientific conference *Modern media 5 - Values in the media - media values* (Faculty of Political Sciences UMCS in Lublin). Also in Lublin in April 2015 in a lecture *Does the Internet destroy the culture of information?* delivered at a nationwide scientific conference *Contemporary media 7 - Information media* (Faculty of Political Sciences UMCS, Lublin) I analyzed the phenomenon of content created by a user in social media in the context of distribution and circulation of messages and the use of this content as news source by mainstream media (the phenomenon of "social information agency"). However, during *the IV Congress of the Polish Communication Association. Social communication in the era of social media* (September 2016, Adam Mickiewicz University in Poznań) in my presentation *Facebook as an aggregator of content. Circulation and practices of consuming information* I continued my reflections on the impact of social media on practices of the consumption of messages, including the impact of algorithmic content management and users' activity on the choice and selection of displayed messages.

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[13] Iliadis A., Russo F., *Critical data studies: An introduction*, „Big Data&Society" 2016; źródło: https://doi.org/10.1177%2F2053951716674238.

[14] Lee R., Anderson J.,"Code-Dependent: Pros and Cons of the Algorithm Age. Pew Research Center, February 2017; http://www.pewinternet.org/2017/02/08/theme-7-the-need-grows-for-algorithmic-literacy-transparency-and-oversight/

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In the speech *Digital literacy, digital competency or e-skills? An attempt to organize the field "digital competencies" and what follows from this for practical actions,* delivered during the 1st Congress of Digital Competences (March 2018, Tarnów), which is a forum for the exchange of ideas of experts dealing with media education, digital competencies and the use of information and communication technologies in education in, I organised the conceptual field relating to digital competencies, distinguishing four approaches and characterizing the relationship between media literacy and digital literacy. In turn, in a lecture titled: *Studies on media and social communication as a pillar of media education in Poland. Historical outline and postulates* that I gave during the Jubilee Scientific Conference of the Polish Communication Association *10 years of the PCA. The achievements of the decade and development perspectives of studies on media and communication in Poland* (April 2017, University of Wroclaw), I discussed the concept of communication and cultural approach in research on media education.

However, the most important achievement in the use of the results described in the paper was the opportunity to present the assumptions of the media education concept 3.0 in the text *Media Education 3.0? How To Big Data, algorithms and AI should change our thinking about media education* in The Handbook on Media Education Research, edited by renowned media education researchers: Divina Frau Meigs, Sirkku Kotilainen, Manisha Pathak-Shelat, Michael Hoechsmann and Stuart R. Poyntz (New York 2019: Wiley-Blackwell, series: International Association for Media and Communication Research, Global Handbooks in Media and Communication Research). The publication will have its premiere during this year's conference in July, organized by the International Association for Media and Communication. Research *Media Education Today: New challenges, new opportunities?* (Segovia). Therefore, this publication, the concept of media education 3.0 has an opportunity to occur in international circulation.

In the near future, I would like to transfer the research results to empirical scientific activity in order to examine practices of users of new information and communication technologies in the field of algorithmic matching of content to their expectations, needs, and preferences. Therefore, I am currently commencing work on a grant application to the National Science Center.

The research results can also be used in a practical way by public administration entities and non-governmental organizations to develop already more detailed educational solutions in the field of teaching specific media and information competencies related to the functioning of invisible technologies at various educational levels, as well as in non-formal and informal

learning. Certainly, it can be facilitated by the media patronage taken over the book by the Panoptykon Foundation and the popular educational website edunews.pl.

5. Presentation of the remaining academic-research achievements

My remaining (after the Ph.D. thesis) scientific achievements consist mainly of: 1 the monograph (being a much modified doctoral dissertation) (attachment 3, point II.B.1), 9 co-edited monographs with researchers from various academic centers in Poland (attachment 3, point II.B.2), 2 co-edited issues of thematic journals and one edited independently (from the ERIH PLUS list) (attachment 3, item IA2, II.B.6), 1 co-translation of the book and 1 scientific editing (attachment 3, point II.C.1), as well as peer-reviewed scientific articles, published in scientific journals and Polish and foreign multi-authorship monographs (in terms of quantity it is a total of 29 articles). Seven of these 29 articles were published in scientific journals, including one (attachment 3, paragraph A1.1) in a journal that in the year of publication was on the Journal Citation Reports list, i.e. *Proceedings of the 11th International Conference on Wireless Information Networks and Systems* (WINSYS-2014) (co-authors: Sz. Szott and L. Janowski). The remaining 22 articles were published in group monographs, of which three articles in English, and 19 in Polish. In total, five articles were that published in English, up to 3 (attachment 3, point II.B.5) in the American publishing house Wiley-Blackwell, which in the list of publishing houses that publish peer-reviewed scientific monographs of the Ministry of Science and Higher Education of 18/01/2019 was placed on the list for level II with 200 points awarded.

From the thematic point of view, several areas of interest and research can be identified among my publications.

The first major thematic area of my scientific work covers research on **media education as well as media and information literacy**. The research perspective that I adopted, is mainly based on the communication and cultural approach. There are foremostly theoretical and problematic works here, such as: *The role of media literacy in the mediatized world* (attachment 3, point II.B.3.5), *Media (re)education. A new look at media education* (attachment 3, point II.B.4.8) or *Media values and media literacy in the field of critical understanding of media messages* (attachment 3, point II.B.4.12). I made the issue of media literacy measurement an important subject of scientific reflection in this area, which has not been elaborated in Polish literature (*Measurement of individual media literacy. Questions and problems*) so far, and in the world literature there are also no publications ordering different approaches to this issue. In relation to that, at the request of Renee Hobbs and Paul Mihailidis

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- editors of *the International Encyclopedia of Media Literacy*[15] - I prepared an article on this issue (*Measurement of Media Literacy Outcomes*, attachment 3, point II.B.5.3). In the same publication, there was another article, *Media Literacy in Poland* (co-author Marta Łysik, attachment 3, item II.B.5.2), showing in chronological and problem terms the development of media education in Poland. The presence of the two above-mentioned articles in such important international publication for the environment of media education researchers, published by the Wiley-Blackwell publishing house, I consider being a significant achievement.

As part of my research on media education, I also analyzed phenomena related to media education - here an article on the development of psychological research on the media and the constitution of media psychology (*Media psychology - history, research area, and perspectives* (attachment 3, point II.B.4.13) - or media literacy: article on media multitasking *(Media multitasking) in the light of psychological research*, attachment 3, point II.B.4.11), knowledge and attitudes towards surveillance capitalism (*Surveillance capitalism and privacy. Knowledge and attitudes on surveillance capitalism and online institutional privacy protection practices among Polish adolescents,* attachment 3, point, II.B.3.1) or subversive textual practices of media users ("semiotic guerrilla warfare") described in the text *What do users do with media content? - Advertising and "semiotic guerrilla* warfare*" in the culture of participation* (attachment 3, point II.B.3.4).

Together with researchers from other academic centers, I also co-edited collective monographs devoted to various aspects of media education (with A. Ogonowska, *Contemporary Media Psychology, New Problems and Research Perspectives, Man - Technology – Media. Cultural and Psychological Contexts*, and *Media Education in the Age of Contemporary Cultural, Social, and Technological Changes*, attachment 3, points II.B.2.4-6), as well as the thematic number of the journal "Statae and Society" (jointly with K. Pokorna-Ignatowicz, "Social communication and media competences in the times of new technologies", attachment 3, point II.B.6.2).

The second area of main scientific interests is **research on media genres (media genology).** This is the area that is somewhat a continuation of the research started as a part of the work on the doctoral dissertation, in which I dealt with the talk show genre from the perspective of research on the language spoken in the media and new speech genres related to electronic media. The most important work in this area is a scientific monograph based on

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[15] https://onlinelibrary.wiley.com/doi/book/10.1002/9781118978238

research material (which is a highly modified doctoral dissertation) *Talk show. Honesty on the screen*? (attachment 3, point II.B.1.1), to which the Foreword was written by prof. Wiesław Godzic. In this monograph I describe how the language, vocabulary and any communication behaviors visible on the screen fulfill the *talk show* quality features. Other publications in this research area are the article *Entertainment in the service of advertising (advertainment), or how to let down the consumer's guard?* (attachment 3, point II.B.3.2) devoted to the creation of advertising messages using the characteristics of entertainment genres (what can be called a variation of advertising pattern of an adaptive character), and the article *Television investigative report as entertainment. The modes of narrative drama* (attachment 3, point II.B.3.6), in which, on the example of TVN investigative exclusives, I analyze elements of the message (voice from the off, materials recorded with a hidden camera and creation of intended fiction as a provocation) that bring them closer to the so-called reality TV shows genres. A pragmatic component of the genre of divination in the television mode – narration – I especially emphasized in the article *The TV divination as a narration. Prolegomena* (attachment 3, point II.B.4.6). In turn, the article *Towards the media's lack of genre? On the function of media genres in the reception process* (attachment 3, point II.B.4.7) is my opinion in the discussion on the legitimacy of distinguishing the category of "media genre" which is a specific cognitive form, organizing and ordering our media experience. While in the article *The contribution of Professor Maria Wojtak to the development of media genology* (attachment 3, point II.B.4.1), I suggest the transfer of some research proposals in the field of linguistic genology and linguistics of the text formulated by the Lublin linguist prof. Maria Wojtak to the area of research on media genres.

The third area of my scientific achievements includes publications that appear in **research on media-mediated communication**. There are mainly publications on communication and language behavior of customers and Call Center consultants in a commercial telephone conversation, which at the beginning were the subject of preliminary research (article: "*The customer comes first" - language expressions of politeness and courtesy in telephone conversations between Call Center consultants and clients*, attachment 3, point II.B.4.19). Then there are the detailed studies conducted as part of the grant of the Ministry of Science and Higher Education, which results were published in the following works: co-edited collective monograph *"Can I help you?". Communication and language behavior of consultants and call center clients*, which is the first study of this type and summary of the research (attachment 3, point II.B.2.8) and articles in it: *Commercial phone*

call and *„But we are talking about Zosia who lives in Australia "- linguistic ways of expressing dissatisfaction by clients* (attachment 3, point II.B.4.17-18).

In this research area, I also elaborated on persuasiveness and its expressions in the TV divination, that I discussed in the article Language Expressions of Persuasiveness in the TV divination (attachment 3, point II.B.4.14). The collective monograph *Communication in the electronic media - language, education, and semiotics. Monograph*, co-edited with Mirosław Filiciak, defines various aspects of mediated communication (attachment 3, point II.B.2.9).

The fourth area of my scientific achievements **concerns the theoretical and practical aspects of research on media**, in which I dealt with: the media image of the world, taking, among others, an attempt to define it and indicate research methods (*How to study the media image of the world* – attachment 3, point II.B.4.10), analysis of the impact of user-generated content on the circulation of information and messages in social media (*Does the internet destroy the culture of information? Social media as a source of knowledge about facts and events*, attachment 3, II.B.4.2), as well as esoteric television programmes and a description of their function *[(Pop)esoteric on television and its functions. An outline of the problem*, attachment 3, point II.B.4.15]. I consider two co-edited collective monographs focusing on issues in this research area to be important publications: an anthology of texts by foreign media researchers *The Twilight of television? Transformations of the medium. The Anthology* (co-author Tomasz Bielak, Mirosław Filiciak*,* attachment 3, point II.B.2.7) and the monograph *Media.pl. Research on media in Poland* (co-editor Tomasz Bielak, attachment 3, point II.B.2.2) containing articles by Polish media researchers (T. Goban-Klas, J. Mikułowski Pomorski, I. Hofman, S. Jędrzejewski, M. Lisowska-Magdziarz, T. Miczka, A. Gwóźdż, W. Godzic, P. Sitarski, M. Filiciak, P. Zawojski, R. Kluszczyński). In the case of the book *The Twilight of TV? Transformations of the medium* as editors we invited to the cooperation media researchers with recognized international achievements (including J. Mittell, W. Uricchio, J. Gripsrud, J. Feuer, J. van Dijck), who agreed to make their works available to the volume for free. This book was the first publication in Polish, which drew attention to the ongoing transformation of television as a mass medium and popular genres for it – TV series.

The fifth area which is the subject of my research works concerns the study of **relations between new technologies and society, and culture**, and as the works of foreign scholars show (including N. Couldry, F. Napoli, S. Zuboff, d.boyd, M. Andrejevic) the cooperation between researchers dealing with media and social communication, and researchers working on computer science or programming will be necessary in order to analyze the impact of new technologies on the society, culture and users' behavior. The interest in this subject is a

natural consequence of the positioning of the Faculty of Humanities of the AGH University of Science and Technology - in the structure of a technical university and research undertaken with other AGH-University researchers at the intersection of social, humanistic and technical sciences. As a result of such cooperation, an article based on the empirical material was written *Assessing the Cooperativeness of Users in Wi-Fi Networks* (co-authors: Szymon Szott, Lucjan Janowski). In the paper concerning the behavior of users of a shared Wi-Fi network (attachment 3, point II.A.1.1) we studied to which extent the specific psychological characteristics of a user influence the cooperative or selfish behavior. In addition, other publications in this area include the co-editing of two collective monographs (*Technological and social aspects of the 21st century* and *Techno-Culture: transhumanism and digital art*, attachment 3, points II.B.1 and 3), as well as the scientific editing of thematic issues of the journals: "Contribution to Humanities AGH" (the list of ERIH PLUS) and "Contemporary Culture" (No. 1/2019 "Algorithmic culture", together with T. Bielak). In case of the second journal, it is worth noting that our concept of the number was selected by the editors as one of the 5 winning concepts sent for the competition.

In conclusion, I would like to mention one important scientific achievement, which is indirectly connected with the main research interests, but is related to my non-scientific experience – a long-term training in an analytical psychotherapy group, which took place in years 2004-2007 at the Group Analysis Institute "Rasztów" in Warsaw and psychotherapeutic practice. Together with Aleksander Skrzypek, I translated from English into Polish the book of the American culture critic Christopher Lasch, *The Culture of Narcissism. American life in times of diminishing expectations*, and also made its scientific editorial work (attachment 3, point II.C.1.1). In *The Culture of Narcissism* Lasch, referring to psychoanalytic theories of "narcissism", creates the concept of "culture of narcissism", that rooted permanently in the social sciences and humanities, which is a consequence of political unrest in the 1960s and growing consumerism, and whose manifestation are such phenomena as: collapse of authorities, celebritization, theatralization of political life or mediatization of sport. The concept of narcissistic culture is nowadays used to describe new forms of narcissism that are a consequence of the development of the Internet and new media (see M. Szpunar, Culture of Digital Narcissism, Krakow 2016).

The index of quoting of my publications for the years 2007-2018 for Publish or Perish/Google Scholar Profile is 38, while Hirsch Index for Publish or Perish/Google Scholar Profile - 3, which means that three publications had the highest number of citations

(monograph *Talk Show. Honesty on the Screen ?*[13 times], edited monograph *Communication in the electronic media* [9 times] and the article *How to study the media image of the world?* [5 times]).

The **conference activity** is inseparably connected with my scientific-research activity (attachment 4, point D.1-D.2). In the years 2007-2018, I delivered papers at 23 scientific conferences (21 conferences were nationwide and 2 were international). In case of international conferences, I would like to emphasize my participation in the conference accompanying (pre-conference) the conference of the International Communication Association (Prague, Czech Republic) titled "*Trust, control, and privacy: Mediatisation of childhood and adolescence in the digital age"* organized by ICA Children Adolescents and Media Division, ECREA TWG Children Youth and Media, ECREA Section Mediatization, and Charles University, Institute of Communication Studies and Journalism. I gave a presentation of *Privacy for sale there? The beliefs and habits about privacy and dataveillance among Polish youth in the algorithmic environment.*

As far as Polish media-related conferences are concerned, I actively participated in national events that took place in various academic centers: Krakow, Warsaw, Wrocław, Lublin, Poznań, Katowice, and Łódź. My active participation in three cyclical scientific events, significant for the media research community, deserves a special emphasis: congresses of the Polish Communication Association (Wrocław 2008, Lublin 2010, Krakow 2013, Poznań 2016 and the Jubilee conference - 10th PCA anniversary - Wrocław 2017), conferences concerning the series "Contemporary media" organized by the Faculty of Political Science of the UMSC in Lublin (2012, 2013, 2015, 2016) and the National Media Studies Seminar organized by (currently) WDIiB UW (2015).

While mentioning the conference activity one should also mention **the activity related to the organization of nationwide thematic and interdisciplinary conferences** (attachment 4, point E), whose issues concerned media education and socio-cultural changes related to the development of the Internet, new technologies and the media. So far, I have co-organized 8 such events, and in 4 cases I was the chairman or the co-chairman of the organizing committee, and in other cases a member of the organizing committee. Two events in the past and also now are of a cyclical nature: Media Education Congress - being a discussion forum for Polish theoreticians and practitioners involved in media education (Krakow 2014, Lublin 2016, Gdańsk-Gdynia 2018) and TechSpo – an interdisciplinary forum

for meetings and discussions on the most important technological and social aspects of modernity (Krakow 2016, 2018).

An important occurrence in the scientific and research development was a scientific internship as a Visiting Scholar at Fordham University in New York (The Department of Communication and Media Studies) in July-Agust 2012 under the supervision of prof. Paul Levinson (attachment 5). During the internship, I attended a seminar run by P. Levinson titled "Politics and New Media", we also discussed new (new) media concept - their meaning, character, development, use, and users. Besides, we talked about how the deterministic concepts of Neil Postman (who was P. Levinson's doctorate supervisor) and Marshall McLuhan (who worked for a while at Fordham University) - shaped his views on new media. The result of my stay on the internship was the acceptance of the invitation to deliver a lecture at the conference "Modern media psychology. New problems and research perspectives "(November 2012), titled "Everyone a Diplomat in Digital Age "by prof. Levinson. I remain in touch with Paul Levinson until today.

An important part of my scientific and research achievements is **expert activity,** including work for government administration bodies and cooperation with non-governmental organizations (attachment 4, point O). This activity mainly concerns my scientific work in the field of media education, and more broadly: education. Since 2008, I have been an assessor of school textbooks for general and vocational education entered in the list of assessors of the Ministry of National Education. As an expert in the content and didactic field, I assess the compliance of the content of school textbooks with the core curriculum of general education (Polish language), with particular emphasis on the presence of content related to media education, including the training of media and information literacy in textbooks. In addition, I gave opinions on two e-textbooks for general education in Polish. I also carried out two expert opinions commissioned by other government administration bodies. In 2016, I prepared for the National Broadcasting Council expertise on the assessment of content related to media education in programs broadcast by Polish Radio SA and Telewizja Polska SA " Monitoring of Radio and TV Programs Involving Media Education in Polskie Radio and Telewizja Polska. The Report after Broadcasting". The total duration of the post-emission material was 13 hours 28 minutes and 33 seconds. In turn, in 2018, at the request of the National Center for Film Culture in Łódź (a unit subordinated to the Ministry of Culture and National Heritage) I prepared the expertise "Analysis of the results of a qualitative study - implemented as a part of the «Film literacy» task in the project «The NCFK comprehensive program on knowledge dissemination about film»". The aim of it was to assess the qualitative study conducted in the

field of selected film literacy and their reference to media literacy models and content from the core curriculum in this area. In addition, at the request of the Modern Poland Foundation (together with A. Ogonowska), I reviewed the first version of the catalog of media and information literacy "Digital Future. The catalog of media and information literacy". Since 2018, I have also been a member of the Program Committee of the KOMET@ Digital Education Network (https://kometa.edu.pl/artykuly/14,rada-programowa-sieci-komet).

During the scientific and research development, I acquired research experience by **participating in national research projects** (attachment 4, point A). I was one of the contractors in the national research project *Communication in the electronic media: language, semiotics, and education* (2007-2010) financed by the Ministry of Science and Higher Education, in which, inter alia, within the framework of the task of *Communication and language behavior of consultants and call center clients of the PZU SA Group*. I managed the work of the research team. In addition, I was a collaborator of the research team for Module V *Disabled and disability in new media* (PFRON grant, *From comprehensive diagnosis of disabled people in Poland to the new model of social policy towards disability*, 2012-2014), which developed a tool to study media literacy of people with disabilities. In 2016, I submitted for the Sonata Bis 6 competition to the NCN for funding a research project *Diagnosis of media and information competences of students completing the fourth grade of education of a primary school using IRT (Item Response Theory)*, which after the second content stage in the final classification was not qualified for funding. I would like to add that at the beginning of my research career I also gained research experience in social research as a person checking and coding test sheets in the nationwide research (*Examination of basic skills of third grade students of the primary school*, Central Examination Board) and international research (International PIRLS Reading Progress Proficiency Test/Results of Teaching Mathematics and Natural Sciences TIMSS, Central Examination Board).

My **didactic activity** is a result of scientific and research interests and education as well as didactic needs of the Faculty of Humanities (FH) at AGH University in Kraków, where I have been working since 2011. I currently teach in three fields of study offered by FH AGH University: sociology, cultural studies, and social informatics. So far I have been conducting (and leading) classes in such subjects as: Media Studies and Media Theories (lecture and exercises), Social Psychology (lecture and exercises), Creativity (workshop), Introduction to cognitive science (lecture), Advertising - history and the art of interpretation (lecture), Intermedia in culture (lecture), Public Relations (exercises), Cultural and media practices (seminar). In addition, as a part of ongoing seminars on the issues of media genres,

media practices, communication in new media and advertising, I promoted a total of 21 undergraduates in cultural studies (specialization: new media and intercultural communication) and 12 undergraduate degrees in sociology (specialization: multimedia and social communication). In turn, as part of individual care, I promoted two masters in the field of cultural studies. I also review BA and MA theses on sociology and cultural studies.

As a part of didactic activities I also co-created (with practitioners - Robert Michalik and Marcin Wójtowicz) the annual program of postgraduate studies "Strategic Brand Communication", which was in 2013 one of the first postgraduate program in the country, aimed at familiarizing students with the entire strategic process, enabling understanding, preparation and implementation of a communication strategy for a specific brand (from a client's brief, through analysis of consumer behavior and competition, to planning advertising activities in various media). Among the lecturers there were practitioners from renowned advertising and media agencies: Advertising Agency S4, OPCOM, Insignia, Oglivy & Mather Advertising, Media House Starcom, Saatchi & Saatchi. What is more, along with didactics from FH AGH University and other faculties of AGH University of Science and Technology: The Faculty of Electrical Engineering, Automatics, Biomedical Engineering and the Faculty of Computer Science, Electronics and Telecommunications, I co-created in 2015-2016 a multidisciplinary first-cycle program "social informatics", for which in 2016 I received the team award of the 2nd degree AGH University of Science and Technology Rector for didactic achievements.

My activity in scientific and research societies is inseparably connected with **activities in foreign and national scientific societies** (attachment 4, point J). Since the beginning (in 2007), I have been a member of the Polish Communication Association, actively participating in scientific events organized by the Association. I have also been a member of European Communication and Education Research (ECREA) since 2016, where I work in a temporary working group (TWR) of *Children, Youth and Media*. However, the most important activity in this area is connected with the Polish Association of Media Education, which was initiated (together with Prof. Agnieszka Ogonowska from the Pedagogical University in Krakow) in 2012. The idea of creating an interdisciplinary scientific society focused around the research area - media education - came out of the need to establish an organization that will work for researchers dealing with this issue in various disciplines. What is more, it will aim to integrate representatives of various environments operating in this area, including practitioners, representatives of the organization non-governmental organizations and state institutions. Since the beginning of the Association, first taking the position of a vice-president (in the

term of office 2012-2016), and then the president (in the term of 2016-2020), I have been working actively for the promotion of media education and cooperation and integration of the environment, as well as cooperation with government administration and non-governmental organizations. The Association currently has approximately 80 members from various scientific disciplines including practitioners (teachers, educators); it subsidizes scientific publications, and is a member of the Coalition of Media and Digital Education (KEMiC). The organized by the Association every second year the Media Education Congress (MEC), of which I was the initiator - is an important event in the environment, what can be proved by the cooperation with the current co-organizers, among them there are: The Modern Poland Foundation (I MEC, Krakow 2014), Faculty of Political Science UMCS in Lublin (II MEC, Lublin 2016), European Solidarity Center and Science Center Experyment (III MEC, Gdańsk-Gdynia 2018), or honorary patronage of the Polish Committee for UNESCO (I and III MEC) and the President Lech Wałęsa (III MEC).

Moreover **the organizational activity** is an important field of my scientific operation. Immediately after the doctorate I was a clerk for defending doctoral dissertations in the Linguistic Committee of the Faculty of Polish Studies at the University of Warsaw in the academic year 2007/2008. But working at the Academy of Humanities named after A. Gieysztor in Pułtusk, I was the head of post-graduate studies for non-Polish language teachers (2009-2011). A significant part of my organizational activity is attributed to my work at the Faculty of Humanities at the AGH University of Science and Technology in Krakow, where in the years 2013-2015 I was the dean's plenipotentiary for the promotion of the faculty and in 2013-2017 a chairman of the FH Promotion Team. As a part of my functions, I was responsible for creating information and promotion materials about the Faculty, unification of visual communication and initiating and coordinating promotional activities of the Team, including improving the faculty website, communication management in social media, participation of FH on the AGH University Open Day and Science Festivity. In the years 2014-2016, I was also the head of the postgraduate program "Strategic communication of the brand" conducted at the Faculty of Humanities of the AGH University of Science and Technology.

On the other hand, as a part of **the activities for popularizing science** (attachment 4, point K.2) I participated in several expert discussion panels, I was also a moderator of the panel "The ways different forms of education address societal challenges in the field of Media and Information Literacy" as part of the international conference "On the Need for Media Education" co-organized by the Polish Committee for UNESCO in November 2018 in

Warsaw. In addition, I was a guest expert in the cultural program "Pegaz" (broadcast by TVP 1) and shows in the Program 2 of Polish Radio and Radio Krakow; I also gave comments for online portals Na Temat and Przegląd magazine.

My **remaining academic activity** is related to taking the position of the content editor (media education) in the journal "Cognitive Science and Media in Education" (published by Adam Marszałek Press) as well as a reviewer – so far I have been publishing reviews of articles on media issues for such national magazines as: "Sociolinguistics", "Authority of Judgment", "Popular Culture" or "Rocznik Lubelski" (attachemtn 4, point P) - in total, I reviewed 7 manuscripts of the publication.

For my scientific and research activity in 2009 I received an annual scholarship of the Rector of the University of Warsaw, and in 2016 an individual second-degree award of the Rector of the AGH University of Science and Technology.