

As more media continues to become available, there is an ever-growing need to consider how certain technologies and media messages affect users and society overall. The aim of this dissertation is to develop an understanding of media literacy in the Czech Republic and to investigate its significance within education, particularly teacher education. The research methods adopted for this study include an in-depth review of relevant media literacy literature, coupled with interviews from Czech Pedagogical Faculty members, and analyses of Czech national policy and university curricular documents. The findings from this work show that the main benefit of media literacy in primary and secondary schools is a non-hierarchical learning environment that encourages discussion, interaction, and critical thinking amongst students. Additionally, current media education policy in the Czech Republic is found to be ineffective. The main conclusion is that with more required media literacy courses or even a national standard for media literacy in teacher education programmes, the Czech Republic could improve teaching methods and present policy.